



# VERMONT CONSORTIUM

for **ADOPTION & GUARDIANSHIP**

Support—Information—Education

## Fall NEWSLETTER 2020



I wear  
a mask...  
so we can  
go back  
to school.

#MasksOnVT



### In this issue....

- Recipes from around the world
- Talking about race
- Becoming a multicultural family
- Home schooling resources
- Upcoming virtual trainings
- Book ideas
- And so much more!

*Wear a mask to keep Vermont safe and healthy—as a sign of respect for others—to keep your family safe!*

## Welcome to the Consortium's Fall 2020 Newsletter!

It's time to be planning for children returning to school, and this year it is looking very different for most families. The options for children can feel daunting to decide between—fully remote learning, a mixture of in person and remote, or moving to home schooling—especially when your choice has to balance parents' needs to be working. Uncertainty is taking a toll on many families and parents are having to dig deep to cope, and to help their children cope. One thing that can help is to take a break together and have some fun. It can be difficult to prioritize having fun together when life feels so heavy, but it should be added to your "to do" lists! Did you know that laughing and playing together helps to strengthen your relationship and builds everyone's resilience? And if you take that play



outside there are more benefits as being in nature helps us to build our confidence, promotes creativity, reduces stress, improves our emotional regulation, and so much more.

This is also a time of examining the impact of systemic racism and for each of us to become actively anti-racist. Our children need a world where everyone is valued, respected, and we all have opportunities to thrive and contribute. One small step towards this is to become a family that is multicultural—seek out opportunities to learn about other cultures and integrate these into your home. In this issue we provide games to play from around the world and foods that you can cook from other cultures. Carve out time for your family to laugh and cook together—build resilience and start broadening your family's multiculturalism.

*Catherine Harris*

***Please consider sharing pictures of your family*** with the greater community of Vermont families formed through adoption or guardianship.

We want to join you in celebrating your wonderful family—playing and working together, as well as those special occasions you celebrate.

Your family pictures would add a lot to future Consortium Newsletters and to the website.

Please forward them electronically to: [vtadoption@vermont.gov](mailto:vtadoption@vermont.gov)

And feel free to add a few words or provide a story to accompany the pictures!



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## Traditional Home Schooling—is it an option for your family?



With school going back into session with a variety of possible formats some families are considering, or have decided on, traditional home schooling. These families may have found the stressors of daily life eased when their children no longer had to attend traditional school, or the unpredictability of what may happen can be too much for their family to

manage, or their preference may be to not have their children attending any in person classes at this time. Whatever the reason, there are a number of resources that families either planning on home schooling or still considering it may find useful.



⇒ The Vermont Agency of Education Home Study [webpage](#) provides lots of good information about the requirements, enrollment, etc. Note that you can enroll your child anytime before May 1, 2021 so if you start school locally and it isn't going well you still have the option of home schooling as a possibility to consider. For information on how to prepare and submit an enrollment notice for home schooling you can check out [AOE's guidance document](#).



⇒ [What is Homeschooling? A Guide for Parents and Students](#) from Parents.com plus a listing of [homeschooling online resources](#)

⇒ A parent talks about the [top 10 things](#) they wish they knew before they started home schooling.

⇒ Scholastic offers [8 Steps to Homeschool Success](#)

There are lots of home schooling networks in Vermont so ask your local school administration if they can put you in touch with other families who are home schooling in your area.



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## Playing—Ideas from Around the World

The Kinship Connections series this summer focused on play and the important role it serves to strengthen children's resilience and our relationships with them. This series will soon be posted on the UVM Child Welfare Training Partnership [website](#) but a few take aways from this include:



- ♥ Physical activity reorganizes the brain so that its response to stress is reduced and anxiety is less likely to interfere with normal brain function.
- ♥ Relationships are key to building resilience and when we play together we strengthen those relationships.
- ♥ Most of us have a kind of play that we prefer and when this isn't that same as our child we may have to work a little harder to find ways to play together that we both enjoy:
  - \* Rough and tumble play—like tag, hide and seek, shooting hoops, etc.



- \* Symbolic—using objects such as dolls, legos, etc.
- \* Imaginative—acting out real-world situations and taking on roles, dress ups, etc.
- \* Games with rules— baseball, board games, etc
- ♥ Relationships need both novelty (things that make us sit up and pay attention—they're new and different) as well as routine and ritual (Friday night pizza and a board game).

Exploring games that children play from around the world can create opportunities to try something new and to help you talk with your children about how families don't all look the same, eat the same foods, or do things the same way. This is especially important when your child comes from a culture that is different from yours—whether they are from another country, a different race, or come from a different economic background. Here are some ideas for games to try:

Nepal—Gotta or 5 rocks—you can play this alone or in a group taking turns. All you need is 5 small rocks. For instructions you can [read this](#) or to watch it being taught you can give [this](#) a try.

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## Playing—Ideas from Around the World—*continued*

Philippines—Luksong-Baka or jump over the cow—this would be a rough and tumble type of play—you need at least 2 people to play. For instructions you can [read this](#) or to watch it being played [watch this](#).



South America—Un, dos, tres, Calabaza—this is similar to Red light/Green light. For the instructions you can [read this](#) or to see it being played you can take a look at [this](#).

Africa—Ayo—a board game for 2 people. For the instructions you can [read this](#) or to see it being played you can [watch this](#).



Romania—Water and Fire—this is similar to the hot and cold game with a difference. For the instructions you can [read this](#).

And to explore on your own there are a number of websites that will get you started:

- <https://www.parents.com/fun/games/educational/games-from-around-the-world/>
- <https://www.scholastic.com/teachers/articles/teaching-content/games-around-world/>
- <https://www.globetrottingkids.com/games-around-the-world/>

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The Vermont Consortium for Adoption and Guardianship believes black lives matter. Adoption in the 21<sup>st</sup> century is synonymous with transracial and transcultural adoption with [about half](#) of BIPOC ([black, Indigenous, people of color](#)) children being raised by white parents. Here in Vermont, that percentage is even higher (forthcoming as DCF gathers the data). We cannot, as an organization, remain silent about the reality that our black and brown children of all ages are hurt by systemic racism, and that we, as their parents and community members are called to learn about and dismantle racism. Transracial and transcultural adoption is fraught with a multitude of ethical dilemmas, and the only way to work through them is with intention. The Consortium has offered ongoing training on transcultural and transracial adoption, and be on the lookout for more as we move our way through the cultural change that is afoot. Not only will we share details about our own training offerings, but we'll point our membership toward other valuable resources.

If you are interested in strategizing about how to provide educational opportunities to our membership with the goal of a better world for folks who are BIPOC, please reach out to [vtadoption@vermont.gov](mailto:vtadoption@vermont.gov) to join our Education and Training Committee.

## Resources for Transracial Families to Assist you on your Journey

When your family is formed through transracial adoption/guardianship there can be some unexpected—and often disturbing—learnings for parents. The hope that others will see your child with the same loving, accepting eyes that you have is unrealistic. Preparing your child and your family to anticipate and respond to the racism that they will encounter is hard work—and important work, not just for your family but for society as a whole. It is often through the small encounters and conversations that you will choose to engage in that will support change in others, and in institutions.

The following are some excellent resources for you, whether you are already a transracial family, are considering becoming a transracial family, or want to support transracial families in your community:

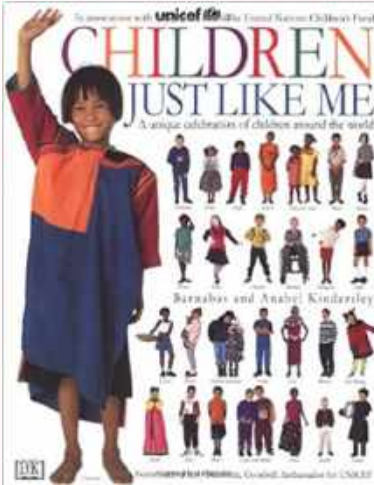
- ◆ [Transracial Parenting in Foster Care and Adoption](#)
- ◆ [Proactive Engagement: The Adoptive Parent's Responsibility when Parenting a Child of a Different Race](#)



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## ***Embracing Multiculturalism through Food—and Books***

Becoming a multicultural family means embracing difference—not being afraid of other cultures—including other cultural perspectives—integrating these into your family’s identity! Growing up in my family meant including many cultures in our family life, this made it richer and more interesting, and helped me to be more adventurous. I approach many challenges knowing that there rarely is only one way to do things. Being exposed to many cultures helped me to broaden my thinking beyond what I saw around me in the Midwest, Ontario, and New England—even moving between these areas of the United States and Canada involved



exploring different cultures including food traditions and language; carbonated beverages were pop in Illinois but tonic in Massachusetts and soda in Ontario. And my family also lived overseas for many years—and many traditions, words, foods, and so much else made their way into my family’s life—and have now made their way into my children’s lives. I continue to find it exciting to learn about other cultures and taking time to integrate aspects of them into my life. My mother always called me a child of the world—something that I continue to nurture.

Right now traveling is difficult, and sometimes unsafe, so it can seem a challenging time to work on expanding our families’ multiculturalism—but reading about other cultures is always open to us—two of my favorite children’s books are “Children Just Like Me, A Unique Celebration of Children Around the World” by Barnabas and Anabel Kindersley which is put out in association with UNICEF and “This is How We Do It: One Day in the Lives of Seven Kids from around the World” by Matt Lamothe. Both have great pictures that illustrate how children live, eat, and go to school from cultures around the world. These create wonderful opportunities to talk about differences and can help children see that there are many ways to do the same thing—and that there is no one way that is “the right way”.



One of the yummiest ways to explore other cultures is through food—so many new flavors, new ingredients, and new techniques to learn and experience. The Consortium’s Executive Committee was eager to share some of the recipes that have been absorbed into their families’ through their own exploration of diverse cultures.



My own favorite is a West African curry that everyone, no matter their age can contribute to creating. The curry is simple to cook and I usually serve it with rice, what makes it special is the bowls of condiments that everyone chooses between to sprinkle over the top of their curry and rice. When my children weren’t yet fond of the curry they would just have rice and whatever condiments they preferred, this made it easy when they were going through their picky eating stages!

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## Embracing Multiculturalism through Food *continued from previous page*

### *West African Curry*

1 Tablespoon oil—preferably coconut or peanut

1 large onion chopped

1 garlic clove minced

1 Tablespoon curry powder (or more if you want this spicier)

1/2 teaspoon cayenne (optional)

1 teaspoon salt

1/2 cup dried unsweetened coconut

4 cups chicken broth or water

1 lb of protein (chicken thighs, cubed beef or goat, cubed tofu or tempeh)

14 ounces full fat coconut milk (1 can)

Sauté the onions and garlic in the oil until they are very soft and translucent. Add the spices and shredded coconut and sauté until you can smell them. Add the chicken broth or water and your choice of protein (the broth/water should just cover it). Simmer this for 1-2 hours. Add the coconut milk and bring it back to a simmer for another 5-10 minutes and then serve over rice.

While the curry is simmering you can prepare the condiments—this is where the children can help. Fruits and vegetables can be chopped and placed into small bowls while other items can just be put into the bowls—you want everything to be small so that it will mix into the curry when you take bites. We

vary the condiments depending on the season, what we have in the cupboard, etc—and in our family we always have hot sauce on the table to drizzle over everything. We have laid this out with as many as 14 condiments and as few as 4! Here is a list of some of the items we have included over the years:

Oranges	Raisins
Bananas	Dried cranberries
Apples	Hard boiled egg
Peaches	Shredded coconut
Green pepper	Tomatoes
Red pepper	Pineapple
Hot peppers	Mango
Onions	Cucumber
Peanuts	Tomatillo

*From the Harris Family*



### *Injera—Ethiopian Flatbread*

At one point, Adoption Advocates was licensed in Ethiopia as a child placing agency and we brought approximately 50 children from Ethiopia to the United States and primarily to Vermont. I traveled to Addis Abba in Ethiopia to meet with Ethiopian adoption officials and was able to experience Ethiopian food firsthand.

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## Embracing Multiculturalism through Food *continued from previous page*

### ***Injera—Ethiopian Flatbread*** *(continued)*

This is the recipe for the Ethiopian bread staple injera. Ethiopians do not use utensils to eat and scoop their food with injera.

2 cups teff flour  
 1/8 tsp active dry yeast  
 1 cup self rising flour  
 Kosher salt



Combine the teff flour and active dry yeast in a large bowl. Add 2 cups lukewarm water and whisk or, more traditionally, use your hands to mix everything together, making sure mixture is absolutely smooth with no lumps. Cover with plastic wrap and let sit at room temperature until the mixture is bubbly and tastes sour like tangy yogurt, 36 to 48 hours. (It will start bubbling and rising in a matter of hours, but it can take anywhere from 36 to 48 hours to achieve a noticeable level of sourness, which is key to the flavor of the injera. After about 36 hours, begin tasting the mixture.

Add the self rising flour and up to 1 cup of water a little at a time. Whisk or use your fingers to thoroughly combine into a smooth, pourable mixture with about the consistency of a slightly thicker crepe batter. Cover again and let sit for 1 hour.

Heat a 10 inch nonstick skillet to medium heat, add 1 tsp salt to batter (it will bubble up), and pour ¼ cup of batter into skillet. You will see the surface darkening and small bubbles forming as the batter cooks. Cover the skillet and cook for one minute more. The injera is cooked when the edges are dry and lifting up from the pan.

Stack only when the injera is not warm. This is a fun project to do with children and remember that the majority of people in Ethiopia do not have stoves. They cook injera on a hibachi type burner outside of their small homes which are often made of corrugated metal.

*Submitted by: Ann Clark, Adoption Advocates*

### ***Bernie's Chocolate Cream Pie***

(credits to [King Arthur Flour](#) and [America's Test Kitchen](#))



Wanda Audette's dad, Bernie, loved pie. His favorite was chocolate cream pie, and as someone who loves to bake pies, and feels a deep gratitude for Wanda and her family, I started making this for them for Thanksgiving:

My pie crust of choice is J. Kenji Lopez-Alt's foolproof pie dough, featured by America's Test Kitchen as "foolproof," and linked above. People have strong opinions about pie crust, though, so just use your favorite crust.

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## Embracing Multiculturalism through Food *continued from previous page*

### ***Bernie's Chocolate Cream Pie*** *continued*

You want to make sure you make a pie shell deep enough for a good filling and some space for whipped cream to settle into!

For my filling, I like the King Arthur Flour recipe, but a few tips first: I have upped the recipe by 50%. That's to be sure you have enough filling for a good deep dish. If there is extra, it's pudding! Just eat it! The second tip is to be sure to use a heavy bottomed pot. Ideally, I make this in an enameled cast-iron pot. They take a little while to heat, but then hold heat more evenly than anything else in my kitchen so ultimately, I think it takes less time for the pudding to cook. Third, make sure you stir, stir, stir. Don't walk away while your pudding is cooking, so make sure you have everything measured out beforehand. Fourth, feel free to get creative with your chocolate combo: You can make it as dark or milky as you'd like. I use about a 50/50 blend of semi-sweet and milk chocolate for Bernie's pie. Not too dark. And lastly, if you're not going to eat this the day you make it, chill the filling in a bowl and assemble right before serving. If you're eating it the same day that you make it, it's fine to pour the filling into the cooled, cooked crust. It won't get too soggy. Now here you go (this recipe, in its original form, is also linked above):

#### Ingredients:

- 3 Tbs unsalted butter
- 1 2/3 c chocolate, chopped (semi-sweet or milk, and you can use chips)
- 1 1/2 tsp vanilla extract
- 1 c granulated sugar
- 4 1/2 Tbs cornstarch
- 3 Tbs unsweetened cocoa powder
- 1 1/2 tsp espresso powder (optional-makes flavor richer)
- 1/4 tsp salt
- 4 large egg yolks
- 1 1/2 c heavy cream, divided
- 3 c milk



1. Prebake your crust and let it cool. Ideally, use a deep-dish pie plate so you have room for a nice deep chocolate layer and lots of whipped cream. You need at least 2 inches of depth.
2. Place the butter (chopped) chocolate, and vanilla in a large, heat tolerating mixing bowl, and set aside
3. Before putting on the heat, whisk sugar, cornstarch, cocoa, espresso powder, and salt in a saucepan. Add 1/2 of the heavy cream, whisking until the mix is smooth, then whisk in the egg yolks.

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## Embracing Multiculturalism through Food *continued from previous page*

### ***Bernie's Chocolate Cream Pie*** *continued*

4. Place the saucepan on medium heat, and gradually whisk in the remaining cream as well as the milk. Bring it to a boil, **whisking constantly** until the mixture boils. Have it boil for one minute while continuing to stir constantly.
5. Remove the pan from the heat and pour the mixture over the chocolate and butter mixture. Whisk that until the chocolate is melted and the mixture is smooth.
6. Pass the filling through a strainer, using the whisk to get it through, into a clean bowl to remove any additional lumps. Scrape the underside of the strainer with a spatula periodically to help the process along.
7. Put plastic wrap right on the top of the filling to prevent it from forming a skin and chill the filling. (I have also put the warm filling right into the crust and put plastic wrap over that top to chill. I've never had a problem doing that.)

If you've filled the pie, top it with sweetened home whipped cream just before serving (if you need a recipe, look at the link). If you've chilled the filling in a bowl, assemble the pie just before serving. If you don't expect the pie to be eaten in one day, you can top each slice with whipped cream so it doesn't collapse and ruin the pie.

### ***Moroccan Couscous***

My oldest sister, who is 20 years older than me, lived in Morocco for over 20 years. As such, I grew up eating lots of amazing Moroccan food when she came home to visit, and also that my mom learned to make year-round. In the time of Instant Pots, making Moroccan is extra fun since the flavors best come together in either a tagine (which most people don't have) or a pressure cooker. If you pressure cook, use a stew setting, or look online for guidance for a similar recipe. If you don't have a pressure cooker, you can use a large stock pot or a slow cooker, and cook on low for a few hours.



I'm not going to give you a specific recipe for this, since it's best made to your family's liking. Here are the tips:

Traditionally, you'd serve this over small (Moroccan) couscous, not Israeli style pearl couscous. The small couscous holds the sauce better. If you're gluten-free, you can use rice or quinoa instead.

Vegetables: Traditionally, you want 7. We always throw in a large can of whole tomatoes. If you don't, use a quart of stock/broth. Squash is good (winter and/or summer), potatoes (white or sweet), carrots, onions, garlic, turnip, a quartered cabbage, peppers, green beans- all good options. Make sure the pieces are big enough that they will cook, but not fall apart when pressure cooked. Anything delicate, add after it's been pressure cooked.

Fruit: Toss in some raisins or prunes, if you have some.

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## Embracing Multiculturalism through Food *continued from previous page*

### *Moroccan Couscous continued*

Spices: Must use: cumin, cinnamon, turmeric, ginger and garlic (fresh or powder): All to taste. Other options: saffron, lemon, fresh mint or flat-leaf parsley when finished

Protein: a whole, pieced chicken, stew beef, cubed lamb, chickpeas, almonds- Typically, at least put in chickpeas, and then an animal protein if you'd like. Add almonds after it's cooked, if you're adding them, and toast if possible.

The photo I've provided had: red cabbage, turnip, chickpeas, chicken, onions, garlic, ginger, prunes, green beans (added lightly steamed at the end), carrot, sweet potato, orange pepper, and green olives (a family favorite), You can make it much prettier than this, but it really is so versatile!

*From Gillie Hopkins, Permanency Planning Program Manager, DCF-FSD*

### **Corned Beef and Cabbage**

This is a St. Patrick's Day family tradition – every March 17<sup>th</sup> we cook this meal. For many years we have celebrated the holiday with our daughter's birth siblings and their family. One year we had a cabbage decorating contest. This picture is of one of the cabbages!!!

#### Ingredients

- Corned Beef – The amount of corned beef depends on how many people you are serving. It really cooks down, so you need more than you think. About 1 pound per person. Besides – you will want left overs!!
- Cabbage – green round cabbage. Figure 1 cabbage for 4 people
- Potatoes – Any kind of white potatoes. I usually use the small (bite size or a little bigger) white potatoes
- Carrots – You can use baby carrots (no slicing required) or large carrots cut into bite size chunks
- Onions – Use small white onions. You could use frozen pearl onions (no peeling required)
- Turnips or Rutabaga - optional. Cut up into bite size pieces
- Parsnips – optional. Cut up into bite size pieces
- Parsley – chopped finely for garnish

Butter – For the potatoes of course!

Open the corned beef and rinse it thoroughly. Place in water that covers the meat (it will float so just make sure there is enough water to cover it if it didn't float) and bring to a boil. Once it boils, turn the water off and empty the pan. You might want to clean it out as it will have a kind of scum on it. NOW it is time to cook the corned beef. Put it back in the clean pan with fresh water and the spices that came with it.

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## Embracing Multiculturalism through Food *continued from previous page*

### ***Corned Beef and Cabbage -continued***

Simmer for about 2 – 3 hours (check package directions). It will be done when it is fork tender!

Now you have options – if you cook the corned beef the night before your dinner you can take it out of the water (SAVE THE BROTH) and let it cool. Slice it (against the grain) and wrap in plastic wrap (make sure the beef is cool). When it is time to eat you can take off the plastic wrap and pour warm broth (reheated from last night) over the corned beef and/or cook at very low (200) oven for about 20 minutes to heat through. DON'T OVERCOOK – it will dry out

If you make the corned beef on the same day you serve it, you can set it aside to cool, slice, cover with foil and set in unheated oven to stay warm.

You can now cook the vegetables EITHER in the broth or in new water. I always cook it in the broth (more flavor), but sometimes I have guests who are vegetarian so I cook the vegetables in fresh water. Sometimes I have even been known to have two pots boiling away at the same time – one with plain water and the other with broth!! Add the vegetables to the boiling water or broth in stages (according to how long they take to cook and their size). Usually in this order:

1. Carrots, Turnips, Rutabaga
2. Parsnips
3. Cabbage
4. Onions
5. Potatoes

Scoop it all out and serve!!

*From Amy Bielawski-Branch, UVM-CWTP*



### ***Tres Leches Cake***

A favorite Central and South American dessert

Cake:

- 1 (18oz) package white cake mix
- 1 1/2 cups flour
- 5 eggs
- 1 cup sugar
- 2/3 cup oil
- 1 tsp vanilla
- 1 tsp baking powder
- 1 cup milk

(you could also use a white cake recipe from scratch that is a heavy moist cake)

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## Embracing Multiculturalism through Food *continued from previous page*

### ***Tres Leches Cake -continued***

#### Filling:

- 1 12 ounce can evaporated milk
- 1 14 ounce can sweetened condensed milk
- 1/2 pint whipping cream or heavy cream

#### Frosting:

- 1/2 pint whipping cream or heavy cream
- 3 tablespoons sugar
- 1 teaspoon vanilla



#### Directions:

1. Preheat oven to 350 degrees and grease a 13x9 cake pan
2. Mix cake ingredients together and pour into prepared cake pan
3. Bake 45-50 minutes until knife inserts in middle comes out clean
4. Cool 20 minutes
5. While cake is baking mix filling ingredients together and refrigerate.
6. For frosting, whip cream until soft peaks form, blend in sugar gradually and add vanilla extract.
7. When cake is done, allow to cool and fill with milk filling by poking small holes in the cake
8. Frost with whipped cream and if you like, garnish with fruit.

*From Karen Hack, PsyD*

### ***Pizzelles***

I am sharing with you a recipe for Pizzelles –a waffle like Italian cookie. This recipe has been handed down to me from my grandmother. As my grandmother got older and was no longer able to continue the tradition of making her Pizzelles, I took on the responsibility of becoming the Pizzelle maker in the family. As traditions get handed down from one generation to the next, this tradition is being passed along to my daughter who is honing the skills as the next generation Pizzelle maker for the D'Angelo family.

Written on a very yellowed index card, is the recipe passed down to me by my grandmother.

Here is her recipe:

#### ***Pizzelle Recipe by Rasario (Sally) D'Angelo***

- |                        |                     |
|------------------------|---------------------|
| 1 stick of Butter      | 1 tsp baking powder |
| 2/3 cup of sugar       | 1 tsp vanilla       |
| 3 eggs                 | 1 tsp anise seed    |
| 1 ¾ to 2 cups of flour | Pinch of salt       |



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## Embracing Multiculturalism through Food *continued from previous page*

### *Pizzelles continued*

Beat butter until smooth. Gradually add sugar and beat well. Add eggs one at a time and beat well. Add vanilla and anise seed. Sift flour, baking powder into mixture. The dough should be sticky. You can freeze this dough and thaw when ready to use. Heat pizzelle iron (my grandmother had a pizzelle iron that she would use over an open flame). Today you can purchase an electric pizzelle iron where waffle irons are sold.

Pizzelles can be rolled to make a tube and can be filled with cannoli filling for another Italian dessert treat.



powdered sugar. Add cinnamon. Stir in chocolate chips. Fill a ziploc bag with the mixture and snip the corner of the bag to pipe the mixture into the rolled pizzelle. Garnish the ends of the cannoli with pistachios or more mini chocolate chips.

From Ruth D'Angelo, Howard Center

### ***Cannoli Filling***

2 cups of Ricotta cheese, preferably whole milk (strained)

$\frac{3}{4}$  cup of powdered sugar

1 tsp cinnamon

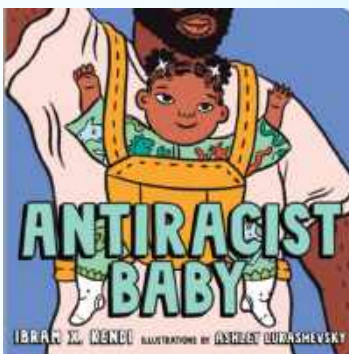
$\frac{1}{4}$  cup of small semisweet chocolate chips

In a medium bowl mix Ricotta cheese and sifted

## Teaching and Living Anti-Racism with and for our Children



[Four Tips for Raising Anti-Racist Kids](#) from Creating a Family



[Anti-Racism for Kids 101](#)



[Anti-Racist Baby](#) – new board book by Ibram X. Kendi

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# READING AND TEACHING ABOUT RACISM AND RACIAL INEQUALITY

*Ann Clark, Adoption Advocates*

The recent deaths of George Floyd and Breonna Taylor have sadly made us so aware of the need to talk to our children about racism and racial inequality. The recent death of the hero John Lewis also provides a wonderful vehicle to talk about racial issues.

Reading books about racism with your children is a wonderful teaching mechanism . Black Lives Matter signs are all over my community and again those signs are teachable moments. There is much that we as parents can do to raise anti-racist children.

There are so many amazing books to help parents talk to their children about race. Here are some books to help with that task:

*For preschool and early elementary school children, the following picture books are guides:*

The Day You Begin by Jacqueline Woodson and illustrated by Rafael Lopez

Sing a Song by Kelly Starling Lyons and illustrated by Keith Mallett

Let's Talk About Race by Julius Lester (A friend of mine who is a former children librarian and now a bookseller says that this is a must first book on race.)

Why Am I Me? By Paige Brett

The Colors of Us by Karen Latz

All Are Welcome by Alexander Penfold

*For middle-schoolers:*

Ghost Boys by Jewell Parker Rhodes

A Good Kind of Trouble by Lisa Moore Ramee

The Great Greene Heist by Varian Johnson

*For young adults:*

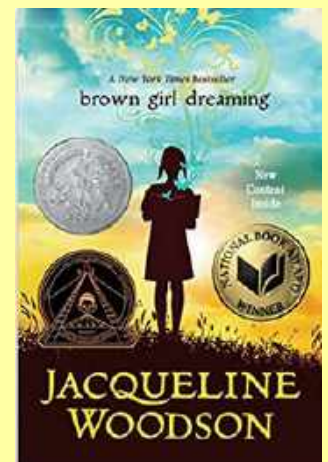
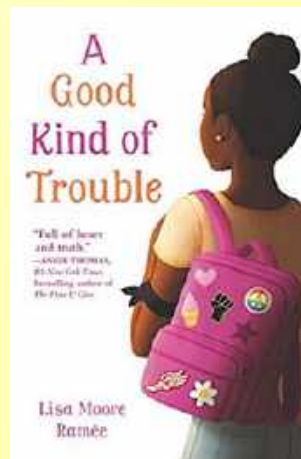
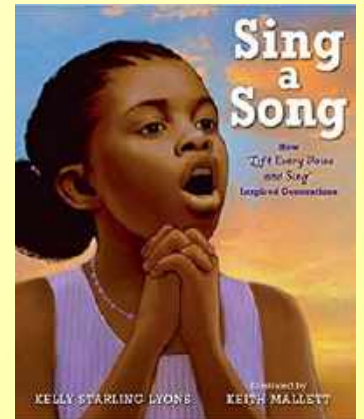
Brown Girl Dreaming by Jacqueline Woodson

Light it Up and How It Went Down by Kekla Magoon

Black Enough: Stories of Being Young and Black in America, a Young Adult anthology edited by Ibi Zoboi

The Hate You Give for Teenagers by Angie Thomas

Any book by Toni Morrison. My favorite is Beloved



*Continued on the next page*

*Wear a mask to keep Vermont safe and healthy—as a sign of respect for others—to keep your family safe!*



## READING AND TEACHING ABOUT RACISM AND RACIAL INEQUALITY *continued*

*For adults:*

How to Be an Antiracist by Ibram X. Kendi

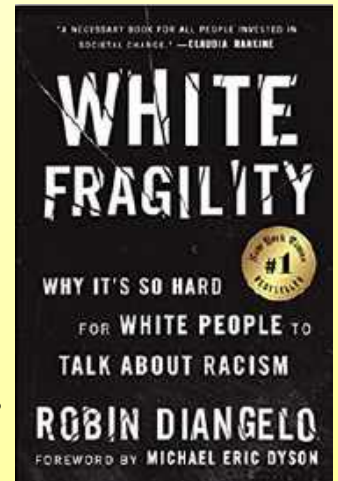
White Fragility: Why It is So Hard for White People to Talk about Racism by Robin Diangelo

So You Want to Talk about Race by Ijemo Olio

Black is My Body by Emily Bernard

I was pleased to go to my local library soon after the death of George Floyd to see a large exhibit of children's books on racial matters and an equally large selection of such books for adults. The majority of these books are available at your local library or on inter-library loan.

While the majority of us aren't travekking, I am still staying very, very close to home because of the pandemic, this is an excellent time to educate ourselves by reading.



### Interrupting Bias

We all have moments when someone says something that comes across as racist/sexist/homophobic/etc. and we know we need to respond but are unsure how best to do this—do we call them out or do we call them in? Calling someone out usually involves a decision that, even though it will be uncomfortable, we need to publicly let them know that their words or actions cannot be tolerated and we feel we must act to prevent further harm. Calling someone in is a more reflective and less reactive process, frequently done in private—it provides the opportunity to explore meaning more deeply and encouraging a shift in how someone thinks about what they are communicating. So what are the words we can use?

Here are some phrases you may want to try:

#### ***Calling Out***

- ◆ That's not funny.
- ◆ I find that offensive.
- ◆ What you just said is harmful.
- ◆ We don't say things like that here.
- ◆ I'm not comfortable with that.

#### ***Calling In***

- ◆ I'm sorry, what?
- ◆ Help me understand your thinking.
- ◆ Hold on. I need to process what you just said.
- ◆ I didn't realize you think that.

*Adapted from the Oregon Center for Education Equity: What did you Say? Responses to Racist Comments Collected from the Field and from Racism Interrupter @privtoprog*

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## Fall 2020—Upcoming Consortium Trainings



### Talking with Our Children about Adoption

This is moving to a virtual format and will be offered this fall [vtadoption@vermont.gov](mailto:vtadoption@vermont.gov)



### *It's a Rainbow World: Parenting LGBTQ+ Children/Youth Zoom Training in three parts*

October 22: 7:00-8:30 pm

October 24: 9:00-10:30 am

October 26: 7:00-8:30 pm

RSVP to

[vtadoption@vermont.gov](mailto:vtadoption@vermont.gov)  
and receive the Zoom link

### Taking the Long View:

#### Thriving as a Transracial/ Transcultural Family

Being scheduled this fall in a new virtual format

[vtadoption@vermont.gov](mailto:vtadoption@vermont.gov)



The **Vermont Consortium for Adoption and Guardianship** invites you to contribute to strengthening and building the adoption/guardianship communities of Vermont by joining our Education and Training Committee!

- ◆ Contribute to the design and dissemination of our “Creating Adoption Sensitive Schools” and “Talking with your Children about Adoption” trainings
- ◆ Contribute to the design and dissemination of our transracial/transcultural trainings
- ◆ Contribute to the design and dissemination of our LGBTQ+ trainings
- ◆ and help us identify and develop additional pertinent trainings

For more information call Catherine Harris at (802) 241-0901 or email [catherine.harris@vermont.gov](mailto:catherine.harris@vermont.gov)

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*The 16th Annual VKAP Conference  
for kinship caregivers and those*

**SAVE  
THE DATE!**

**PARENTING REVISIT-  
Adaptive Parenting in  
Adjusting Times**



*Keynote: Jeanine Fitzgerald*  
**We Just Get So Exhausted...**

Raising children is challenging, but how difficult is it to raise a child without the support of the "village?" Instead, the educational community offers advise or asks questions like, "You need a parenting class, Your child just needs a behavior plan, or when are you going to stop making excuses for him?" This list is endless. Yet, stigma and blame interfere with the collaborative spirit required for productive relationships between parents and professionals. This keynote examines the concept of collaborative teaming as an approach toward letting go of the oppressive structure and practices that will never release our children to discover the "hero within".

*Workshops offered throughout the  
morning focusing on Education,  
Advocacy, and Self-Care*

*September 23, 2020  
Free Virtual Conference*

## VERMONT SUPPORT GROUPS FOR FAMILIES

*“The support group was my **LIFELINE** especially in the early years. My grandson and I were adjusting to a different life. I truly would never have been able to survive had it not been for the people in the support group.”*



**The following Support Groups are provided by the Vermont Adoption Consortium in collaboration with Post permanence Services (From Lund, Easterseals, or NFI). Some groups are also co-sponsored by community partners or are community based support groups. Some of these are meeting virtually during this time of “Be Smart, Stay Safe” so contact the organizer for information.**

### Addison County

Support Group for Adoptive and Guardianship Families held the 4th Tuesday of the month. 5:30-7:00 pm. Please contact Donna Provin for more information and for the location at (802) 343-0565 or email [donnap@lundvt.org](mailto:donnap@lundvt.org)

### Bellows Falls

Circle of Support for Adoptive and Guardianship Families meets the second Wednesday of each month from 6 to 8 pm at the Health Center at Bellows Falls, 1 Hospital Court. Please call Stephanie Amyot for more information (802) 735-5031

### Bennington County

3rd Thursday of the month from 7 - 9 pm at the Shaftsbury Methodist Church. For more information contact: Jill C. Bouton at (413) 884-5589

### Brattleboro

Support Group for Adoptive and Guardianship Parents the second Monday of the month, 6:30-8:30 pm. Please contact Danna Bare, M Ed, for more information and for the current location (802) 258-0308

### Chittenden County

Chittenden County Circle of Parents Support Group for Adoptive and Guardianship Families  
This group is held the LAST Tuesday of every month from 5:00-6:30pm in South Burlington.  
Pre-registration is required. For more information or to RSVP, contact Katherine Boise, BSW, M.Ed at Lund at (802) 864-7467.

### Franklin County

1st Thursday of every month at the Senior Center, 75 Messenger Street, or the Church on the Rock, St. Albans from 5:30-7:30 pm. Dinner and childcare provided at no cost. Please contact Nina Hill (802) 495-6187 or Monica Darrah (802) 495-6535 to RSVP or for more information.

### Morrisville

Please contact Pam Montgomery, easterseals of Vermont, (802) 595-5046 for information

### St Johnsbury

The Northeast Kingdom Foster and Adoptive Community is on a break until new staffing and support is identified.

### Upper Valley

Kinship Care Support Group meets the first Thursday of each month, 12:00-1:30 pm, 2458 Christian Street, Wilder, VT (next to Dothan Brook School on Route 5). For more information contact: Judith Bush, ACSW (802) 356-9393 x 2 or [jbush@together.net](mailto:jbush@together.net)

### Transracial support Groups :

#### Burlington

Transracial Adoptive Families of Vermont meets up in various locations, generally in the Chittenden Country area. Please contact Jordy Baker for more information [jordybaker@me.com](mailto:jordybaker@me.com)

#### Montpelier

Families of Color, open to all families. Play, eat and discuss issues of adoption, race and multiculturalism. Bring snacks and games to share, and dress for the weather. Third Sundays, 3–5 p.m. Unitarian Church, 130 Main Street, Montpelier.

Alyson, 439-6096 or [alyson.mahony@gmail.com](mailto:alyson.mahony@gmail.com)

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## **POST PERMANENCY SERVICES FOR FAMILIES ARE BEING PROVIDED REMOTELY DURING THE TIME OF COVID-19**



Families formed by adoption or guardianship may need support and those needs usually change over time as children and families grow and change. Post Permanency Services address the normal issues adoptive and guardianship families face as well as more significant issues that can arise when raising a child who has experienced a traumatic start in life.

Supports offered include:

- ◆ In-home adjusted parent education, identifying strengths and challenges and developing plans that foster growth
- ◆ Consultation to treatment teams and advocacy, providing education supports within schools and collaborating with treatment teams
- ◆ Referrals to community resources
- ◆ General adoption/guardianship information
- ◆ Kinship placement support



**NFI Vermont, Inc.**  
Providing Innovative Mental Health and Educational  
Services to Vermont's Children & Families

These services are provided by a Post Permanency Service Provider meeting with the family and working with them to assess and determine what services are needed. Together a plan will be made and goals set for these services. To support the family in meeting their goals the Post Permanency provider will be meeting with the family monthly in their home as well as attending any meetings that the family identifies—such as treatment team meetings and school meetings.

*“I would like to **thank** the Post Permanency Services staff they have been wonderful people to work with who are a wealth of knowledge and support. Whether just listening to me vent and bounce ideas off of, or to giving me advice on how to deal with difficult birth family members, or how to deal with school staff. They have given us awesome contacts to help with these struggles. Thank you all for that you do. I wouldn't know where I'd be today without you.”*

**Post Permanency Services are available to all families formed by adoptive and guardianship in Vermont. For information regarding services in your area please contact:**

**BARRE, BENNINGTON, HARTFORD,  
MORRISVILLE, ST. JOHNSBURY &  
RUTLAND AHS Districts**  
**EASTERSEALS**  
14 North Main Street, Ste 3004, Barre. VT 05641  
Ann Wheeler, Program Manager  
(603) 381-0680 [acwheeler@eastersealsvt.org](mailto:acwheeler@eastersealsvt.org)

**BRATTLEBORO, BURLINGTON, MIDDLEBURY,  
NEWPORT & SPRINGFIELD AHS Districts**  
**LUND**  
P.O. Box 4009, Burlington, VT 05401  
Melissa Appleton, Supervisor (802) 864-7467 X2019  
C: (802) 782-3311 [melissaa@lundvt.org](mailto:melissaa@lundvt.org)

**ST ALBANS AHS District**  
**NFI, Northeast Family Institute**  
12 Fairfield Hill Road, St. Albans, VT 05478  
Kriss Lococo, Regional Manager, (802) 524-1700  
[Kristenlococo@nafi.com](mailto:Kristenlococo@nafi.com)

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