All God’s Children International believes it is important to begin planning now for a smooth transition upon returning to the U.S. with your child. Please complete this Transition Plan to the best of your ability. We encourage you to thoroughly consider each answer and answer all questions so that you are prepared.

*Please return a copy of this Transition Plan to AGCI at your earliest convenience and at least 2 business days prior to your scheduled transition plan call.*

Family Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Potential Adopted Child(ren)’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child(ren)’s Birth Date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INTERNATIONAL PEDIATRICIAN REVIEW

Please submit the written review from your international pediatrician.

Please identify the international pediatrician who completed your review:

Date of Consultation with Pediatrician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pediatrician Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please identify each medical need your child/ren has received to date. Please report your initial understanding of each need identified. How does that need currently present?

MEDICAL

What is your understanding of the day-to-day care related to each need?

What specialized treatment or services may be expected for each need now and as your child grows?

What are the potential long-term expectations for this need (ex. into adolescence and adulthood)?

Please report on the assessment and recommendations from that review for each medical need identified for your child/ren:

Please list all medications: (include description on each medication use, dosage, amount needed in-country, treating doctor upon travel home.

Please identify how you will address each of these areas for your child in the immediate future – giving practical examples and listing medical/professional names/practices along with contact information. (addressing these long-term is covered on page 8):

Language barriers:

Malnutrition:

Trauma:

Sensory Needs:

Developmental Delays:

PSYCHOLOGICAL/SOCIAL/EMOTIONAL

Please identify any psychological/social/emotional needs for your child. (ex. mental health medical need, behavioral medical need, sensory issues, drug/alcohol exposure, trauma, neglect, or abuse):

Please report your initial understanding of these needs and how they may present in your child/ren:

What treatment or services may be expected for this need:

What are potential long-term expectations may there be for this need (ex. in adolescence or into adulthood):

RESEARCH

List and describe the applicable steps you have taken to better acquaint yourself with your child’s physical/psychological condition.

1. Books:

1. Websites & Blogs:

1. Trainings:

1. Discipline information and/or trainings:
2. Complex Trauma:
3. Other:

RESources

Please keep in mind that it is normal to seek help and encouragement from adoption professionals during this time of transition, especially for grief and loss, attachment and bonding, discipline, behavioral concerns as well as social development. When available, it is our recommendation that you seek and utilize providers who are adoption competent.

Please list resources in your area and plans of action for each section. Please add specific contact information for each provider.

1. Pediatrician:

1. International Adoption Specialist/Clinic:

1. Trust-Based Relational Intervention™ (TBRI®) Practitioner:

1. Specialist Providers (Physical/Occupational Therapists, Speech/Language Therapist, Geneticist, early-intervention services, neurologist):

1. Interpreter Services:

1. Nutritionist/Feeding Specialist:

1. Fellow Adoptive Parents:

1. Other:

AGCI has found that in some countries the child’s age is estimated and their birth date is “assigned” based on their development.

Will you have your child assessed for actual age?

What is your plan if your child’s stated age is not accurate?

CULTURE

What are two things you learned from the AGCI Child-Specific Country Education information ([found under each country “Education” tab](http://myagci.org/index.php/adoption-programs/) on the Family Portal MyAGCI.org)?

What resources from the country-specific education sheet were helpful?

How do you plan to integrate your child’s culture into your family?

Do you plan to change your child's name? Consider and describe how your child may feel about this as they develop. How will you answer questions on the decision you changed your child's name - if you plan to change their name?

How do you plan to integrate your child's culture into their name?

Since your child physical appearance may attract attention to your family, how have you prepared to answer questions in the community?

How do you plan to address racial issues and racial identity issues with your child? What steps will you take to support your child’s racial identity development?

**Questions you might be asked include:**

(Please remember that your child listens to everything you say and notices your tone of voice, your facial expressions and your body language from a very young age.)

Are you his/her/their real parents? What happened to the child’s real parents? Is he/she adopted?

What are your strategies for addressing racism and/or prejudice that may be directed toward your family or child(ren)?

What local/online cultural resources have you identified or accessed?

What cultural resources are available in your community?

ADOPTION AND DEVELOPMENT (LONG-TERM)

How will you address your child’s long-term needs as they develop– giving practical examples and listing medical/professional names/practices along with contact information?

Language barriers:

Malnutrition:

Trauma:

Sensory Needs:

Developmental Delays:

How will you address gender identity?

How will you handle romantic/dating relationships (if applicable)?

How will you address dating interests? How will you address interracial dating (if applicable)?

GRIEF AND LOSS

Grief is a natural reaction to any loss, and it is important to realize that babies and children grieve in different ways than adults. As parents, you need to be prepared to acknowledge your child’s grief and support him/her as they work through their grief. Children may grieve by crying inconsolably, withdrawing, oversleeping, not eating, rejecting eye contact, refusing to bathe, refusing to have their clothing changed, hitting, kicking or acting out in other ways. As parents, you can help your child by being present with them through their grief, holding them when they appear sad and talking to them in a soothing tone.

Just because they are grieving does not mean that they do not love you or will not grow to love you. Allowing a child the time and space to safely grieve will benefit them for their entire lives.

How do you plan to help your child process their grief? Please identify specific providers or your plan to identify them in your community.

1. Parenting supports/counseling:
2. Age-Appropriate Counselor:

1. Counseling/Therapy (family, individual, etc.):

ATTACHMENT AND BONDING

For a child to form a secure attachment, they must learn that their needs will be met in a reliable and consistent way. Once a secure attachment is made, the child believes they are lovable, that trust in parents is wise, that others will help them when they have needs and that they can find comfort and calm after pain and rage. This sets the child up with a template for loving relationships in which they will value themselves, trust their own feelings and develop empathy for others.

How do you plan to encourage attachment and bonding through parenting, counseling/therapy and other resources?

What behaviors will indicate that your child is not bonding?

What behaviors will indicate your child has an anxious bond?

What behaviors will indicate that you are not bonding to your child from adoption?

When do you anticipate the need to see an attachment therapist if your child is not bonding and attaching, or if you are not bonding to your adopted child/ren?

DISCIPLINE

How do you plan to connect and correct with your adoptive child/ren?

What clear, consistent and simple boundaries will you set with your adoptive child/ren? What behavioral expectations do you have of your adopted child/ren?

ALL CHILDREN

How do you plan to connect and correct with your adoptive child differently than other children in the home? How will you explain this to your other children?

Is there a point when you will parent all children the same?

What role does development or special need have in how you discipline your adopted child/ren?

BEHAVIORS

How will you address the following behaviors? (Use practical examples for each.)

1. Sleep disturbance:
2. Eating (i.e., not eating, hoarding, overeating):

1. Inconsolable crying/whining:

1. Rejection of one or both parent(s):

CHILDREN AGES 1 YEAR AND OLDER ONLY

**(Use practical examples for each.)**

1. Regression:

1. Roaming the house at night:

1. Nightmares/Night terrors:
2. Violence (i.e., hitting, biting, scratching, kicking, aggression, self-harm):
3. Defiance:

1. Shutting Down:

CHILDREN AGES 4 YEARS AND OLDER ONLY

**(Use practical examples for each.)**

1. Physically attacking you or other children:
2. Intimidating others:

1. Manners:

1. Lying:

1. Sexually acting out:
2. Destruction of Personal Property:

1. Running Away:

Safety

Children who are joining your family through adoption may have experienced traumas that are unknown at the time of your adoption. AGCI makes every effort to learn about the history of each child, however, in many cases this information is not available due to the circumstances that led to that child becoming available for adoption. Additionally, some traumas do occur during the time that the child is in foster care or institutionalized. Children often do not share the extent of their traumatic experiences with anyone until they feel attached, bonded, and safe. Your child, as they experience felt safety, may disclose experiences with you as a means of processing the events and seeking support from you – a safe person.

Children who have experienced physical and/or sexual abuse may have a misunderstanding of appropriate behavior. In some cases, these children may act out their own experiences as a means of processing their trauma, and or as a result of not knowing that the behavior is inappropriate in your home. While this is not the case for every child, it is important to be aware of the potential for these behaviors and establish safety for all individuals in the home.

What are some specific strategies that you can employ to establish felt safety for your child?

Should your child disclose experiences of neglect, physical abuse, emotional abuse, and/or sexual abuse that was previously unknown, how might this impact your attachment and bonding with your child?

\*\*\*If you become aware of any experience that may also be affecting other children in the institution/foster home where your child has been please contact AGCI.

What resources are available to support you and your child if your child shares about past experiences of neglect and/or abuse?

If there are children already present in the home, how will you discuss safety with your children in an age-appropriate way?

What specific steps can be taken to protect the safety of all children in the home?

SOCIAL

AGCI recommends that families limit activities outside the home for a minimum of three months. This includes social gatherings at your home and attending church. While we understand this can be difficult, we believe this time will help your child form a secure attachment to you. After three months, begin to slowly transition into gatherings and activities as your child’s actions and behaviors indicate he/she is ready.

Once there is a secure bond and attachment, how do you plan to integrate your child into developmentally appropriate activities?

1. Play Groups (Ages 0-7):

1. Day Care/Childcare (Ages 0-7):

1. Preschool (Ages 1-4):

1. School (Ages 4+):

1. Leisure Activities (Sports, Clubs, all ages):

1. Church (all ages):

COUNSELING

Many families are unaware or do not anticipate they will benefit from family or individual counseling when they return home. However, most families have found that support from a counselor, therapist or adoption team is invaluable.

What resources do you have for this type of support, or what is your plan for identifying these providers in your community? (List individuals and/or specific practices and contact information.)

1. Attachment Specialist:

1. Adoption Specializing Therapist:

1. Pediatric Neuro-Development Center:

1. Other:

LANGUAGE/SPEECH

How do you plan to help your child learn English? (List examples and practitioners as appropriate for each section.)

CHILDREN AGES 1 YEAR AND OLDER ONLY

1. Interactive Learning Materials:

1. Immersion:
2. English Language Classes:

1. Speech Therapist:

1. School Services:

1. Language Development Resources:

1. Informal/Supports who speak the language:

1. Other:

EDUCATION

AGCI does not recommend placing children into a formal educational setting or ESL for at least six months after arriving home. It is our goal that all children feel safe and secure in their new home and with their families before introducing them into formal education.

CHILDREN AGES 4 YEARS AND OLDER ONLY

When will you have your child assessed for the appropriate educational setting/grade level?

If you plan to have your child assessed in their first language, this will need to occur in the first three months they are home or they will begin to lose their first language. Ensure an interpreter is available and that the assessment tools are in your child’s first language.

When do you plan to begin formally educating your child?

How do you plan to begin formally educating your child?

Please note all that apply and explain in detail below:

public school private school home school tutor other

What academic supports do you expect your child may need for academic success? What is your knowledge of the availability of these supports in your community and how will you access them if they are not available? (Name these and contacts.)

CHILDREN AGES 8 YEARS AND OLDER ONLY

What are your expectations of how your child will perform in school?

Do you expect your child to attend college?

PUBERTY

AGCI has found that some children adopted internationally enter puberty early after coming to the United States. Since the child may not have received adequate nutrition in their home country, when their body is jolted by receiving all the nutrition it needs, it will enter what is medically termed as “precocious puberty.”

CHILDREN AGES 8 YEARS AND OLDER ONLY

What changes in your child’s body may indicate they are experiencing precocious puberty?

What help will you seek if you see signs of precocious puberty?

How will you teach your child about his/her changing body?

CHILDREN AGES 11 YEARS AND OLDER ONLY

How will you help your child identify the changes in his/her body?

How will you discuss/support your child’s sexuality?

How will you handle the hormonal changes/mood swings?

PARENTAL PLAN FOR SELF-CARE

It is completely normal for you, as parents, to seek support and encouragement from adoption professionals during this time. We expect that you will be calling us when you are adjusting to your new role as adoptive parents. Always know that AGCI is a resource at any point in your post-adoption journey.

Please list resources and contact information in your area and plans of action for each section.

SUPPORT GROUPS

What are the local support groups for adoptive parents in your area?

What support (family, friends, pastor) do you have in place?

RELATIVE RELATIONSHIPS

How will you navigate your child's desire to initiate or maintain contact with a relative? How will you address this desire and use of social media?

RESPITE CARE

Respite care is defined as short-term, temporary relief to those who are caring for family members who need extra time and attention. Since adoptive parenting can become intense, many parents find it necessary to have family and friends to offer respite.

How will you know when you need to ask for respite?

What formal respite is available in your community?

List three people whom you trust to provide respite for you.

1.

2.

3.

SOCIAL NEEDS

How do you plan on maintaining relationships with your spouse, family and friends (i.e., date night, dinner out with friends)?

What are tangible ways your friends and family can support you during your child/ren’s and your family’s adjustment?

CHILDCARE

What are your plans for childcare?

Who will watch your children when you work, go out with your spouse/friends or run errands?

If one parent travels for work, who will be available to help with childcare?

If applicable, how will you prepare your child for the transition to childcare?

If applicable, how will you educate your childcare provider on your child’s adoption related needs and special needs?

EMPLOYMENT

Who plans to return to work?

When does that parent/do those parents plan to return to work?

How many hours a week will the parent(s) work outside the home or remotely from home?

How will you prepare/support your child in your return to work?

TRANSITION PLAN FOR OTHER CHILDREN IN THE HOME

How will you prepare the child/ren in your home for the child/ren you are considering or currently matched with?

How do you plan to ease the transition for your children who are already in the home?

How will you meet the need for one-on-one time with each child in the home?

How will you know when one of your children needs additional attention? How will you practically meet that need?

IN-COUNTRY

Families have a wide range of experiences as they travel to get their child/ren. It is important that the focus of that special time be on your child’s experience rather than your own. Among many things, child will likely be experiencing loss, anxiety, fear, confusion, and great change while you are united as a family. Managing your expectations and making a plan to support your child while in-country will assist in their transition and your own.

GOTCHA DAY/FAMILY DAY

How do you anticipate Gotcha Day/Family Day will be like for your child and family on the day of your first in-person meeting?

How do you hope to celebrate the anniversary of Gotcha Day/Family Day each year?

BONDING AND ATTACHMENT

What will you do to build trust and attachment while in country?

BEHAVIORS

What behaviors might you see to indicate that your child is experiencing anxiety, stress, or grief in transition?

Please describe any circumstance in country that would prohibit you from moving forward with the adoption and bringing your child home.

TRAVEL

Who in your family will be traveling to go get your child/ren? Have these persons traveled internationally before – to which countries?

How will you support your child/ren on the flight if they demonstrate transitional behaviors?

If you are leaving children at home as you travel, who will care for them? How will you communicate with your children at home?

How will you prepare to travel with your adoptive child? What will you need to bring or prepare for the flight?

TRANSITION HOME

Once you come home with your child/ren, much of your energy will be focused on establishing secure bonds. A practice called “cocooning” or “nesting” is an effective way to structure your home life in the first few months so as to prioritize that building relationship. This involves limiting your interactions with other people and environments as a way to establish your child’s security with you and your home without distraction or confusion.

How do you plan to cocoon/nest and what signs will you see from your child that you are able to start easing out of this phase?

What rhythms, rituals and practices will you begin in order to establish a growing attachment with your child in the first several months at home?

Please describe any circumstances once home that would cause you to dissolve the adoption or seek to place your adopted child out of your home.

Please describe your commitment to reach out to All God's Children International after arriving home and as your child grows.

RECOMMENDED MATERIALS

BOOKS

(additional titles available upon request)

* *The Connected Child* by Dr. Karyn Purvis, Dr. David Cross, and Wendy Lyons Sunshine
* *The Connected Parent by Dr, Karyn Purvis & Lisa Qualls*
* *Attaching in Adoption* by Deborah Gray
* *Raising a Secure Child by Kent Hoffman*
* *Parenting From the Inside Out by Daniel Siegel*
* *Parenting Your Internationally Adopted Child* by Patty Cogen
* *Wounded Children Healing Homes by Jayne Schooler*
* *Inside Transracial Adoption* by Gail Steinberg and Beth Hall
* *Twenty Things Adopted Kids Wish Their Adoptive Parents Knew by Sherrie Eldridge*
* *Parenting the Hurt Child: Helping Adoptive Families Heal and Grow* by Gregory Keck, Ph.D. and Regina M. Kupecky, LSW
* *Habits of the Household by Justin Whitmel Earley*

WEBSITES

* [Hope for the Journey Conference — Presented by Show Hope](https://showhope.org/our-work/pre-post-adoption-support/hope-for-the-journey/)
* [Pre and Post Adoption Support and Resources — Show Hope](https://showhope.org/our-work/pre-post-adoption-support/)
* [Home – Empowered to Connect](https://empoweredtoconnect.org/)

DVDS & Electronic Downloads

* Trust Based Relational Intervention™ (TBRI®) available at [Karyn Purvis Institute of Child Development (tcu.edu)](https://child.tcu.edu/resources/#sthash.MdXuAkku.dpbs)

MAGAZINES

* “Adoption Today” [Adoption Today – All Issues – Fostering Families Today](https://fosteringfamiliestoday.com/adoption-today-issues/)
* “Adoptive Families” [Adoptive Families | The resource and community for adoption parenting.](https://www.adoptivefamilies.com/)

Additional Assigned FAF Classes:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

I/We are committed to the adoption of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and have completed this transition plan as a guide and resource tool to use once my/our child arrives home. I/We understand that AGCI will continue to be a resource to my/our family after placement.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adoptive Parent Date Adoptive Parent Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**All God’s Children Staff** **Date**