

RACIAL CONTEXT: IMPACT ON STUDENTS' UNDERSTANDING OF RACE, BIAS,
AND TALKING WITH YOUNG CHILDREN ABOUT RACE

by

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The present study explored the impacts of Racial Context (RC) of students from two universities in the U.S. Secondary data was used from a previous study that analyzed the impacts of an anti-bias curriculum on early childhood undergraduate majors' overall understanding of race, bias and the concept of racial awareness development. Further, ways to support racial awareness development among preschoolers was also explored.

Results revealed that there were no statistically significant differences in student's initial understanding of race, bias, concept of racial awareness development and comfort in talking to young children about race. Findings also suggest that although there were differences in student's overall understanding, based on pre and post survey analysis, those differences did not yield significance. Overall findings suggest that there is a need for future research to explore the impacts that RC can have on the future of Early Childhood and Family (ECF) majors. In turn, future anti-bias curricula can implement evidence-based strategies that can better enhance its effectiveness, as well as, have sound research that can be generalized to the target population of ECF majors.

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TABLE OF CONTENTS

TITLE PAGE	i
COPYRIGHT	ii
SIGNATURE PAGE	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER 1: INTRODUCTION.....	1
CHAPTER 2: REVIEW OF LITERATURE.....	3
Bronfenbrenner’s Ecological Framework and School Racial Socialization.....	3
Microsystem.....	4
Mesosystem.....	4
Exosystem.....	4
Macrosystem.....	5
Chronosystem.....	5
Race and Racism.....	5
School Racial Socialization.....	7
Cultural socialization.....	8
Preparation for bias.....	8
Promotion of mistrust.....	9
Egalitarianism.....	9

Racial Awareness Development.....	9
Racial Context.....	11
Racial context of friendship groups.....	11
Racial context of school setting.....	11
Racial context of neighborhoods.....	12
Talking about Race with Children.....	12
Purpose.....	14
CHAPTER 3: METHODS.....	15
Data Source.....	15
Participants.....	16
Measures.....	16
CHAPTER 4: RESULTS.....	19
Participants.....	19
Data Analysis.....	28
CHAPTER 5: DISCUSSION.....	34
Limitations and future research.....	36
REFERENCES.....	39
APPENDIX A: PRE QUESTIONNAIRE.....	43
APPENDIX B: POST QUESTIONNAIRE.....	50

LIST OF TABLES

1. Student Demographics.....	21
2. Reliability Analysis for the Measured Constructs	16
3. Contrast of Pre- Test Scores by RC Group.....	29
4. Descriptive Statistics-Race Subscales.....	23
5. Descriptive Statistics-Bias Subscales.....	24
6. Descriptive Statistics-RAD Subscales.....	26
7. Descriptive Statistics- Comfort Subscales.....	27

LIST OF FIGURES

1. Pre and Post of Understanding of Race by RC.....	30
2. Pre and Post of Understanding of Bias by RC.....	31
3. Pre and Post Understanding of RAD in Young Children by RC.....	32
4. Pre and Post of Comfort Levels Talking to Children about Race by RC.....	33

CHAPTER 1: INTRODUCTION

Research suggests children demonstrate racial awareness as early as eighteen months old, deeming infants and toddlers possessing the ability to differentiate between various groups and themselves. As they age, they become knowledgeable of physical differences like skin color and these differences become of great fascination due to children discovering new observational skills. Young children hold the belief that physical traits change over time as their bodies grow, which can lead to oversimplified racial grouping. Young children's limited thinking processes can lead them to form prejudices, which is the beginning of racial awareness (Earick, 2009). As cited in Rollins & Blanchard (2017b), their limited cognitive capabilities can also lead to in-group favoritism, which has the potential of creating false assessments of other groups (Winkler, 2009; Patterson & Bigler, 2006). Also, Rollins and Blanchard (2017a) stated, due to the formation of racial ideologies beginning in preschool-aged children, and its malleability, the ideal developmental window for discussing race is between three and seven years of age (Bronson & Merryman, 2009). For this reason, two University professors created an anti-bias curriculum (*Crayon Conversations*) intended to aid in preparing students to have developmentally appropriate conversations about race with preschool-aged children.

It is vital that Early Childhood Educators and Family (ECF) professionals provide developmentally appropriate opportunities for children to explore and discuss racial and ethnic differences and similarities. Early childhood educators are professionals who work with children birth through eight years of age and include, but are not limited to childcare workers, preschool teachers, kindergarten teachers, elementary school teachers, school counselors and early interventionists (Ginsburg, Hyson & Woods, 2014). Family focused professionals are individuals that work family units. This includes Marriage and Family Therapists (MFTs), Certified Child

Life Specialists and Early Literacy Coordinators. In order for these professionals to effectively talk to children about race, an understanding of race, bias and racial awareness development in young children is critical. Having an understanding of these concepts can also lead to an increased comfort level in discussing race with young children.

Additionally, research shows that the racial context of an individual can impact racial perceptions (Lehman, 2012). These perceptions can spillover into the classroom (and other child-centered environments), inhibiting the effectiveness of teaching in a diverse classroom setting, as well as other environments in which young children frequent; The comfort level of talking to young children about race can also be affected. Given the influential nature of ECF professionals in the racial socialization of young children, it is important to examine how the racial context of these individuals impact their understanding of race, bias and racial awareness development in young children, in addition to, their comfort level with talking to young children about race. The purpose of this study was to explore how ECF major's racial context impacts their understanding of race, bias and the concept of racial awareness development in young children, as well as, the impacts it has on their comfort level when talking to young children about race.

CHAPTER 2: LITERATURE REVIEW

This literature review is based on a systematic review of the literature related to race, racism, discrimination, racial context, environmental racial composition, racial socialization, biases, speaking with young children about race, racial awareness development, ecological systems theory and the racial perspective-taking ability theory framework.

Databases including ECU Library's one search, Google Scholar, JStor, PsychINFO, and hardcopy literature in the form of book publications were searched (1989 to 2017) using the following key words: race conversations with young children, racial awareness development theories, race and biases among preschool aged children, and how children learn race and racism.

Bronfenbrenner's Ecological Framework and School Racial Socialization

Bronfenbrenner's (1994) ecological theory looks at an individual's development within the context of relationships that form their environment. This theory identifies complex "levels" of environments, each having an effect on an individual's development, and can also be used as a systematic framework for understanding ECF majors' racial perceptions given the fact that the relationships in their environments can influence those perceptions. Bronfenbrenner's theory is applicable to ECF majors' race perspectives because the more developed the student (in terms of understanding of race, bias and racial awareness development), the more likely they could have had exposure to diversified social and learning experiences throughout life. As such, ECF majors' who come from racially diverse contexts could be more likely to have experienced intergroup interactions, compared to those who come from homogenous racial contexts, which could contribute to their racial perspectives. The levels of Bronfenbrenner's (1994) ecological model are: microsystem, mesosystem, ecosystem, macrosystem and chronosystem.

Microsystem. The microsystem consists of an individual's immediate settings or environment. It is the social roles, interpersonal relationships and patterns of activities experienced by an individual in this direct setting (Hong, Algood, Chiu & Lee, 2011). Examples of these settings or environments are school, work, home, family and peers. The microsystem has been deemed the most influential level of the ecological systems theory. The bi-directional relationships within this system directly impact the individual (Bronfenbrenner, 1994). For instance, an ECF major who is raised in a neighborhood and home that has a heterogeneous racial context would have an increased exposure to various cultures. This exposure may impact the comfort level needed to have open discussions about race, compared to their counterparts.

Mesosystem. The mesosystem is the link between these contexts in which the individual is directly positioned. These interactions have the potential to influence another microsystem and indirectly impact the individual (Hong et al., 2011). For example, relationships between an ECF major's peers and teachers growing up may or may not have a positive impact on their perspectives on race. To further explain, former teachers of ECF majors whom promote race talks and diversity in their classrooms, in conjunction with the encouragement and engagement of their peers could lead to those individuals being more accepting of differing racial backgrounds. This acceptance can provide ECF majors with an initial comfort level of discussing race that their counterparts may not be equipped with.

Exosystem. The exosystem is a setting that does not actively involve the individual, but it still has an effect on them (Hong et al., 2011). ECF majors who come from heterogeneous grade schools, of which are more likely to practice policies that embrace diversity (i.e. multicultural curriculum implementation), are impacted by way of exposure to racial and ethnic backgrounds that are different from their own (Walsemann, Bell & Maitra, 2011). This can create a

comfortable environment for race talks, compared to their counterparts who may have come from a homogenous grade school that practices policies such as academic tracking and lunchroom segregation.

Macrosystem. The macrosystem refers to the impact of society as a whole on individual level factors. Macrosystem levels include cultural values and political systems (Hong et al., 2011). The effects of the macrosystem on an individual, as with the other levels, can have a positive or negative effect on an individual. All ECF majors within the United States live in the same overarching political climate in which power struggles based on race continue to occur. Race perceptions of ECF majors can be influenced by this climate and the values of the United States.

Chronosystem. The chronosystem refers to the dimensions of time, as it connects to an individual's environment. It includes the shifts and transitions in an individual's life (Hong et al., 2011). This includes wars and changes in the economic cycle.

Due to the multiple levels of influence on future ECF majors' perspectives on race, it is important to understand the interrelations between the individual and his or her environment. These interrelations among the five system levels can have an affect their racial perspectives.

Race and Racism

Race is a socially constructed concept that has been used to categorize individuals as superior or inferior. Race has no biological basis, yet continues to act as a grouping marker in systematic racism that allows societal advantages to the group who has historically been the majority and dominated the United States through force and resources, White Americans (Derman-Sparks & Edwards, 2010). Due to a perceived loss of power, social, economic and

political means are utilized by the historical majority against minority groups to maintain their status quo (Maher & Parker, 2012).

Racism is defined as negative beliefs, actions, behaviors or attitudes that are based solely on physical characteristics or ethnic affiliations (Pachter, Bernstein, Szalacha, & Coll, 2010). There are several forms of racism: individual, institutional and internalized. Individual racism occurs when a person treats another poorly, ignores or degrades them based on their race. Institutionalized racism occurs at the organizational level, and is often built into policies in a way in which one group is favored, while others are excluded based on race. Internalized racism occurs when someone from the same racial background discriminates against their own group, due to believing the stereotypes society has set (Maher & Parker, 2012).

Racism is often broken down into racial prejudice and racial discrimination. Racial prejudice reflects a generalization in which negative connotations are used to refer to a specific group, and generalized to all members of that group, without regard to individual differences. It also influences major social problems such as educational discrimination, social exclusion, bullying and hate crimes (Raabe & Beelmann, 2011). Racial discrimination is the unfair treatment of specific groups based solely on their racial background (Ruck, Park, Killen & Crystal, 2011). It takes place when power is used to deprive or exclude someone based on their race (Maher & Parker, 2012). It is possible for individuals to be prejudice towards certain groups, but not discriminate against them. Moreover, prejudice is associated with the attitudes towards certain groups, whereas discrimination is associated with the behavior geared towards those groups (Vitrup, 2016). Lastly, minority children are aware of racial discrimination and prejudice as reasons for social and power inequalities (Ruck, Park, Killen & Crystal, 2011).

The silence surrounding the topic of race has become the norm in our society and extends to social interactions, educational curricula development and legal and societal discourse (Pauker, Apfelbaum & Spitzer, 2015). There are many reasons why many remain silent about race. For some, talks of race between people with opposing racial realities can produce feelings of anger, anxiety, discomfort and helplessness. Many feel that they will be labeled as a racist, as well as, blamed for the oppression of others if they chose to speak on the topic of race (Sue, 2015, pp.19-22). For others, race talks are avoided due to the lack of knowledge about race and racial issues (Segall & Garrett, 2013). For these reasons, individuals are not comfortable talking about race with each other (Segall & Garrett, 2013), let alone with young children.

School Racial Socialization

The term racial socialization is a broad concept that refers to the transmission of information from adults to children pertaining to race (Hughes et al, 2006). Although parents are often referred to as major socialization agents for children, the relatively large amount of time children spend in school make teachers and the school setting equally important socialization agents. School racial socialization is messages about race that are conveyed at school. This concept is based on literature on parental racial socialization and multicultural education; it focuses on what children are taught about other races, as well as, their own race through the curriculum and messages relayed in the school setting (Byrd, 2017).

Schools use informal and formal messages to socialize children about race. Informal messages can be defined as subtle ways that the school system inhibits or promotes racial awareness in children. Formal messages can be defined as premeditated means to establish or encumber an environment where students are disclosed to various racial and ethnic identities, cultures and taught to respect differences (Aldana & Byrd, 2015). Examples of informal ways in

which schools send messages and socialize children about race are friendship segregation, self-segregation and school policies that prohibit intergroup interactions (Banks, 1993). A formal way in which schools send messages and socialize children about race are by way of the curriculum implementation. To further explain, many schools integrate a multicultural curriculum to intentionally expose children to knowledge pertaining to diverse groups and promote positive intergroup relationships (Aldana & Byrd, 2015).

There are four dimensions of school racial socialization that were modified to integrate teachers and their practices: cultural socialization, preparation for bias, promotion of mistrust and egalitarianism (Hughes & Chen, 1997 Aldana & Byrd, 2015). These constructs have derived from studies that have viewed parental socialization practices but have been recently used to look at racial socialization in the school setting.

Cultural socialization. Research stresses the importance of acknowledging student's racial backgrounds in the classroom, as well as, providing children with opportunities to learn about their groups' tradition and history (Byrd, 2017). Cultural socialization is the way in which adults strive to impart a sense of cultural heritage, belongingness and pride in children. Specifically, in the context of teaching and the school setting, this term refers to educational practices that foster children's cultural and racial pride, as well as, teach children about their racial history. It is seen as the inclusion of celebrations such as Black History month, perspectives of racial minorities in history lessons and integrating an array of races in book selections. The goal is to enhance children's cultural identities and critical consciousness.

Preparation for bias. Preparation for bias are the ways that adults channel messages to children about racial discrimination and prejudice and prepare children for it. In the school setting, this entails encouraging children to confront and become aware of racial discrimination

and inequality (Byrd, 2015). This can be achieved through race talks and tactics on how to deal with being a victim of racial discrimination (Hughes et al., 2006).

Promotion of mistrust. Promotion of mistrust are messages that are transferred with respect to ways children should be cautious or avoid certain groups and can be seen in lunchroom segregation and academic tracking. Academic tracking is the separating of students based on their academic performance (Byrd, 2015). Lunchroom segregation can come in the form of students self-segregating themselves or the school system separating students based on whether or not one receives free/reduced lunch. These situations unreservedly reinforce promotion of mistrust and do not offer any alternatives to dealing with discrimination and bigotry (Hughes et al., 2006)

Egalitarianism. Egalitarianism refers to messages that promote similarities among racial groups, instead of focusing on differences, and the importance of equality. These messages are evident in the exclusion of racial perspectives in textbooks and lack of conversations surrounding race (Byrd, 2017). In this way, talks of race are avoided. Textbooks that force students to see the world through a color-blind lens limits student's ability to gain the familiarity needed to critically think about race, ethnicity and racism (Aldana & Byrd, 2015).

Racial Awareness Development

Racial awareness is the understanding of the uniqueness of one's race compared to other races. Furthermore, racially aware individuals are conscious of the physical characteristics, history, culture and traditions of their own race and how those things differ from other races (Ausdale & Feagin, 2002). Children's understanding of race is an interaction of their curious-like nature about their social world and the ways in which they are exposed to race (Ausdale & Feagin, 2002, p. 17).

According to Quintana's racial perspective-taking ability theory (RPTA), the way in which children understand race and ethnicity follows a developmental sequence that is parallel to how they understand their social world (Ausdale & Feagin, 2002, p. 17). There are four levels of racial awareness development within the RPTA theory, level 0 – level 3 (Ausdale & Feagin, 2002). Level 0 is referred to as the physical and egocentric perspective of race and includes ages birth to 4 years old. At this level, children express their understanding of race through observable physical aspects of race that include skin, hair and eye color. At this level, due to limited, distorted cognition, children oftentimes confuse physical characteristics as the core of race, which leads to egocentric views regarding racial classifications (Ausdale & Feagin, 2002, pp. 21-31).

Next, Level 1, referred to as the literal perspective of race, includes ages five to eight. Children's social capacities mature and they are able to understand perspectives other than the ones that are evident through observation. At this level, children are able to understand unobservable aspects of race, such as racial heritage. Children place emphasis on literal aspects of race, such as a racial group's cultural traditions. Additionally, children begin to make subtle distinctions between group characteristics (Ausdale & Feagin, 2002). Level 2 is referred to as the social perspective of race and includes ages nine to twelve. At this level, children connect social processes with race, such as social norms. They begin integrating their own observations of their social world into their verbal reasoning about race and notice social class differences associated with race. Children also become aware of when others are being biased towards them at this level (Ausdale & Feagin, 2002). Level 3 is referred to as the racial group consciousness perspective of race and includes adolescent-aged children (12-18 years of age). Here, children's social cognitive

abilities allow them to generalize across a series of events or individuals. At this level, racial and ethnic identity development is occurring at an accelerated pace (Ausdale & Feagin, 2002).

It is important to note that racial awareness development begins at a very early age and is majorly influenced by the relationships and interactions within their environment. Specifically, these ideals begin forming before the age of five and persist throughout childhood and adolescence (Van Ausdale & Feagin, 2002). Given the age in which racial messages are internalized, it is important for ECF professionals to establish a comfort level with talking about race with young children.

Racial Context

Racial context (RC) refers to the percentage of varying races that make up a certain area. In the current study, there are two types of racial contexts: childhood environment and current friendship groups. Typically, individuals with lower levels of diverse RCs have higher levels of prejudice. In contrast, individuals with higher levels of diverse RCs have fewer biases (Aboud, Mendelson & Purdy, 2003). Research suggests this to be a result of interacting with racially diverse groups, which in turn, can enhance critical thinking skills. This enhancement in thinking can lead to the rejection of stereotypes due to the realization of variation within social groups (Douglass, Mirpuri & Yip, 2017).

Racial context of friendship groups. Research suggests that individuals who were members of racially diverse friendship groups have a stronger commitment to understanding individuals who are culturally different and report greater cultural awareness (Lehman, 2012). Moreover, diverse racial contexts within friendship groups are related to positive racial attitudes and integration in both adolescence and adulthood. Being socially engaged with diverse racial friend groups is linked to less biased attitudes towards individuals of differing ethnic/racial backgrounds (Aboud, Mendelson & Purdy, 2003).

Racial context of school setting. School environments can have distinct effects on individual's worldviews, acting as a racializing agent that shape beliefs. Schools communicate information to individuals in subtle and overt ways to insinuate what race means and whose beliefs are respected. The racial context of the school setting is of great importance because of the intergroup processes that occur as a function of its racial makeup (Douglass, Mirpuri & Yip, 2017). The conveyed messages by the school environments may vary based on the racial composition of the students and teachers, which can have positive or negative impacts on racial perceptions (Walsemann, Bell & Maitra, 2011). Furthermore, school settings with a diverse racial context afford more opportunities for individuals to be exposed to varying racial groups, and form different racial/ethnic friendships (Douglass, Mirpuri & Yip, 2017).

Racial context of neighborhoods. Neighborhood racial composition can also influence race perceptions. Individuals from neighborhoods with homogeneous racial compositions tend to have higher levels of prejudice and hostility towards outgroups. In contrast, individuals from neighborhoods with diverse racial composition have lower levels of prejudice and stereotyping (Hunt, Wise, Jipguep, Cozier & Rosenberg, 2007). These perceptions can spillover into the classroom, inhibiting the effectiveness of teaching in a diverse classroom and being comfortable having open talks about race with children.

Talking about Race with Children

Research shows that providing opportunities for young children to talk about race is an effective mechanism for promoting acceptance and respect for minorities (Aboud & Doyle, 1996). Talking about race with children can combat the passing down of systematic racism from generation to generation. Holding open and honest discussions of race with children also validate

perceptions that children hold and assist them with becoming a voice when confronted with discriminatory practices throughout their lifespan (Copenhaver-Johnson, 2006).

The issue of talking to children about race is tendentious. Some early childhood educators believe that talks of race will foster prejudice, but on the other hand, many people question how it is possible for prejudice to be reduced if it is not talked about (Aboud & Doyle, 1996). Regardless, in order to counteract any prejudicial messages young children may receive, an environment in which they can learn about differences and similarities between people of differing races, cultures and religions is essential (Chu, 2014). Schools, for example, are powerful influences to students' development, deeming schools as having an important role in reinforcing race norms for both majority and minority children. More specifically, teachers, due to their position, are especially influential social models to define race norms among their students from a diverse range of racial backgrounds (Pachter et al., 2010). By encouraging conversations about race among their students and young clients, ECF majors can validate and enhance student's racial identity (Maher & Parker, 2012).

Talking to young children about race allows them to acquire accurate information and a level of comfort with their own physical characteristics that are linked to their racial identity; having these talks also provides a platform for young children to gain an appreciation of each other's individual physical characteristics. Through conversations about race, children can gain positive feelings about their racial identity, lessening feelings of superiority. Non-bias responses to racial differences and accurate interpretations of biased behaviors at a beginning level can also be achieved through conversations about race with young children (Derman-Sparks & Edwards, 2010). By starting race-related conversations with children early on, up and coming generations

can be molded in a way in which old racist ways are disregarded, and proper adaptation to the new, diversified society in which we live in can be achieved.

Purpose

The purpose of this study is to answer the following research questions: (1) How does RC impact student's initial understanding of race, bias, the concept of racial awareness development in young children and comfort level when talking to young children about race? and (2) how does RC impact student's change in understanding of race, bias, the concept of racial awareness development in young children and comfort level when talking to young children about race?

CHAPTER 3: METHODS

Data Source

Data were gathered during the 2017 spring semester from two universities; one located in the southeastern United States and one university located in the Midwest United States, as part of a larger study. Using a pre- and post-survey research design, the larger study was conducted to analyze the impacts of an anti-bias curriculum on ECF undergraduate majors' overall understanding of race, bias, the concept of racial awareness development, and to explore ways in which to support racial awareness development among preschoolers.

The pre-questionnaire is comprised of 37 items and five vignettes. The 37 items cover concepts related to race, bias, the concept racial awareness development and comfortability discussing race with young children.

The vignettes were comprised of racial situations that illicit responses related to understanding and skill with race talks with young children. These vignettes were omitted in the current study. The post questionnaire was comprised of three additional demographic survey questions, 49 items and five vignettes. The additional demographic survey questions were related to the environmental racial context of the participants. The first 37 items of the survey were a replication of the 37 items on the pre-questionnaire. Items 38-49 were related to the effectiveness of the course content and pedagogical methods. These items were omitted from the current study.

After obtaining written consent from participants, pre- and post-surveys were completed during the semester, before and after being exposed to the anti-bias curriculum, *Crayon Conversations*.

Participants

Participants are 27 university students from varying racial backgrounds enrolled in early childhood education courses from the abovementioned study who volunteered to take part in the study.

Measures

All measures used in the current analysis have been used in the prior study. All measures demonstrated adequate reliability (see Table 1 for Cronbach's alphas).

Table 1

Reliability Analysis for the Measured Constructs

Construct	Number of Items	Cronbach's α
Understanding of Race	5	.934
Understanding of Bias	15	.856
Understanding of RAD in Young Children	5	.715
Comfort Levels	4	.887

Demographic Survey. The demographic survey was an 8-item survey that asked specific demographic questions and supplemental questions regarding academia (See Appendix A).

Three items asked for basic demographics: gender, age and race/ethnic background. Two items focused on the participant's academic level and student classification (i.e. freshman, junior,

senior). Two items asked participants to provide their major and minor. The last item was answered by providing a response to their intended career goal.

Race. Items 1-5 on the pre-and post-questionnaires were used in the current study to address racial understanding. Participants were given statements pertaining to race and used a 5-point Likert scale to respond to the statements. Higher scores were indicative of higher levels of understanding of race. Items assessed a baseline understanding of race (I.e. “I can define race”; “I believe that race is a socially developed concept, not a scientific fact”; I can describe the factors that influenced the development of racial categories”).

Bias. Items 6-20 on the pre- and post-questionnaires were used in the current study to address an understanding of bias and awareness of how one’s biases can impact decisions. Participants were given statements pertaining to bias and used a 5-point Likert scale to respond to the statements. Higher scores were indicative of higher levels of understanding of bias and higher levels of awareness of one’s own biases (i.e. “I can list a few of my own racial biases”; “Implicit bias impacts my decisions about discipline strategies” ; “I understand how my own racial bias might affect my own thinking”).

Concept of Racial awareness development. Items 23, 24, 29, 30 and 31 on the pre- and post-questionnaires were used in the current study to address an understanding of the concept of racial awareness development. These statements focused on ways in which participants may or may not implement classroom strategies that promote proper racial awareness development in young children. A 5- point Likert scale was used to respond to statements. Higher scores were indicative of higher levels of understanding of racial awareness development (i.e. “I avoid generalizing behaviors or attitudes of an individual group”, “I would encourage preschool children to use crayon colors to describe racial groups”). Item 24 was reverse coded. For this

item, higher scores were indicative of lower levels of understanding of racial awareness development in young children.

Comfort level with race talks. Items 21, 22, 27 and 28 on the pre-and post- questionnaires were used in the current study to address comfort levels with talking with young children about race. These statements focused on race-related interactions with young children. A 5- point Likert scale was used to respond to statements. Higher scores were indicative of higher levels of comfort levels of talking about race with young children (i.e. “I feel comfortable intervening when I observe or overhear racism or discrimination among children”, “I would encourage preschoolers to focus on similarities and discourage them from pointing out difference”). Item 27 was reverse coded. For this item, higher scores were indicative of lower levels of comfort with talking to young children about race.

Racial context. For the sake of this study, RC will be determined by participants’ rating of racial makeup of his or her high school setting, friendship groups and neighborhoods growing up. Three demographic items were asked on the post questionnaire that addressed the racial context of participant’s neighborhoods growing up, high schools and friendship groups. Participants were asked to use percentages to estimate the racial makeup of the three environments (See Appendix B). Participants who reported RCs being comprised of 50 % or more of an ethnicity other than their own in two of the three areas were labeled as the diverse racial context group ($n=13$) and participants who reported RCs being comprised of less than 50% of an ethnicity other than their own in two of the three areas were labeled as the non-diverse racial context group ($n=14$).

CHAPTER 4: RESULTS

Descriptive statistics on student demographics was achieved in SPSS (Table 2). A series of Independent samples t-tests were conducted to assess differences in participant's initial understanding of race, bias, concept of racial awareness development in young children and comfort levels with talking about race with young children, based on their RC (RQ1). ANOVAs with repeated measures was conducted to assess differences in participant's overall understanding of race, bias, concept of racial awareness development in young children and comfort levels talking with young children about race, based on their RC (RQ2).

Participants

The sample was predominantly Female ($n=26$) and White ($n=19$) with remaining participants identifying as Black ($n=6$), Hispanic ($n=1$) or other ($n=1$). Majority of participants were full-time ($n=23$) students who identified as juniors ($n=12$). Eleven participants (40.7%) were seniors and the remaining 14.9 % of participants ($n=4$) classified as Post-Bachelor. Forty and seven-tenths percent of participants ($n=11$) were Child/Family Development majors, 18.5% of participants ($n=5$) were B-K majors, 14.8 % of participants ($n=4$) were Family/Community Services majors, 11.1 % of participants ($n=3$) were Psychology majors, 7.4 % were Social Work majors ($n=2$) and the remaining 7.4 % of participants ($n=2$) were Marriage and family Therapy majors. Of the 27 participants, 51.9 % were labeled as the non-diverse group ($n=14$) and 48.1% of the participants were labeled as the diverse group ($n=13$). Further demonstration of the demographic characteristics of participants can be found in Table 2.

Race, Bias, Racial Awareness Development and Comfort Levels with Race Talks

Tables three to six illustrates the descriptive statistics for the understanding of race, bias, racial awareness development of young children and comfort levels with race talks subscales,

respectively. The survey item “I can identify several books to use as resources to discuss race with preschoolers” yielded lower responses ($M= 1.37$, $SD=1.89$), in contrast to the responses to the rest of the survey. This could mean that students have not been educated on ways to include diversity initiatives into their classrooms and other environments in which they work with young children. This is evidence of the need for educational reform.

Table 2

Student Demographics (n=27)

Category	Variable	Number/ Percentage
Gender	Female	26 (96.3%)
	Male	1 (3.7%)
Race/Ethnicity	European American	19 (70.4%)
	African American	6 (22.2%)
	Hispanic/Latino	1 (3.7%)
	Two or more races	1 (3.7%)
Age Range	19-21	8 (29.7%)
	22-24	9 (33.3%)
	25+	10 (37%)
Academic Level	Junior	12 (44.4%)
	Senior	11 (40.7%)
	Post-Bachelor's	4 (14.9%)
Student Status	Full-time	23 (85.2%)
	Part-time	4 (14.8%)
Major	Child/Family Development	11 (40.7%)
	Birth through Kindergarten	5 (18.5%)
	Family/Community Services	4 (14.8%)
	Psychology	3 (11.1%)
	Social Work	2 (7.4%)
	Other	2 (7.4%)
	Childhood ERC	
Childhood ERC	Diverse	13 (48.1%)
	Non-Diverse	14 (51.9%)
Intended Career Goal	Preschool Teacher	13 (48.1%)
	Child Therapist	4 (14.8%)

Child Life Specialist	3 (11.1%)
Childcare Provider	2 (7.5%)
Marriage and Family Therapist	1 (3.7%)
Unspecified Child Practitioner	4 (14.8%)

Table 3

Descriptive Statistics – Race Subscale (N=5)

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
Race Subscale	1	5	3.30	.71	.50
1. I can explain what it means to describe race a social construct	1	5	3.26	.99	.99
2. I believe that race is a socially developed concept, not a scientific fact	1	5	4.75	.65	.42
3. I can describe the factors that influenced the development of racial categories	1	5	4.51	.82	.68
4. There is no gene or cluster of genes common to all blacks or all whites	1	5	4.55	.77	.60
5. I can define race	1	5	4.66	.78	.61

Note. Post-values used for subscale.

Table 4

Descriptive Statistics – Bias Subscale (N=15)

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
Bias Subscale	1	5	3.30	.74	.54
6. I can define racial bias	1	5	3.30	1.64	2.68
7. I am aware that there are stereotypes related to my race or ethnicity	1	5	3.19	1.76	3.08
8. Sometimes people respond unconsciously based on their racial beliefs	1	5	3.19	1.69	2.85
9. People have implicit bias that they are unaware of	1	5	3.52	1.48	2.18
10. I am aware of my own racial bias	1	5	3.37	1.27	1.60
11. I understand how racial bias might affect my thinking	1	5	3.33	1.57	2.40
12. I recognize how bonding and interacting with my own group may exclude or be perceived as excluding others	1	5	3.30	1.49	2.23

13. I am aware of my prejudices	1	5	3.30	1.35	1.83
14. I can list a few of my own biases	1	5	3.41	1.28	1.64
15. A person's experience and background impact how they interact with and trust me	1	5	3.33	1.39	1.92
16. Racial appearance influences how I treat others	1	5	2.78	1.40	1.95
17. Implicit bias impacts my decisions about competence or ability	1	5	2.93	1.27	1.61
18. Implicit bias influences my decisions about discipline strategies	1	5	2.96	1.19	1.42
19. Racial bias could impact a teacher's relationship with students and their families	1	5	3.07	1.52	2.30
20. A teacher might experience discomfort when encountering students and families who identify with a different racial group	1	5	3.15	1.13	1.29

Note. Post-values used for subscale.

Table 5

Descriptive Statistics – RAD Subscale (N=5)

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
RAD Subscale	1	5	3.51	.74	.54
23. I avoid generalizing behaviors or attitudes of an individual group. (“All Asians act...”)	1	5	2.96	1.51	2.27
24. I would encourage preschool children to use racial terminology (Asian American, White, etc.).	1	5	2.74	1.06	1.12
29. I would encourage preschool children to use crayon colors (yellow, brown, etc.) to describe racial groups.	1	5	2.81	1.46	1.31
30. I can identify activities that share diverse cultural beliefs and practices.	1	5	3.22	1.48	2.18
31 .I can identify several books to use as resources to discuss race with preschoolers.	1	5	1.37	1.37	1.89

Note. Post-values used for subscale.

Table 6

Descriptive Statistics – Comfort Subscale (N=4)

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
Comfort Subscale	1	5	3.09	.69	.48
21. I feel comfortable intervening when I observe racism or discrimination among children.	1	5	3.30	1.35	1.83
22. I feel comfortable intervening when I observe or overhear racism or discrimination among adults in the classroom environment.	1	5	3.44	1.22	1.49
27. If preschool children talk about race, I would ignore it or change the subject.	1	5	3.71	1.10	1.22
28. I would empower students to identify inequity and unfair treatment.	1	5	3.15	1.26	1.59

Note. Post-values used for subscale

Data Analysis

There was no significant difference in initial understanding of race for students from diverse RC ($M=3.53$, $SD=.764$) and students from non-diverse RC ($M=3.39$, $SD=.630$; $t(25) = -.675$, $p = .51$). The magnitude of the differences in the means (*mean difference* = -1.86 , 95% *CI*: $-.752$ -. 381) was relatively small (*Cohen's d* = $-.055$). There was no significant difference in initial understanding of bias for students from diverse RC ($M=3.20$, $SD=.795$) and students from non-diverse RC ($M=3.48$, $SD=.736$; $t(25) = .181$, $p = .86$). The magnitude of the differences in the means (*mean difference* = $-.052$, 95% *CI*: $-.542$ -. 647) was relatively small (*Cohen's d* = $-.365$). There was no significant difference in initial understanding of the concept of racial awareness development in young children for students from diverse RC ($M=3.07$, $SD=.631$) and students from non-diverse RC ($M=2.91$, $SD=.413$; $t(25) = .780$, $p = .44$). The magnitude of the differences in the means (*mean difference* = $.159$, 95% *CI*: $-.261$ -. 578) was relatively small (*Cohen's d* = $.300$). There was no significant difference in initial comfort levels with talking to young children about race for students from diverse RC ($M=3.17$, $SD=.704$) and students from non-diverse RC ($M=3.02$, $SD=.700$; $t(25) = .528$, $p = .60$). The magnitude of the differences in the means (*mean difference* = $.143$, 95% *CI*: $-.414$ -. 699) was relatively small (*Cohen's d* = $.214$). (See Table 7)

Table 7

Contrast of Pre- Test Scores by RC Group

Variable	Diverse RC		Non-Diverse RC		<i>t</i> (25)	<i>p</i>	95% CI		Cohen's <i>d</i>
	\overline{M}	SD	\overline{M}	SD			LL	UP	
Race	3.53	.764	3.39	.630	-.675	.51	-.752	.381	-.055
Bias	3.20	.795	3.48	.736	.181	.86	-.542	.647	-.365
RAD	3.07	.631	2.91	.413	.780	.44	2.61	.578	.300
Comfort	3.17	.704	3.02	.700	.528	.60	-.414	.699	.214

ANOVAs with repeated measures were conducted to assess student's change in understanding of race, bias, concept of racial awareness development in young children and comfort level talking to young children about race. Although students from diverse RC showed a decline in understanding of race, and students from non-diverse RC showed a growth in overall understanding of race, these differences were not significant, *Wilks' Lambda*=.99, ($F(1,25)=.141, p=.71, partial\ eta\ squared=.006$) (See Figure 1). Students from diverse and non-diverse RC showed a decline in overall understanding of bias, but these differences were not significant, *Wilks' Lambda*=1.0, $F(1, 25) =.01, p=.92, partial\ eta\ squared=.000$ (See Figure 2). Students from diverse and non-diverse RC showed a decline in overall understanding of the concept of racial awareness development in young children, although these differences were not significant, *Wilks' Lambda*=.94, ($F(1, 25) =.1.57, p=.22, partial\ eta\ squared=.059$) (See Figure 3). Further, students from diverse RC remained constant with their overall comfort level with talking to young children about race, while students from non-diverse RC showed a growth in

comfort levels, but these differences were not significant, *Wilks' Lambda*=.99, (*F*(1,25)=.10, *p*=.75, *partial eta squared*=.004 (See Figure 4).

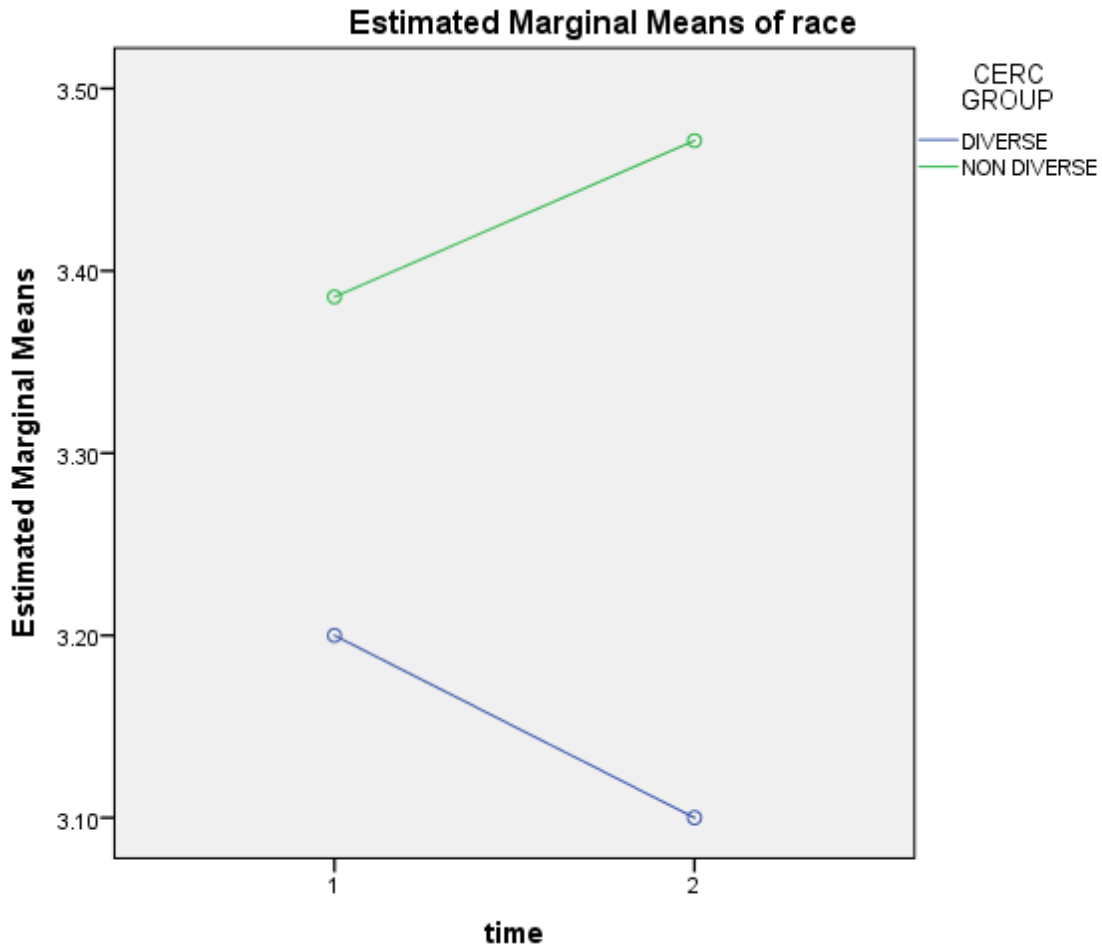


Figure 1. Pre and Post of Understanding of Race by RC

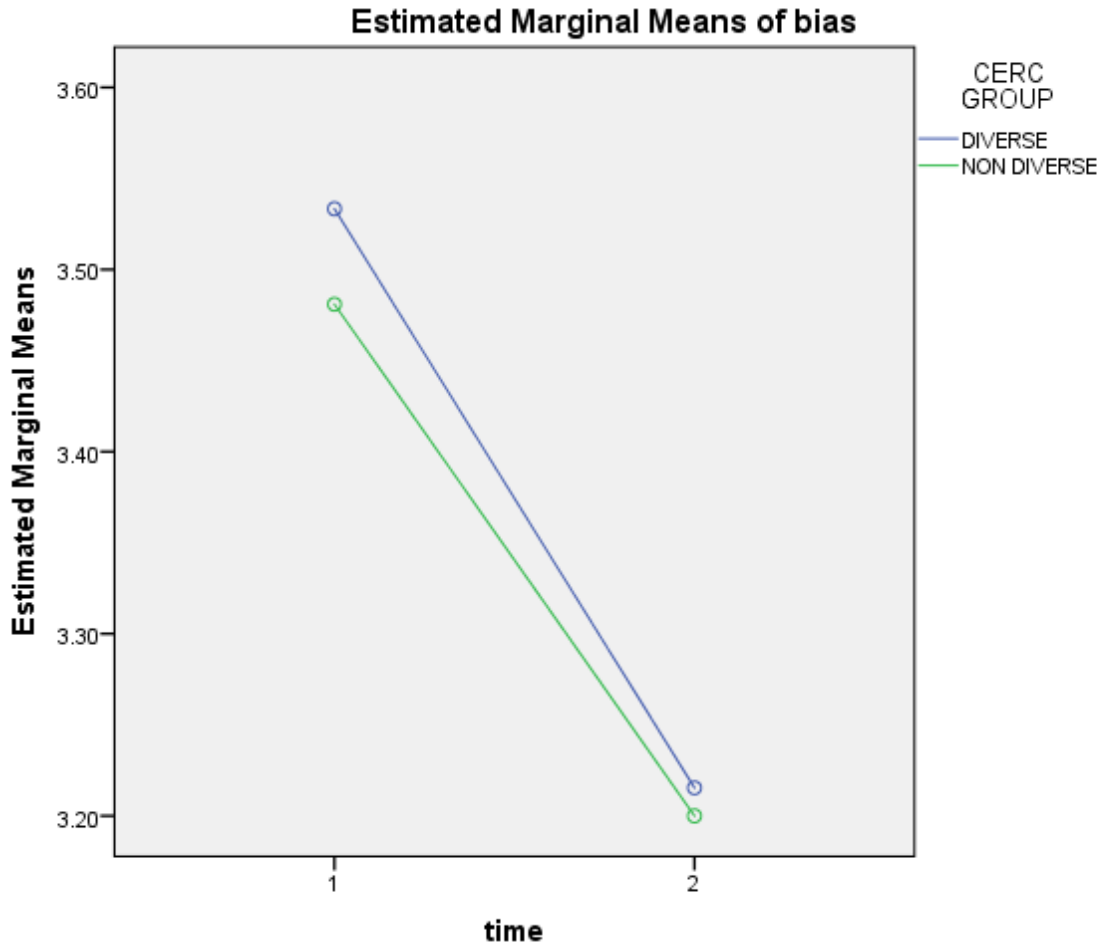


Figure 2. Pre and Post of Understanding of Bias by RC

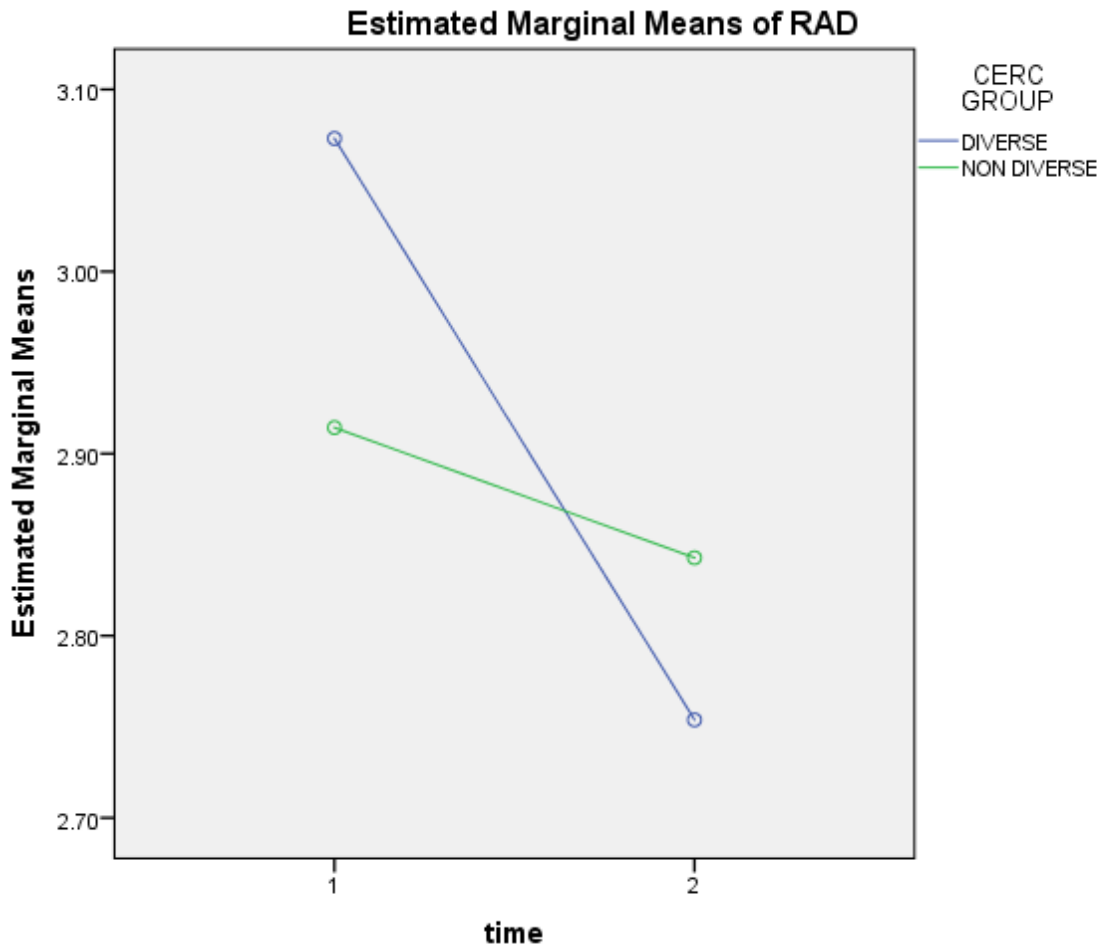


Figure 3. Pre and Post of Understanding of RAD in Young Children by RC

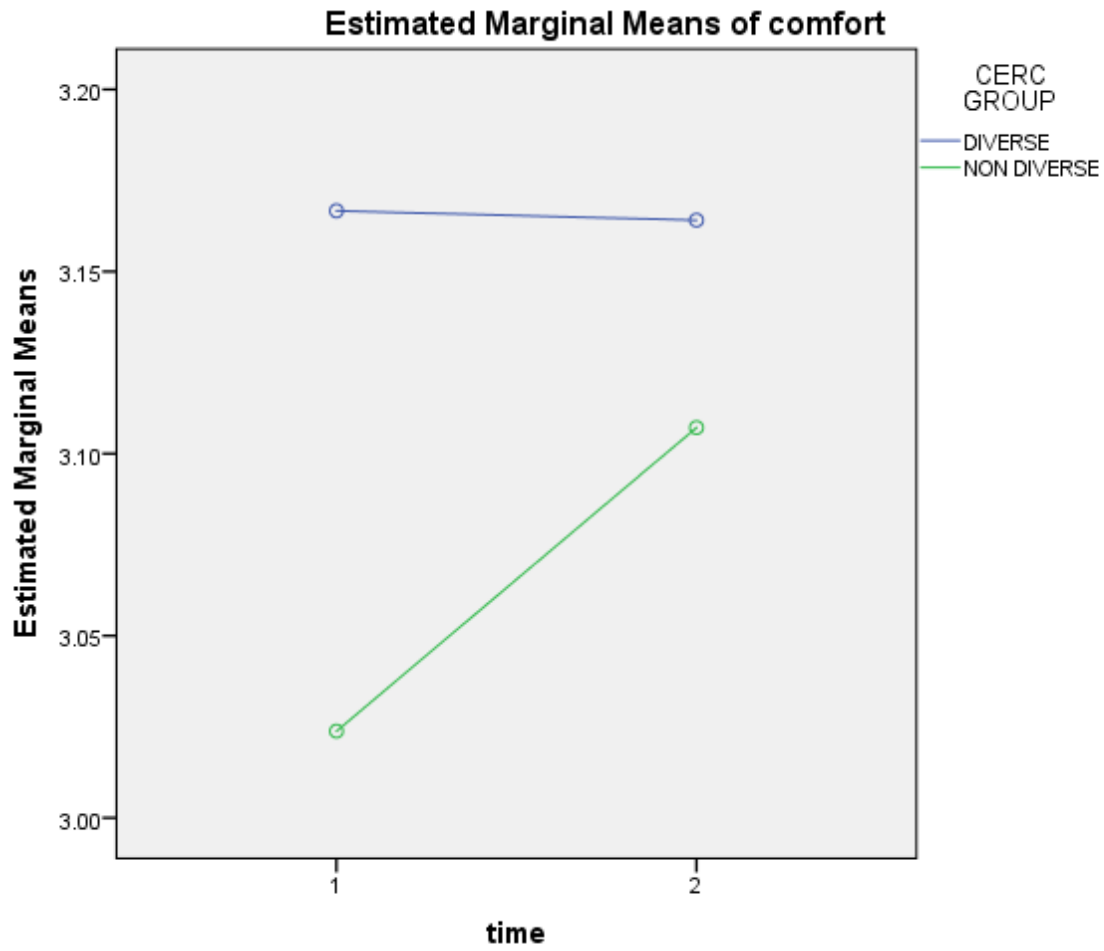


Figure 4. Pre and Post of Comfort Levels Talking to Children about Race by RC

CHAPTER 5: DISCUSSION

Research provides evidence of impacts ones RC can have on racial perceptions (Lehman, 2012). Impacts include increased cultural awareness and dedication to understanding others who are of differing ethnicities. Additionally, one in three children eight years or younger living in the United States are of culturally diverse backgrounds (Earick, 2009). Also, it is important to note that a child's ethnicity can impact the way in which they learn. ECF majors must have an understanding of these differences when working with a diverse population of young children. Therefore, there is a need to explore how RC of ECF majors impacts their understanding of race, bias, concept of racial awareness in young children and comfort level with talking to young children about race.

The purpose of this study was twofold: to analyze the direct impact of RC in student's initial understanding of race, bias, concept of racial development in young children and comfort levels with talking to young children about race and to analyze the impact of RC in student's overall understanding of race, bias, concept of racial development in young children and comfort levels with talking to young children about race. Results did not provide evidence of significant differences in initial understanding of these concepts between students from diverse and non-diverse RC, but students from non-diverse RCs had higher levels of understanding of bias.

Research suggests interactions with racially diverse groups enhances critical thinking skills that often lead to the rejection of stereotypes (Douglass, Mirpuri & Yip, 2017). Oftentimes, participants completing questionnaires that focus on taboo topics, such as socially- unacceptable attitudes (i.e ,bias and prejudices), underreport socially undesirable behaviors or overreport socially desirable ones (Krumpal, 2013). For this reason, it is believed that students from non-diverse RCs may have completed the pre-survey with social desirability bias, reporting higher scores to appear more favorable.

Though there were a number of differences in overall understanding noted between students' who come from diverse RC and students who come from non-diverse RC, results of this study did not prove these differences to be significant. Students from non-diverse RCs showed growth in their overall understanding of race and comfort with talking to young children about race due to their initial lack of knowledge. Therefore, these students' progress was more pronounced than their diverse RC counterparts.

More so, all students showed a decline in their overall understanding of bias and concept of racial awareness development in young children. The literature states interactions at the macrosystem level can indirectly impact an individual (Bronfenbrenner, 1994). The tense political climate during the time of the testing (2017) may have contributed to the decline in bias scores for all students, which was of a white majority. Additionally, RAD starts at a young age and, for that reason, opportunities for exploration and learning should be readily available for young children (Ausdale & Feagin, 2002). Unfortunately, as mentioned in the literature, there is a silence surrounding race-related topics that extends to educational curricula (Pauker, Apfelbaum & Spitzer, 2015). The silence could be a contributing factor to the decline in students' overall understanding of bias and RAD in young children. Furthermore, these students, regardless of their RC, could have been enrolled in school systems that were silent when it came to race and race-related matters, therefore not undergoing proper school racial socialization, which consists of its four dimensions: cultural socialization, preparation for bias, promotion of mistrust and egalitarianism (Hughes & Chen, 1997; Aldana & Byrd, 2015). This would have restricted their critical learning opportunities and environments, inhibiting their knowledge of RAD and increasing their likelihood of having prejudice beliefs (Aldana & Byrd, 2015; Sue, 2015). The decline in understanding of bias and racial awareness development in young children

could also be attributed to the student's perception. For example, students may have thought they had a great understanding of these concepts before completing the *Crayon Conversations* curriculum. Once being exposed to the curriculum, these students may have concluded their competency was not as sufficient as initially reported. The students' uncertainty could have externalized through their scoring of the surveys, leading to the decrease scores. By the end of the semester, students may have had more questions and less confidence on these concepts.

About, Mendelson & Purdy (2003) concluded individuals with lower levels of diverse RCs have higher levels of prejudice. In contrast, individuals with higher levels of diverse RCs have fewer biases. The current study did not provide any results that supported this theory. In fact, results from this study has opposite outcomes. The differences in results could be explained by the context in which authors used the term "environmental racial context". To further explain, the abovementioned study used the current RC of their participants, whereas, the current study mostly utilized the RC of participants from childhood.

Lastly, according to Bronfenbrenner (1994), relationships within the microsystem directly impacts an individual. Students from diverse RCs may have had greater exposure to differing ethnicities in their immediate settings, compared to students from non-diverse RCs. This could explain the continuity of comfort with race talks with young children of the diverse RC students. Students from diverse RC may have remained constant with their overall comfort levels with talking to young children about race due to having a predisposition of comfort with race talks before undergoing the anti-bias curriculum.

Limitations and Future Research

There were a number of limitations in this study. First, the sample size of this study was too small to examine the impacts of RC on student's initial and overall understanding of race,

bias, concept of racial awareness development and comfort with talking to young children about race in depth. Second, there was a lack of diversity within the sample, with the majority of participants being white females. Third, data was collected through self-reporting which can lead to self-reporting bias. For these reasons, this study cannot be generalized to the entire population of ECF majors. Future research could examine the impacts of RC on the abovementioned constructs with a larger, more diverse population and the inclusion of qualitative data. For example, a form of observational feedback from a family member, professor or employer of their perceptions of student's understanding of race, bias, concept of racial awareness development in young children and comfort talking to young children about race would allow for a more in-depth look at students' understanding. As a result, future anti-bias curricula can implement evidence-based strategies that can better enhance its effectiveness. This allows for an expansion of information beyond self-report and more generalizable results ECF majors. Environmental racial context of individuals can impact racial perceptions (Lehman, 2012). These perceptions can spillover into classrooms and other learning environments, making teaching/ working with diverse children increasingly difficult. ECF professionals are more engaged in socialization of their students and young clients more so in this day and age (Earick, 2009) so it is essential that they are afforded proper training and knowledge of race, bias, RAD of young children and ways to increase comfort level with race talks with children.

Studying student's CERCs can help professors to better tailor curricula in a way that will make the training programs more effective. Programs could enhance awareness of diversity for students from diverse RCs and aid in the development of awareness for students from non-diverse RCs. In turn, students will have more positive outcomes in terms of understanding of

these important concepts and strategies. This will lead to having ECFs who are better equipped to work with diverse ethnicities. When ECF professionals have an understanding of race, bias, RAD in young children, comfortability talking about race with young children and cultural understanding of the actions of the young children they serve, it allows for stronger connections that can lead to a sense of security in their interactions.

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APPENDIX A: PRE QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

Questions	Answers
1. Gender of respondent	<input type="checkbox"/> Female <input type="checkbox"/> Male
2. What is your age?	_____ Years
3. What is your race/ethnic background? (Check all that apply)	<input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Hispanic/Latin American <input type="checkbox"/> White/European American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian American <input type="checkbox"/> Other (describe) _____
4. What is your academic level?	<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Post Bachelors
5. What is your student status?	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time
6. What is your major?	<input type="checkbox"/> Birth Through Kindergarten (BK) <input type="checkbox"/> Child Life <input type="checkbox"/> Family and Community Services (Family Studies/ Early Intervention) <input type="checkbox"/> Family and Consumer Sciences Education <input type="checkbox"/> Child and Family Development <input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Education <input type="checkbox"/> Other (describe) _____
7. What is your minor?	Minor: _____

8. Career Goal?	(Describe) _____
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Based on your current beliefs and opinions, please mark an "X" for each question.		5	4	3	2	1
		Strongly Agree	Agree	Neutral Do Not Agree or Disagree	Disagree	Strongly Disagree
1.	I can explain what it means to describe race as a social construct.					
2.	I believe that race is a socially developed concept, not a scientific fact.					
3.	I can describe the factors that influenced the development of racial categories.					
4.	There is no gene or cluster of genes common to all blacks or all whites.					
5.	I can define race.					
6.	I can define racial bias.					
7.	I am aware that there are stereotypes related to my race or ethnicity.					
8.	Sometimes people respond unconsciously based on their racial beliefs.					
9.	People have implicit bias they are unaware of.					
10.	I am aware of my own racial biases.					
11.	I understand how racial bias might affect my thinking.					
12.	I recognize how bonding and interacting with my own group may exclude or be perceived as excluding others.					
13.	I am aware of my prejudices.					
14.	I can list a few of my own racial biases.					

15.	A person's experience and background impact how they interact with and trust me.					
16.	Racial appearance influences how I treat others.					
17.	Implicit bias impacts my decisions about competence or ability.					
18.	Implicit bias influences my decisions about discipline strategies.					
19.	Racial bias could impact a teacher's relationship with students and their families.					
20.	A teacher might experience discomfort when encountering students and families who identify with a different racial group.					
21.	I feel comfortable intervening when I observe racism or discrimination among children.					
22.	I feel comfortable intervening when I observe or overhear racism or discrimination among adults in the classroom environment.					
23.	I avoid generalizing behaviors or attitudes of an individual group. ("All Asians act...").					

Based on your current beliefs and opinions, please mark an "X" for each question.		5	4	3	2	1
		Strongly Agree	Agree	Neutral Do Not Agree or Disagree	Disagree	Strongly Disagree
24.	I would encourage preschool children to use racial terminology (Asian American, White, etc.).					

25.	I would encourage preschoolers to focus on similarities and discourage them from pointing out differences.					
26.	Preschoolers are color-blind.					
27.	If preschool children talk about race, I would ignore it or change the subject.					
28.	I would empower students to identify inequity and unfair treatment.					
29.	I would encourage preschool children to use crayon colors (yellow, brown, etc.) to describe racial groups.					
30.	I can identify activities that share diverse cultural beliefs and practices.					
31.	I can identify several books to use as resources to discuss race with preschoolers.					
32.	I feel comfortable intervening when I observe racism or discrimination among children.					
33.	I feel comfortable intervening when I observe or overhear racism or discrimination among adults in the classroom environment.					
34.	I work willingly and cooperatively with people different from me.					
35.	I am willing to consider being friends with someone who is different from me in age, race, background, etc.					
36.	I interact respectfully with individuals and groups that are different from me.					
37.	I am able to adapt in order to more effectively communicate with people that are different from me.					

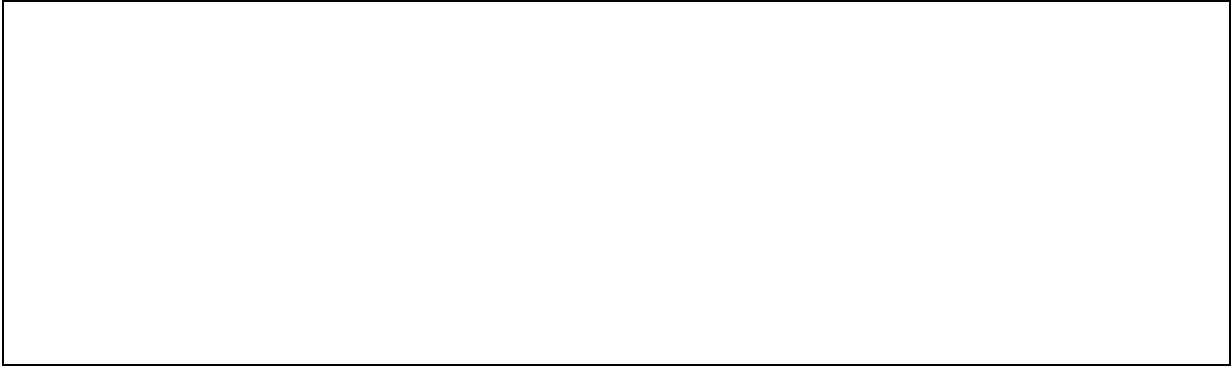
Vignettes

Directions: Read each vignette. Then, imagine if you were the lead teacher in this classroom. In the box provided, describe how you might respond to each situation. Please be as specific as possible.

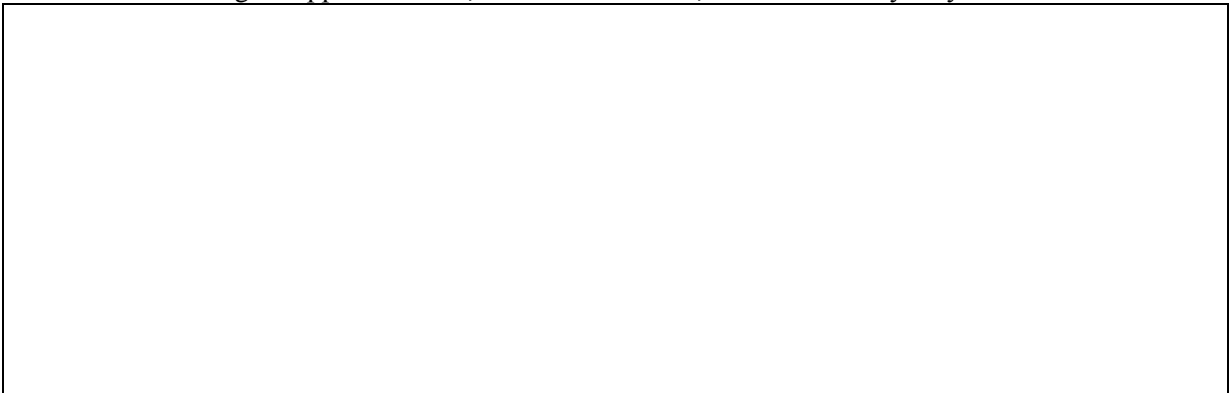
V1: “You can’t be the princess! Princesses have blond hair!” announces a 5 year old White student to a 5 year old Black student.

V2: A White child says to an Asian American child, “You’re stupid.” When asked why she said that, she said, “Because he doesn’t know how to talk.”

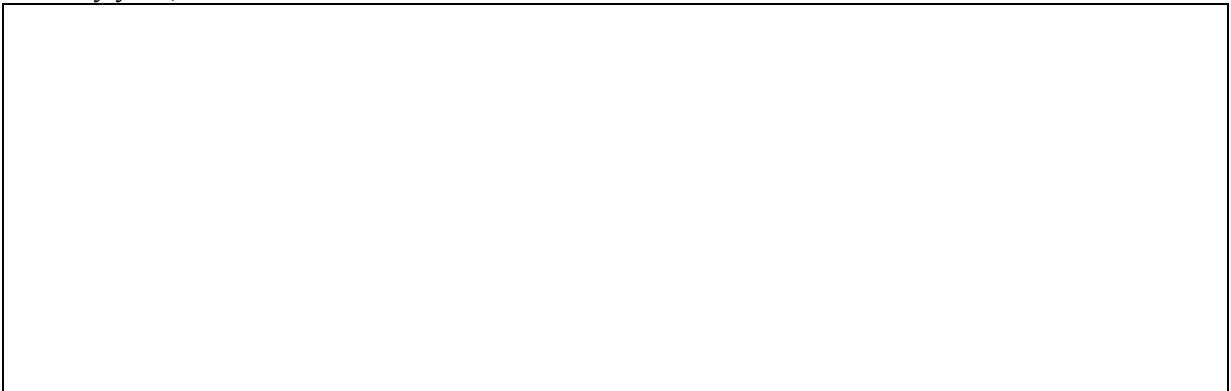
V3: As a parent was waiting for her son to wash his hands and get his book bag, a 3 year old White classmate came over and started telling the parent what they did that day. She then pointed over where she was playing and started telling the parent who each of her friends were, “that one with the butterfly shirt is Blair, and that one with pink is Anna, and that black one is Aiyushi.”



V4: Two 5 year olds (both Biracial: White/Black & White/Mexican) are playing in the sandbox. Two blonde haired White girls approach them, kick sand on them, and call them “yucky.”



V5: A 4 year old White boy walks up to a 4 year old Black classmate and calls him a “n*****.” The Black boy yells, “I am not a n*****!”



APPENDIX B: POST QUESTIONNAIRE

Questions	Answers
<p>1. Use percentages to estimate the racial context of your neighborhood growing up. (Should equal 100%)</p>	<p>_____ % Black/African American</p> <p>_____ % Native Hawaiian or Other Pacific Islander</p> <p>_____ % Hispanic/Latin American</p> <p>_____ % White/European American</p> <p>_____ % American Indian or Alaska Native</p> <p>_____ % Asian American</p> <p>_____ % Other (describe) _____</p>
<p>2. Use percentages to estimate the racial context of your High School. (Should equal 100%)</p>	<p>_____ % Black/African American</p> <p>_____ % Native Hawaiian or Other Pacific Islander</p> <p>_____ % Hispanic/Latin American</p> <p>_____ % White/European American</p> <p>_____ % American Indian or Alaska Native</p> <p>_____ % Asian American</p> <p>_____ % Other (describe) _____</p>
<p>3. Use percentages to estimate the racial makeup of your friends. (Should equal 100%)</p>	<p>_____ % Black/African American</p> <p>_____ % Native Hawaiian or Other Pacific Islander</p> <p>_____ % Hispanic/Latin American</p> <p>_____ % White/European American</p> <p>_____ % American Indian or Alaska Native</p>

	<p>_____ % Asian American</p> <p>_____ % Other (describe) _____</p>
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Based on your current beliefs and opinions, please mark an “X” for each question.		5	4	3	2	1
		Strongly Agree	Agree	Neutral Do Not Agree or Disagree	Disagree	Strongly Disagree
1.	I can explain what it means to describe race as a social construct.					
2.	I believe that race is a socially developed concept, not a scientific fact.					
3.	I can describe the factors that influenced the development of racial categories.					
4.	There is no gene or cluster of genes common to all blacks or all whites.					
5.	I can define race.					
6.	I can define racial bias.					
7.	I am aware that there are stereotypes related to my race or ethnicity.					
8.	Sometimes people respond unconsciously based on their racial beliefs.					
9.	People have implicit bias they are unaware of.					
10.	I am aware of my own racial biases.					
11.	I understand how racial bias might affect my thinking.					
12.	I recognize how bonding and interacting with my own group may exclude or be perceived as excluding others.					
13.	I am aware of my prejudices.					
14.	I can list a few of my own racial biases.					

15.	A person's experience and background impact how they interact with and trust me.					
16.	Racial appearance influences how I treat others.					
17.	Implicit bias impacts my decisions about competence or ability.					
18.	Implicit bias influences my decisions about discipline strategies.					
19.	Racial bias could impact a teacher's relationship with students and their families.					
20.	A teacher might experience discomfort when encountering students and families who identify with a different racial group.					
21.	I feel comfortable intervening when I observe racism or discrimination among children.					
22.	I feel comfortable intervening when I observe or overhear racism or discrimination among adults in the classroom environment.					
23.	I avoid generalizing behaviors or attitudes of an individual group. ("All Asians act...")					

Based on your current beliefs and opinions, please mark an "X" for each question.		5	4	3	2	1
		Strongly Agree	Agree	Neutral Do Not Agree or Disagree	Disagree	Strongly Disagree
24.	I would encourage preschool children to use racial terminology (Asian American, White, etc.).					

25.	I would encourage preschoolers to focus on similarities and discourage them from pointing out differences.					
26.	Preschoolers are color-blind.					
27.	If preschool children talk about race, I would ignore it or change the subject.					
28.	I would empower students to identify inequity and unfair treatment.					
29.	I would encourage preschool children to use crayon colors (yellow, brown, etc.) to describe racial groups.					
30.	I can identify activities that share diverse cultural beliefs and practices.					
31.	I can identify several books to use as resources to discuss race with preschoolers.					
32.	I feel comfortable intervening when I observe racism or discrimination among children.					
33.	I feel comfortable intervening when I observe or overhear racism or discrimination among adults in the classroom environment.					
34.	I work willingly and cooperatively with people different from me.					
35.	I am willing to consider being friends with someone who is different from me in age, race, background, etc.					
36.	I interact respectfully with individuals and groups that are different from me.					
37.	I am able to adapt in order to more effectively communicate with people that are different from me.					
38.	Course content extended my understanding and awareness of racial bias.					

39.	Course content helped me identify my racial biases.					
40.	Course content helped me understand how racial bias impacts the classroom environment.					

Based on your current beliefs and opinions, please mark an "X" for each question.		5	4	3	2	1
		Strongly Agree	Agree	Neutral Do Not Agree or Disagree	Disagree	Strongly Disagree
41.	Course content helped me understand developmentally appropriate ways to talk about race with preschoolers.					
42.	Course assignments allowed me to explore my racial beliefs.					
43.	Course assignments helped me identify implicit and explicit racial bias.					
44.	Course assignments helped me understand how racial bias impacts the classroom environment.					
45.	Course assignments helped me explore ways to support racial awareness among preschoolers.					
46.	Class discussions provided an opportunity to share different perspectives and beliefs about race and racial bias.					
47.	Class discussions enhanced my understanding of racial bias.					

48.	Class discussions helped me understand how racial bias impacts the classroom environment.					
49.	Class discussions helped me explore ways to support racial awareness among preschoolers.					

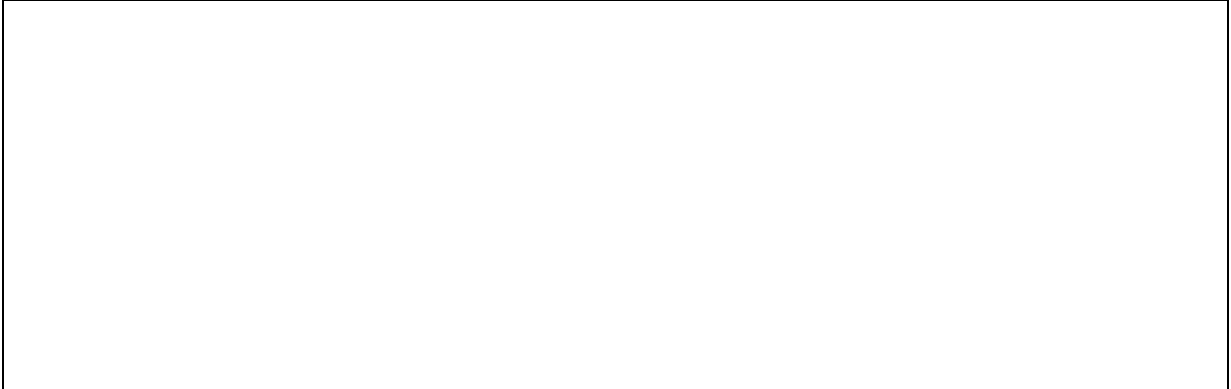
Directions: Read each vignette. Then, imagine if you were the lead teacher in this classroom. In the box provided, describe how you might respond to each situation. Please be as specific as possible.

V1: “You can’t be the princess! Princesses have blond hair!” announces a 5 year old White student to a 5 year old Black student.

V2: One European American girl told an Asian American boy, “You’re stupid.” When asked why she said that, she said, “Because he doesn’t know how to talk.”

V3: As a parent was waiting for her son to wash his hands and get his book bag, a 3 year old White classmate came over and started telling the parent what they did that day. She then pointed over where she was playing and started telling the parent who each of her friends were, “that one with the butterfly shirt is Blair, and that one with pink is Anna, and that black one is Aiyushi.”

V4: Two 5 year olds (both Biracial: White/Black & White/Mexican) are playing in the sandbox. Two blonde haired White girls approach them, kick sand on them, and call them “yucky.”



V5: A 4 year old White boy walks up to a 4 year old Black classmate and calls him a “n*****.” The Black boy yells, “I am not a n*****!”

