

THE SELF-IDENTITY OF THE YOUNG TRANSRACIALLY ADOPTED CHILD:

These are the findings using Thematic Analysis:

Participants-children, parents and teachers

Sources and keys of data:

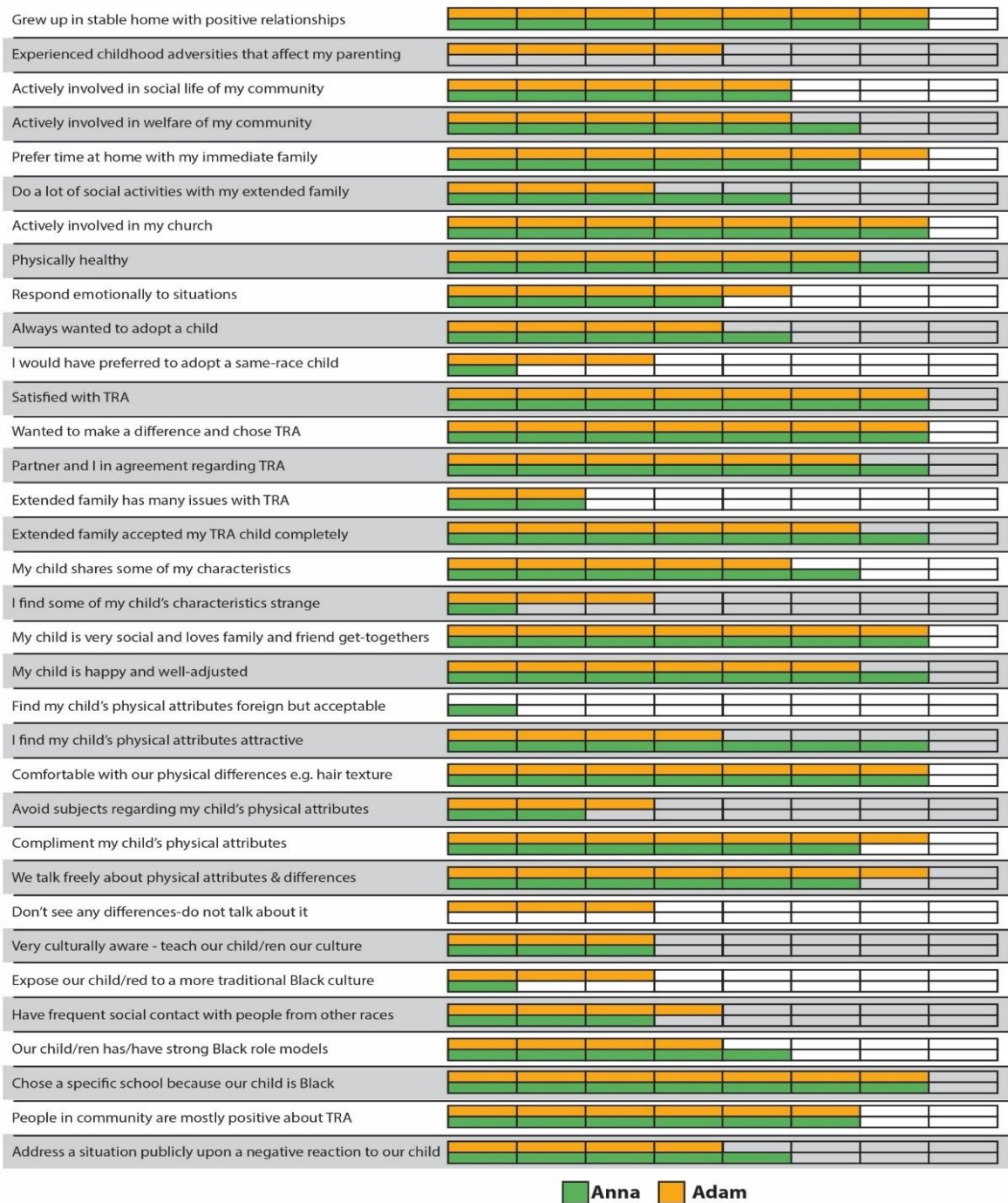
Key letter	Corresponding document or section of document
BI	Biographical information (section 1 of parental questionnaire)
M	Mother
F	Father
PRS	Parent response scale (section 2 of parental questionnaire)
AJ	Adoption journey (section 3 of parental questionnaire)
CF	Clinical findings and assessment behaviour of the child
DAP	Draw a Person assessment
KFD	Kinetic Family Drawing assessment
SB	Scene building
AC	Assessment conclusion
PI	Parental interview
TI	Teacher interview
CBCL	CBCL assessment
FN	Field notes/note to file and observations during interview

FAMILY A (ATLEGANG)

Comparison with Expected Development of Middle/latent child –Atlegang

Developmental area	Expected development				Comment
	Below average	Average	Above average	Unknown	
Physical			X		Very athletic
Cognitive		X			Considered intelligent
Linguistic			X		Very strong – loves to question and reason
Emotional		X			Sometimes withdraws if overwhelmed emotionally
Ethical and spiritual			X		Enjoys an active religious affiliation
Psychosocial			X		Extremely social

Parental Response Scale Atlegang



Initial Coding Generated – Atlegang

Note. All data sources used

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		
Joyful, spontaneous, talkative, confident	PI-M:7; PI-F:7; TI:1, CBCLA; KFD; DAP	Outgoing personality Good communicative skill

FINDING	SOURCE	CODING/SIGNIFICANCE
Caring and empathetic, aware of privileges in his life	TI:2, 6, 8, DAP	Aware of others and their needs Socially astute – can utilise personality traits appropriately
Disorganised and inclined to be untidy and impulsive	TI:1-2; CBCLA	Still developing organisational skills
Strong leadership skills	TI:8; CBCLA	Enjoys respect and following of his peer group-social identity
Average to higher academic abilities	TI:1-2; PI-F:8; CBCLA; CN; DAP	Possesses ability to cultivate meaningful coping strategies and interpret a situation accurately
Struggles with mathematics and might experience feelings of inadequacy and inferiority	DAP; KFD, CN; CBCLA	Desires feelings of success and positive acknowledgement – on par with Erikson's identity model (see Chapter 3)
High premium on physical possessions	KFD; CN; SB	Confirms sense of belonging and proof of existence
Social component/characteristics of identity		
Comfortable in the centre of attention and actively seeks it	PI-F:8, 10; TI:4, 8	Strong social affinity
Converses easily with children and adults and enjoys large gatherings with extended family and friends	PI-F; p.3, 4, 7, 810, 13; TI: 1, 2, 8; CN; TI, p.1-2; PRS; PI-M, p.3, 4, 7	Comfortable with variously aged members of society and able to make necessary behavioural adjustments
Appropriate management strategies in dealing with a socially charged situation	TI: 1, 4, 7, 9; PI-F,7-8, 9, 13; DAP; KFD	Socially astute
Does not speak a Black language	BI-F; BI-M; TI, p.2	Possible communication barrier between him and the family of other Black children, who intuitively speak to them in a Black language
Regarding the group membership/peer relationships of the child		
Loves team sports	PI-M:13, CBCLA; TI: 2.	Enjoys group membership and chooses common interest as group motivator
Popular during breaks and other group-orientated school activities, and out of school context – “sleepovers”	PI-F:10; TI:2; CBCLA F:14; KFD; DAP.	Positive group membership – not limited to gender or race
No current gender, racial or language preference in group selection	PI-M: 11, 13, 15; PI-F: 8, 10, 11; TI: 2, 4; PRS	Enjoys group membership and social categorisation without prejudice
Need to belong to group makes for quick forgiveness and “moving on”	PI-M: 9, 10; TI: 1, 6	Social interaction in group setting more important than emotional discomfort
Regarding the coping strategies of the child		
Enjoys verbal discussions and debates and is assertive in voicing own thoughts and challenging others' opinions	TI: 1, 4, 7, 9; DAP; KFD, SB; CN; PI-F, p.7-8	Likes the social interaction and is confident in verbal ability
Socially intelligent	PI-F:7	Able to adjust to varying social demands

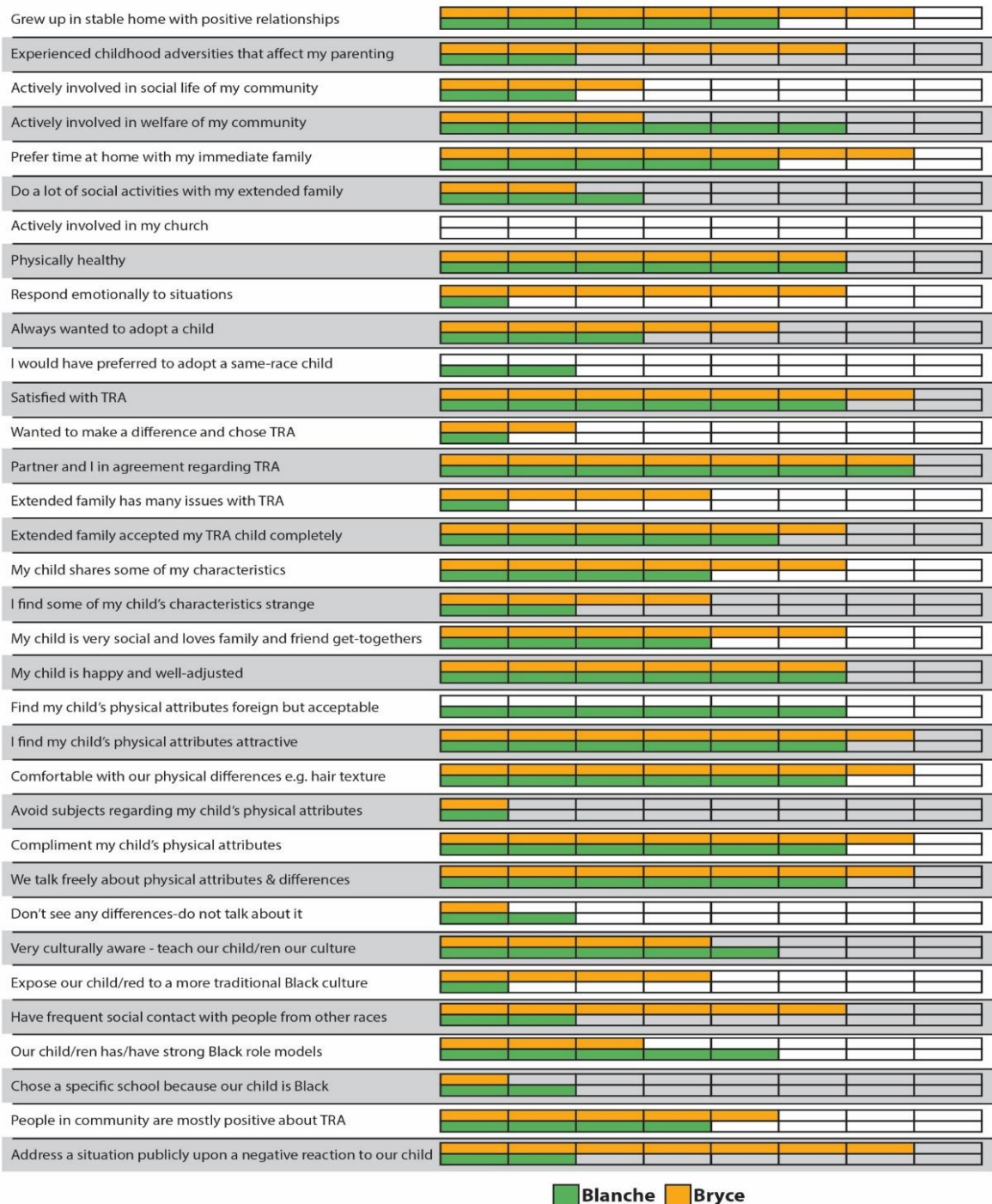
FINDING	SOURCE	CODING/SIGNIFICANCE
Aware of his adoptive status and proud of his mixed family	PI-M: 6, 10, 11; PI-F: 8, 10, 11; TI: 3, 4, 6	Does not currently appear to have conflict regarding adoption
Less vocal about emotional issues	KFD; DAP	Not yet comfortable about expressing feelings – might fear possible rejection
Significant findings within the family		
Parents wanted biological children – adoption after failed IVF	AJ-M; AJ-F; PRS-M; PRS-F: PI-F, p.2	Adoption not primary option – had to consider and spend thought on it
Both parents highly qualified	BI-F; BI-M	Probably has cognitive and thorough approach to important processes, such as TRA and also probably places a value on academic performance
Middle child of three adopted children	PI-M, 2-5; PI-F: 3-5; BI-M; BI-F	All three children adopted, oldest girl White, younger boy also Black
Parents had opportunity to bond with him prior to bringing him home	PI-M: 1, 2, 4, 5; PI-F:5	Initial bonding prior to joining family made process easier
Joined the family as an infant of 2 months	BI, PI-M: 2-4	Very small, needed caring and protection and an opportunity to develop trust
Close relationship with siblings and parents and extended family	PI-M: 7, 8, 10; DAP; KFD	Good interfamily relationships with both generations and good support structure
Family embraces the adoption journey and has open discussions regarding subject. also created tangible reminders such as a book with photos and memorabilia for him to keep and study	PI-F: 5; PI-M: 6	Allows group discussion and expression of varying opinions across age and race - makes adoptive status a familiar and understandable concept
Aware of their perceived shortcomings such as inadequate exposure to successful Black people and absence of traditionally Black cultural practices	PI-F: 11, 12; PI-M: 11-13	Active understanding and management of possible shortcoming in child-rearing
Significant findings within the larger community		
Area he lives in and school he attends are racially mixed	PI-F: 13; BI-M; BI-F	Exposure to wider demographic
School he attends has only Afrikaans as an academic medium	BI-F; BI-M; TI, p.2	Limits learning a Black language
Active church life but not racially mixed –also comfortable in White-only setting	PI-M:13; PI-F: 13	Not easily discomforted by a group that does not closely resemble him physically.
Aware of financial inequalities determined by race – comments on squatter camps and Black people's dependence on public transport or walking	PI-F: 12; PI-M: 12; DAP	Aware of social differences, but not emotionally committed to choosing a side - no clear identification with Black race
Mostly positive experiences regarding TRA for the whole family	PI-F: 14-15; PI-M: 14-15	Family experience

FAMILY B (BRENDA-MARIE)

Comparison with Expected Development of Middle/latent child: Brenda-marie

Developmental area	Expected development				Comment
	Below Average	Average	Above Average	Unknown	
Physical		X			Not athletic, but desires better physical strength and prowess.
Cognitive		X			Auditory processing problems.
Linguistic			X		Strong verbal skills – can reason convincingly in social situation – totally bilingual.
Emotional		X			Described by teacher as stable and by parents as sensitive.
Ethical and Spiritual	X				Aware of religious practices through Christian school, but not practised at home.
Psychosocial		X			Comfortable with children and familiar adults – shy with strangers.

Parental Response Scale Brenda-marie



Initial Coding Generated: Brenda-marie

Note. All data sources used

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		

FINDING	SOURCE	CODING/SIGNIFICANCE
Spontaneous, talkative, happy, likes interaction with others, likes oral and drama presentations	PI-M: 17, 18; PI-F: 17; TI: 5, CBCL; DAP; KFD; SB	Social personality in familiar surroundings Good verbal skills Enjoys life
Strong moral consciousness	CN; SB	Ability to empathise and sensitivity to others not yet developed
Trusting relationships with significant others	FN; CBCL; DAP; SB; KFD	Successful bonding and establishment of trust
Inclination towards disorganisation and impulsivity	TI: 4; CBCL	Still developing organisational skills
Leadership skills at school amongst fellow pupils	TI: 1, 2, 4;	Social astuteness and appropriate and accepted social interventions
Average academic abilities	TI: 1, 4; PI-M: 24	Ability to cultivate meaningful coping strategies and understand a situation accurately
Struggles with mathematics and has an auditory processing disturbance – possible feelings of inadequacy and inferiority	PI-M, p.23, 24; TI, p.4; CBCL; DAP; SB	Desires feelings of success and strives for positive acknowledgement – possible fear of rejection
Places high value on physical possessions	CBCL; PI-M, p.21	Sense of belonging and concrete evidence of my existence
Social component/characteristics of identity		
Anxious in unfamiliar surroundings	PI-M, p.15, 18, 21	Level of social confidence dependent on familiarity of people or situation; parents not very social – little outside contact
Inclined to become anxious and withdraw in social setting-	TI, p.4; PI-M, p.15, 21 ; DAP:	No effective social coping strategies yet
Enjoys family gatherings and school outings	TI, p.1, 5, 6, 8; PRS; PI-M: 3, 7	Comfortable with all generations in family– socially astute and fluid and adaptable communication skills
Understands social settings and exhibits appropriate behaviour in different environments	TI p.1, 8; CBCL	Can understand the context and respond to social demands
Does not speak a Black language	BI-F; BI-M;	All children in her school speak either English or Afrikaans, and she is fluent in both
Regarding the group membership/peer relationships of the child		
Enjoys social interactions, school activities and outings	PI-M: 15, CBCL; TI: 1.	Enjoys group membership and chooses common interest or play as group motivator
No current racial or language preference in group selection; seems to prefer girls	PRS-M; PRS-F; CBCL; TI, p.1, 2, 4; PI-F, p.15	Enjoys group membership and social categorisation without prejudice
Need to belong to group makes for quick forgiveness and “moving on” with peers, but not with family	TI, p.1, 2, 4; PI-M, p.19; PI-F, p.19	Social interaction in group setting more important than emotional discomfort –different at home, where she will harbour a grudge
Regarding the coping strategies of the child		

FINDING	SOURCE	CODING/SIGNIFICANCE
Strong verbal skills	PI-M: 27, 28; TI: 1; CN; FN	Able to voice opinions and phrase questions when necessary – able to communicate well
Enjoys attention and likes to be a “diva”	PI-M, p.19; PI-F, p.19; TI: 5; CN	Likes the social interaction and is confident in familiar surroundings
Not threatened by racially insensitive remarks	PI-M, p.7, 8	Secure in herself, her race and status in the family – appropriate coping response
Aware of her adoptive status and proud of her mixed family and her race; sees herself as a pioneer	PI-M, p.7, TI, 10; KFD; DAP	Does not appear to have conflict currently regarding adoption
Less vocal about emotional issues at school. Teacher finds her emotionally stable	TI, p.1, 5 ; DAP; SB; CN	Not yet comfortable about expressing feelings – might fear possible rejection – also still developing skills
Significant findings within the family		
Parents wanted biological children – adoption after failed IVF	BI-M ; BI-F; PI-M, p.1, 2	Adoption not initial option – had to consider it. Husband ready before wife to consider it
Parents well educated	BI-F; BI-M	TRA considered through cognitive approach – well researched prior to journey
Oldest child; younger sister biological	BI-M; BI-F	Unique TRA family
Parents had opportunity to bond with her prior to bringing him home-	BI-F; BI-M; PI-M, p.4	Initial bonding prior to joining family –mother states instant bonding
Joined the family as an infant of 3 months after six weeks of visits at the place of safety	BI-M; BI-F	Very small, needed caring and protection – opportunity to develop trust with significant others
Close relationship with siblings and parents and extended family	PRS-M; PRS-F	Good interfamily relationships with both generations
Family positive about their adoption journey – have kept tangible reminders such as a letter and photos as a reminder to the start of her life	AJ-F; AJ-M; PI-M:10	Answer questions raised about adoption and race but avoid emphasis on race
Family actively trying to expose children to strong and dynamic female figures – emphasis on gender rather than race	PI, p.27	Active understanding and management of childrearing interventions
Significant findings within the larger community		
Area she lives in is mainly White and parents choose not to interact	BI-M ; BI-F; PI-M, p.27, 28; PI-F, p.28	No exposure to racially mixed residential area – friends limited
School she attends is racially mixed, but her classmates are White, and she is the only Black child	TI, p.1, 2 ; PI-F, p.12; BI-M; BI-F	Exposure to wider demographic at school during play time and other activities
First experience of visible racial awareness and difference at age three to four	PI-M, p.11, 12; PI-F, p.11, 12	Racial awareness at a young age

FINDING	SOURCE	CODING/SIGNIFICANCE
Not yet cognisant of status or social inequalities	PI-M, p.26, 27; PI-F, p.26, 27; SB	Developing awareness-already strong moral consciousness in psychometric assessment
Parents' heightened awareness of racism and racial tension from all races	PRS-M; PRS-F; PI-M, p.25; PI-F, p.25	Personal growth with regard to racial awareness

FAMILY C

(CHAD)

Comparison with Expected Development of Middle/latent child – Chad

Developmental area	Expected development				Comment
	Below Average	Average	Above Average	Unknown	
Physical			X		Very athletic and loves sport
Cognitive			X		Independent learner, is considered intelligent
Linguistic			X		Very strong-strong reasoning abilities in three languages
Emotional		X			Considered and thoughtful emotional responses
Ethical and Spiritual			X		Enjoys an active religious affiliation
Psychosocial		X			Enjoys friends, but prefers solitary activities, such as drawing

Parental Response Scale Chad



Initial Coding Generated – Chad

Note. All data sources used

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		

FINDING	SOURCE	CODING/SIGNIFICANCE
Quiet, thoughtful, sense of fairness, confident, sense of humour and easy laugh	PI-M, p.15; PI-F, p. 15, 17; TI, 2, 3 CBCL; DAP; CN	Considered outlook on life Spends time on introspection Confident and happy
Strong verbal skills and enjoys verbal exchanges with adults and children	TI, p.1, 2, 3; PI, p.15; CN	Likes social interaction and is confident in his place in society and in his verbal ability
Evolved and mature sense of responsibility and obedience	TI, p.1, 2, 3; PI-M, p.17; CBCL	Socially intelligent and accountable for his actions
Enjoys solitary activities and is comfortable on his own	PI-M, p.15, TI, p.3	Not dependent on others for validation Self-reliant
Caring and empathetic – sensitive to needs of others	PI-M, p.20; TI, p.1, 2, 3; CBCL; DAP	Aware of others and their needs Socially astute and sensitive to social environment
Likes his unique physical attributes; his drawings are accurate reflections of himself	PI-M, p.7; TI, p.3, 5; PRS-M; PRS-F	Proud of himself and has a healthy developing self-identity
Quiet leadership skills	TI:3; CBCL	Enjoys the respect and following of his peer group, but does not actively seek attention
Above-average academic abilities	TI, p.2, 3, 4; CBCL; CN	Possesses ability to cultivate appropriate coping strategies and understand situation accurately
Likes the academic performance and positive feedback	CBCL; CN	Desires feelings of success and positive acknowledgement
High regard for his physical possessions, art supplies and privacy	PI-M, p.15; SB	Confirms proof of his importance and existence
Social component/characteristics of identity		
Verbalises sense of loss of biological mother through adoption	PI-M, p.15; PI-F, p.15, 16	Persistent sense of loss of biological family
Appropriate management strategies for dealing with a socially charged situation	TI, p.3; PI-M, p.20; CN; DAP	Socially astute and good reaction to social setting Trusts the adults in his life
Understands social settings and exhibits appropriate behaviour – comfortable with all ages	TI, p.3; PI-M, p.20; CBCL; SB	Can understand the context and respond to social demands across generations and social situations – socially intelligent
Fluent in three languages	PI-M, p.5, 6	Able to converse easily and has strong verbal skills
Does not speak a Black language in spite of father being fluent in Black language	BI-F; BI-M; PI-M, p.5, 6	Communication barrier between himself and the family of other Black children who intuitively speak to him in a Black language
Regarding the group membership/peer relationships of the child		

FINDING	SOURCE	CODING/SIGNIFICANCE
Enjoys team sports, but does not actively seek leadership position	CBCL, TI, p.3, 4	Enjoys group membership and chooses common interest as reason for joining – social categorisation Positive group membership
No current gender, racial or language preference in group selection, but prefers own age group	TI, p.4; CBCL	Enjoys group membership and social categorisation without prejudice
Enjoys visits with friends and has regular interactions at home	CBCL; TI, p.3, 4, 5; CN; SB	Positive group membership – not limited to gender or race, but prefers own age group
Regarding the coping strategies of the child		
Strong verbal skills, enjoys verbal discussions and exchanges and able to express himself well	PI-M: 15, 16; TI: 1, 2, 3; CN	Likes social interaction and is confident in his place in society Confident in his verbal ability
Aware of his adoptive status and proud of his mixed family	CBCL; TI: 2, 5,7; PI-M, p.15	Does not appear to have conflict currently regarding adoption, but does verbalise feelings of loss
Comfortable in expressing his positive feelings regarding his biological mother	PI-M, p.15	Trusts his adopted parents to understand his feelings of loss
Significant findings within the family		
Oldest child of three adopted children	PIBI-M; BI-F	He is the oldest boy, with all three children from different ethnic groups
Placed as child in need at 18 weeks –bonding was very quick	BI-M; BI-F; AJ-M; AJ-F	Easy bonding and successful relation of trust established – needed caring and protection=attachment
Close relationship with his sister and parents and extended family. Closest bond with his mother	CBCL; PI-M, p.17; TI, p.2, 3; KFD; SB	Good interfamily relationships across generations – extensive support system
Ambivalent relationship with younger brother (who has ADHD and is mildly autistic)	PI-M, p.17; TI, p.2, 3; KFD	Cares for him, but acting out behaviour frustrates and embarrasses him
Long and protracted adoption journey due to bureaucracy, but described as joyous	BI-M; BI-F;	Not threatened by adoptive status – views it as a familiar and understandable concept
Parents aware of possible shortcomings, such as inadequate exposure to successful Black people and absence of traditional Black cultural practices	PRS-M; PRS-F; PI-M, p.6	Active understanding and management of possible shortcomings in child-rearing – cognitive approach to child rearing

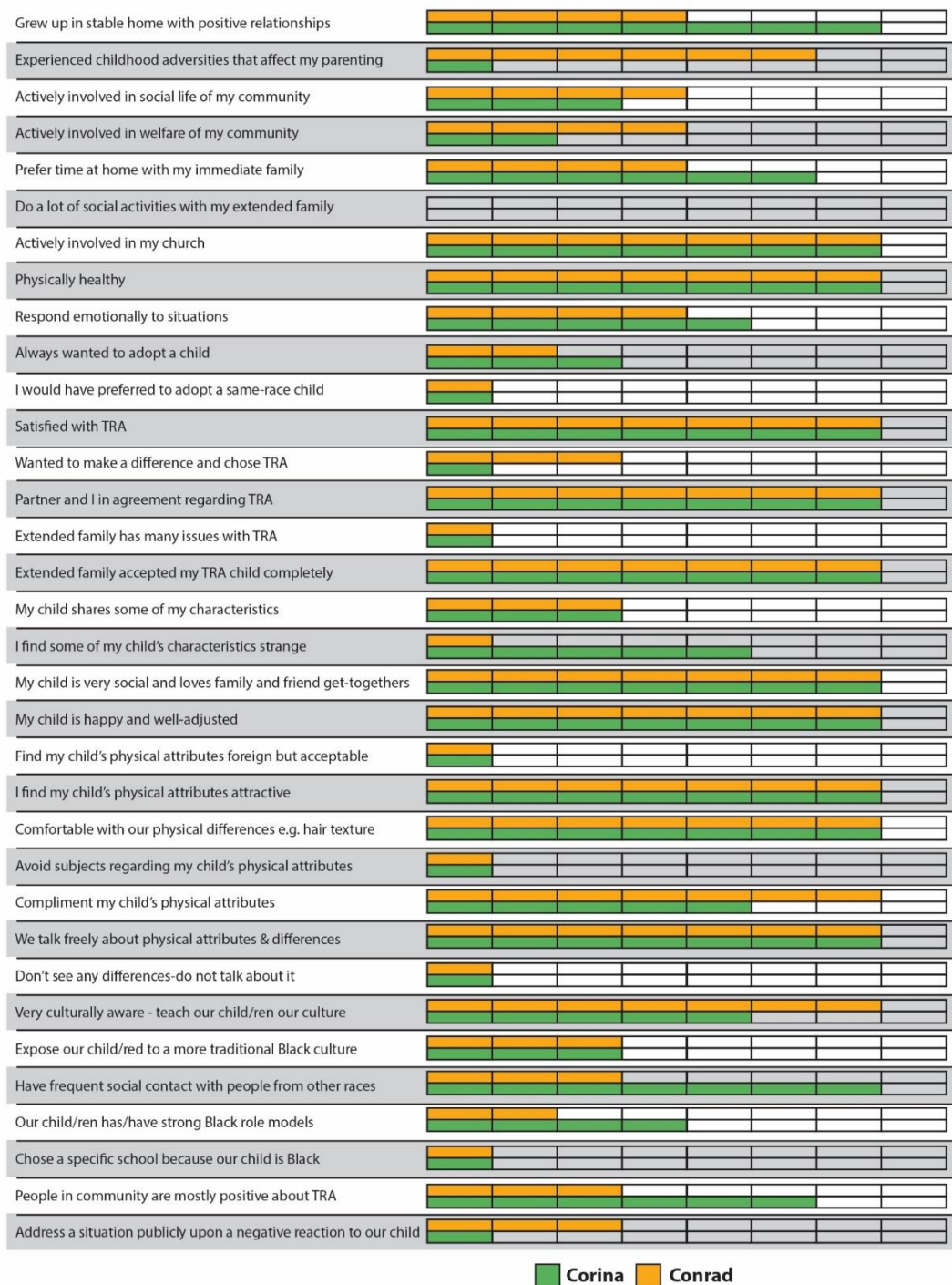
FINDING	SOURCE	CODING/SIGNIFICANCE
Do not practice specific ethnic and cultural traditions – do things as “customary in their family”	CBCL; PRS-M; PRS-F; PI-F, p.4, 5, 6	Cultural practices not dictated by race, but by family traditions and religion
Significant findings within the larger community		
Residential area and school are predominantly White	BI-M; BI-F; FN	Exposure to other ethnic groups limited
School he attends has only Afrikaans as medium of instruction	BI-F; BI-M; TI, p.2	Limits learning a Black language – limits interaction with Black people not fluent in English or Afrikaans
Very active, but not racially mixed church life – comfortable in White-only setting	PI-M; p.4; PI-F, p.4	Prefers the familiar church and does not join his father as guest preacher in the Black community
Aware of socio-economic discrepancies through outreach programmes, but does not enjoy mixing with only Black people	PI-M, p.4; PI-F, p.4	Aware of social differences, but not emotionally committed to choosing a side
Mostly positive experiences regarding TRA, with few exceptions within their own spiritual community	PRS-M; PRS-F; PI-M, p.3	Family experience

FAMILY C-(CASSIDY)

Comparison with Expected Development of Middle/latent child – Cassidy

Developmental area	Expected development				Comment
	Below Average	Average	Above Average	Unknown	
Physical			X		Loves sport and enjoys being part of a team
Cognitive			X		Independent and consistent learner
Linguistic			X		Very strong – good reasoning abilities in three languages
Emotional		X			Not forthcoming with emotion and experiences; considered emotionally stable
Ethical and Spiritual			X		Enjoys an active religious affiliation and a clear love of nature (SB)

Parental Response Scale Cassidy



Initial Coding Generated – Cassidy

Note. All sources of data used

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		

FINDING	SOURCE	CODING/SIGNIFICANCE
Amicable and acquiescent Good self-image Happy and easy-going Talkative in familiar surroundings	CBCL; PI-F, p.12; PI-M, p.13, 14; TI, p.3; CN; KFD	Eager to please Confident in social setting Positive outlook on life
Excellent verbal skills and good orator	TI: p.4, 6, 14, 17; PI-M, p.3, 20; PI-F, p.20; CBCL; CN	Able to express herself well
Organised and task orientated – follows instructions clearly	CBCL; TI, p.4, 6, 14, 17; CN	Can approach a situation systematically
Likes a physical and social challenge	CBCL; PI-M	Confident in abilities
Average to higher academic abilities	TI, p.3, 4,14; CBCL	Possesses ability to cultivate appropriate coping strategies and understand situations accurately
Shares a room but has started seeking privacy and her own space	CBCL; PI-M, p.14	Wants to confirm her space and gain sense of permanence
More vocal and questioning about TRA and adoption than other siblings in family	TI, p.4, 5, 6; PI-M, p.6, 7	Some insecurities regarding her TRA status
Social component/characteristics of identity		
Enjoys social gatherings and likes to host friends – enjoys their approval – likes to please	CBCL; PRS-M; PRS-F; DAP; SB	Strong social affinity
Enjoys large gatherings and gets along with children and adults alike – family and church and other community members with whom she is familiar	PRS-F; PRS-M; TI, p.4, 16; CBCL	Comfortable with different members and generations of society Socially astute Fluid social skills
Appropriate management strategies for dealing with a socially charged situation	PI-M, p.7, 14; TI, p.6,7; CBCL	Can understand social context Good reaction in social setting Accurate interpretation of a situation
Fluent in three languages	PI-M, p.5	Able to converse with many people – strong verbal skills
Does not speak a Black language	BI-M; BI-F;CBCL	Communication barrier between Cassidy and other Black people who intuitively speak to her in a Black language
Regarding the group membership/peer relationships of the child		
Enjoys taking part in team sports and taking on a physical challenge	PI-M, p.12, 13; PI-F, p.13, 14; CBCL; TI:2, 3, 4; KFD: SB	Enjoys group membership and chooses common interest as reason for group membership
Well accepted in group activities, but does not seek a dominant role	PI-M, p.12, 13; PI-F, p.13, 14; TI: 2, 3, 4	Enjoys the sense of belonging
No current gender, racial or language preference in group selection	CBCL; TI, p.7; PI-M, p.14	Enjoys group membership and social categorisation without prejudice
Does not easily get involved in a quarrel, but quick to forgive and move on to a new activity	PI-M: 13; TI: 4, 6; CBCL	Does not focus on emotional conflict

FINDING	SOURCE	CODING/SIGNIFICANCE
Regarding the coping strategies of the child		
Very strong verbal skills	TI, p.4, 6, 14, 17; PI-M, p.3, 20; PI-F, p.20; CBCL	Able to verbalise dissent and explain emotions
Emotionally stable, but inclined to be guarded when expressing emotions in unfamiliar situations	CBCL; TI, p.4, 16; PI-F, p.13	Not comfortable in sharing opinions and feelings in larger community – possible fear of rejection
Inclined to withdraw and experiences feelings of helplessness when confronted with unfamiliar situation or conflict	CN; KFD	Secondary coping strategy if verbalisation doesn't manage situation
Aware of her adoptive status and initially unhappy with visible skin colour difference from mother	PI-M, p.5, 6; PI-F, p.6, TI: 5	Less comfortable with racial difference than her siblings – wants to look like her adoptive mother
Significant findings within the family		
Middle child of three adopted children	BI-M; BI-F	Described as “typical middle child”
Joined the family as an infant of 1 months	BI, AJ-M; AJ-F	Very small, needed caring and protection – opportunity to develop trust
Not immediate bonding with adoptive mother – had to actively cultivate attachment	PI-M, p.12	Took several months of first year to cultivate reciprocal trust relationship
Close relationship with older brother and parents and values time spent together, especially with mother – authoritative figure	CBCL; TI, p.6, 8, 14, 17; PI-M, p.12, 13, 14; CN; DAP; KFD; SB	Happy within family – established bond
Ambivalent relationship with younger brother, who has DHD and is mildly autistic	PI-M, p.17; TI, p.2, 3; CN; DAP; KFD	Cares for him and enjoys his company, but acting-out behaviour frustrates and embarrasses her
Well-developed and verbalised ties with extended family – special bond with maternal grandparents	PRS-M; PRS-F; SB	Wide support system and positive interactive experiences with large variety of people
Scant knowledge of Cassidy's biological family– no tangible memento	AJ-M; AJ-F; PI-M, p.11	Perceived as a loss – asks more questions regarding TRA than her brothers
Family members aware of their perceived shortcomings, such as inadequate exposure to successful Black people and absence of traditional Black cultural practices	PRS-M; PRS-F; PI-M, p.6	Active understanding and management of possible shortcomings in child-rearing
They do not practise specific ethnic and cultural traditions – do things as “customary in their family”	CBCL; PRS; PI-F, p.4, 5, 6	Cultural practices not dictated by race, but by family traditions and religion
Significant findings within the larger community		
Residential area and school predominantly White	BI-M; BI-F	Limited exposure to wider demographic

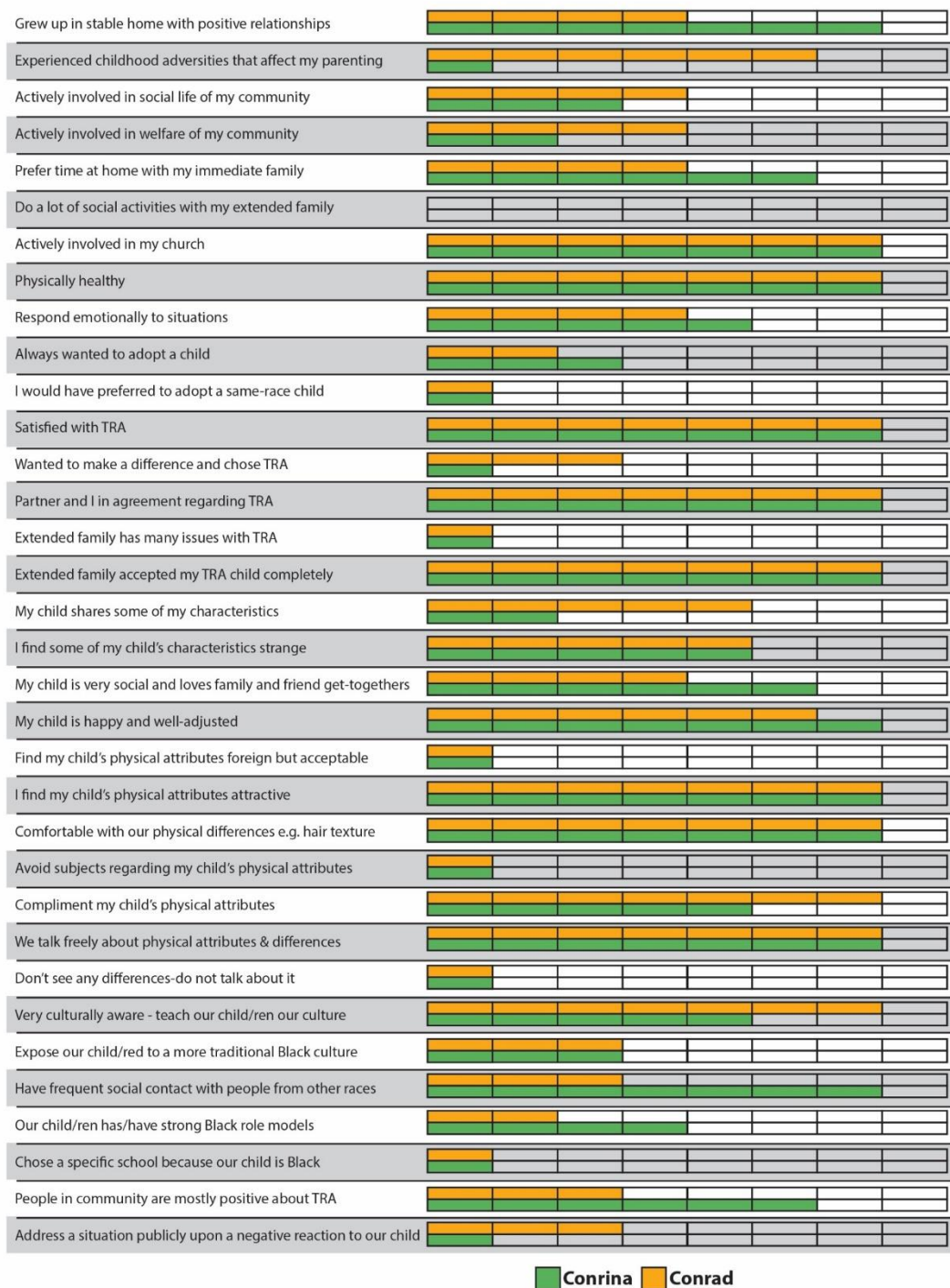
FINDING	SOURCE	CODING/SIGNIFICANCE
School uses only Afrikaans as medium of instruction	BI-F; BI-M; TI, p.2	Limits learning a Black language and makes interaction with Black people not fluent in English or Afrikaans difficult
Active church life, but not racially mixed – also comfortable in only White setting	PI-M: 4; PI-F: 14; CN	Prefers familiar church and chooses not to join father when he preaches in Black community as guest
Aware of financial inequalities determined by race through outreach programmes, but does not enjoy mixing with Black people	PI-F: 4; PI-M: 4	Aware of social differences, but not emotionally committed to choosing a side
Mostly positive experiences regarding TRA, but Cassidy has been victim of racial slurring	PI-M:3; PRS-F	Family experience mostly positive

FAMILY C-(CARLO)

Developmental area	Expected development				Comment
	Below average	Average	Above average	Unknown	
Physical			X		Loves to play sport and able to hold his own among bigger boys
Cognitive	X				ADHD and possible mild autism – on pharmaceutical intervention
Linguistic		X			Capable of holding his own in conversation –garrulous
Emotional	X				Very impulsive and prone to emotional outbursts
Ethical and Spiritual			X		Enjoys an active religious affiliation – avid churchgoer. Loves his faith. Not always sound in his ethical judgement
Psychosocial	X				Not always able to follow social cues and sustain long-term friendships

Parental Response Scale

Carlo



Initially Coding Generated – Carlo

Note. All data sources used

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		

FINDING	SOURCE	CODING/SIGNIFICANCE
Lovable, but challenging Talkative in familiar surroundings Helpful with set tasks and completes chores Likes to make physical contact	PI-M, p.2, 9, 11, 12; 18, 19; PI-F, 2, 3, 11, 12, 17, 18, 19; TI, p.2, 7, 8, 9, 10, 11, 12; CN; DAP.	Able to demonstrate affection and interact with those he has formed an attachment with, in spite of social developmental challenges
Inclined to anxiety and frustrations when unsure or in unfamiliar situation – exacerbated by negative feedback concerning his misbehaviour	PI-M, p.12, 18; PI-F, p.1, 2, 17, 18, 19; CBCL; TI, p.8, 9, 10, 11, 12; DAP; SB	Lacking confidence in social abilities and coping strategies
Shows entrepreneurial skills and confidence in learnt abilities/skills	PI-M, p.18, 19; PI-F, p.12, 18, 19	Shows confidence in achieved skills, e.g., woodworking, and then able to complete task when invested in the job at hand
Good verbal skills and enjoys verbal interactions with peers	TI, p.9, 12; CBCL; CN	Able to express himself well, but resorts to aggression when frustrated and anxious
Very impulsive, with disregard of consequences	CBCL	Related to ADHD
Average academic abilities, but fails mathematics and might have to repeat year –feelings of inadequacy regarding performance	TI, p.9, 12; CBCL; DAP; CN	Possesses cognitive ability to cultivate appropriate coping strategies, but thwarted by mild autism and ADHD
Childhood fears: afraid of the dark, trusts others to help him cope with these anxiety-provoking situations	CBCL; PI-M, p.14, 17; PI-F, p.17, 18	Has established trust relationships with his significant others
Not able to accept responsibility and apologise for misbehaviour	PI-M, p.2, 9, 11, 12; 18, 19; PI-F, 2, 3, 11, 12, 17, 18, 19	Aspires to positive relationships, but does not understand intrinsic accountability
Fiercely loyal to those he holds in high regard and will respect their wishes	TI, p.10	Able to behave in acceptable manner when he respects the instructor
Seeks approval from others with whom he has a positive relationship	TI, p.10; PI-F, p.18, 19; CBCL; DAP; KFD: SB	Fear of rejection and needs validation
Harbours fear of rejection by those with whom he has positive relationships	TI, p.10; CBCL; CN; KFD	Fear of loss of significant relationships
Will sometimes steal objects at home and places high premium on possessions	CBCL; SB	Possession of tangible objects important for self-worth and validation
Proud of his physical attributes	PI-M, p.7; PI-F, p.7, 9; PRS	Likes the physical aspect of his identity
Social component/characteristics of identity		
Enjoys social gatherings, but prefers older children; easily irritated by younger children	CBCL; PRS-M; PRS-F; PR-M, p.9, 10, 11	Strong social affinity, but insufficient coping strategies to deal with social irritations
Enjoys physical interaction with other children, but not able to deal with competitive aspect appropriately	CBCL; TI, p.2,7, 9, 10, 11; PI-M, p.9; PI-F, p.9, 10	Lacking in appropriate coping strategies due to social developmental challenge

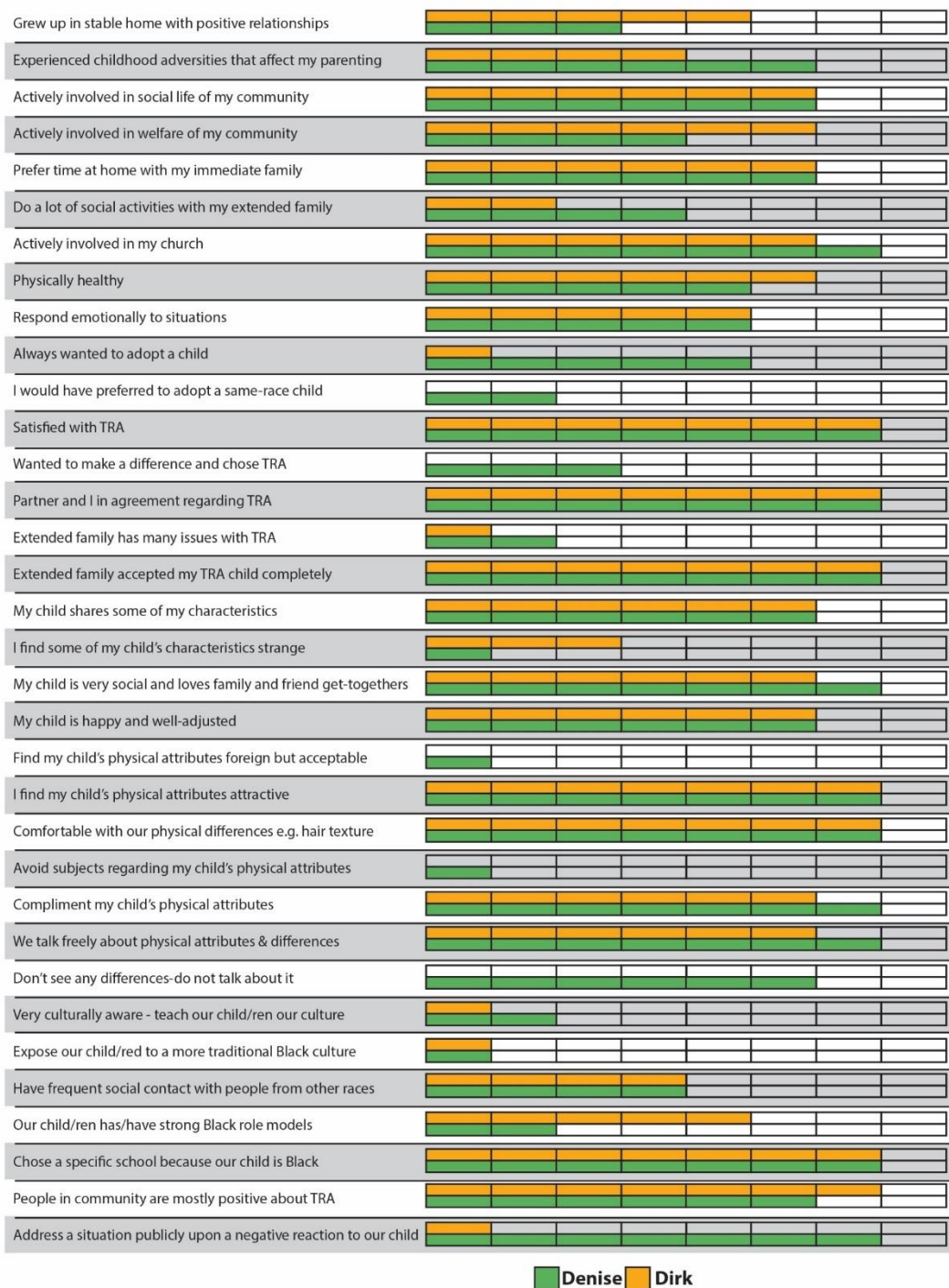
FINDING	SOURCE	CODING/SIGNIFICANCE
Enjoys large gatherings and is conversant with children and adults alike; church member, in spite of social interaction challenges	PRS-F; PRS-M; TI, p.4, 16; CBCL; SB	Comfortable with different members and generations of society
Fluent in three languages	PI-M, p.5	Able to converse with many people – strong verbal skills
Does not speak a Black language	BI-M; BI-F; CBCL	Communication barrier between himself and the family of other Black children, who intuitively speak to him in a Black language
Regarding the group membership/peer relationships of the child		
Enjoys participation in team sports, especially with older boys, but unable to deal with competitive element	CBCL; TI, p.2, 7, 9, 10, 11; PI-M, p.9; PI-F, p.9, 10	Easily provoked and responds in inappropriate manner, but still accepted by the group
Accepted in group activities, but does not seek a dominant role	CBCL; TI, p.2, 7, 9, 10, 11; PI-M, p.9; PI-F, p.9, 10	Enjoys the sense of belonging, but not always able to maintain group membership
No current gender, racial or language preference in group selection, but more easily accepted by girls	CBCL; TI, p.8, 9, 11, 12; PI-F, p.19, 21	Enjoys group membership and social categorisation without prejudice
Same-aged girls will actively seek his company	PI-F, p.19, 21; CBCL	More comfortable in a less threatening group environment
Not able to identify social triggers and will stay upset for a protracted period after outburst	PI-M, p.12, 13	Not able to understand trigger and make appropriate timeous social changes, but becoming more capable of moderating behaviour
Regarding the coping strategies of the child		
Strong verbal skills	CBCL; TI, p.10, 11, 12; CN	Able to discuss emotions but not able to identify social triggers
Current coping strategies are immature and impulsive – refuses to be held accountable	CBCL; PI-M, p.12, 18; TI, p.8, 9, 10; PI-F p.12, 17, 18; KFD; DAP; SB	Can understand social context, but not always able to respond appropriately – less impulsive and explosive on medication
Significant findings within the family		
Youngest son of three adopted children	BI-M; BI-F	Has a specific place in the family
Joined the family as an infant of 8 months	BI, AJ-M; AJ-F	Needed caring and protection; had many prior caregivers, but possibly no significant trust relationship
Good bonding with his family, especially with father and sister	PI-M, p.12, 18, 19; PI-F, p.18, 19; KFD; SB	Can provoke ambivalent feelings due to emotional and physical outbursts
Well-developed and verbalised ties with extended family	PRS-M; PRS-F	Wide support system and positive interactive experiences with large variety of people
Family adopted him in spite of apparent developmental challenges	AJ-F; AJ-M	Loved and accepted for who he is
Not interested in his TRA status and does not ask any questions	AJ-M; AJ-F; PI-M, p.10, 11	Has no apparent impact on his development

FINDING	SOURCE	CODING/SIGNIFICANCE
Parents aware of their perceived shortcomings, such as inadequate exposure to successful Black people and absence of traditionally Black cultural practices	PRS-M; PRS-F; PI-M, p.5, 22	Active understanding and management of possible shortcoming in child-rearing; has started mixing socially with more Black people in extramural activity (drumming)
Family does not practice specific ethnic and cultural traditions; they do things as “customary in their family”	CBCL; PRS; PI-F, p.5	Cultural practices not dictated by race, but by family traditions and religion
Significant findings within the larger community		
Residential area and school predominantly White	BI-M; BI-F	Limited exposure to wider demographics
School: only Afrikaans as medium of instruction	BI-F; BI-M; TI, p.2	This limits learning a Black language and makes interaction with Black people who are not fluent in English or Afrikaans difficult
Active church life, but not racially mixed – also comfortable in White-only setting	PI-M: 4; PI-F: 14	Prefers familiar church and chooses not to join father when delivering guest sermons in Black community
No observed awareness of inequality or differing social awareness; does not enjoy mixing with only Black people	PI-F: 4; PI-M: 4	Social awareness hampered by developmental challenges
Mostly positive experiences regarding TRA and no experience of racial attacks	PI-M: 3; PRS-F	Family experience mostly positive

FAMILY D (DIANA)

Developmental area	Expected development				Comment
	Below Average	Average	Above Average	Unknown	
Physical		X			
Cognitive		X			History of attention deficiency
Linguistic			X		Strong verbal skills – can reason convincingly in social situations
Emotional		X			Mostly well developed, with previous attachment issues
Ethical and Spiritual			X		Enjoys an active religious affiliation with multiple outreach programmes
Psychosocial		X			Comfortable with children and adults alike

Parental Response Scale Diana



Initial Coding Generated – Diana

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		
Spontaneous, outgoing, confident in familiar social situations Well-developed verbal skills Assertive and able to express herself	PI-M: 9, 15; PI-F: 9, 11; TI: 2, CBCL; PRS-M; PRS-F; DAP	Independent personality in social setting, but not in new or academic setting Good communication tools

FINDING	SOURCE	CODING/SIGNIFICANCE
High appreciation of responsibility and empathy	TI: 2; PRS-M; PRS-F, PI-M, p.9, 11, 15; PI-F, p.9, 11: DAP; CN	Aware of others and their needs and likes to assist and take action
First indication of racial awareness and visible difference from parents at age four	PI-M, p.12, 13; PI-F, p.12, 13	Discussed the difference and explained using terms such as vanilla, caramel and chocolate; actively try to celebrate differences
Strong leadership skills and socially assertive	PI-F, p.9, 11; PI-M, p.9, 15 TI: 2; PRS-M; PRS-F; CBCL	Enjoys the respect and following of her peer group across all ages
Poor academic performance due to attention deficit resulting in low scholastic esteem	TI: 1-2; CBCL; DAP; KFD	Observable difference in social and scholastic self-esteem; now on treatment, with improved results
Two episodes of separation anxiety: as an infant and then as a four-five-year-old	PI-M, p.1, 2, 8, 9, 12	Both times parents dealt with it actively; no current emotional distress
Social component/characteristics of identity		
Comfortable as a dominant group member and actively seeks it	PI-M: 9, 15; PI-F:9, 11; TI: 2, CBCL; PRS-M; PRS-F	Strong social affinity and understanding of social requirements
Enjoys large gatherings of both family and other social interactions	TI1-2; PRS-M; PRS-FKFD; SB	Comfortable with different generations and races
Appropriate management strategies in dealing with a socially charged situation	TI: 1, 4; PI-M, p.9	Comfortable in social setting and able to adjust
Equally comfortable with children and adults in a group setting	TI, p.1, 2, 8PI-F, p.10, 13	Can understand the context and respond to social demands Fluid and adaptable social skills across age span-Confident in communicative ability
Does not speak a Black language	BI-F; BI-M	Creates social barrier between herself and the families of her Black friends
Regarding the group membership/peer relationships of the child		
Definite gender preference, but age and race are not significant	PI-M: 8, 9, 15; TI: 4; PI-F: 11; CBCL	Enjoys same gender group membership and social categorisation without prejudice
Easily gains group membership	PI-M: 8, 9, 15; TI:4; PI-F: 11; CBCL	Understands social rules of belonging Group membership seen as positive
As younger child, identified strongly with Black girls, now comfortable in racially mixed girl group	PI-M: 8, 9, 15; TI: 4; PI-F: 11; CBCL	Easy social interaction in group setting – chooses membership on ground of gender rather than race

FINDING	SOURCE	CODING/SIGNIFICANCE
Parents allow social activities such as birthday parties, but do not encourage protracted absence from home	PI-M, p.14, 15	Limited social contact with school friends after school
Regarding the coping strategies of the child		
Assertive in voicing own thoughts and challenging other's opinions, but enjoys social approval	PI-F, p. 9, 11; PI-M, p.9, 15 TI: 2; PRS-M; PRS-F; CBCL; DAP; KFD; SB	Confident in her verbal ability
Aware of her adoptive status and proud of her TRA family	TI, p.7, 8: PI-F, p.21; KFD; SB	Does not appear to have conflict currently regarding adoption – did experience conflict at earlier age
Will challenge group for leadership position	PI-F, p.9, 11; PI-M, p.9, 14, 15; TI: 2; PRS-M; PRS-F; CBCL	Confidence in her social identity
When she experiences feelings of inadequacy, she will present herself as the victim and show signs of anxiety	CBCL; DAP; KFD	May experience occasional feelings of vulnerability, with inadequate coping strategy
Significant findings within the family		
Oldest and only daughter – one other sibling adopted two years later	BI-M; BI-F	Parents wanted another TRA child to offer sibling support
Inclusion in family very traumatic; appeared to suffer loss from place-of-safety mother	PI-M: 1, 2, 12; PI-F, p.2	Initial bonding problematic; no prior bonding
Joined the family as an infant of 4 months	BI, PI-M: 1, 2	Very small, needed caring and protection and a sense of trust
Currently, close relationship with brother and parents and other extended family	PI-M: 8, 9, 11, 15, 12; FN; DAP; KFD; SB	Good interfamily relationships – extensive support system
Family embraces the adoption journey and will answer questions raised in this regard. Have created an adoption journal with cards/memorabilia for her to keep and use as a reminder that she was and is welcome	PI-F: 2; PI-M: 2; PRS-F; PRS-M	Family makes adoptive status a familiar and understandable concept, with tangible and positive reminders; also creates a milieu favourable for asking and answering questions
Parents do not promote any race-based cultural activities in their house – want the children to identify only as South African	PI-M: 21; PRS-M; PRS-F	Neither parent culturally sensitive; both accept differences
Significant findings within the larger community		
Area and school are racially mixed	BI-M; BI-F; PI-F, p.13	Exposure to wider racial population
Active church life and involved in outreach programmes	PI-M: 15; PI-F: 15	Acceptance of spiritual guidance and aware of social responsibilities
Aware of financial inequalities determined by race – comments on squatter camps and “dirty houses” (shacks).	PI-F: 17; PI-M: 17	Alert to social differences, but not emotionally moved – aware of status differences

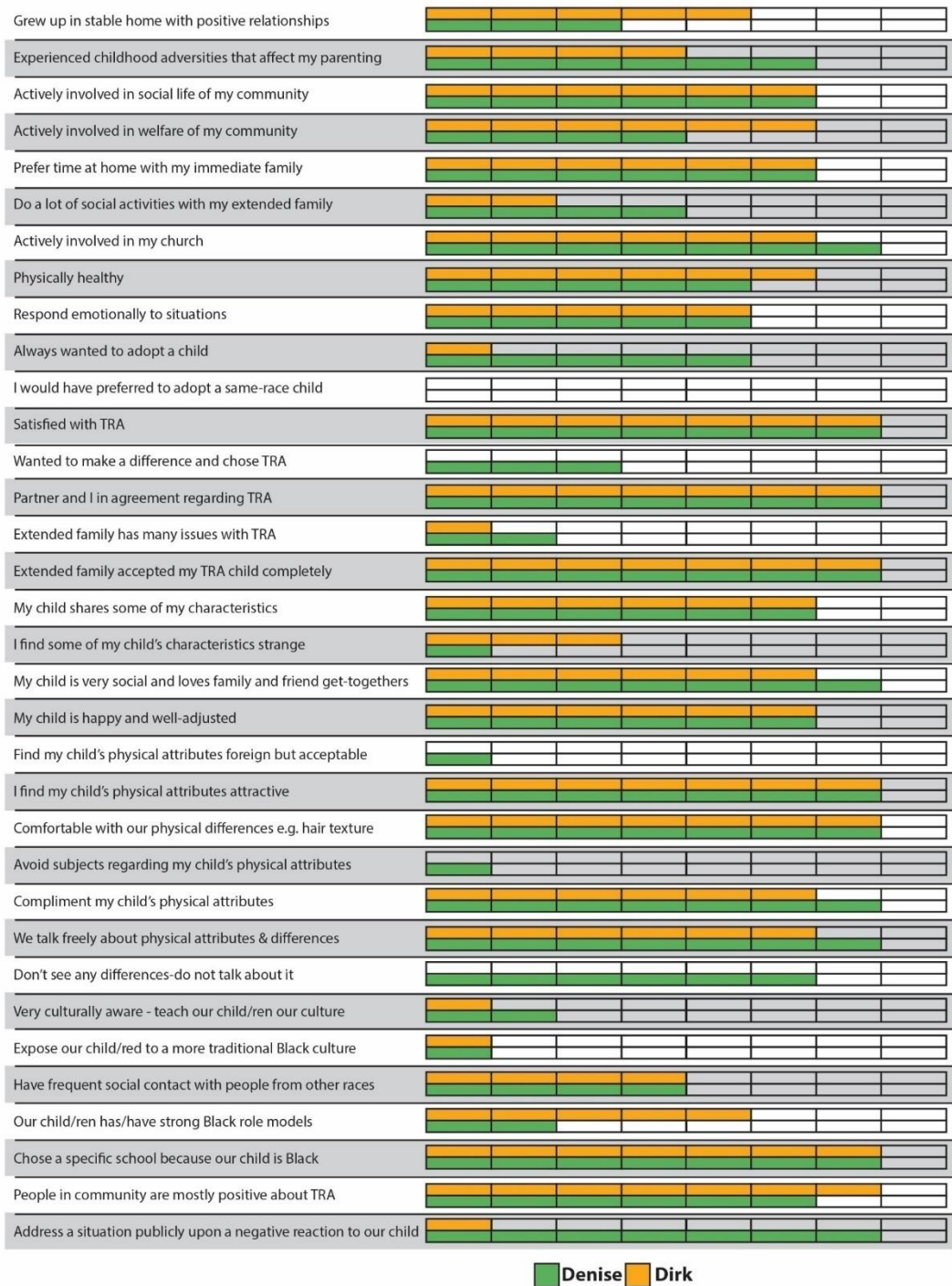
FINDING	SOURCE	CODING/SIGNIFICANCE
More aware of status than race	TI: p.5; PI-F, p.17, 19; PI-M, p.19	Group membership dictated by status rather than race
Mostly positive experiences regarding TRA for the whole family; only one negative experience	PI-F: 1, 2, 21; PI-M: 1, 2, 21; AJ-F	Family experience
Parents actively seek areas that are racially mixed to avoid the children feeling exposed	PI-M, p.8, 9, 17; PI-F, p.8, 9, 19	Promote physical proximity to ensure interaction with all racial groups

FAMILY D (DAVID)

Developmental area	Expected development				Comment
	Below Average	Average	Above Average	Unknown	
Physical			X		Very well co-ordinated – exceptional dancer
Cognitive		X			Requires remedial mathematics intervention
Linguistic			X		Strong verbal skills – enjoys talking
Emotional			X		Emotionally expressive and able to deal with criticism
Ethical and Spiritual			X		Enjoys an active religious affiliation with multiple outreach programmes
Psychosocial			X		Comfortable with children and adults alike –follows older sister's lead

Parental Response Scale

David



Initial Coding Generated -David

Note. Using all sources of data

FINDING	SOURCE	CODING/SIGNIFICANCE
Personal component/characteristic of identity		

FINDING	SOURCE	CODING/SIGNIFICANCE
Talkative, outgoing, spontaneous, mostly confident in familiar social situations	FN, PI-M: p. 14, 15; PI-F, p.15; TI: 1, 4, CBCL; PRS-M; PRS-F; KFD; DAP	Comfortable in social setting
Some feelings of anxiety related to inadequacy–coping strategy of withdrawal or aggressive outbursts	DAP; KFD	Ineffective/immature coping strategies that may impact negatively on interpersonal relationships
Fiercely determined, goal orientated and comfortable with his dancing interest despite being teased	PI-M: p.16; TI: p.4; PI-F: p.14, 15; DAP	Does not feel the need to conform to group expectations or pressure
First indication of racial awareness and visible difference at between 4 and 5 years. Saw he had a lighter skin tone than his sister. No questions regarding the difference from his parents	PI-M: p.12, 13; PI-F: p.12, 13; PRS-M; PRS-F; KFD	Differences explained using terms such as vanilla, caramel and chocolate – active attempt to celebrate differences
Likes to dominate a group, but not always successful in achieving leadership position	TI: 3; CBCL	Not yet able to assert himself in a position of authority – unsure of social cues
Poor academic performance with remedial intervention for mathematics required; possible concentration problems	TI: 2; CBCL; PI-M: 10; KFD	Low self-esteem possibly related to poor academic performance as well as behavioural differences
Secure in relationships and enjoys physical contact such as hugging	AJ-F; AJ-M; PRS-F; PRS-M; TI, p.1, 2	Comfortable and trusting in family and extended relationships
Social component/characteristics of identity		
Enjoys large gatherings	TI 1-2; PI-M, p.14, 15; PI-F, p.15; PRS-M; PRS-F	Comfortable with different generations, genders and races
Sometimes instigates conflict in class group situations, but unable to deal effectively with the conflict	TI, p.1, 3, 4	Teacher feels it is a coping strategy to deflect attention from his behavioural differences and academic struggle
Does not speak a Black language, but speaks English and Afrikaans	BI-F; BI-M; PI-M, p.10; FN	Creates social barrier between himself and the families of his Black friends, but has easy and free-flowing conversations with other White people
Regarding the group/peer membership of the child		
Definite gender preference; age and race are not significant	PI-M: 8, 9, 15; TI: 4; PI-F: 11; CBCL	Enjoys the company of girls more but is comfortable with same-gender interaction in small groups. Flamboyant personality and more acceptable to girls
When in the company of boys, prefers older boys	TI: 3; PI-F, p. 17	Possible prejudice from peer boys due to social presentation
Equally comfortable with children and adults in a familiar group setting	TI, p.1, 2, 3, 4; PI-F, p.14,15; PI-F, p.14,15; DAP; KFD	Fluid social skills across age span – confident in communicative ability
Difficulty with entry into groups – more to do with his dancing exhibitions and ostentatious gestures than with TRA	TI, p.1, 2, 3; PI-F, p.16, 17; PI-M: 16	TRA not significant to group membership, but absence of stereotypical “boy” behaviour important

FINDING	SOURCE	CODING/SIGNIFICANCE
Parents allow social activities such as birthday parties, but do not encourage prolonged absence from home	PI-M, p.14, 15	Limited social contact with school friends after school
Regarding the coping strategies of the child		
Assertive in voicing own thoughts, choices and challenging others' opinions in familiar setting	FN; PI-F, p.16; PI-M, p.14, 16; TI: 2, 4; PRS-M; PRS-F; CBCL	Confident in verbal ability and able to express himself adequately
Aware of his adoptive status and secure in his TRA family – tangible mementos	TI: 1; AJ-M; TI-F, p.17; PRS-M; PRS-F	Does not appear to have conflict currently regarding adoption or TRA status
Will challenge group for leadership position, but not always successfully	TI, p.3; CBCL	Confident of social identity – not yet socially astute to read cues
Both teacher and parents indicate perseverance and determination as positive coping strategies	PI-M, p. 16; PI-F, p.16, 17; TI: 1, 3, 4	Goal directed and not susceptible to peer pressure or teasing
Significant findings within the family		
Youngest brother with one older TRA sister	BI-M; BI-F	Parents wanted two TRA children to serve as sibling support system
Inclusion in family was easy – family met his biological mother and there appeared to be no trauma	AJ-M; AJ-F	No prior bonding with him before placement, but no bonding issues detected
Joined the family as an infant of 3 months	BI, PI-M: 1, 2; AJ-F; AJ-M	Very small, needed caring and protection – needed to establish sense of trust
Currently, close relationship with sister and parents	PI-M:8, 9, 11, 15, 12; PI-F, p.17; FN	Good interfamily relationships across generations
Well-developed ties with extended family; all grandchildren are treated in same manner with no preferential treatment of biological grandchildren	PI-M, p.3, 4, 5, 6, 7; PI-F:3, 4,5, 6, 15; PRS-M; PRS-F	Wide support system and positive interactive experiences with large variety of people
Family embraces the adoption journey and will answer questions raised regarding subject – have also created an adoption journal with cards and memorabilia for David to keep and use as a reminder that he was and is welcome	PI-F: 2; PI-M: 2; PRS-F; PRS-M; AJ-F; AJ-M	Family makes adoptive status a familiar and understandable concept with tangible and positive reminders – also a milieu to ask and answer questions
Parents do not promote any cultural activities in their house; want the children to identify only as South African	PI-M: 21; PRS-M; PRS-F	Neither parent culturally sensitive, but both accept differences
Significant findings within the larger community		
Area he lives in is racially mixed	BI-M; BI-F	Exposure to wider racial population
School he attends is racially mixed	PI-F: 13; BI-M; BI-F	Exposure to wider demographics
Active church life and involved in outreach programmes	PI-M: 15; PI-F: 15	Accept spiritual guidance and aware of social responsibilities
Does not make any comments on observed racial disparities	PI-F: 17; PI-M: 17	Only speaks of skin colour and race within his family circle
Mostly positive experiences regarding TRA for the whole family; few negative experiences	PI-F: 1, 2, 21; PI-M: 1,2, 21; AJ-F	Family experience

FINDING	SOURCE	CODING/SIGNIFICANCE
Parents actively seek areas that are racially mixed to avoid the children feeling exposed as TRA children	PI-M, p.8, 9, 17; PI-F, p.8, 9, 19	Promote physical proximity to ensure interaction with all racial groups

MAIN THEMATIC THEMES



Occurrence of Themes Per Individual Child and Family as Noted in Coding Process

Note.x₁ indicates that the child is still predominantly nonselective, but showing gradual preference for same-age girls

THEMES	Atlegang	Brenda-marie	Chad	Cassidy	Carlo	Diana	David	Parents Atlegang	Parents Brenda-marie	Parents Chad, Cassidy And Carlo	Parents Diana And David
Superior communication skills	x	x	x	x	x	x	x				
• Verbal prowess	x	x	x	x	x	x	x				
• Language as bridge or barrier	x	x	x	x	x	x	x				
Adapted approach to group membership	x	x ₁	x	x	x	x	x				
• Flexible inclusion and exclusion	x	x	x	x		x	x				
• Group membership and a sense of belonging/primary motivator	x	x	x	x	x	x	x				
Perceived permanence through place and possessions	x	x	x	x	x	x	x				
• Need for own place	x	x	x	x		x					
• Need for own space	x	x	x	x		x					
Focussed pursuit of acceptance and fear of rejection	x	x	x	x		x					
• Acceptance outside of family	x	x	x	x	x	x	x				
• Innate fear of rejection	x	x	x	x		x	x				
• Universal experience of loss		x	x	x		x	x				
Intentional parenting								x	x	x	x
• Cognitive approach								x	x	x	x
• Ideological guidelines								x	x	x	x
• Heightened social and racial awareness								x	x	x	x
Tolerance and sensitivity within scholastic environment-teachers	x	x	x	x	x	x	x				

Systemic Predictors for Conducive Self-Identity Development in Young TRA Children in South Africa and the Presence Thereof Per Participating Family.
Note New findings specific to this study indicated by.*

Systemic predictor	Atlegang 's family	Brenda- marie's family	Chad, Cassidy Carlo's	Diana and David's family
Meaningful interactions with people of all races		X	X	X
Attending mixed racial schools	X	X	X	X
Living in mixed racial residences	X			X
Access to dynamic Black role models such as sport stars	X	X	X	X
Access to Black heritage through acquisition of (biological) knowledge	X	X	X Chad	X David
*Nurturing of Black identity through the practice of cultural activities	X		X	
*Nurturing of Black identity through pride in physical appearance	X	X	X	X
*Knowledge of Black people in positions of power (modelling)	X	X	X	X
*Access to positive and diverse social media regarding Black identity	X	X	X	X
*Heightened parental racial awareness as a self-identity defence mechanism	X	X	X	X
*Interaction in demographically, diverse structured gatherings (e.g.) church	X		X	X
*Sensitive management of TRA related situations, (e.g.) family trees	X	X	X	X
*Sensitive approach to potentially emotive school subjects (e.g.) history	X	X	X	X
*Schools that practice tolerance and grace to accommodate TRA diversity	X	X	X	X
*Continued public TRA education and addressing of negative perceptions	X	X	X	X