

An Annotated Bibliography on Children's Development of Social Inclusion and Respect for Diversity

Mariajosé Romero

July 2010



The National Center for Children in Poverty (NCCP) is the nation's leading public policy center dedicated to promoting the economic security, health, and well-being of America's low-income families and children. Using research to inform policy and practice, NCCP seeks to advance family-oriented solutions and the strategic use of public resources at the state and national levels to ensure positive outcomes for the next generation. Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP is a nonpartisan, public interest research organization.

AN ANNOTATED BIBLIOGRAPHY ON CHILDREN'S DEVELOPMENT OF SOCIAL INCLUSION AND RESPECT FOR DIVERSITY

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Dr. Mariajosé Romero is associate research scientist at NCCP, where her research examines the intersections of class, race, ethnicity, gender, immigration status and ability in structuring disparities in early education and early school processes – that is, early chronic school absenteeism, student mobility, teacher absenteeism and mobility – and child outcomes, as well as ways to redress those disparities through a social inclusion and respect for diversity framework.

ACKNOWLEDGEMENTS

This resource is part of a project funded by Bernard van Leer Foundation.

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This annotated bibliography includes research and policy books, articles, reports, and other resources on how children from birth to 10 years of age develop concepts related to social inclusion and respect for diversity (SI & RD). Three separate research traditions exist that directly or indirectly address this question: research from developmental, cognitive, and social psychology; research from multicultural education and critical cultural studies of education, schools and peer cultures; and the literature describing direct work with young children and their caregivers, following for the most part Louise Derman-Sparks' anti-bias curriculum. There is, however, little communication and cross-fertilization across these traditions. As a consequence, the knowledge base in this area is fragmented and scattered, lacking clear messages to the community of researchers, evaluators, practitioners, teachers, early care and education providers, trainers, and policymakers in this field.

The bibliography presents reports and/or critiques of research published in the United States or abroad since 2005 – those aimed exclusively at practitioners and parents have not been included. Resources

have been organized according to broad topical categories (Curricula and Educational Knowledge; Education Workforce; General; Identities and Peer Cultures; Implicit Bias; intergroup Contact; Perceived Threat and Stereotype Threat; Prejudice Development and Reduction; Racial Attitudes and Perspective Taking; Racial Segregation; School Mechanisms; Social Categorization and Social Identity; Teacher Expectations and Perspectives; and Teacher Preparation) that directly or indirectly address issues of SI & RD. Each citation is followed by a brief description, and an indication regarding the type of diversity addressed (that is, General vs. Specific – ability, age, gender, ethnic group, race, religion, sexual orientation, social class, and special needs). For a definition of the broad topical categories and a summary of key research findings, please see, Mariajosé Romero. 2010. *Promoting Social Inclusion and Respect for Diversity in Early Childhood: What Are the Research Findings? Report of a Meeting, November 6th, 2008*. New York: National Center for Children in Poverty.

Curricula and Educational Knowledge

- ◆ Alanis, Iliana. 2007. Developing Literacy Through Culturally Relevant Texts. *Social Studies and the Young Learner* 19(3): 29-32.
An analysis of listening to oral storytelling, creating individual historical narratives, and using biographies to promote the development of Mexican American children's cultural and linguistic identities as part of their language and literacy acquisition, with criteria for selecting text and a list of recommended titles.
Specific: ethnic group
- ◆ Al-Hazza, Tami Craft; Bucher, Katherine T. 2008. Building Arab Americans' Cultural Identity and Acceptance with Children's Literature. *The Reading Teacher* 62(3): 210-19.
A discussion of the use of high-quality Arab children's literature in elementary classrooms.
Specific: ethnic group
- ◆ Al-Hazza, Tami; Lucking, Bob. 2007. Celebrating Diversity Through Explorations of Arab Children's Literature. *Childhood Education* 83(3): 132-5.
Recommendations for selecting and using children's literature accurately reflecting Arab culture and society in light of the anti-Arab sentiment post September 11, 2001.
Specific: ethnic group
- ◆ Al-Shehab, Ali J. 2008. Gender and Racial Representation in Children's Television Programming in Kuwait: Implications for Education. *The Journal of Primary Prevention* 30(1): 43-59.
Specific: gender, race
- ◆ Berkerman, Zvi. 2009. Identity Versus Peace: Identity Wins. *Harvard Educational Review* 79(1): 74-83.
Specific: ethnic group
- ◆ Boutte, Gloria Swindler; Strickland, Jennifer. 2008. Making African American Culture and History Central to Early Childhood Teaching and Learning. *The Journal of Negro Education* 77(2): 131-42.
A framework for introducing African and African-American history in early childhood curriculum.
Specific: race
- ◆ Byrnes, Deborah A. 2005. Addressing Race, Ethnic Group, and Culture in the Classroom. In Byrnes, Deborah A.; Kiger, Gary (Eds.). *Common Bonds: Anti-bias Teaching in a Diverse Society*. Olney, MD: Association for Childhood Education international.
A discussion of strategies to create multicultural and anti-bias classrooms and schools, with an analysis of a case study of one teacher's experience in the classroom, and a description of anti-bias education resources.
Specific: ethnic group, race
- ◆ Cobb, Jeanne, 2005. Planting the Seeds, Tending the Garden, Cultivating the Student: Early Childhood Preservice Teachers as Literacy Researchers Exploring Beliefs about Struggling Readers and Diversity. *Journal of Early Childhood Teacher Education* 26(4): 377-393.
A study of the effects of participation in a literacy tutorial early intervention program on preservice teachers' culturally responsive teaching skills with struggling readers from culturally diverse, low-income backgrounds.
General
- ◆ Cohen, Lynn E. 2009. Exploring Cultural Heritage in a Kindergarten Classroom. *YC Young Children* 64(3): 72-7.
The description of a six-month project that drew on children's cultures, traditions, languages, and life experiences to create a play-based curriculum and celebrate diversity in a kindergarten class.
General

- ◆ Cole, Charlotte F.; Labin, Daniel B.; del Rocio Galarza, Maria. 2008. Begin with the Children: What Research on Sesame Street's International Coproductions Reveals About Using Media to Promote a New More Peaceful World. *International Journal of Behavioral Development* 32: 359-365. A review of research on the educational effectiveness of locally-produced coproductions in Israel, Palestine, Jordan, and Kosovo that promote prosocial messages addressing the complex socio-political context, with a discussion of implications for best practices for media projects targeting children living in conflict regions.
Specific: ethnic group, national origin
- ◆ Connolly, Paul. 2007. It May Look Good But Does It Actually Work?: A Critical Race Perspective on Evaluating the Effects of Diversity Education Programs on Young Children's Racial Attitudes. *American Educational Research Association*. Chicago, IL. A discussion from the perspective of critical race theory of findings from an evaluation of an early year antiracism education program following quantitative and qualitative research methodologies.
Specific: race
- ◆ Connolly, Paul. 2006. Addressing Diversity and Inclusion in the Early Years in Conflict-Affected Societies: A Case Study of the Media Initiative for Children: Northern Ireland. *International Journal of Early Years Education* 14(3): 263-278. A report on the development and evaluation of the Media initiative for Children program in Northern Ireland, aimed at encouraging young children to respect differences within a divided society.
Specific: ethnic group
- ◆ Dingus, Jeannine E. 2006. Doing the Best We Could: African American Teachers' Counterstory on School Desegregation. *The Urban Review* 38(3): 211-233. A qualitative study of how African American teachers' personal narratives of school desegregation can provide counterstories to dominant narratives on efforts to desegregate Southern schools in the U.S.
Specific: race
- ◆ Fitzpatrick, Siobhan. 2007. Developing a Culture of Respecting Difference in Early Childhood Centers in Northern Ireland. *YC Young Children* 62(6): 14-17. A discussion of the Respecting Difference curriculum created by the Northern Ireland Pre-school Playgroup association to help children examine issues of difference within the Northern Irish context.
General
- ◆ Fox, Kathy R. 2006. Using Author Studies in Children's Literature to Explore Social Justice Issues. *The Social Studies* 97(6): 251-256. An example of a children's literature approach to provide an opportunity for teachers and students to discuss prejudice and social justice.
General
- ◆ Gangi, Jane M. 2007. Multicultural Books for Early Childhood Educators. *Montessori Life* 19(1): 97-101. An annotated bibliography of multicultural books for early childhood educators.
General
- ◆ Gilliard, Jennifer L.; Moore, Rita A.; Lemieux, Jeanette J. 2007. In Hispanic Culture, the Children are the Jewels of the Family: An Investigation of Home and Community Culture in a Bilingual Early Care and Education Center Serving Migrant and Seasonal Farm Worker Families. *Early Childhood Research & Practice* 9(2). A qualitative study of how culture shapes instruction in a bilingual early care and education program serving migrant and seasonal farm worker families in rural Wyoming.
Specific: ethnic group, race
- ◆ Glusschankof, Claudia. 2008. Music Everywhere: Overt and Covert, Official and Unofficial Early Childhood Music Education Policies and Practices in Israel. *Arts Education Policy Review* 109(3): 37-44. A discussion of how mainly Western and Hebrew culture are privileged in the Ministry of Education music curriculum for three- to six year olds, ignoring the heterogeneous, multicultural makeup of contemporary Israeli society.
General

- ◆ Gorski, Paul C. 2009. Insisting on Digital Equity: Refraining the Dominant Discourse on Multicultural Education and Technology. *Urban Education* 44(3): 348-364.
A discussion of the need to eliminate inequities in access to digital technology as a guiding principle in multicultural education and instructional technology.
General
- ◆ Grant, Carl A. 2008. An Essay on Searching for Curriculum and Pedagogy for African American Students. *American Behavioral Scientist* 51(7): 885-906.
A discussion of Afrocentric curriculum/pedagogy and multicultural curriculum/pedagogy and how they address the needs of African American students.
Specific: race
- ◆ Hamilton, Mykol C.; Anderson, David; Broaddus, Michelle; Young, Kate. 2006. Gender Stereotyping and Under-representation of Female Characters in 200 Popular Children's Picture Books: A Twenty-first Century Update. *Sex Roles* 55(11-12): 757-765.
A study of gender stereotyping, under-representation of girls and women and sexism in top selling children's picture books from 2001, and in a 7-year sample of Caldecott award-winning books, with a comparison of findings with those of a prior study looking at books from the 1980s and 1990s.
Specific: gender
- ◆ Hirsch, Tal L. 2006. The Use of Stories as a Tool for Intervention and Research in the Arena of Peace Education in Conflict Areas: The Israeli Palestinian Story. *Journal of Peace Education* 3(2): 251-271.
A discussion of the feasibility of using stories in peace education programs and research.
Specific: ethnic group
- ◆ Holland, Marna M. 2005. Using Quilts and Quilt Picture Books to Celebrate Diversity with Young Children. *Early Childhood Education Journal* 32(4): 243-7.
A discussion of the use of quilt-centered picture books to explores cultural, intergenerational and social awareness in the early childhood classroom.
General
- ◆ Hollingworth, Elizabeth J. 2005. *Complicated Conversations: Race and Ideology in an Elementary Classroom*. Unpublished Doctoral Dissertation. The University of Iowa.
A qualitative case study of one teacher's inclusion of multicultural children's books on Colonial America and Native Americans into the fourth and fifth grade social studies curriculum in a Midwestern urban school, with an analysis of how the teacher's ideologies about race shaped the classroom discourse.
Specific: ethnic group
- ◆ Hollingworth, Liz. 2009. *Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom*. *Urban Education* 44(1): 30-58.
A case study of elementary teacher's use of multicultural children's books in the classroom, with an analysis of how her ideologies about race shaped classroom discourse.
General
- ◆ Hurtado, Aida; Silva, Janelle M. 2008. Creating New Social Identities in Children through Critical Multicultural Media: The Case of Little Bill. *New Directions for Child and Adolescent Development* 120: 17-30.
A discussion of Little Bill, a children's animated television series, as an example of applied critical multiculturalism.
General
- ◆ Juarez, Brenda G. 2008. The Politics of Race in Two Languages: An Empirical Qualitative Study. *Race, Ethnic Group and Education* 11(3): 231-249.
A qualitative study of the classroom and school practices realizing educational equity through dual language education, and of the ways in which students' racial identities influenced teachers' pedagogies.
Specific: ethnic group
- ◆ Kim, Bryan S. K.; Green, Jennifer L.G.; Klein, Eileen F. 2006. Using Storybooks to Promote Multicultural Sensitivity in Elementary School Children. *Journal of Multicultural Counseling and Development* 34(4): 223.
A discussion of the use of storybooks to promote multicultural sensitivity among elementary school children.
General

- ◆ Langhout, Regina D; Mitchell, Cecily A. 2008. Engaging Contexts: Drawing the Link Between Student and Teacher Experiences of the Hidden Curriculum. *Journal of Community & Applied Social Psychology* 18(6): 593-614.
A qualitative study of how academic disengagement was facilitated by the hidden curriculum and mediated by race, ethnic group and gender in a working class elementary school serving white, Black and Latino students, and of a teacher's efforts to create an engaging and inclusive classroom atmosphere all students.
Specific: ethnic group, race, social class
- ◆ Lee, Rebekka; Ramsey, Patricia G.; Sweeney, Barbara. 2008. Engaging Young Children in Activities and Conversations about Race and Social Class. *YC Young Children* 63(6): 68-76.
A study of how to engage in meaningful conversations about race and social class among kindergartners participating in anti-bias and multicultural activities.
Specific: race, social class
- ◆ Lin, Yenlin Miranda. 2009. *Beliefs and Practices of Anti-bias Curriculum in Early Childhood Settings*. Dissertation Abstracts international, A: The Humanities and Social Sciences.69(12): 4624.
A case study of teachers' beliefs and practices related to an anti-bias curriculum in public preschool, kindergarten, and 2-3 grade settings.
General
- ◆ Ling-Yin, Lynn Ang. 2007. Cultural Diversity and Curriculum Guidance for the Foundation Stage in England. *European Early Childhood Education Research Journal* 15(2): 183-195.
A discussion of the extent of the promotion of cultural diversity and difference in English early childhood education and in the curriculum.
General
- ◆ Lintner, Timothy. 2005. A World of Difference: Teaching Tolerance Through Photographs in Elementary School. *Social Studies* 96(1): 34-38.
The use of photographs to teach children about diversity and tolerance.
General
- ◆ Lotherington, Heather; Holland, Michelle; Sotoudeh, Shiva; Zentena, Mike. 2008. Project-Based Community Language Learning: Three Narratives of Multilingual Story-telling in Early Childhood Education. *Canadian Modern Language Review* 65(1): 125-45.
A study of teachers' use of multilingual stories with young children at various stages of learning English language and literacy as a way to value children's languages, home cultures, and knowledge of popular culture.
General
- ◆ Matthaei, Courtney J. 2005. *The Implementation and Evaluation of a School Based Multicultural Program: Without Exposure Can Children Gain Awareness, Acceptance and Tolerance?* Unpublished Doctoral Dissertation. Rutgers the State University of New Jersey.
An evaluation of PROJECT R.I.D.E., a 10 multicultural group intervention implemented in a racially homogenous, suburban, New Jersey, public elementary school.
Specific: race
- ◆ McKinley, Bryan; Brayboy, Jones; Castagno, Angelina E. 2009. Self-Determination Through Self-Education: Culturally Responsive Schooling for Indigenous Students in the U.S.A. *Teaching Education* 20(1): 31-53.
A study of the impact of culturally responsive schooling on indigenous youth, within the historical context of U.S. federal and community-based efforts to educate indigenous youth.
Specific: race
- ◆ Merchant, Amita D.; Osterlin, Jorge 2007. Immigration, Education, and the Search for Our National Identity. *Bilingual Research Journal* 31(1/2): 7-22.
A discussion of the implications of immigration, and national identity for educational practice in multicultural classrooms.
General

- ◆ Miller, Suzanne. 2005. Building a Peaceful and Just World-Beginning with the Children. *Childhood Education* 82(1): 14-18.
A description of ways early childhood teachers can support the six pledges contained in Manifesto 2000, which promotes the creation of a culture of peace and nonviolence in schools and classrooms.
General
- ◆ Nagel, Nancy G. 2009. Honoring Family and Culture: Learning from New Zealand. *Young Children* 64(5): 40-44.
A discussion of the Te Whariki early childhood curriculum policy and its recognition of the diversity of cultures, philosophies, and natural environments in New Zealand.
General
- ◆ Nagel, Nancy G.; Wells, June Grace. 2009. Part of a Special Section Entitled Families and Teachers: Essential Partnerships. *YC Young Children* 64(5): 40-4.
A discussion of the use of cultural resources that reflect children's ethnicities, value and encourage family contributions, establish a sense of place, and use children's home languages in early childhood education in New Zealand, with specific recommendations.
General
- ◆ Oesterreich, Heather A.; Conway, Allison 2009. Against the Backdrop of Brown: Testimonios of Coalitions to Teach Social Change. *The History Teacher* 42(2): 143-58.
A discussion of "Testimonios of coalitions" as a strategy to teach school children about social class and racial segregation and inequality in U.S. education.
Specific: race, social class
- ◆ Ordonez-Jasis, Rosario; Ortiz, Robert W. 2006. Reading their Worlds: Working with Diverse Families to Enhance Children's Early Literacy Development. *YC Young Children* 61(1): 42-48.
A discussion of the role of children's and families' culture in comprehensive and culturally relevant family literacy programs.
General
- ◆ Ortega Ruiz, Rosario. 2009. The Impact of Group Activities on Social Relations in an Early Education Setting in Spain. *European Early Childhood Education Research Journal* 17(3): 343-361.
An examination of the effects of a cooperative group program to develop social skills at work and at play that encourages social interaction and social inclusion within a preschool classroom of 22 children compared to a non-intervention preschool classroom of 23 children.
General
- ◆ Perkins, Donna M.; Mebert, Carolyn J. 2005. Efficacy of Multicultural Education for Preschool Children: A Domain-Specific Approach. *Journal of Cross-Cultural Psychology* 36(4): 497-512.
A study of the impact of multicultural curricula on the development of racial expertise in pre-school children.
Specific: race
- ◆ Peyton, Melissa Renck; Jalongo, Mary Renck. 2008. Make Me an Instrument of Your Peace: Honoring Religious Diversity and Modeling Respect for Faiths Through Children's Literature. *Early Childhood Education Journal* 35(4): 301-303.
An editorial discussing the importance of understanding and respecting young children's religious beliefs as a way of respecting diversity during the early childhood years, with a list of picture book titles on different faiths for children in the primary grades.
Specific: ethnic group
- ◆ Potter, Gillian. 2007. Sociocultural Diversity and Literacy Teaching in Complex Times: The Challenges for Early Childhood Educators. *Childhood Education* 84(2): 64-69.
A discussion of the challenges to infuse a perspective of sociocultural diversity in the teaching of literacy teaching in early childhood education in Australia.
General
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- ◆ Purnell, Paula G.; Ali, Parveen; Begum, Nurun. 2007. Windows, Bridges and Mirrors: Building Culturally Responsive Early Childhood Classrooms Through the Integration of Literacy and the Arts. *Early Childhood Education Journal* 34(6): 419-424.
A discussion of the value of integrating early literacy skills and the arts to promote respect for diversity in early childhood classrooms.
General
- ◆ Quintero, Elizabeth. 2005. Multicultural Literature: A Source of Meaningful Content for Kindergartners. *YC Young Children* 60(6): 28-32.
A description of how kindergarten teachers can use multicultural children's literature and problem-posing activities to address content in subject-area learning and recognize children's cultural and historical heritage.
General
- ◆ Reid, Julie Ann. 2009. Multicultural Education, Gender Equality, and the Nation in Bolivia. Dissertation Abstracts international, A: The Humanities and Social Sciences 70(1): 0358.
A qualitative study of the implementation of Bolivia's 1994 Law of Educational Reform, which included interculturality, gender equity and participatory democracy as components and objectives.
Specific: ethnic group, gender, race
- ◆ Renwick, Judith Musumeci. 2009. *Exploring Third-Grade Students' Ability to Express their Views on Contemporary Social Issues Following Read-Aloud Book Discussions*. Unpublished Doctoral Dissertation. Florida State University.
A study of the impact of using contemporary children's literature during the daily read aloud on children's understanding of social issues as evidenced in the nature of teacher-student interaction during book discussions, children's writing, and their views on the quality of the book discussions and the relationship between literature and their lives.
General
- ◆ Roberts, Lisen; Dean, Eliza; Holland, Marna. 2005. Contemporary American Indian Cultures in Children's Picture Books. *Beyond the Journal: Young Children on the Web*.
A discussion of the portrayal of American Indians in children's picture books, with guidelines for selection and recommended title.
Specific: race
- ◆ Robinson, Tom; Callister, Mark; Magoffin, Dawn; Moore, Jennifer. 2007. The Portrayal of Older Characters in Disney Animated Films. *Journal of Aging Studies* 21(3): 203-213.
A study of the representation of older people in Disney animated film in terms of their gender, race, appearance, role, personality, and physical characteristics of older characters.
Specific: Age
- ◆ Rogers, Rebecca; Christian, June. 2007. 'What Could I Say'? A Critical Discourse Analysis of the Construction of Race in Children's Literature. *Race, Ethnic Group and Education* 10(1):21-46.
A content analysis of the construction of Whiteness in children's literature that explicitly addresses Whiteness.
Specific: race
- ◆ Santora, Linda M. 2007. Integrating Multicultural and Anti-bias Education into Early Childhood Programs. *Early Childhood Education Today* (10th edition). Retrieved March 8, 2007 from http://www.adl.org/education/miller/q_a/multicultural_anti_bias_education.asp.
A description of multicultural and anti-bias education in early childhood education implemented by the Anti-Defamation League.
General
- ◆ Schick, Carol; St. Denis, Verna. 2005. Troubling National Discourses in Anti-racist Curricular Planning. *Canadian Journal of Education* 28(3): 295-317.
A discussion of biases towards aboriginal peoples and other minorities embedded in anti-racist curriculum efforts in Canada.
Specific: ethnic group race

- ◆ Shandomo, Hibajene M. 2009. Getting to Know You: Cross-Cultural Pen Pals Expand Children's World View. *Childhood Education* 85(3): 154-159. A description of the effect of a pen pal project between second graders in the U.S. and in Zambia on children's knowledge about Africa, and their social and cultural awareness and views of the world.
General
- ◆ Steiner, Stan F.; Nash, Claudia Peralta; Chase, Maggie. 2008. Multicultural Literature that Brings People Together. *The Reading Teacher* 62(1): 88-92.
An annotated bibliography of recently published multicultural literature.
General
- ◆ Tunks, Karyn W.; McGee, Jessica. 2006. Embracing William, Oliver Button, and Tough Boris: Learning Acceptance from Characters in Children's Literature. *Childhood Education* 82(4): 213-218.
The description of a model for using books in the classroom depicting boys' nontraditional pursuits in order to shift children's attitudes from intolerance to acceptance.
Specific: sex/gender sexual orientation
- ◆ Webster, Paula Sunanon; Walters, Toni S. 2008. Bridges to Cultural Understanding: Using Poetry to Promote Multiethnic Awareness. *Multicultural Education* 15(3): 44-49.
A discussion of selecting and using contemporary multiethnic poetry in the classroom to promote multiethnic awareness among students.
General
- ◆ Wells, Karen. 2007. Diversity without Difference: Modelling 'The Real' in the Social Aesthetic of a London Multicultural School. *Visual Studies* 22(3): 270-282.
A study of the construction of race, difference and nationalism embedded in the social aesthetic of the visual displays in a multicultural London primary school.
Specific: ethnic group, race
- ◆ Woods, Lyllette. 2007. *Parental Perceptions of the Importance of Providing Multicultural Education for Their Children's Education at Elementary, Middle, and High Schools in an Ethnically-Diverse Suburban School District*. Dissertation Abstracts international, A: The Humanities and Social Sciences. 67(12): 4445.
A survey of perceptions of mostly African American parents on multicultural education and its effect in a suburban school district.
General
- ◆ Wright, Michelle S. 2007. *Culture and Language Elements within Nine State Early Learning Standards Documents*. Cross Lanes, WV: Build Initiative.
A description of states' recognition of cultural and language components of early education as reflected in early learning standards in nine states.
General
- ◆ Zacher, Jessica C. 2007. Talking About Difference and Defining Social Relations with Labels. *Language Arts* 85(2): 115-124.
An ethnographic study of how linguistic labels used by teachers and fifth graders shaped students' learning and social worlds in a diverse urban classroom.
Specific: race

Education Workforce

- ◆ Cameron, Claire. 2005. Building an Integrated Workforce for a Long-Term Vision of Universal Early Education and Care. *Leading the Vision Policy Papers* 3. London: Daycare Trust.
A study on the characteristics of early childhood education and child care workers in Britain, successful child care and early education models from other countries that may be applicable in Britain, and suggestions for future improvement.
General
- ◆ Child Care Human Resources Sector Council. 2005. *A Snapshot of the Child Care Workforce*. Ontario, Canada: Child Care Human Resources Sector Council.
An examination of the Canadian child care workforce; the study categorized workforce characteristics such as the number of child care workers, their gender, workforce diversity, the age of the workforce, their education levels, and their earnings.
General
- ◆ Hutchins, Teresa. 2009. Improving the Representation of Indigenous Workers in the Mainstream Childcare Workplace. *Australasian Journal of Early Childhood* 34(1): 2-9.
An examination of workforce issues that serve as barriers to both attracting and retaining aboriginal staff derived from focus groups and discussions with a sample of 202 indigenous childcare providers. 210 indigenous community members and 66 state and territory government representatives from across Australia.
Specific: ethnic group, race
- ◆ Rolfe, Heather. 2005. Building a Stable Workforce: Recruitment and Retention in the Child Care and Early Years Sector. *Children & Society* 19(1): 54-65.
A discussion of issues related to child care workforce recruitment and retention in the United Kingdom, as part of the National Childcare Strategy of the Department for Education and Skills.
General
- ◆ Rolfe, Heather. 2005. Men in Childcare. *Working Paper Series 35. Occupational Segregation*. Manchester, United Kingdom: Equal Opportunities Commission.
An examination of the causes of underrepresentation of males in the child care workforce, with suggestions for recruitment strategies.
Specific: gender
- ◆ Rolfe, Heather. 2005. Men in Childcare: Executive Summary. *Working Paper Series 35. Occupational Segregation*. Manchester, United Kingdom: Equal Opportunities Commission.
A summary of a study examining the causes of underrepresentation of male employees in child care and suggestions for recruitment efforts.
Specific: gender
- ◆ Villegas, Ana Maria; Davis, Danne E. 2007. Approaches to Diversifying the Teaching Force: Attending to Issues of Recruitment, Preparation, and Retention. *Teacher Education Quarterly* 34(4): 137-147.
A discussion of approaches to diversifying the teaching force, targeting precollege and college students as well as college graduates.
Specific: ethnic group, race
- ◆ Whitebook, Marcy. 2007. *Disparities in California's Child Care Subsidy System: A Look at Teacher Education, Stability and Diversity*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.
An analysis comparing characteristics of California child care center workers in centers receiving public funding through vouchers with workers in centers receiving public funding through direct contracts with the state.
General
- ◆ Whitebook, Marcy. 2008. *Diversity and Stratification in California's Early Care and Education Workforce*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.
An analysis of the association of ethnic and linguistic characteristics to education levels and job roles of members of the early care and education workforce in California, based on data from the California Early Care and Education Workforce Study.
Specific: ethnic group, race, social class

General

- ◆ Embracing Diversity in Early Childhood Settings [special section]. *YC Young Children* 60(6). Special issue on diversity in early childhood education.
General
- ◆ Bae, Berit. 2009. Children's Right to Participate: Challenges in Everyday Interactions. *European Early Childhood Education Research Journal* 17(3): 391-406.
Two examples of children's active participation in their environment through playful and helpful interactions with adults in child care settings, and a discussion of the changing roles of the choices and participation of children.
General
- ◆ Banks, James A. 2006. Improving Race Relations in Schools: From Theory and Research to Practice. *Journal of Social Issues* 62(3): 607-614. The introduction to a special issue on the theoretical and empirical foundations of work to promote intergroup relations and reduce negative stereotypes and attitudes toward other groups in schools.
Specific: race
- ◆ Banks, James A. 2008. Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher* 37: 129-139.
A critique of the liberal assimilationist conceptions of citizenship embedded in citizenship education in nation-states.
General
- ◆ Barbarin, Oscar A. 2006. *Child Development Research Dissemination Project: A Report to the Bernard Van Leer Foundation and the Third Millennium Foundation*. Unpublished manuscript. A review of the literature by North American scholars on the role of adult caregivers in promoting Tolerance and Respect for Diversity (DTRD): among young children.
General
- ◆ Barrera, Isaura; Kramer, Lucinda. 2009. *Using Skilled Dialogue to Transform Challenging Interactions: Honoring Identity, Voice, and Connection*. Baltimore, MD: Paul H. Brookes Publishing. A discussion of the Skilled Dialogue approach to deal with the challenges emerging from cultural diversity in the early childhood classroom.
General
- ◆ Bowman, Barbara T. 2006. *School Readiness and Social-emotional Development: Perspectives on Cultural Diversity*. Washington, DC: National Black Child Development institute. A series of chapters on socioemotional development, school readiness, and school success in ethnically diverse early education environments.
General
- ◆ Bradley, Jennifer; Kibera, Peris. 2006. Closing the Gap: Culture and the Promotion of Inclusion in Child Care. *YC Young Children* 61(1): 34-40. A discussion of the Models of Inclusion in Child Care project highlighting the dependence of program success for children with disabilities and challenging behaviors on the effective attention to families' cultural backgrounds.
Specific: special needs
- ◆ Connolly, Paul. 2005. Dealing with Diversity and Inclusion in the Early Years: Lessons from Research. *British Council Event: 'Diversity and Inclusion in Education'*. Belfast. A discussion of the relevance of diversity and inclusion in the early education years, based on findings from the evaluations of two initiatives in England and North Ireland.
General
- ◆ Connolly, Paul; Hosken, Kerry. 2006. The General and Specific Effects of Educational Programmes Aimed at Promoting Awareness of and Respect for Diversity Among Young Children. *International Journal of Early Years Education* 14(2): 107-126. An evaluation of a pilot educational program aimed at increasing awareness of and respect for diversity through theater, workshops and related teacher-led classroom activities among primary school children in England.
General

- ◆ Day, Carol Brunson. 2006. Leveraging Diversity to Benefit Children's Social-Emotional Development and School Readiness. In B. T. Bowman; E. Moore (Eds.): *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity* 23-32). Washington, DC: National Black Child Development Institute.
A discussion of the role of culture and diversity in children's socioemotional development.
General
- ◆ Denevi, Elizabeth; Pastan, Nicholas. 2006. Helping Whites Develop Anti-racist Identities: Overcoming Their Resistance to Fighting Racism. *Multicultural Education* 14(2): 70-73.
A discussion of how the persistence of racism may be related to the assumption that Whites struggle to identify themselves as members of a group.
Specific: race
- ◆ Duke, Thomas Scott. 2009. Homophobia, Sexism, and Early Childhood Education: A Review of the Literature. *Journal of Early Childhood Teacher Education* 30(4): 385-403.
An exploration of the dynamics homophobia and sexism in early childhood settings, based on a review of 31 studies on gender and sexuality published between 1975 and 2007.
Specific: sexual orientation
- ◆ Tisdall, E. Kay M.; Davis, John M.; Prout, Alan; Hill, Malcolm (Eds.). 2006. *Children, Young People and Social Inclusion: Participation for What?* London: Policy Press.
An analysis of the interpretation, implementation and impact of social inclusion and participation policies in the U.K. and Europe with regard to meeting the needs and rights of children.
General
- ◆ Genishi, Celia; Goodwin, A. Ling (Eds). 2007. *Diversities in Early Childhood Education: Rethinking and Doing*. New York: Routledge.
An edited collection of writings on the role of diversity in high quality early childhood education.
General
- ◆ George, Shanti. 2009. Too Young for Respect?: Realising Respect for Young Children in Their Everyday Environments: A Cross-Cultural Analysis. *Working Papers in Early Childhood Development* 54. The Hague, Netherlands: Bernard van Leer Foundation.
A discussion of different views of the respect due to children, with two case studies, from Germany and Israel, illustrating adult-child relationships based on mutual respect.
General
- ◆ Gonzalez-Mena, Janet. 2005. *Diversity in Early Education Programs: Honoring Difference*. Boston: McGraw-Hill, 4th edition.
An exploration of the rich diversity in education and care programs and environments for children ages birth to 8, including those serving children with special needs, with an emphasis on the practical and immediate concerns of the early childhood professional and family service worker.
General
- ◆ Graaff, Fuusje de. 2008. Making the Road as We Go: Parents and Professionals as Partners Managing Diversity in Early Childhood Education. *Early Childhood Development: Practice and Reflections* 23. The Hague, Netherlands: Bernard van Leer Foundation.
An overview and discussion of the Parents and Diversity project, an initiative in the Netherlands that promoted parent-child care provider partnerships and helped providers better understand the needs of immigrant parents.
Specific: nation of origin
- ◆ Green, Meredith J.; Sonn, Christopher C. 2006. Problematising the Discourses of the Dominant: Whiteness and Reconciliation. *Journal of Community & Applied Social Psychology* 16: 379-395.
A discussion of how unacknowledged power informs the political actions of dominant white groups in Australia.
Specific: race
- ◆ Gurin, Patricia. 2006. Informing Theory from Practice and Applied Research. *Journal of Social Issues* 62(3): 621-628.
A discussion of how research and practice can improve by drawing on more nuanced approaches to diversity and social inclusion.
General

- ◆ Hackman, Heather W. 2005. Five Essential Components for Social Justice Education. *Equity & Excellence in Education* 38(2): 103-9.
A discussion of content mastery, action skills, critical thinking, self-reflection, and awareness of multicultural group dynamics as five essential components for the effective implementation of social justice education in K-12 classrooms.
General
- ◆ Halgunseth, Linda C. 2009. *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature*. Washington, DC: National Association for the Education of Young Children.
A discussion of research on the engagement of ethnically diverse families in early childhood education programs.
General
- ◆ Hyun, Eunsook. 2007. Cultural Complexity in Early Childhood: Images of Contemporary Young Children from a Critical Perspective. *Childhood Education* 83(5): 261-266.
A critique of multicultural education as it has been applied in early childhood settings.
General
- ◆ MacNaughton, Glenda. 2009. Young Children's Rights and Public Policy: Practices and Possibilities for Citizenship in the Early Years. *Children & Society* 21(6): 458-469.
A discussion of the involvement of young children in policy development, an overview of a survey of 137 children on their well-being and values, and an action research project on gender policy with 58 children 3 and 4 years of age.
General
- ◆ MacNaughton, Glenda. 2006. Respect for Diversity: An International Overview. *Working Papers in Early Child Development* 40. The Hague, the Netherlands: Bernard van Leer Foundation.
A discussion of five schools of thought in ways of thinking about young children's respect for cultural, racial, developmental, gender and socio-economic diversity.
General
- ◆ Magnet, Shoshana. 2006. Protesting Privilege: An Autoethnographic Look at Whiteness. *Qualitative Inquiry* 12(4): 736-749.
A discussion by a white author of the use of autoethnographic methods to interrogate her own white privilege.
Specific: race
- ◆ McHale, Susan M.; Crouter, Ann C.; Kim, Ji-Yeon; Burton, Linda M.; Davis, Kelly D.; Dotterer, Aryn M.; Swanson, Dena. 2006. Mothers' and Fathers' Racial Socialization in African American Families: Implications for Youth. *Child Development* 77(5): 1387-1402.
A study of parents' socialization practices and bias preparation and their relation to children's age and gender among African American families.
Specific: race
- ◆ McKown, Clark. 2005. Applying Ecological Theory to Advance the Science and Practice of School-based Prejudice Reduction Interventions. *Educational Psychologist* 40(3): 177-189.
An analysis of the three prejudice-reduction approaches, namely social cognitive training, cooperative learning, and liberation psychology.
General
- ◆ McLloyd, Vonnie C. 2006. The Legacy of Child Development's 1990 Special Issue on Minority Children: An Editorial Retrospective. *Child Development* 77(5): 1142-1148.
A discussion of the legacy of the 1990s' Child Development special issue on minority children, and its significance in shaping the research agenda.
Specific: ethnic group
- ◆ Metcalfe, Venesse; Stavrianoudakis, Nick. 2005. The 'Beyond Tolerance' Initiative. *Community College Journal of Research and Practice* 29(8): 661-662.
A description of a school-based initiative to promote tolerance and reduce prejudice, developed in conjunction with the Museum of Tolerance.
General
- ◆ Milner, Richard H. 2006. Preservice Teachers' Learning about Cultural and Racial Diversity: Implications for Urban Education. *Urban Education* 41: 342-375.

A description of a developmental typology used to analyze preservice teachers' learning and understanding about urban education and diversity.
General

◆ Nagda, Biren R.; Tropp, Linda R.; Paluck, Elizabeth. 2006. Reducing Prejudice and Promoting Social Inclusion: Integrating Research, Theory, and Practice on Intergroup Relations. *Journal of Social Issues Series*. London: John Wiley & Sons.

A review of the legacies of Allport, Williams and Lewin in the study of intergroup relations, looking ahead to the integration of research and practice in the field.

General

◆ National Association for the Education of Young Children. 2009. *Quality Benchmark for Cultural Competence Project*. Washington, DC: National Association for the Education of Young Children. A guide for incorporating culturally competent practices into state child care quality rating and improvement systems.

General

◆ Niemonen, Jack. 2007. Antiracist Education in Theory and Practice: A Critical Assessment. *The American Sociologist* 38(2): 159-177.

A critique of antiracist education, a set of pedagogical, curricular, and organizational strategies emerging from whiteness studies and the critique of colorblindness, as being based on a moral educational reform movement rather than on sociological evidence of the importance of race in U.S. society.

General

◆ Noguera, Pedro A. 2008. *The Trouble with Black Boys and Other Reflections on Race, Equity, and the Future of Public Education*. New York, NY: Jossey-Bass.

A discussion of how race permeates children's lives in schools and society and shapes educational outcomes.

Specific: race

◆ Nsamenang, A. Bame. 2006. *Cultures in Early Childhood Care and Education*. Paris: United Nations Educational, Scientific and Cultural Organisation.

An exploration of the diversity that represents the global state of early childhood, with a critique of the ideal of early childhood care and education as it has been defined and promoted through the resolutions, goals and strategies of the international development community, and overwhelmingly derived from the values, assumptions and theories of European and North American culture.
General

◆ Pacini-Ketchabaw, Veronica. 2007. Child Care and Multiculturalism: A Site of Governance Marked By Flexibility and Openness. *Contemporary Issues in Early Childhood* 8(3): 222-232.

An examination of multiculturalism and the link between child care, globalization and citizenship derived from a qualitative analysis of in-depth interviews with 10 early childhood educators who work with migrant children in Canada.

General

◆ Paluck, Elizabeth Levy. 2006. Diversity Training and Intergroup Contact: A Call to Action Research. *Journal of Social Issues* 62(3): 577-595.

A discussion of the contributions of action research to the study and evaluation of prejudice reduction and social inclusion interventions.

General

◆ Pfeifer, Jennifer H.; Brown, Christia S.; Juvonen, Jaana. 2007. Teaching Tolerance in Schools: Lessons Learned Since Brown v. Board of Education about the Development and Reduction of Children's Prejudice. *Social Policy Report* 21(2). A review of research on the environmental conditions affecting prejudice, the social cognitive constraints supporting prejudice, and the multiple manifestations of prejudice among school children since the Brown vs Board of Education decision in 1954, and an analysis of multicultural curricula, cooperative learning techniques, and anti bias skills training as approaches to reduce racial prejudice, segregation, and inequality in education.

General

◆ Quintana, Stephen M.; McKown, Clark (Eds.). 2008. *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons. An edited book compiling a diversity of

- perspectives, theoretical traditions, and empirical approaches to the study of how race influences children and child development.
General
- ◆ Quintana, Stephen M.; Aboud, Frances E.; Chao, Ruth K.; Contreras-Grau, Josefina; Cross, Jr., William E.; Hudley, Cynthia; Hughes, Diane; Liben, Lynn S.; Gall, Sharon N.; Vietze, Deborah L. 2006. Race, Ethnic Group, and Culture in Child Development: Contemporary Research and Future Directions. *Child Development* 77(5): 1129-1141. The editorial of a special journal issue reflecting on the current status and future directions of research on race, ethnic group, and culture in child development.
Specific: ethnic group race
 - ◆ Quintana, Stephen M.; McKown, Clark. 2008. Introduction: Race, Racism, and the Developing Child. Quintana, Stephen M.; McKown, Clark (Eds.). 2008. *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons. The introduction to an edited collection of writings on the influence of race and racism on children's development and their social world.
Specific: race
 - ◆ Ramsey, Patricia G. 2008. Children's Development and Societal Divisions. *NHSA Dialog* 11(4): 215-224. An exploration of the relationship between children's development and societal divisions such as race, class, gender, and culture.
General
 - ◆ Ramsey, Patricia G. 2008. Children's Responses to Differences. *NHSA Dialog* 11(4): 225-237. A summary of past and current research on children's understandings and feelings related to race, social class, culture, gender, and disabilities.
General
 - ◆ Ramsey, Patricia G. 2008. History and Trends of Multicultural Education. *NHSA Dialog* 11(4): 206-214. An overview of the history and future directions of multicultural preschool education.
General
 - ◆ Ramsey, Patricia G. 2008. Multicultural Education and Head Start: Empowering Young Children. *NHSA Dialog* 11(4): 191-205. A discussion of the roles and goals of multicultural education in Head Start children's learning and development.
General
 - ◆ Robinson, Kerry, H; Jones Diaz, Criss. 2006. *Diversity and Difference in Early Childhood Education: Issues of Theory and Practice*. New York: McGraw-Hill. An edited collection of writings on research, contemporary social theories, and practice aimed at promoting a more equitable and inclusive early education experience.
General
 - ◆ Romero, Mariajosé. 2008. *Promoting Tolerance and Respect for Diversity in Early Childhood: Toward a Research and Practice Agenda: A View from the Field. Executive Summary*. New York: Columbia University, National Center for Children in Poverty. A summary of a study of approaches to offering diversity, tolerance, and respect for diversity education for young children from birth to age 10, including variations in program content and evaluation, participants, and organization staff and funding, based on interviews with organizations' representatives.
General
 - ◆ Romero, Mariajosé. 2008. *Promoting Tolerance and Respect for Diversity in Early Childhood: Toward a Research and Practice Agenda: A View from the Field*. New York: Columbia University, National Center for Children in Poverty. A study of approaches to offering diversity, tolerance, and respect for diversity (DTRD): education for young children from birth to age 10, including variations in program content and evaluation, participants, and organization staff and funding, based on interviews with representatives of organizations offering DTRD programming.
General
 - ◆ Romero, Mariajosé. 2008. *Promoting Tolerance and Respect for Diversity in Early Childhood: Toward a Research and Practice Agenda: Report*

- of a Meeting, June 25, 2007*. New York: Columbia University, National Center for Children in Poverty.
An overview of issues discussed at a meeting of researchers, policymakers, evaluators, practitioners, and members of the foundation community, devoted to diversity, tolerance, and respect for diversity education for young children from birth to age 10, or their parents, teachers, or caregivers.
General
- ◆ Spencer, Margaret Beale. 2006. Revisiting the 1990 Special Issue on Minority Children: An Editorial Perspective 15 Years Later. *Child Development* 77(5): 1149-1154.
The editorial of the 2006 Special Issue on Race, Ethnic group and Culture, which examines how researchers have represented the development of America's diverse youth.
Specific: ethnic group, race
 - ◆ Stovall, David. 2006. Forging Community in Race and Class: Critical Race Theory and the Quest for Social Justice in Education. *Race, Ethnic Group and Education* 9(3): 243-259.
A discussion of critical race theory (CRT): as a viable framework to address issues of social justice in education.
Specific: race, social class
 - ◆ Thrupp, Martin; Tomlinson, Sally. 2006. Introduction: Education Policy, Social Justice and 'Complex Hope'. *British Educational Research Journal* 31(5): 549-556.
The introduction to a special issue focusing on recent education policies related to social justice, discussing the limitations of New Labour educational policy regarding the depth and authenticity of its commitment to social justice.
General
 - ◆ Vandembroeck, Michel. 2007. Beyond Anti-bias Education: Changing Conceptions of Diversity and Equity in European Early Childhood Education. *European Early Childhood Education Research Journal* 15(1).
An analysis of changing perceptions of diversity and equity based on a historical analysis of Belgian child care policies.
General
 - ◆ Washington, Valora. 2005. Sharing Leadership: A Case Study of Diversity in Our Profession. *YC Young Children* 60(1): 23-28.
A description of major themes emerging during a one-day Diversity Dialogues in Massachusetts, sponsored by the Schott Foundation for Public Education, that aimed to explore perceptions of how ethnic groups within the state participate in leadership in early childhood education.
General
 - ◆ Wiltz, Sue M. 2006. *Teaching Tolerance to Toddlers: Researchers and Practitioners Examine Anti-bias Education*. New York: The Third Millennium Foundation.
The summary of a workshop gathering German early childhood researchers from the Berlin-based Kinderwelten project - which seeks to address discrimination and bias that immigrant children often face in German preschools - and Foundation for Child Development's Young Scholars, who are exploring related themes in their own work to exchange ideas about teaching young children - and their families - to live respectfully in dynamic multiethnic societies.
Specific: ethnic group
 - ◆ Wright, Stephen C., Bougie, Evelyne. 2007. Intergroup Contact and Minority-Language Education: Reducing Language-based Discrimination and Its Negative Impact. *Journal of Language and Social Psychology* 26: 157-181.
A discussion of intergroup contact theory and the psychology of the minority-language group as two related approaches that may help reduce language-based discrimination.
Specific: language
 - ◆ Yelland, Nicola. 2005. *Critical Issues in Early Childhood Education*. Maidenhead, United Kingdom: Open University Press.
A postmodern exploration of early childhood including commonly addressed themes (gender, men in the nursery, communication, information and communications technology, diversity): with authors from from around the globe, including Australia, Finland, the U.K., and the U.S.A.
General

Identities and Peer Cultures

- ◆ Asher, Steven R.; McDonald, Kristina L. 2009. The Behavioral Basis of Acceptance, Rejection, and Perceived Popularity. In Nelson, Todd D. (Ed). *Handbook of Prejudice, Stereotyping, and Discrimination*. New York: Psychology Press, 489-505.
A review of recent research on the behavioral correlates of acceptance-rejection by peers, with the discussion of perceived popularity as a newer, but related, issue in peer relations research.
General
- ◆ Awokoya, Janet Tolulope; Clark, Christine. 2008. Demystifying Cultural Theories and Practices: Locating Black Immigrant Experiences in Teacher Education Research. *Multicultural Education* 16(2): 49-58.
A discussion of the contributions and limitations of Cultural ecological theory (CET); culture-centered theory (CCT); and critical race theory (CRT): to understanding of the educational experiences of black immigrant youth.
Specific: immigrant status, race
- ◆ Bagby, Janet H. 2005. The Effects of Socioeconomic Diversity on the Language, Cognitive and Social-Emotional Development of Children from Low-Income Backgrounds. *Early Child Development and Care* 175(5): 395-405.
A study of the influence of socioeconomic diversity within a preschool classroom on the language, cognitive, and socioemotional development of low income children.
Specific: social class
- ◆ Books, Sue. (Ed). 2007. *Invisible Children in the Society and Its Schools*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 3rd ed.
An edited collection of writings on the practices of social exclusion and inclusion in schools and peer groups, with discussions of strategies excluded children follow to pursue self-advocacy and social agency.
General
- ◆ Brooker, Liz. 2006. From Home to the Home Corner: Observing Children's Identity-maintenance in Early Childhood Settings. *Children & Society* 20(2): 116-127.
A qualitative study of a Korean private kindergarten and a U.K. reception to examine the gendered and ethnic identities the children display at home and in early childhood settings, suggesting that the transition from home to group settings may reinforce rather than diminish the stereotyping along gendered and ethnic lines, while participation in 'research' conversations may provide children with opportunities to question and reflect on stereotypes.
Specific: race
- ◆ Chen, Xinyin; Tse, Hennis Chi-Hang. 2008. Social Functioning and Adjustment in Canadian-born Children with Chinese and European Backgrounds. *Developmental Psychology* 44(5): 1430-1441.
A study of social functioning, peer acceptance and rejection, and victimization among Chinese Canadian and European Canadian children in elementary schools.
Specific: ethnic group, national origin, race
- ◆ Duffy, Amanda L.; Nesdale, Drew. 2009. Peer Groups, Social Identity, and Children's Bullying Behavior. *Social Psychology of Education* 12(1): 63-76.
A study of the impact of peer groups on childhood bullying among eight- to thirteen year olds, from a social identity theory perspective.
General
- ◆ Jackson, Melissa F.; Barth, Joan M.; Powell, Nicole; Lochman, John E. 2006. Classroom Contextual Effects of Race on Children's Peer Nominations. *Child Development* 77(5): 1325-1337.
A study on the influence of the racial composition of the classroom and racial attitudes on children's peer selections.
Specific: race

- ◆ Langhout, Regina Day. 2005. Acts of Resistance: Student (In)Visibility. *Culture & Psychology* 11(2): 123-158.
A qualitative study of the silencing practices of a school serving primarily African American and low income students, and students' resistance to those practices.
Specific: race, social class
- ◆ Messioua, Kyriaki. 2006. Conversations with Children: Making Sense of Marginalization in Primary School Settings. *European Journal of Special Needs Education* 21(1): 39-54.
An ethnographic study of the perspectives 5- to 12-year old children experiencing marginalization in an elementary school in Cyprus.
Specific: special needs
- ◆ Nesdale, Drew; Durkin, Kevin; Maass, Anne; Griffiths, Judith. 2005. Group Norms, Threat, and Children's Racial Prejudice. *Child Development* 76(3): 652-663.
An experimental study of ethnic/racial prejudice among Anglo-Australian, 7- to 9-year olds.
Specific: ethnic group race
- ◆ Pacini-Ketchabaw, Veronica. 2008. The Politics of Difference and Diversity: from Young Children's Violence to Creative Power Expressions. *Contemporary Issues in Early Childhood* 9(3): 256-264.
A commentary on two dialogs in which children in child care settings negotiate racialized identities and power relations.
Specific: race
- ◆ Resnik, Julia. 2006. Alternative Identities in Multicultural Schools in Israel: Emancipatory Identity, Mixed Identity and Transnational Identity. *British Journal of Sociology of Education* 27(5): 585-601.
A discussion the role of Israeli multicultural schools in the provision of alternative identities to the prevailing national identity and their impact on young immigrants.
Specific: ethnic group, national origin
- ◆ Romero, Sandy L. 2009. The Selection of Friends by Preschool Children. *NHSA Dialog* 12(4): 293-306.
An exploration of the influence of ethnic group, gender, and behavior in children's selection of friends, based on a sample of 59 children who attend a Head Start program in Alexandria, Virginia.
Specific: ethnic group, gender
- ◆ Zacher, Jessica C. 2009. Christina's Worlds: Negotiating Childhood in the City. *Educational Studies* 45(3): 262-279.
A case study of the experiences and racial identity construction of Latina female student attending a diversely populated elementary school with a multicultural curriculum.
Specific: ethnic group, race
- ◆ Moinian, Farzaneh. 2009. 'I'm Just Me!': Children Talking Beyond Ethnic and Religious Identities. *Childhood* 16(1): 31-48.
A study of the conversations of Swedish-born, Iranian immigrant children about their own cultural and ethnic backgrounds, and these influenced their lives.
Specific: ethnic group, race

Implicit Bias

- ◆ Baron, Andrew Scott; Banaji, Mahzarin R. 2006. The Development of Implicit Attitudes: Evidence of Race Evaluations from Ages 6 and 10 and Adulthood. *Psychological Science* 17(1): 53-58. A study of the development of race-based implicit attitudes among white American six- and ten-year-olds and adults.
Specific: race
- ◆ Davis, Stephanie C.; Leman, Patrick J.; Barrett, Martyn. 2007. Children's Implicit and Explicit Ethnic Group Attitudes, Ethnic Group Identification, and Self-esteem. *International Journal of Behavioral Development* 31(5): 454-466. A study of implicit and explicit ethnic group attitudes, racial and ethnic identification, and self-esteem among Black and white 5-, 7- and 9-year olds.
Specific: race
- ◆ Dunham, Yarrow Cabral. 2007. *Assessing the Automaticity of Intergroup Bias*. Dissertation Abstracts International: Section B: The Sciences. A study of the early emergence of implicit intergroup bias and its relation to categorization and group membership among 3- to 5-year olds.
General
- ◆ Dunham, Yarrow Cabral; Baron, Andrew Scott; Banaji, Mahzarin R. 2006. From American City to Japanese Village: A Cross-Cultural Investigation of Implicit Race Attitudes. *Child Development* 77(5): 1268-1281. A study of the development of implicit racial attitudes in American and Japanese children and adults.
Specific: race
- ◆ Legault, Lisa; Green-Demers, Isabelle; Grant, Protius; Chung, Joyce. 2007. On the Self-Regulation of Implicit and Explicit Prejudice: A Self-determination Theory Perspective. *Personality and Social Psychology Bulletin* 33(5): 732-749. A series of studies examining a taxonomy of motives to regulate prejudice, and of the impact of motivation to regulate prejudice on expressions of implicit and explicit prejudice.
General
- ◆ McGrane, Joshua A.; White, Fiona A. 2007. Differences in Anglo and Asian Australians' Explicit and Implicit Prejudice and the Attenuation of Their Implicit In-group Bias. *Asian Journal of Social Psychology* 10(3): 204-210. A study of implicit and explicit prejudice and the effect of brief exposure to positive out-group exemplars among Asian minority and Anglo majority children in Australia.
Specific: ethnic group, race
- ◆ Pfeifer, Jennifer Hope. 2008. *Me, You, Us, and Them: FMRI Studies of Self and Social Perception in Children*. Dissertation Abstracts International: Section B: The Sciences and Engineering. A study of the neural systems supporting social cognitive processes, specifically the capacity to understand ourselves and others in terms of stable personality traits and changing mental or emotional states, using functional magnetic resonance imaging in 9- to 10-year olds.
General
- ◆ Sinclair, Stacey; Dunn, Elizabeth; Lowery, Brian S. 2005. The Relationship Between Parental Racial Attitudes and Children's Implicit Prejudice. *Journal of Experimental Social Psychology* 41(3): 283-289. A study of the extent to which children's identification with parents moderates the latter's influence on children's implicit and explicit racial prejudice.
Specific: race
- ◆ Sporer, Siegfried Ludwig; Trinkl, Barbara; Guberova, Elena. 2007. Matching Faces: Differences in Processing Speed of Out-group Faces by Different Ethnic Groups. *Journal of Cross-Cultural Psychology*, 38(4): 398-412. A study of out-group processing deficit for faces of other ethnic groups among Turkish and Austrian 10- to 15 year olds.
Specific: ethnic group, race

- ◆ Tam, Tania; Hewstone, Miles; Harwood, Jake; Voci, Alberto; Kenworthy, Jared. 2006. Intergroup Contact and Grandparent-grandchild Communication: The Effects of Self-disclosure on Implicit and Explicit Biases Against Older People. *Group Processes & Intergroup Relations* 9(3): 413-429.
A study of the influence of self-disclosure in grandparent-grandchild communication and its relation to anxiety and empathy in improving intergenerational attitudes.
Specific: Age
- ◆ Turner, Rhiannon N.; Hewstone, Miles; Voci, Alberto. 2007. Reducing Explicit and Implicit Outgroup Prejudice Via Direct and Extended Contact: The Mediating Role of Self-disclosure and Intergroup Anxiety. *Journal of Personality and Social Psychology* 93(3): 369-388.

Four studies of how self-disclosure, empathy, intergroup anxiety, importance of contact, and intergroup trust mediate the effect of cross-group friendship on explicit outgroup attitudes among white and South Asian elementary and high school children.
General

- ◆ Urland, Geoffrey Raymond. 2006. *Black and White and Dread All Over: Exploring the Relationships Between the P200 and N200 ERP Components and Implicit Stereotypes and Prejudice*. Dissertation Abstracts International: Section B: The Sciences and Engineering. A study of the relation between event-related brain potentials (ERPs): and implicit biases suggesting strong evidence of implicit stereotyping, but no evidence of implicit prejudice.
Specific: race

Intergroup Contact

- ◆ Aboud, Frances E.; Sankar, Janani. 2007. Friendship and Identity in a Language-Integrated School. *International Journal of Behavioral Development* 31(5): 445-453.
A study of cross- and intra-ethnic peer relations and perceptions among second and fifth graders in two integrated Anglophone and Francophone urban schools in Canada.
Specific: ethnic group, language
- ◆ Abrams, Dominic; Rutland, Adam; Cameron, Lindsey; Ferrell, Jennifer. 2007. Older But Wilier: In-group Accountability and the Development of Subjective Group Dynamics. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. 34(6): 1518-1533.
A test of how in-group and out-group and normative and deviant in-group members may affect the development of subjective group dynamics among five- to twelve-year-olds under conditions of high or low accountability to in-group peers.
General

- ◆ Abrams, Dominic; Rutland, Adam; Ferrell, Jennifer M.; Pelletier, Joseph. 2008. Children's Judgments of Disloyal and Immoral Peer Behavior: Subjective Group Dynamics in Minimal Intergroup Contexts. *Scandinavian Journal of Psychology* 49(2): 141-146.
A study of whether peer exclusion during middle childhood involves inferences about group dynamics among 7- to 9- year olds.
General
- ◆ Black, Katherine A.; Marola, Jennifer A.; Littman, Anne L.; Chrisler, Joan C.; Neace, William. 2009. Gender and Form of Cereal Box Characters: Different Medium, Same Disparity. *Sex Roles* 60(11-12): 870-881.
Specific: gender
- ◆ Cameron, Lindsey; Rutland, Adam; Brown, Rupert; Douch, Rebecca. 2006. Changing Children's Intergroup Attitudes Toward Refugees: Testing Different Models of Extended Contact. *Child Development* 77(5): 1208-1219.

- The evaluation of an intervention based on the 'extended contact hypothesis' to change children's intergroup attitudes toward refugees.
Specific: race social class
- ◆ Castelli, Luigi; De Amicis, Leyla; Sherman, Steven J. 2007. The Loyal Member Effect: on the Preference for Ingroup Members Who Engage in Exclusive Relations with the Ingroup. *Developmental Psychology* 43(6): 1347-1359. A study of the preferences of preschoolers, first graders, and 9- to 10-year olds for members of the same racial group who interact positively with other ingroup members rather than with outgroup members.
Specific: race
 - ◆ Crystal, David S.; Killen, Melanie; Ruck, Martin. 2008. It Is Who You Know That Counts: Intergroup Contact and Judgments about Race-based Exclusion. *British Journal of Developmental Psychology* 26(1): 51-70. A study of the influence of inter-race contact on evaluations by majority and minority fourth-, seventh-, and tenth-graders of race-based exclusion by parents and peers.
Specific: race
 - ◆ De Caroli, Maria Elvira; Sagone, Elisabetta. 2007. Toys, Sociocognitive Traits, and Occupations: Italian Children's Endorsement of Gender Stereotypes. *International Journal of Psychology & Psychological Therapy* 7(2): 269-283. A study of gender stereotypes related to gender-typed toys, traits, and occupational choices among Italian, 8- to 12-year olds.
Specific: gender
 - ◆ Dunham, Yarrow; Baron, Andrew Scott; Banaji, Mahzarin R. 2007. Children and Social Groups: A Developmental Analysis of Implicit Consistency in Hispanic Americans. *Sex Roles* 60(11-12): 882-889. A study of self-esteem, group identity, and group attitude as three aspects of implicit social cognition, and their interrelationships among Hispanic American 5- to 12- year olds.
Specific: ethnic group, race
 - ◆ Feddes, Allard R.; Noack, Peter; Rutland, Adam. 2009. Direct and Extended Friendship Effects on Minority and Majority Children's Interethnic Attitudes: A Longitudinal Study. *Journal of Applied Developmental Psychology* 30(3): 366-377. A longitudinal study of the effect of direct and extended cross-ethnic friendships on inter-group attitudes among German majority and Turkish minority, 7 to 11 year olds in ethnically heterogeneous elementary schools.
Specific: ethnic group
 - ◆ Frey, Frances E.; Tropp, Linda R. 2006. Being Seen As Individuals Versus As Group Members: Extending Research on Metaperception to Intergroup Contexts. *Personality and Social Psychology Review* 10(3): 265-280. An overview of research on people's expectations for how they are viewed in intergroup contexts, and how they emerge in interpersonal contexts.
General
 - ◆ Guinote, Ana; Mauro, Carla; Pereira, Maria Helena; Monteiro, Maria Benedicta. 2007. Children's Perceptions of Group Variability as a Function of Status. *Social Development* 16(1): 150-168. Findings from two studies on perceived ingroup and outgroup variability and its relation to status among white and Black, 7- and 9-year olds.
Specific: race
 - ◆ Harris, Kylie; Barnes, Sally. 2009. Male Teacher, Female Teacher: Exploring Children's Perspectives of Teachers' Roles in Kindergartens. *Child Development* 80(1): Jan-Feb 2009, 224-243. A qualitative study of whether teacher gender affects four-year-old children's perspectives on teacher roles in a kindergarten classroom.
Specific: gender
 - ◆ Hayes, Bernadette C.; McAllister, Ian; Dowds, Lizanne. 2007. Integrated Education, Intergroup Relations, and Political Identities in Northern Ireland. *Social Problems* 54(4): 454-482. A retrospective study of the extent to which a religiously integrated education helped reduced prejudicial attitudes and racial and ethnic divisions between Protestants and Catholics, based on

- pooled sample of surveys conducted in Northern Ireland between 1998 and 2003.
Specific: religion
- ◆ Holub, Shayla C.; Tisak, Marie S.; Mullins, David. 2008. Gender Differences in Children's Hero Attributions: Personal Hero Choices and Evaluations of Typical Male and Female Heroes. *Developmental Science* 11(1): 69-75.
A study of gender differences in the personal hero choices, hero attributions, and characteristics attributed to "typical" male and female heroes of 10-year olds in the Midwestern United States.
Specific: gender
 - ◆ Karniol, Rachel; Gal-Disegni, Michal. 2009. The Impact of Gender-Fair Versus Gender-Stereotyped Basal Readers on 1st-Grade Children's Gender Stereotypes: A Natural Experiment. *Frontiers in Behavioral Neuroscience* 3.
A study of the extent to which stereotypical or fair portraits of gender roles in basal readers influences first-graders' judgments of the gender-appropriateness of either gender-stereotyped or gender-neutral activities.
Specific: gender
 - ◆ Killen, Melanie. 2007. Children's Social and Moral Reasoning about Exclusion. *Current Directions in Psychological Science* 16(1): 32-36.
A discussion of the contributions of social-domain theory and global stage theory towards understanding children's evaluations of gender- and race-based peer exclusion, in light of developmental intergroup research.
Specific: gender, race
 - ◆ Killen, Melanie; Henning, Alexandra; Kelly, Megan Clark; Crystal, David; Ruck, Martin. 2007. Evaluations of Interracial Peer Encounters by Majority and Minority U.S. Children and Adolescents. *International Journal of Behavioral Development* 31(5): 491-500.
A study of the reasons racial majority and minority, 9- to 15-year olds provide for excluding in interracial peer contexts.
Specific: race
 - ◆ Krahe, Barbara & Altwasser, Colette. 2006. Changing Negative Attitudes Towards Persons with Physical Disabilities: An Experimental Intervention. *Journal of Community & Applied Social Psychology* 16(1): 59-69.
An experimental evaluation of an intervention designed to change negative attitudes toward physically disabled persons.
Specific: special needs
 - ◆ Leman, Patrick J.; Lam, Virginia L. 2008. The Influence of Race and Gender on Children's Conversations and Playmate Choices. *Child Development* 79(5): 1329-43.
A study of the influence of race on and gender on children's conversations and friendship choices among African Caribbean, South Asian and European seven-year olds.
Specific: gender, race
 - ◆ Levy, Sheri R.; Killen, Melanie. (Eds.). 2008. *Intergroup Attitudes and Relations in Childhood Through Adulthood*. New York: Oxford University Press.
An edited collection of writings on the origins, stability, and reduction of intergroup conflict, the trajectories of intergroup conflict and harmony, and the contexts and conditions promoting positive or negative intergroup attitudes and relations.
General
 - ◆ Margie, Nancy Geyelin; Killen, Melanie; Sinno, Stefanie; McGlothlin, Heidi. 2005. Minority Children's Intergroup Attitudes about Peer Relationships. *British Journal of Developmental Psychology* 23(2): 251-269.
A study of intergroup attitudes, implicit racial biases, perceptions of similarity between peer dyads, and judgments about cross-race friendships among African-American and non-African-American minority, first and fourth graders in mixed-ethnic group, suburban public schools.
Specific: race
 - ◆ Martin, John; Bennett, Mark; Murray, Wayne S. 2008. A Developmental Study of the Inframanization Hypothesis. *Child Development* 79(2): 444-461.
A study exploring the intergroup attitudes of 6- to 7- and 10- to 11-year-old Scottish children,

particularly with regard to their ability to forecast the intensity and duration of primary and secondary emotions (for example, anger and pleasure vs shame and guilt): experienced by in- and out-group members.

General

- ◆ Martinot, Delphine; Desert, Michel. 2007. Awareness of a Gender Stereotype, Personal Beliefs and Self-Perceptions Regarding Math Ability: When Boys Do Not Surpass Girls. *Early Childhood Education Journal* 36(2): 201-207. A study of the emergence of a math-ability gender stereotype favorable to boys and personal beliefs on mathematics ability among fourth- and seventh-graders in France. Specific: gender
- ◆ McGlothlin, Heidi; Edmonds, Christina; Killen, Melanie. 2008. Children's and Adolescents' Decision-making About Intergroup Peer Relationships. Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 424-451. A discussion of research on intergroup peer relationships and intergroup bias, variations by age, and the role of parental attitudes. General
- ◆ McGlothlin, Heidi; Killen, Melanie. 2005. Children's Perceptions of Intergroup and Intragroup Similarity and the Role of Social Experience. *Journal of Applied Developmental Psychology* 26(6): 680-698. A study of perceived intragroup and intergroup similarity and evaluations of same-race and cross-race friendships among first and fourth graders attending ethnically homogeneous or ethnically heterogeneous schools. Specific: ethnic group, race
- ◆ McGlothlin, Heidi; Killen, Melanie; Edmonds, Christina. 2005. European-American Children's Intergroup Attitudes About Peer Relationships. *British Journal of Developmental Psychology* 23(2): 227-249. A study of the relation among implicit racial biases, perceptions of similarity between peer dyads, and judgments about cross-race friendships among European-American first and fourth graders. Specific: race
- ◆ Miller, Cindy Faith; Lurye, Leah E.; Zosuls, Kristina M.; Ruble, Diane N. 2009. Accessibility of Gender Stereotype Domains: Developmental and Gender Differences in Children. *Child Development* 80(2): 377-390. A study of developmental and gender differences in the relative accessibility of different gender stereotype domains among 3- to 10- years olds. Specific: gender
- ◆ Nagda, Biren A.; Tropp, Linda R.; Paluck, Elizabeth Levy. 2006. Looking Back As We Look Ahead: Integrating Research, Theory, and Practice on Intergroup Relations. *Journal of Social Issues* 62(3): 439-451. A special issue reviewing scholarship on intergroup relations in social psychology aiming to re-introduce the original focus of this field on integrating social science and social action and to broaden its from prejudice reduction to social inclusion. General
- ◆ Nesdale, Drew; Durkin, Kevin; Maass, Anne; Kiesner, Jeff; Griffiths, Judith A. 2008. Effects of Group Norms on Children's Intentions to Bully. *Journal of Community & Applied Social Psychology* 18(5): 403-419. A study of the effect of peer group norms on intentions to bully among 7 and 9 year olds. General
- ◆ Nigbur, Dennis; Brown, Rupert; Cameron, Lindsey; Hossain, Rosa; Landau, Anick; Le Touze, Dominique; Rutland, Adam; Watters, Charles. 2008. Acculturation, Well-being and Classroom Behaviour Among white British and British Asian Primary-School Children in the South-east of England: Validating a Child-Friendly Measure of Acculturation Attitudes. *Social Development* 17(4): 889-907. A study providing empirical validation to a customized, child-friendly measure of acculturation attitudes. Specific: race

- ◆ Pettigrew, Thomas F. 2006. A Two-Level Approach to Anti-immigrant Prejudice and Discrimination. In Mahalingam, Ramaswami (Ed). 2006. *Cultural Psychology of Immigrants*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 95-112.
A discussion of research on prejudice and discrimination against new immigrants and how they manifest differently at the individual/inter-group and cultural/structural levels of analysis.
Specific: national origin
- ◆ Pettigrew, Thomas F. 2008. Future Directions for Intergroup Contact Theory and Research. *International Journal of Intercultural Relations* 32(3): 187-199.
A review of recent research and theory on intergroup contact with a discussion of recommendations for future work in the field.
General
- ◆ Pettigrew, Thomas F.; Tropp, Linda R. 2005. Allport's Intergroup Contact Hypothesis: Its History and Influence. In Dovidio, John F.; Glick, Peter; Rudman, Laurie (Eds.). *On the Nature of Prejudice: Fifty Years After Allport*. Malden, MA: Blackwell Publishing, 262-277.
A discussion of Allport's intergroup contact hypothesis in light of the 1950's intellectual climate in which it was formulated as well as of a meta-analysis of intergroup contact research strongly supporting this theory.
General
- ◆ Pettigrew, Thomas F.; Tropp, Linda R. 2006. A Meta-Analytic Test of Intergroup Contact Theory. *Journal of Personality and Social Psychology* 90(5): 751-783.
A meta-analysis of 713 independent samples from 515 studies on the effectiveness of intergroup contact in reducing intergroup prejudice, with an analysis of the impact of Allport's optimal contact conditions.
General
- ◆ Schuette, Christine; Killen, Melanie. 2009. Children's Evaluations of Gender-stereotypic Household Activities in the Family Context. *Journal of Research in Childhood Education* 23(4): 539-548.
A study of the evaluations of parental decisions regarding gender-stereotypic household family activities among 5-, 8-, and 10-year olds.
Specific: gender
- ◆ Stringer, Maurice; Irwing, P.; Giles, M.; McClenahan, C.; Wilson, R.; Hunter, J. A. 2009. Intergroup Contact, Friendship Quality and Political Attitudes in Integrated and Segregated Schools in Northern Ireland. *Self and Identity* 6(2-3): 238-255.
A study of the effects of integrated and segregated schooling on self-reported inter-group contact and friendship in school and community settings in Northern Irish, 11- to 14 year olds.
Specific: ethnic group
- ◆ Susskind, Joshua E.; Hodges, Cynthia. 2007. Decoupling Children's Gender-based In-group Positivity from Out-group Negativity. *Early Childhood Education Journal* 34(5): 357-366.
A study of whether gender-based intergroup biases reflect positive attitudes toward the in-group and/or negative attitudes toward the out-group among third through fifth graders.
Specific: gender
- ◆ Tropp, Linda R.; Bianchi, Rebecca A. 2006. Valuing Diversity and Interest in Intergroup Contact. *Journal of Social Issues* 62(3): 533-551.
A review of three studies of the ways in which valuing diversity relates to interest in intergroup contact among members of minority and majority status groups.
General
- ◆ Tropp, Linda R. 2006. Stigma and Intergroup Contact among Members of Minority and Majority Status Groups. In Levin, Shana; van Laar, Colette (Eds.). 2006. *Stigma and Group Inequality: Social Psychological Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 171-191.
A discussion of intergroup contact theory in light of recent perspectives on status differences among groups, and of the extent to which the positive effect of intergroup contact on intergroup relations needs to take into account status differentials among minority and majority status groups.
General

- ◆ Tropp, Linda R.; Bianchi, Rebecca A. 2007. Interpreting References to Group Membership in Context: Feelings about Intergroup Contact Depending on Who Says What to Whom. *European Journal of Social Psychology* 37(1): 153-170. Two experimental studies of how feelings toward intergroup contact may be influenced by group membership salience and contextual features. General
- ◆ Tropp, Linda R.; Pettigrew, Thomas F. 2005. Differential Relationships Between Intergroup Contact and Affective and Cognitive Dimensions of Prejudice. *Personality and Social Psychology Bulletin* 31(8): 1145-1158. A study of whether affective and cognitive dimensions of prejudice relate in different ways to intergroup contact, based on a meta-analysis of studies on contact effects. General
- ◆ Tropp, Linda R.; Pettigrew, Thomas F. 2005. Relationships Between Intergroup Contact and Prejudice among Minority and Majority Status Groups. *Psychological Science* 16(12): 951-957. A study examining the impact of greater intergroup contact in lowering intergroup prejudice in members of minority and majority status groups, based on data from a meta-analysis of research on the effects of intergroup contact. General
- ◆ Verkuyten, Maykel. 2007. Ethnic In-group Favoritism among Minority and Majority Groups: Testing the Self-esteem Hypothesis Among Preadolescents. *International Journal of Behavioral Development* 31(2): 97-104. A study of the relationship between ethnic group evaluations and momentary collective self-feelings among Dutch and Turkish preadolescents. Specific: ethnic group
- ◆ Verkuyten, Maykel; De Wolf, Angela. 2007. The Development of In-group Favoritism: Between Social Reality and Group Identity. *Developmental Psychology* 43(4): 901-911. A study of the extent to which encountering social reality constraints related to eye-color and national group differences, as well as group identity concerns restrict the tendency for in-group favoritism in group evaluations among 6-, 8-, and 10-year-olds. Specific: physical appearance

Prejudice Development and Reduction

- ◆ Aboud, Frances E. 2005. The Development of Prejudice in Childhood and Adolescence. In Dovidio, John F.; Glick, Peter; Rudman, Laurie A. (Eds.). 2005. *On the Nature of Prejudice: Fifty Years After Allport*. Malden, MA: Blackwell Publishing, 310-326. A review of Allport's theory of prejudice development in terms of learning in light of a cultural context that no longer sanctions open expressions of racial prejudice. General
- ◆ Aboud, Frances E. 2008. A Social-cognitive Developmental Theory of Prejudice. In Quintana, Stephen M.; McKown, Clark (Eds.). 2008. *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 55-71. A discussion of pertinent aspects of Piaget's and Kohlberg's cognitive-developmental theory, its application to the study of prejudice development, and its strengths and weaknesses vis-à-vis research evidence. General
- ◆ Anderson, David A.; Hamilton, Mykol. 2005. Gender Role Stereotyping of Parents in Children's Picture Books: The Invisible Father. *Sex Roles* 52(3-4): 145-151. A study of the representation of mothers and fathers in children's picture books. Specific: gender

- ◆ Arthur, Andrea E.; Bigler, Rebecca S.; Liben, Lynn S.; Gelman, Susan A.; Ruble, Diane N. 2008. Gender Stereotyping and Prejudice in Young Children: A Developmental Intergroup Perspective. In Levy, Sheri R.; Killen, Melanie (Eds.). *Intergroup Attitudes and Relations in Childhood Through Adulthood*. New York: Oxford University Press, 105-125.
A discussion of the applicability of developmental intergroup theory to the study of gender-based social stereotyping and prejudice, with a discussion of gaps in the literature regarding the conceptualization, definition, and operation of the concepts of gender stereotyping and gender prejudice among under five year olds.
Specific: gender
- ◆ Bakir, Aysen; Blodgett, Jeffrey G; Rose, Gregory M. 2008. Children's Responses to Gender-role Stereotyped Advertisements. *Journal of Advertising Research* 48(2): 255-266.
A study of attitudes toward advertisements incorporating agentic or communal gender-role attributes among male and female pre-adolescents.
Specific: gender
- ◆ Banerjee, Robin. 2005. Gender Identity and the Development of Gender Roles. In Ding, Sharon; Littleton, Karen (Eds.). *Children's Personal and Social Development*. Malden, MA: Blackwell Publishing, 142-179.
A discussion of gender identity development and the historical, cross-cultural constancy of characteristics associated to masculine and feminine psychological profiles.
Specific: gender
- ◆ Bennett, Mark; Sani, Fabio. 2006. Contextual Variation in Stereotype Content: An Investigation of Children's Central Tendency and Group Variability Judgments. *Social Development* 15(4): 692-708.
A study based on self-categorization theory of the extent to which stereotypes among 5-, 7-, and 10-year olds regarding the gender ingroup are dependent on context.
Specific: gender
- ◆ Brown, Christia S.; Bigler, Rebecca S. 2005. Children's Perceptions of Discrimination: A Developmental Model. *Child Development* 76(3): 533-553.
A developmental framework to understand children's development of discrimination, focusing on its cognitive, situational, and individual differences correlates.
Specific: race
- ◆ Buhin, Larisa; Vera, Elizabeth M. 2009. Preventing Racism and Promoting Social Justice: Person-Centered and Environment-Centered Interventions. *Journal of Developmental and Behavioral Pediatrics* 30(3): 255-263.
Specific: race
- ◆ Cameron, Lindsey; Rutland, Adam. 2006. Extended Contact Through Story Reading in School: Reducing Children's Prejudice Toward the Disabled. *Journal of Social Issues* 62(3): 469-488.
An evaluation of a prejudice-reduction intervention for young children, based on the concept of extended contact and measuring children's attitudes and intended behavior toward non-disabled and disabled people.
Specific: special needs
- ◆ Cameron, Lindsey; Rutland, Adam; Brown, Rupert. 2007. Promoting Children's Positive Intergroup Attitudes Towards Stigmatized Groups: Extended Contact and Multiple Classification Skills Training. *International Journal of Behavioral Development* 31(5): 454-466.
Two evaluations of interventions based on the extended contact hypothesis and multiple classification skills training aimed to promote positive intergroup attitudes towards stigmatized groups among six- to nine year olds.
General
- ◆ Chacon, Carmen T. 2006. My Journey into Racial Awareness. In Curtis, Andy; Romney, Mary (Eds.). 2006. *Color, Race, and English Language Teaching: Shades of Meaning*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 49-63.
A discussion of the value of developing racial awareness, critical literacy and multiculturalism for teachers of English as a second language to

- counter racism and prepare children children to deal with racial prejudices and social inequity in Venezuela.
Specific: race
- ◆ Chapman, Marilyn; Filipenko, Margot; McTavish, Marianne; Shapiro, Jon. 2007. First Graders' Preferences for Narrative and/or Information Books and Perceptions of Other Boys' and Girls' Book Preferences. *Canadian Journal of Education* 30(2): 531-553.
A study of gender-based stereotypes in first graders' perceived literary preferences.
Specific: gender
 - ◆ Chiesi, Francesca; Primi, Caterina. 2006. Italian Children's Ethnic Stereotyping: Age Differences Among 4-10 Year Olds. *Review of Psychology* 13(1): 3-7.
A study of the attitudes of Italian, 4- to 10-year olds towards different ethnic groups in a context of increasing interaction with minority groups.
Specific: ethnic group
 - ◆ Colley, Ann; Mulhern, Gerry; Relton, Sarah; Shafi, Suzana. 2009. Exploring Children's Stereotypes Through Drawings: The Case of Musical Performance. *Early Child Development and Care* 179(2): 167-181.
A study of gender stereotypes related to musical learning and performance and instrument selection, evident in the drawings of 'a person' and 'a person playing music' by seven- to eight-year and 10-11 year olds.
Specific: gender
 - ◆ Connolly, Paul. 2009. Developing Programmes to Promote Ethnic Diversity in Early Childhood: Lessons from Northern Ireland. *Working Papers in Early Childhood Development* 52. The Hague, Netherlands: Bernard van Leer Foundation.
An overview of armed conflict in Northern Ireland, the relationship of ethnic divisions to children's development, and attempts to develop early childhood interventions and programs to promote racial and ethnic diversity.
Specific: ethnic group
 - ◆ Cvencek, Dario. 2008. *Cognitive Balance among Gender Identity, Gender Stereotypes and Identification with Math in Children*. Dissertation Abstracts international: Section B: The Sciences and Engineering. 68(12-B): 2008, 8423.
A study of the relation among identification with math, gender identity and gender-based stereotypes around math among elementary school children.
Specific: gender
 - ◆ De-Lisi, Ann McGillicuddy; Bullock, Merry. 2005. Ethnic Prejudice: A Challenge to Applied Developmental-Social Psychology. *Journal of Applied Developmental Psychology* 26(6): 613-615.
The introduction to a special issue examining the diverse forms that ethnic prejudice and bias can take across societal contexts.
General
 - ◆ Desert, Michel; Preaux, Marie; Jund, Robin. 2009. So Young and Already Victims of Stereotype Threat: Socio-Economic Status and Performance of 6- to 9-Year Old Children on Raven's Progressive Matrices. *International Journal of Intercultural Relations* 33(6): 498-506.
A study of whether low socio-economic status (SES): first- and third-graders are subject to the influence of stereotype threat while performing Raven's progressive matrices test, as well as of their beliefs about the extent to which abilities at school are a function of SES.
Specific: social class
 - ◆ Dyson, Lily L. 2005. Kindergarten Children's Understanding of and Attitudes Toward People with Disabilities. *Topics in Early Childhood Special Education* 25(2): 95-105.
A study of kindergarteners' understandings of and attitudes toward children with special needs in inclusive classrooms.
Specific: special needs
 - ◆ Enesco, Ileana; Navarro, Alejandra; Paradela, Isabel; Guerrero, Silvia. 2005. Stereotypes and Beliefs About Different Ethnic Groups in Spain: A Study with Spanish and Latin American Children Living in Madrid. *Journal of Applied Developmental Psychology* 26(6): 638-659.

- A study of the knowledge of positive, negative stereotypes, and personal beliefs of Spanish and Latin American children in Madrid towards Spaniards, Gypsies, Latin American and Chinese people.
Specific: ethnic group
- ◆ Englander, Elizabeth. 2007. Is Bullying a Junior Hate Crime? Implications for Interventions. *American Behavioral Scientist* 51(2): 205-212. An analysis of unequal power balance, lack of respect for others, and the predominance of bullying among juvenile offenders as characteristics common to bullying and hate crimes, with a discussion of the implications for bullying-prevention efforts.
General
 - ◆ Erwin, Philip G. 2006. Children's Evaluative Stereotypes of Masculine, Feminine, and Androgynous First Names. *Psychological Record* 56(4): 513-519. A study of evaluative stereotypes of masculine, feminine, and androgynous first names among elementary school children.
Specific: gender
 - ◆ Frawley, Timothy J. 2005. *The Effects of Gender Stereotyping on Children's Recall of Story Information Depicted in Caldecott Award Books*. Dissertation Abstracts International Section A: Humanities and Social Sciences. A study of the extent to which gender stereotypes in Caldecott Award winning picture books influence the ability of first and fourth graders to recall gender specific information and the extent of variations over time in the consistency of recall of gender-consistent and inconsistent story information.
Specific: gender
 - ◆ Frawley, Timothy J. 2008. Gender Schema and Prejudicial Recall: How Children Misremember, Fabricate, and Distort Gendered Picture Book Information. *Journal of Research in Childhood Education* 22(3): 291-303. A study of how gender schema and stereotypes influence elementary school children's information processing and recall when reading two Caldecott Award-winning picture books.
Specific: gender
 - ◆ Friedman, Carly Kay; Leaper, Campbell; Bigler, Rebecca S. 2007. Do Mothers' Gender-Related Attitudes or Comments Predict Young Children's Gender Beliefs? *Parenting: Science and Practice* 7(4): 357-366. A study of the relations among mothers' gender attitudes and comments made about gender during a read-aloud activity and their children's gender-stereotyped beliefs.
Specific: gender
 - ◆ Gaertner, Samuel L.; Dovidio, John F.; Guerra, Rita; Rebelo, Margarida; Monteiro, Maria Benedicta; Riek, Blake M.; Houlette, Melissa A. 2008. The Common In-group Identity Model: Applications to Children and Adults. In Levy, Sheri R.; Killen, Melanie (Eds.). 2008. *Intergroup Attitudes and Relations in Childhood through Adulthood*. New York: Oxford University Press, 105-125. A review of research on the common in-group identity model guiding interventions to reduce intergroup bias, and the challenges in recent studies applying the model to young children.
General
 - ◆ Hansson, Lena M.; Karnehed, Nina; Tynelius, Per; Rasmussen, Finn. 2009. Prejudice Against Obesity Among 10-Year-Olds: A Nationwide Population-Based Study. *Developmental Psychology* 44(4): 1184-1189. A study of the effect of sex, place of residence, and socioeconomic status on the prejudices of ten year olds against various body sizes of both sexes.
Specific: weight
 - ◆ Hogan, David E.; Mallott, Michael. 2005. Changing Racial Prejudice Through Diversity Education. *Journal of College Student Development* 46(2): 115-125. A study of the impact of education and personality variables on college students' prejudicial attitudes toward African Americans, using the Modern Racism Scale.
Specific: race
 - ◆ Holtz, Kristen D.; Tessman, Greta K. 2007. Evaluation of a Peer-focused Intervention to Increase Knowledge and Foster Positive Attitudes

- Toward Children with Tourettes Syndrome. *Journal of Developmental and Physical Disabilities* 19(6): 531-542.
This study of the impact of a video-based intervention on children's knowledge and positive attitudes toward peers with Tourette Syndrome.
Specific: special needs
- ◆ Killen, Melanie; McKown, Clark. 2005. How Integrative Approaches to Intergroup Attitudes Advance the Field. *Journal of Applied Developmental Psychology* 26(6): 616-622.
A special issue discussions the origins, early manifestations, and evolution of inter-ethnic prejudice throughout childhood and adolescence from the perspective of developmental psychology.
General
 - ◆ Koroni, Maria; Garagouni-Areou, Fotini; Roussi-Vergou, Christina J.; Zafropoulou, Maria; Piperakis, Stylianos M. 2009. The Stigmatization of Obesity in Children a Survey in Greek Elementary Schools. *International Journal of Psychology* 44(1): 29-39.
A study of prejudice towards obesity among greek elementary school children varying in weight status.
Specific: weight
 - ◆ Liechtenstein, Michael J.; Pruski, Linda A.; Marshall, Carolyn E.; Blalock, Cheryl L.; Liu, Yan; Plaetke, Rosemarie. 2005. Do Middle School Students Really Have Fixed Images of Elders? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences* 60B(1): S37-S47.
A study of the characteristics defining the stereotypes of the elderly among middle schoolers.
Specific: Age
 - ◆ Lynott, Patricia P.; Merola, Pamela R. 2007. Improving the Attitudes of 4th Graders Toward Older People through a Multidimensional Intergenerational Program. *Educational Gerontology* 33(): 63-74.
Findings from the evaluation of a five-month intergenerational program implemented over three years to change the attitudes of fourth graders toward older people.
Specific: Age
 - ◆ Maher, Jill K.; Herbst, Kenneth C.; Childs, Nancy M.; Finn, Seth. 2008. Racial Stereotypes in Children's Television Commercials. *Journal of Advertising Research* 48(1): 80-93.
A study of the frequency and type of representation by ethnically stereotyped groups in children's television commercials.
Specific: race
 - ◆ Mares, Marie-Louise; Woodard, Emory. 2005. Positive Effects of Television on Children's Social Interactions: A Meta-Analysis. *Media Psychology* 7(3): 301-322.
A meta-analysis of studies of the impact of television content on children's social interactions, levels of aggression, altruism, and levels of stereotyping.
General
 - ◆ Marquez, Michelle M. 2009. *Stereotypical Emotional Expression and Its Presence in Caldecott Award Winning Children's Literature*. Dissertation Abstracts international: Section B: The Sciences and Engineering.
A content analysis of the gender-based, stereotypical emotional expressions by main characters in a sample of Caldecott Award winning children's books from the 1938 through 2007.
Specific: gender
 - ◆ Muzzatti, Barbara; Agnoli, Franca. 2007. Gender and Mathematics: Attitudes and Stereotype Threat Susceptibility in Italian Children. *Developmental Psychology* 43(3): 747-759.
Two experiments on the influence of gender based stereotype threat on attitudes toward mathematics, self-confidence in mathematical ability, gender stereotyping of mathematics, and mathematics performance among elementary and middle school Italian children.
Specific: gender
 - ◆ Nesdale, Drew; Maass, Anne; Kiesner, Jeff; Durkin, Kevin; Griffiths, Judith; Ekberg, Andreas. 2007. Effects of Peer Group Rejection, Group Membership, and Group Norms, on Children's Outgroup Prejudice. *International Journal of Behavioral Development* 31(5): 526-535.
A study of the dynamics of rejection and acceptance by groups among six and eight year olds.
General

- ◆ Neto, Felix; Furnham, Adrian. 2005. Gender-role Portrayals in Children's Television Advertisements. *International Journal of Adolescence and Youth* 12(1-2): 69-90.
A content analysis of gender role stereotyping in Portuguese television commercials aimed at children, with a comparison of findings to the levels of stereotyping in the U.S.A. and Great Britain.
Specific: gender
- ◆ Nowicki, Elizabeth A. 2008. The Interaction of Attitudes Toward Racial Membership and Learning Ability in School-Age Children. *International Journal of Behavioral Development* 31(5): 491-500.
A study of the relation between racial prejudice and attitudes toward academic ability.
Specific: Ability, race
- ◆ Oppliger, Patricia A. 2007. Effects of Gender Stereotyping on Socialization. In Preiss, Raymond W (Ed); Gayle, Barbara Mae; Burrell, Nancy; Allen, Mike; Bryant, Jennings (Eds.). 2007. *Mass Media Effects Research: Advances Through Meta-Analysis*. Mahwah, NJ: Lawrence Erlbaum Associates, 199-214.
A meta-analysis of research examining the relationship between media use and gender stereotyping, and variations in terms of participants' age, sex, and culture.
Specific: gender
- ◆ Palmer, Carolyn. 2007. Myths, Stereotypes and Self-perception: The Impact of Albinism on Self-esteem. *British Journal of Visual Impairment* 25(2): 144-154.
A study of self-esteem among children with Albinism, in light of the myths and stereotypes.
Specific: physical appearance
- ◆ Parens, Henri. 2007. The Roots of Prejudice: Findings from Observational Research. In Parens, Henri (Ed); Mahfouz, Afaf; Twemlow, Staurt W.; Scharff, David E. (Eds.). 2007. *The Future of Prejudice: Psychoanalysis and the Prevention of Prejudice*. Lanham, MD: Jason Aronson, 81-95.
A discussion of the development of prejudice in children, from a psychoanalytic perspective.
General
- ◆ Penny, Helen; Haddock, Geoffrey. 2007. Anti-fat Prejudice among Children: The 'Mere Proximity' Effect in 5-10 Year Olds. *Journal of Experimental Social Psychology* 43(4): 678-683.
A study of whether the proximity effect applies to anti-fat prejudice among 5- to 10-year olds and how it relates to participant gender, target character gender and size, and background character size.
Specific: weight
- ◆ Penny, Helen; Haddock, Geoffrey. 2007. Children's Stereotypes of Overweight Children. *British Journal of Developmental Psychology* 25(3): 409-418.
A study of the content, favorability and generality of perceptions about overweight children and their variations by age among 5- to 10-year olds.
Specific: weight
- ◆ Puhl, Rebecca M.; Latner, Janet D. 2007. Stigma, Obesity, and the Health of the Nation's Children. *Psychological Bulletin* 133(4): 557-580.
A review of research on weight stigma in children and adolescents, of the nature and extent of weight bias toward obese children and the primary sources of stigma, including peers, educators, and parents, and the extent to which weight stigma may mediate negative health outcomes.
Specific: weight
- ◆ Robinson, Tom; Anderson, Caitlin. 2006. Older Characters in Children's Animated Television Programs: A Content Analysis of Their Portrayal. *Journal of Broadcasting & Electronic Media* 50(2): 287-304.
A content analysis of how older characters' mental, physical, and overall characteristics are portrayed in children's animated television programs, in light of negative stereotypes toward older people reported among elementary school children.
Specific: Age
- ◆ Rowley, Stephanie J.; Kurtz-Costes, Beth; Mistry, Rashmita; Feagans, Laura. 2007. Social Status as a Predictor of Race and Gender Stereotypes in Late Childhood and Early Adolescence. *Social*

Development 16(1): 150-168.

A study of race and gender stereotypes related to academic, sports and music competence among fourth-, sixth- and eighth-grade white and Black children.

Specific: gender, race

- ◆ Schmalz, Dorothy L.; Davison, Kirsten Krahnstoeber. 2006. Differences in Physical Self-Concept Among Pre-Adolescents Who Participate in Gender-Typed and Cross-Gendered Sports. *Journal of Sport Behavior* 29(4): 335-352.
A study of this study of the physical self-concept of middle-school-aged boys and girls who participated in different gender stereotyped sports.
Specific: gender
- ◆ Schmalz, Dorothy L.; Kerstetter, Deborah L. 2006. Girlie Girls and Manly Men: Children's Stigma Consciousness of Gender in Sports and Physical Activities. *Journal of Leisure Research* 38(4): 536-557.
A study of the extent to which eight- to ten year olds are aware of gender-based stereotypes in sport and physical activity and how their awareness affects their participation choices.
Specific: gender
- ◆ Souto-Manning, Mariana. 2006. Families Learn Together: Reconceptualizing Linguistic Diversity as a Resource. *Early Childhood Education Journal* 33(6): 443-446.
A study of how mother-child interactions mediated by a researcher, along with observations of a child's bilingual environment enabled mothers and their young children to reconsider their misconceptions regarding language acquisitions and their views of linguistic diversity as a deficit.
Specific: language
- ◆ Teichman, Yona; Bar-Tal, Daniel. 2008. Acquisition and Development of a Shared Psychological Intergroup Repertoire in a Context of an Intractable Conflict. In Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 452-482.
A discussion of the role of intractable conflicts in the development of children's stereotypes and prejudices, with a particular focus on the Israeli-Arab conflict, in light of current theories stereotype and prejudice development as well as of an alternative framework, integrative Developmental Contextual Theory (IDCT).
Specific: ethnic group
- ◆ Tepper, Clary A. 2005. *Children's Gender Stereotypes About Emotions*. Dissertation Abstracts International: Section B: The Sciences and Engineering.
A study gender stereotypes about emotions among preschoolers and first and fourth graders.
Specific: gender
- ◆ Trautner, Hanns M.; Ruble, Diane N.; Cyphers, Lisa; Kirsten, Barbara; Behrendt, Regina; Hartmann, Petra. 2005. Rigidity and Flexibility of Gender Stereotypes in Childhood: Developmental or Differential?. *Infant and Child Development* 14(4): 365-381.
A longitudinal study following children from five to ten years of age exploring whether their early rigidity of beliefs about stereotypical gender differences represents a normative transitional developmental stage or whether early individual differences in rigidity continue into later childhood.
Specific: gender
- ◆ Wilansky-Traynor, Pamela; Lobel, Thalma E. 2008. Differential Effects of an Adult Observer's Presence on Sex-Typed Play Behavior: A Comparison Between Gender-schematic and Gender-aschematic Preschool Children. *Archives of Sexual Behavior* 37(4): 548-557.
A study of the differential effect of an adult observer's presence on the sex-typed play behavior of gender schematic and a-schematic preschoolers in Israel.
Specific: gender
- ◆ Woods, Taniesha A.; Kurtz-Costes, Beth; Rowley, Stephanie J. 2005. The Development of Stereotypes About the Rich and Poor: Age, Race, and Family Income Differences in Beliefs. *Journal of Youth and Adolescence* 34(5): 437-445.
A study of the stereotypes of Black and white fourth-, sixth, and eight-graders towards the

academic, sports, and music competence of children varying in socioeconomic status.

Specific: social class

- ◆ Cassidy, Tony. 2009. Bullying and Victimization in School Children: The Role of Social Identity, Problem-solving Style, and Family and School Context. *Developmental Science* 12(1): 96-105.

A survey of the prevalence of peer victimization and its relation to psychological distress, self-esteem, healthy behaviors, adult support, problem-solving styles, perceived social identity, and gender among 11- to 15-year olds.

General

Racial Attitudes and Perspective Taking

- ◆ Barrett, Martyn. 2007. *Children's Knowledge, Beliefs and Feelings about Nations and National Groups*. *Children's Knowledge, Beliefs and Feelings about Nations and National Groups*. Hove, England: Psychology Press/Taylor & Francis. A review of research on the development of understanding of and attitudes towards nations and national groups.

Specific: national origin

- ◆ Barrett, Martyn; Davis, Stephanie C. 2008. Applying Social Identity and Self-Categorization Theories to Children's Racial, Ethnic, National, and State Identifications and Attitudes. In Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 72-110. A review of theories from social psychology to explain adults' intergroup attitudes and prejudices, and their applicability to understand the development of intergroup attitudes and prejudices in children along racial, ethnic, national, and state differences.

Specific: ethnic group, national origin, race

- ◆ Bigler, Rebecca S.; Liben, Lynn S. 2007. Developmental Intergroup Theory: Explaining and Reducing Children's Social Stereotyping and Prejudice. *Current Directions in Psychological Science* 16(3): 162-166.

A discussion of developmental intergroup theory, a new theoretical model on the causal mechanisms of stereotyping and prejudice among children.

General

- ◆ Briscoe, Allison Marie. 2005. *The Interrelationships among Parental Racial Identity, Racial Socialization, and Children's Prejudice and Tolerance*. Dissertation Abstracts International: Section B: The Sciences and Engineering.

A study of the relation between parental racial identity, parental racial socialization techniques, and children's prejudice and tolerance racially and socioeconomically diverse 6- to 10-year olds and their parents.

Specific: race

- ◆ Brown, Christia Spears. 2006. Bias at School: Perceptions of Racial/Ethnic Discrimination among Latino and European American Children. *Cognitive Development* 21(4): 401-419.

A study of the perceptions of racial/ethnic discrimination in educational settings among Latino and white 11-year olds, and how they relate to situational information, social-cognitive abilities, and child characteristics.

Specific: ethnic group, race

- ◆ Brown, Christia Spears; Bigler, Rebecca S. 2005. Children's Perceptions of Discrimination: A Developmental Model. *Child Development* 76(3): 533-553.

A review of theory and research on children's perceptions of discrimination directed toward themselves and others, with a description of a developmental model of the perception of discrimination.

General

- ◆ Brown, Christia Spears; Mistry, Rashmita S.; Bigler, Rebecca S. 2007. Hurricane Katrina: African American Children's Perceptions of Race, Class, and Government Involvement Amid a National Crisis. *Analyses of Social Issues and Public Policy (ASAP)* 7(1): 191-208.
A study of African American children's knowledge of the victims of Hurricane Katrina, their beliefs about the role of race and class biases in the delayed relief efforts, and their views of the role and effectiveness of the government's response.
Specific: race, social class
- ◆ Brown, Tony N.; Lesane-Brown, Chase L. 2006. Race Socialization Messages across Historical Time. *Social Psychology Quarterly* 69(2): 201-213.
A retrospective study of cohort differences in the content of race socialization messages prior to Brown v. Board of Education, during the Civil Rights era, and afterwards.
Specific: race
- ◆ Castelli, Luigi; Carraro, Luciana; Tomelleri, Silvia; Amari, Antonella. 2007. white Children's Alignment to the Perceived Racial Attitudes of the Parents: Closer to the Mother than the Father. *British Journal of Developmental Psychology* 25(3): 353-357.
A study of the relationship between white children's racial attitudes and their perceptions of parental expectations and racial attitudes among 4- to 7-year olds.
Specific: race
- ◆ Castelli, Luigi; De Dea, Cristina; Nesdale, Drew. 2008. Learning Social Attitudes: Children's Sensitivity to the Nonverbal Behaviors of Adult Models During Interracial Interactions. *International Journal of Behavioral Development* 32(4): 337-347.
A study of whether preschoolers children are sensitive to the racially biased nonverbal behaviors and messages of white adults during interracial interactions.
Specific: race
- ◆ Castelli, Luigi; Zogmaister, Cristina; Tomelleri, Silvia. 2009. The Transmission of Racial Attitudes Within the Family. *Journal of Personality and Social Psychology* 93(3): 369-388.
A study of the relation between parents' implicit and explicit racial attitudes and the racial attitudes of their 3- to 6-year-olds.
Specific: race
- ◆ Chesley, Gayle Lynn. 2005. *Children's Attitudes Towards Multiracial Children*. Dissertation Abstracts International: Section B: The Sciences and Engineering.
A study of how race and the racial makeup of friendship groups of white and African American fourth to sixth graders influence their ratings of other children's self-perceptions and social satisfaction.
Specific: race
- ◆ Corrigan, Patrick W; Watson, Amy C. 2007. How Children Stigmatize People with Mental Illness. *International Journal of Social Psychiatry* 53(6): 526-546.
A review of the literature on social cognitive development and ethnic prejudice to understand how children stigmatize individuals with mental illness.
Specific: special needs
- ◆ Cristol, Dean; Gimbert, Belinda. 2008. Racial Perceptions of Young Children: A Review of Literature Post-1999. *Early Childhood Education Journal* 36(2): 201-207.
A review of the literature on the development of racial stereotyping and prejudice in young children since the publication of Bigler's, "The Use of Multicultural Curricula and Materials to Counter Racism in Children" (Journal of Social Issues, 55[4], 687-705, 1999).
Specific: race
- ◆ Enesco, Ileana; Guerrero, Silvia; Callejas, Caroline; Solbes, Irene. 2008. Intergroup Attitudes and Reasoning about Social Exclusion in Majority and Minority Children in Spain. In Levy, Sheri R.; Killen, Melanie (Eds.). *Intergroup Attitudes and Relations in Childhood through Adulthood*. New York: Oxford University Press, 105-125.

- A review of research on the development of inter-group attitudes and social reasoning regarding social exclusion and discrimination among majority group and Latino immigrant children in Spain.
Specific: ethnic group, national origin
- ◆ Greene, Zondrah Williams. 2007. *An Exploratory Study of the Effects of Parental Racial Socialization Attitudes on African American Children*. Dissertation Abstracts International Section A: Humanities and Social Sciences.
A study of the racial socialization messages articulated by African American parents and perceived by their children, and their relation to parents' and children's racial identity.
Specific: race
 - ◆ Griffiths, Judith A.; Nesdale, Drew. 2006. In-group and Out-group Attitudes of Ethnic Majority and Minority Children. *International Journal of Intercultural Relations* 30(6): 735-749.
A study of the ethnic attitudes of 5- to 12-year olds from an ethnic majority group (Anglo-Australian), and a minority group (Pacific Islander).
Specific: ethnic group, race
 - ◆ Hill, Shirley A. 2006. Racial Socialization. In Handel, Gerald (Ed). *Childhood Socialization*. New Brunswick, NJ: Aldine Transaction, 2nd ed. An examination of the attitudes white and racial minority parents towards their children's racial socialization particularly in relation to the possibility or experience of being discriminated along racial lines.
Specific: race
 - ◆ Hughes, Diane; Bachman, Meredith A.; Ruble, Diane N.; Fuligni, Andrew. 2006. Tuned in or Tuned Out: Parents' and Children's Interpretation of Parental Racial/Ethnic Socialization Practices. In Balter, Lawrence; Tamis-LeMonda, Catherine S (Eds.). *Child Psychology: A Handbook of Contemporary Issues*. New York, NY: Psychology Press, 591-610.
A review of research on parents' racial/ethnic socialization practices, messages, and potential developmental consequences, and the degree of correspondence between parents' and children's perceptions of parental racial/ethnic socialization messages.
Specific: ethnic group, race
 - ◆ Hughes, Julie M.; Bigler, Rebecca S.; Levy, Sheri R. 2007. Consequences of Learning About Historical Racism Among European American and African American Children. *Child Development* 78(6): 1689-1705.
A study of responses to learning about racism among European American and African American 6- to 11-year olds.
Specific: race
 - ◆ Hughes, Julie Milligan; Bigler, Rebecca S. 2008. The Impact of Race on Children's Occupational Aspirations. In Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 397-423.
The discussion of an integrated theory the role of race in the psychological processes shaping children's occupational aspirations.
Specific: race
 - ◆ Jordan, Phillip; Hernandez-Reif, Maria. 2009. Reexamination of Young Children's Racial Attitudes and Skin Tone Preferences. *Social Behavior and Personality* 36(1): 49-64.
A study of Black and white preschool children's preferences for cartoon characters of different skin tones and of the effect a story moral valorizing a Black child has on their preferences, following Kenneth and Mamie Clark's classic research doll selection and attributed traits.
Specific: physical appearance, race
 - ◆ Killen, Melanie; McGlothlin, Heidi; Henning, Alexandra. 2008. Explicit Judgments and Implicit Bias: A Developmental Perspective. Levy, Sheri R.; Killen, Melanie (Eds.). *Intergroup Attitudes and Relations in Childhood through Adulthood*. New York, NY: Oxford University Press, 105-125.
A discussion of the relationship between explicit judgments and implicit attitudes based on race, ethnic group and gender, and their relation to context, group membership, and social relationships.
Specific: ethnic group, gender, race

- ◆ Lalonde, Richard N.; Jones, Janelle M.; Stroink, Mirella L. 2008. Racial Identity, Racial Attitudes, and Race Socialization Among Black Canadian Parents. *Canadian Journal of Behavioural Science/Revue Canadienne Des Sciences Du Comportement* 40(3): 129-139.
A study of the influence of racial identity on the socialization strategies used by Black parents to deal with issues of racism and discrimination.
Specific: race
- ◆ Levy, Sheri R.; West, Tara L.; Bigler, Rebecca S.; Karafantis, Dina M.; Ramirez, Luisa; Velilla, Elizabeth. 2005. Messages About the Uniqueness and Similarities of People: Impact on U.S. Black and Latino Youth. *Journal of Applied Developmental Psychology* 26(6): 714-733.
An experimental study of the impact of messages about uniqueness and similarity between groups on the social attitudes of 11- to 14 year old Black and Latino children.
Specific: ethnic group, race
- ◆ Levy, Sheri R.; West, Tara L.; Ramirez, Luisa. 2005. Lay Theories and Intergroup Relations: A Social-Developmental Perspective. *European Review of Social Psychology* 16: 189-220.
A discussion of an integrative social-developmental perspective on how lay theories of difference and diversity unfold in relation to interactions with the social context, and how when framed within view of the Protestant work ethic or color blindness, lay theories may convey tolerant or intolerant meanings, with a review of research in the U.S. and Colombia.
General
- ◆ Levy, Sheri R.; Hughes, Julie Milligan. 2009. Development of Racial and Ethnic Prejudice Among Children. In Nelson, Todd (Ed.). *Handbook of Prejudice, Stereotyping, and Discrimination I*. New York: Psychology Press/Taylor & Francis Group.
A summary of research on understanding and reducing negative racial attitudes and behaviors among children.
Specific: race
- ◆ Marton, Imola; Wiener, Judith; Rogers, Maria; Moore, Chris; Tannock, Rosemary. 2009. Empathy and Social Perspective Taking in Children with Attention-Deficit/Hyperactivity Disorder. *Cognitive Psychology* 59(1): 96-121.
A study of empathy and social perspective among 8- to 12-year olds with and without Attention-Deficit/Hyperactivity Disorder (ADHD).
Specific: special needs
- ◆ McGlothlin, Heidi; Killen, Melanie. 2006. Intergroup Attitudes of European American Children Attending Ethnically Homogeneous Schools. *Child Development* 77(5): 1375-1386.
A study of racial biases and interracial friendships in European American first to fourth graders attending ethnically homogeneous schools.
Specific: race
- ◆ Meisinger, E. B.; Blake, J. J.; Lease, A. M.; Palardy, G. J.; Olejnik, S. F. 2007. Variant and Invariant Predictors of Perceived Popularity Across Majority-Black and Majority-White Classrooms. *Journal of School Psychology* 45(1): 21-44.
A study of athletic ability, prosocial behavior, being “cool”, social withdrawal, “personal privilege”, and expressions of aggression as behavioral descriptors of perceived popularity fourth, fifth, and sixth grade children located in majority-Black or majority-White classrooms.
Specific: race
- ◆ Monteiro, Maria Benedicta; de Franca, Dalila Xavier; Rodrigues, Ricardo. 2007. The Development of Intergroup Bias in Childhood: How Social Norms Can Shape Children’s Racial Behaviours. *International Journal of Psychology* 44(1): 29-39.
Two studies of the development of racial behaviors and expressions of racial prejudice among White, six- to seven- and nine- to ten-year-olds in varying conditions of salience of anti-racist norms as well as of similarity and egalitarian vs merit-based norms regarding race relations.
Specific: race
- ◆ Nesdale, Drew, Griffiths, Judith A, Durkin, Kevin & Maass, Anne. 2005. Empathy, Group Norms and Children’s Ethnic Attitudes. *Journal of Applied Developmental Psychology* 26(6): 623-637.

- A review of two studies of the impact of emotional empathy on the ethnic attitudes of white Australian 5-to 12-year olds.
Specific: ethnic group
- ◆ Nesdale, Drew. 2008. Social Identity Development and Children's Ethnic Attitudes in Australia. In Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 313-338. A study of the development of Australian children's ethnic attitudes from the perspective of social identity development theory.
Specific: ethnic group
 - ◆ Simpson, Birgitte Vittru. 2007. *Exploring the Influences of Educational Television and Parent-Child Discussions on Improving Children's Racial Attitudes*. Dissertation Abstracts International: Section B: The Sciences and Engineering. A study of how white parents can use educational television to discuss race with their five- to seven-year old children and improve their attitudes toward Blacks.
Specific: race
 - ◆ Sousa, Maria Do Rosario; Neto, Felix; Mullet, Etienne. 2005. Can Music Change Ethnic Attitudes among Children?. *Psychology of Music* 33(3): 304-316. A study of the effectiveness of a musical programme incorporating Cape Verdean and Portuguese songs sat in reducing anti-dark-skinned stereotyping among light-skinned Portuguese 7- to 10-year olds.
Specific: ethnic group, race
 - ◆ Spencer, Joi A. 2009. Identity at the Crossroads: Understanding the Practices and Forces That Shape African American Success and Struggle in Mathematics. In Nelson, Todd D. (Ed). 2009. *Handbook of Prejudice, Stereotyping, and Discrimination*. New York: Psychology Press/Taylor & Francis Group, 23-42. A discussion of how racism operates within the context of the mathematics education of African American students resulting in persistent inequities in schools and classrooms, with a presentation of findings from a study of African American students' opportunities to learn mathematics in two central city middle schools, and a description of tools available to school officials to redress racial disparities in mathematics achievement.
Specific: race
 - ◆ Tropp, Linda R.; Prenovost, Mary A. 2008. The Role of Intergroup Contact in Predicting Children's Interethnic Attitudes: Evidence from Meta-Analytic and Field Studies. In Levy, Sheri R.; Killen, Melanie (Eds.). 2008. *Intergroup Attitudes and Relations in Childhood through Adulthood*. New York: Oxford University Press, 105-125. A meta-analysis of research on the impact of optimal conditions for contact in schools on intergroup attitudes among children and adolescents from diverse racial and ethnic groups.
Specific: ethnic group, race
 - ◆ Tynes, Brendesha M.; Ward, L. Monique. 2009. The Role of Media Use and Portrayals in African Americans' Psychosocial Development. *Child Welfare Journal* 87(2): 77-97. A review of research on the nature of portrayals of African Americans in television, film, video games, magazines, music, and the internet, their effects on their psychosocial development, mental health, and behavior, and how these effects vary by the characteristics of the consumer and of the media content.
Specific: race
 - ◆ Tynes, Brendesha Marie. 2006. *Toward a Textual Promised Land: Youth Culture, Race and Identity on the Internet*. Dissertation Abstracts international: Section B: The Sciences and Engineering. Specific: race
 - ◆ Waller-Lomax, April. 2007. Perceived Physical Attractiveness, Self-esteem, and Racial Identity: The Experience of Being African American through the Eyes of Girls. In Letha A. Lee. (Ed). *Human Behavior in the Social Environment from an African-American Perspective* New York: Haworth Press, 183-206. An qualitative exploration of the perceptions of African American, 6- to 17-year old girls regarding physical attractiveness, self-esteem, and racial identity in the 21st century.
Specific: physical appearance, race

- ◆ Williams, Tangelia L.; Davidson, Denise. 2009. Interracial and Intra-Racial Stereotypes and Constructive Memory in 7- and 9-Year Old African American Children. *Social Development* 18(2): 464-477.
A study of interracial and intra-racial views of 7- and 9-year-old African-American children.
Specific: race
- ◆ Wright, Stephen C.; Tropp, Linda R. 2005. Language and Intergroup Contact: Investigating the Impact of Bilingual Instruction on Children's Intergroup Attitudes. *Group Processes & Intergroup Relations* 8(3): 309-328.
A study of the impact of bilingual versus English-only instruction on the intergroup attitudes of white, English-speaking children in kindergarten through second grade.
Specific: language

Racial Segregation

- ◆ Bischoff, Kendra. 2008. School District Fragmentation and Racial Residential Segregation: How Do Boundaries Matter?. *Urban Affairs Review* 44(2): 182-217.
A study of the extent to which school district fragmentation may result on racial segregation in U.S. metropolitan areas.
Specific: race
- ◆ Dorsey, Dana Thompson. 2008. An Examination of the Legal Debate Regarding Race-based Education Policies from 1849 to 1964. *The Negro Educational Review* 59(1/2): 7-26.
A discussion of federal race-based legal cases and legislation from the mid-1800s through the implementation of the Civil Rights Act of 1964 revealing the courts' role in perpetuating white privilege and legally endorsing discrimination and segregation in education.
Specific: race
- ◆ Frankenberg, Erica. 2009. The Demographic Context of Urban Schools and Districts. *Equity & Excellence in Education* 42(3): 255 – 271.
A study of the impact of racial transition in U.S. society on the composition of urban schools and districts.
Specific: race
- ◆ Frankenberg, Erica. 2009. The Segregation of American Teachers. *Education Policy Analysis Archives* 17(1): 1-45.
A survey study of the racial and economic segregation of kindergarten- to twelfth-grade teacher in U.S. schools.
Specific: race, social class
- ◆ Hill, K. Dara. 2009. A Historical Analysis of Desegregation and Racism in a Racially Polarized Region: Implications for the Historical Construct, a Diversity Problem, and Transforming Teacher Education Toward Culturally Relevant Pedagogy. *Urban Education* 44(1): 106-39.
A historical study of divisions of race and class in Detroit and its suburbs, the changing demography in historically affluent suburbs, and implications for culturally responsive teacher preparation.
Specific: race, social class
- ◆ Hodge, Samuel R.; Harrison, Louis; Burden, Joe W.; Dixson, Adrienne D. 2008. Brown in Black and White-Then and Now. *American Behavioral Scientist* 51(7): 928-952.
A discussion of efforts to racially integrate education and sports after the U.S. Supreme Court *Brown v. Board of Education* decision, and how they relate to the social construct of race, particularly for Black male students and athletes.
Specific: race
- ◆ Mabokela, Reitumetse Obakeng; Madsen, Jean A. 2007. African American Teachers in Suburban Desegregated Schools: Intergroup Differences and the Impact of Performance Pressures. *Teachers College Record* 109(5): 1171-206.
A study of the experiences of African American teachers in suburban desegregated majority schools, focusing on how intergroup differences negatively affected their ability to work optimally in these environments.
Specific: race

- ◆ Morris, Jerome E.; Monroe, Carla R. 2009. Why Study the U.S. South? the Nexus of Race and Place in Investigating Black Student Achievement. *Educational Researcher* 38(1): 21-36.
A discussion of research on the Black-white achievement gap in the context of racialized national spaces and population shifts.
Specific: race
- ◆ Oberti, Marco. 2007. Social and School Differentiation in Urban Space: Inequalities and Local Configurations. *Environment and Planning* 39(1): 208-27.
A study of the relation between urban and school segregation in Paris, France, and their relation to the quality and richness of the educational program.
Specific: social class
- ◆ Orfield, Gary; Frankenberg, Erica; Garcés, Liliana M. 2008. Statement of American Social Scientists of Research on School Desegregation to the U.S. Supreme Court in *Parents v. Seattle School District* and *Meredith v. Jefferson County*. *The Urban Review* 40(1): 96-136.
A social science statement submitted by 553 social scientists in the wake of the U.S. Supreme Court Decision related cases involving school districts in Louisville, Kentucky, and Seattle, Washington, that voluntarily adopted racial integration plans.
Specific: ethnic group, race, social class
- ◆ Parrini, Michelle. 2008. Across the Color Line: Diversity, Public Education, and the Supreme Court. *Social Education* 72(1): 40-46.
A discussion the Supreme Court's 2007 decision, *Community Schools v. Seattle School District*, striking down the voluntary racial integration of schools.
Specific: race
- ◆ Saporito, Salvatore. 2009. School Choice in Black and White: Private School Enrollment among Racial Groups, 1990-2000. *Peabody Journal of Education* 84(2): 172-90.
A study of the influence of community racial composition on private school enrollment among different racial groups, based on U.S. Census microdata from 1990 and 2000.
Specific: race
- ◆ Scott, Janelle; Villavicencio, Adriana. 2009. School Context and Charter School Achievement: A Framework for Understanding the Performance "Black Box". *Peabody Journal of Education* 84(2): 227-43.
A study of the relationship between charter school racial composition, school environments, and student achievement.
Specific: race
- ◆ Skiba, Russell J.; Simmons, Ada B.; Ritter, Shana; Gibb, Ashley C.; Rausch, M. Karega; Cuadrado, Jason; Chung, Choong-Geun. 2008. Achieving Equity in Special Education: History, Status, and Current Challenges. *Exceptional Children* 74(3): 264-88.
A discussion of the history, measurement, status, and factors contributing to disproportionate representation of minority students in special education, with recommendations based on an understanding of racial and ethnic disparities in special education as resulting from the complex interplay among test bias, poverty, special education processes, inequity in general education, issues of behavior management, and cultural mismatch/cultural reproduction.
Specific: race, social class, special needs
- ◆ Smith, Stephen Samuel; Kedrowski, Karen M.; Ellis, Joseph M.; Longshaw, Judy. 2008. Your Father Works for My Father: Race, Class, and the Politics of Voluntarily Mandated Desegregation. *Teachers College Record* 110(5): 986-1032.
A study of voluntary efforts at school desegregation in a school district in South Carolina.
Specific; race, social class
- ◆ Van Houtte, Mieke; Stevens, Peter J. 2009. School Ethnic Composition and Students' Integration Outside and Inside Schools in Belgium. *Sociology of Education* 82(3): 217-239.
A study of the relation between the ethnic composition of schools and native and immigrant students' interethnic friendships, social participation, and sense of belonging in Flemish schools in Belgium.
Specific: ethnic group

- ◆ Weiner, Melissa F. 2009. Elite Versus Grassroots: Disjunctures Between Parents' and Civil Rights Organizations' Demands for New York City's Public Schools. *The Sociological Quarterly* 50(1): 89-119.
An analysis of the social class dynamics in the struggle of New York City's black community to desegregate public schools during the 1950s.
Specific: race, social class
- ◆ Wells, Amy Stuart; Frankenberg, Erica. 2007. The Public Schools and the Challenge of the Supreme Court's Integration Decision. *Phi Delta Kappan* 89(3): 178-88.
A discussion of the Supreme Court decision in the Seattle and Louisville desegregation cases.
Specific: race
- ◆ Wells, Ryan. 2009. Segregation and Immigration: An Examination of School Composition for Children of Immigrants. *Equity & Excellence in Education* 42(2): 130-51.
A study of school segregation for children of immigrants in the U.S.
Specific: ethnic group, race

School Mechanisms

- ◆ Archbald, Doug; Glutting, Joseph; Qian, Xiaoyu. 2009. Getting into Honors or Not: An Analysis of the Relative Influence of Grades, Test Scores, and Race on Track Placement in a Comprehensive High School. *American Secondary Education* 37(): 65-81.
A study of the effect of race and academic achievement in middle school on track placement in English courses in high school.
Specific: race
- ◆ Caballero, Chamion; Haynes, Jo; Tikly, Leon. 2007. Researching Mixed Race in Education: Perceptions, Policies and Practices. *Race, Ethnic Group and Education* 10(3): 345-362.
A mixed methods study of the educational attainment, experiences and needs of pupils from mixed white/Black Caribbean backgrounds.
Specific: race
- ◆ Bifulco, Robert; Ladd, Helen F.; Ross, Stephen L. 2009. Public School Choice and Integration Evidence from Durham, North Carolina. *Social Science Research* 38(1): 71-85.
A study of the impact of school choice on racial and class-based segregation across schools.
Specific: race, social class
- ◆ Caldas, Stephen J.; Bernier, Stephen J.; Marceau, Richard. 2009. Explanatory Factors of the Black Achievement Gap in Montréal's Public and Private Schools: A Multivariate Analysis. *Education and Urban Society* 41(2): 197-215.
A study of the Black achievement gap and its relation to school socio-economic status, peer family structure, and average age of the student body's parents.
Specific: race, social class
- ◆ Brown, Frank. 2009. Quality Education for African Americans After Parents Involved: Introduction. *Education and Urban Society* 41(5): 519-28.
A discussion of the implications of the 2007 Supreme Court decision in *Parents Involved in Community Schools v. Seattle School District*, which dismantled the ability of school boards to desegregate their schools by assigning students to schools beyond their neighborhoods, a decision that will lead to de facto segregated schools by race and ethnic group.
Specific: race, social class
- ◆ Cross, Beverly E. 2007. Urban School Achievement Gap as a Metaphor to Conceal U.S. Apartheid Education. *Theory into Practice* 46(3): 247-55.
A critique of the racial, economic school achievement gap as constituting an apartheid education system in the U.S.
Specific: race, social class

- ◆ Darling-Hammond, Linda. 2007. Race, Inequality and Educational Accountability: The Irony of 'No Child Left Behind'. *Race, Ethnic Group and Education* 10(3): 245-260.
A discussion of how the complex requirements of the No Child Left Behind law have prevented reaching the goals of raising educational achievement and closing the racial/ethnic achievement gap, and have resulted in unintended negative consequences for disadvantaged students.
General
- ◆ Darling-Hammond, Linda. 2007. The Flat Earth and Education: How America's Commitment to Equity Will Determine Our Future. *Educational Researcher* 36(6): 318-334.
A discussion of current disparities in educational access, and the relationships between race, educational resources and student achievement in light of recent economic changes and standards-based reforms.
General
- ◆ Davies B, Davis E, Cook K, Waters E. 2008. Getting the Complete Picture: Combining Parental and Child Data to Identify the Barriers to Social Inclusion for Children Living in Low Socio-Economic Areas. *Child Care Health Development* 34(2): 214-22.
A study of the barriers to social inclusion in school, social activities and social networks for 9- to 12-year old children in low socio-economic status areas in Australia.
Specific: social class
- ◆ Davis, Patrick E. 2008. Something Every Teacher and Counselor Needs to Know about African American Children. *Multicultural Education* 15(3): 30-34.
A discussion of the Black-white achievement gap and factors contributing to the continued academic underperformance of Black students.
Specific: race
- ◆ Fernandez-Castillo, Antonio. 2009. Psycho-Educative and Socio-Political Framework for Intercultural Education in Spanish Schools, its Limitations and Possibilities. *International Journal of Intercultural Relations* 33(3): 183-195.
An analysis of the status of immigrant students in the educational system of contemporary Spain, in light of the history of the legislative framework and of the possibilities of intercultural education.
Specific: ethnic group
- ◆ Fram, Maryah Stella; Miller-Cribbs, Julie E.; Van Horn, Lee. 2007. Poverty, Race, and the Contexts of Achievement: Examining Educational Experiences of Children in the U.S. South. *Social Work* 52(4): 309-319.
A study of child-, classroom-, and school-level factors influencing academic achievement among public school children in the South.
Specific: race, social class
- ◆ Frankenberg, Erica. 2009. Part of a Special Issue: Commitment and Retention of Teachers in Urban Schools: Exploring the Role and Influence of Urban-focused Preservice Programs. *Equity & Excellence in Education* 42(3): 255-271.
An examination of the impact of racial transition on the composition of urban schools and districts in the U.S.
Specific: race
- ◆ Freng, Scott; Freng, Adrienne; Moore, Helen. 2007. Examining American Indians' Recall of Cultural Inclusion in School. *Journal of American Indian Education* 46(2): 42-61.
A retrospective study of American Indians' experiences of cultural inclusion in elementary and high school.
Specific: race, ethnic group
- ◆ Gosa, Travis L.; Alexander, Karl L. 2007. Family (Dis)Advantage and the Educational Prospects of Better Off African American Youth: How Race Still Matters. *Teachers College Record* 109(2): 285-321.
A review of the literature on the persistence of the achievement gap between affluent Black children and their white counterparts.
Specific: race, social class
- ◆ Griffith, Henry C., Sr.; Conrad, Timothy L. 2008. Bridging the Knowing and Doing Gap: The No Child Left Behind Act, Race, and Suburban School Districts. *MultiCultural Review* 17(3): 97-98.

- A case study of the efforts of an Ohio suburban school district to use the No Child Left Behind Act to close the achievement gap between white and black students.
Specific: race
- ◆ Hanushek, Eric A.; Kain, John F.; Rivkin, Steven G. 2009. New Evidence about Brown v. Board of Education: The Complex Effects of School Racial Composition on Achievement. *Journal of Labor Economics* 27(3): 349-83.
A study disentangling the effects of racial composition, other aspects of school quality, ability and family background on school achievement and the racial achievement gap, based on panel achievement data from Texas.
Specific: race
 - ◆ Hanushek, Eric A.; Rivkin, Steven G. 2009. Harming the Best: How Schools Affect the Black-White Achievement Gap. *Journal of Policy Analysis and Management* 28(3): 366-393.
A study based on school administrative data in Texas of the the impact of school quality, teacher and peer characteristics on the Black-white achievement gap and its progression over the grades across different parts of the achievement distributionng.
Specific: race
 - ◆ Ladson-Billings, Gloria. 2006. From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Researcher* 35(7): 3-12.
A discussion and redefinition of the achievement gap between Black and white, Latina/o and white, and recent immigrant and white students as an the societal accumulation of education debt.
General
 - ◆ Ledwith, Valerie. 2009. Open Enrollment and Student Sorting in Public Schools: Evidence from Los Angeles County. *Environment and Planning* 41(5): 1109-1128.
A study of the impact of open enrollment on student sorting, access to high quality education, and public school segregation in Los Angeles County, California.
Specific: ethnic group, race
 - ◆ Lewis, Chance W.; James, Marlon; Hancock, Stephen; Hill-Jackson, Valerie. 2008. Framing African American Students' Success and Failure in Urban Settings: A Typology for Change. *Urban Education* 43(2): 127-53.
A discussion based on critical race theory of success and failure for African American students in urban school settings, with recomendations for closing the achievement gap.
Specific: race
 - ◆ Lleras, Christy. 2008. Race, Racial Concentration, and the Dynamics of Educational Inequality aAross Urban and Suburban Schools. *American Educational Research Journal* 45(4): 886-912.
A study of the relation among mathematics placement, engagement, and performance at high-minority and low-minority schools, based on data from the National Educational Longitudinal Study.
Specific: race
 - ◆ Lopez, Edward M.; Gallimore, Ronald; Garnier, Helen; Reese, Leslie. 2007. Preschool Antecedents of Mathematics Achievement of Latinos. *Hispanic Journal of Behavioral Sciences* 29(4): 456-471.
A longitudinal study of the family resources, home literacy activities, Spanish and English language proficiency, and mathematics achievement in preschool and elementary grades on the mathematics achievement of Latino student in middle schools and the Latino mathematics achievement gap.
Specific: ethnic group, social class
 - ◆ McKown, Clark; Strambler, Michael J. 2008. Social Influences on the Ethnic Achievement Gap. In Quintana, Stephen M. (Ed); McKown, Clark (Ed). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 366-396.
A discussion of social factors that may account for racial and ethnic differences in school achievement.
Specific: ethnic group, race
 - ◆ Meunier, Olivier. 2009. Interaction of Romani Identity and Education in the European Context. *International Review of Sociology/Revue Internationale De Sociologie* 19(1): 1-22.

A discussion of the educational and achievement status of Romani children shedding light on the gap between official policies and actual educational practice resulting in socioeconomic, and urban-rural disparities in educational outcomes of Romani students.

Specific: ethnic group, social class

- ◆ Mickelson, Roslyn Arlin; Everett, Bobbie J. 2008. Neotracking in North Carolina: How High School Courses of Study Reproduce Race and Class-Based Stratification. *Teachers College Record* 110(3): 535-570.

A study of the impact of neotracking, a combination of older forms of rigid, comprehensive tracking with newer, more flexible curricular differentiation within subject areas, on students' access to equity and excellence in North Carolina. Specific:

- ◆ Noguera, Pedro A. 2008. The 2007 Charles H. Thompson Lecture-Colloquium Presentation: Creating Schools Where Race Does Not Predict Achievement: The Role and Significance of Race in the Racial Achievement Gap. *The Journal of Negro Education* 77(2): 90-103.

A study of how race is implicated to address racial disparities in school achievement in two suburban school districts varying in the results of their efforts to close the achievement gap.

Specific: race

- ◆ Penner, Andrew M.; Paret, Marcel. 2008. Gender Differences in Mathematics Achievement: Exploring the Early Grades and the Extremes. *Social Science Research* 37(1): 239-253.

A study based on data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 of gender differences in mathematics achievement from kindergarten to fifth grade.

Specific: gender

- ◆ Resnik, Julia. 2009. Contextualizing Recognition, Absence of Recognition, and Misrecognition: The Case of Migrant Workers' Children in Daycares in Israel. *Journal of Curriculum Studies* 41(5): 625-649.

A study of the type and impact of multicultural policies adopted in four daycare centers

– community, Catholic, municipal, and privately supported – enrolling migrant workers' children in Israel.

General

- ◆ Sanders, Kay E.; Deihl, Amy; Kyler, Amy. 2007. Dap in the 'Hood: Perceptions of Child Care Practices by African American Child Care Directors Caring for Children of Color. *Early Childhood Research Quarterly* 22(3): 394-406. A qualitative study of child care practices by six African American directors of subsidized child care centers traditionally serving African American children but experiencing an influx of Latino immigrant enrollment in a low-income, racial ethnic minority area.

Specific: ethnic group, race, social class

- ◆ Sherman, Whitney H. 2008. No Child Left Behind: A Legislative Catalyst for Superintendent Action to Eliminate Test-Score Gaps?. *Educational Policy* 22(5): 675-704.

A study of the impact of the No Child Left Behind law on the racial- and social class-based achievement gaps in Virginia.

Specific: race, social class

- ◆ Stocke, Volker. 2007. Explaining Educational Decision and Effects of Families' Social Class Position: An Empirical Test of the Breen-Goldthorpe Model of Educational Attainment. *European Sociological Review* 23(4): 505-519.

A study based on panel data from Germany of social class structures parents' perceptions of the costs, success probabilities and returns of secondary school decisions for their children.

Specific: social class

- ◆ Takeda, Nazumi; Williams, James H. 2008. Pluralism, Identity, and the State: National Education Policy towards Indigenous Minorities in Japan and Canada. *Comparative Education* 44(1): 75-91.

A study of segregationist and assimilationist educational policies toward indigenous minorities in Japan and Canada, and their differing underlying rationales, during the period of nation-building, from the latter half of the nineteenth century to the first half of the twentieth century.

Specific: ethnic group, race

- ◆ Tomlinson, Sally. 2008. Gifted, Talented and High Ability: Selection for Education in a One-Dimensional World. *Oxford Review of Education* 34(1): 59-74.
A discussion of tracking and sorting mechanisms in schools in the U.K., from the perspective of critical theory.
General
- ◆ Urrieta, Louis Jr. 2006. Community Identity Discourse and the Heritage Academy: Colorblind Educational Policy and white Supremacy. *International Journal of Qualitative Studies in Education* 19(4): 455-476.
A study of the impact of colorblind educational policies in a predominantly white charter school in rural North Carolina.
Specific: race
- ◆ White, Julia M. 2007. *Slovakia's Litmus Test: Policy, Prejudice, and Resistance in the Schooling of Romani Children*. Dissertation Abstracts International Section A: Humanities and Social Sciences.
A qualitative study of policy and practice related to the schooling of Romani children in the Slovak Republic.
Specific: ethnic group
- ◆ Wiggan, Greg. 2007. Race, School Achievement, and Educational Inequality: Toward a Student-Based Inquiry Perspective. *Review of Educational Research* 77(3): 310-333.
A review of research on racial differences in school achievement, with a discussion of genetic deficiency, social class and cultural poverty, low teacher expectancy, and student oppositional identity as explanations given for racial differences in school performance.
Specific: race
- ◆ Winstead, Teresa; Lawrence, Adrea; Brantmeier, Edward J.; Frey, Christopher J. 2008. Language, Sovereignty, Cultural Contestation, and American Indian Schools: No Child Left Behind and a Navajo Test Case. *Journal of American Indian Education* 47(1): 46-64.
A discussion of the limitations and cultural assumptions imposed by the No Child Left Behind (NCLB): Act on the sovereignty of tribes regarding language, methods and models of instruction in Native-serving schools, and the detrimental effects of this law's accountability measures on Navajo communities.
Specific: ethnic group
- ◆ Yeung, Wei-Jun Jean; Pfeiffer, Kathryn M. 2009. The Black-White Test Score Gap and Early Home Environment. *Social Science Research* 38(2): 412-437.
A study of how early home environment contributes to black-white achievement gaps at different developmental stages and the extent to which early gaps contribute to later racial achievement gaps, based on data from the Panel Study of Income Dynamics.
Specific: race
- ◆ Zambrana, Ruth E., May 2009. 2009. Latino Immigrant Children and Inequality in Access to Early Schooling Programs. *Zero to Three* 29(5): 46-53.
An overview of select research on access to and participation in early education programs among the Mexican and larger Latino immigrant populations of the United States.
Specific: ethnic group, social class
- ◆ Marie Tach, Laura; Farkas, George. 2006. Learning-Related Behaviors, Cognitive Skills, and Ability Grouping When Schooling Begins. *Social Science Research* 35(4): 1048-1079.
A study of how reading ability, race, gender, social class, and teachers' perceptions of student's learning-related classroom behaviors inform placement in reading ability groups in kindergarten and first grade, based on data from the Early Childhood Longitudinal Study, Kindergarten Cohort.
Specific: Ability, gender, race, social class

Social Categorization and Social Identity

- ◆ Alexandre, Joana Dias; Monteiro, Maria B.; Waldzus, Sven. 2007. More than Comparing with Majorities: The Importance of Alternative Comparisons Between Children from Different Minority Groups. *British Journal of Visual Impairment* 25(2): 144-154.
A study of how Black, white and Gypsy Portuguese minority children use alternative comparisons to achieve positive distinctiveness of their minority group.
Specific: ethnic group, race
- ◆ Apfelbaum, Evan P.; Pauker, Kristin; Ambady, Nalini; Sommers, Samuel R.; Norton, Michael L. 2008. Learning (Not) to Talk about Race: When Older Children Underperform in Social Categorization. *Journal of Experimental Child Psychology* 102(2): 246-250.
A study of the emergence in late childhood of self-censorship in acknowledging race in contradiction to the normal developmental trajectory of increased cognitive expertise in categorization.
Specific: race
- ◆ Bekerman, Zvi; Zembylas, Michalinos; McGlynn, Claire. 2009. Working Toward the De-essentialization of Identity Categories in Conflict and Postconflict Societies: Israel, Cyprus, and Northern Ireland. *Comparative Education Review* 53(2): 213-234.
A qualitative study of teachers' and children's attitudes, identity construction, and views of the social context when participating in educational initiatives promoting peace, coexistence, or conflict resolution in Israel, Cyprus, and Northern Ireland.
General
- ◆ Bennett, Mark; Sani, Fabio. 2008. The Effect of Comparative Context Upon Stereotype Content: Children's Judgments of Ingroup Behavior. *Scandinavian Journal of Psychology* 49(2): 141-146.
A study of the extent to which views about gender ingroup behavior varying as a function of the comparative context within which gender groups are considered among 5-, 7-, and 10-year olds.
Specific: gender
- ◆ Bennett, Mark; Sani, Fabio. 2008. Children's Subjective Identification with Social Groups: A Self-Stereotyping Approach. *International Journal of Behavioral Development* 31(5): 491-500.
A study of children's self-stereotyping on the basis of gender among 5-, 7-, and 10-year olds, based on self-categorization theory.
General
- ◆ Bigler, Rebecca S.; Patterson, Meagan M. 2007. When and Why Social Categorization Produces Inequality (and Vice Versa). *Human Development* 50(6): 328-332.
A discussion of Ramaswami Mahalingam's efforts to integrate two dominant perspectives on social categorization, cognitive-developmental and social constructivist views.
General
- ◆ Camodeca, Marina; Goossens, Frits A. 2008. How Children Perceive Others: A Perspective Based on Social Information Processing. In Teiford, Jenifer B. (Ed.). *Social Perception: 21st Century Issues and Challenges*. New York: Nova Science Publishers.
A discussion of the contribution of social information processing theory to the study of how children perceive and understand social situations and inform their social behavior.
General
- ◆ Devine, Dymphna; Kenny, Mairin; Macneela, Eileen. 2008. Naming the 'Other': Children's Construction and Experience of Racisms in Irish Primary Schools. *Race, Ethnic Group and Education* 11(4): 369-385.
A qualitative study of the construction and experience of racisms and discourses of 'norm' and 'other' in relation to national identity and cultural belonging among Irish primary school children in a context of intensive immigration.
Specific: race
- ◆ Fortier, Sandra M. 2006. On Being a Poor Child in America: Views of Poverty from 7-12 Year Olds. *Journal of Children & Poverty*, 12(2): 113-128.
A qualitative study of children's understanding of poverty in the U.S.
Specific: social class

- ◆ Freeman, Nancy K. 2007. Preschoolers' Perceptions of Gender Appropriate Toys and Their Parents' Beliefs about Genderized Behaviors: Miscommunication, Mixed Messages, or Hidden Truths?. *Parenting: Science and Practice* 7(4): 357-366.
A study of the gender typification of toys among three- and five-year olds, and the accuracy of their perceptions of their parents' reactions to choices of gender-specific toys.
Specific: gender
- ◆ Gaertner, Samuel L.; Dovidio, John F. 2009. A Common Ingroup Identity: A Categorization-Based Approach for Reducing Intergroup Bias. Teiford, Jenifer B. (Ed.). *Social Perception: 21st Century Issues and Challenges*. New York: Nova Science Publishers.
A discussion of research on the effectiveness of the common ingroup identity model as a prejudice-reduction strategy and of the impact of social categorization on adults' and children's attitudes toward members of other groups.
General
- ◆ Girard, Frederique; Floccia, Caroline; Goslin, Jeremy. 2008. Perception and Awareness of Accents in Young Children. *Journal of Attention Disorders* 12(2): 177-190.
A study of the ability of French five- to six year olds to discriminate between regional and foreign accents.
Specific: physical appearance
- ◆ Grace, Diana M.; David, Barbara J.; Ryan, Michelle K. 2008. Investigating Preschoolers' Categorical Thinking About Gender Through Imitation, Attention, and the Use of Self-Categories. *Current Psychology Letters: Behaviour, Brain & Cognition* 24(2): 40-51.
Three experimental studies of gender development, from a social categorization approach.
Specific: gender
- ◆ Hirschfeld, Lawrence A. 2008. Children's Developing Conceptions of Race. In Quintana, Stephen M.; McKown, Clark (Eds.). *Handbook of Race, Racism, and the Developing Child*. Hoboken, NJ: John Wiley & Sons, 37-54.
A discussion of the early emergence of the concept of race in children.
Specific: race
- ◆ Karniol, Rachel. 2009. Israeli Kindergarten Children's Gender Constancy for Others' Counter-Stereotypic Toy Play and Appearance: The Role of Sibling Gender and Relative Age. *Infant and Child Development* 18(4): 307-322.
A study of the impact of having a younger or older, same- or opposite-sex sibling on other gender constancy among Israeli kindergarteners.
Specific: gender
- ◆ Koo, Haesook. 2009. *Negotiating Ethnic Identities: A Study of Korean Americans and Adoptees in Minnesota*. Dissertation Abstracts International, A: The Humanities and Social Sciences.
An ethnographic study of ethnic identity development of Korean Americans in Minnesota, including first immigrant generation, 1.5 generation, Korean adoptees, and U.S. born second generation.
Specific: ethnic group, race
- ◆ Larouche, Marie-Noelle; Galand, Benoit; Bouffard, Therese. 2008. The Illusion of Scholastic Incompetence and Peer Acceptance in Primary School. *European Journal of Psychology of Education* 24(2): 207-218.
Two studies examining whether perception of and actual social acceptance differ according to biases regarding peers' scholastic incompetence among primary school students in Belgium and in Quebec.
Specific: Ability
- ◆ Mahalingam, Ramaswami. 2007. Essentialism, Power, and the Representation of Social Categories: A Folk Sociology Perspective. *Human Development* 50(6): 300-319.
A discussion integrating cognitive and social approaches to essentialism in the study of the development of prejudice and social categories.
General
- ◆ Marks, Amy Kerivan; Szalacha, Laura A.; Lamarre, Meaghan; Boyd, Michelle J.; Garcia Coll, Cynthia. 2007. Emerging Ethnic Identity and Interethnic Group Social Preferences in

- Middle Childhood: Findings from the Children of Immigrants Development in Context (CIDC) Study. *International Journal of Behavioral Development* 31: 501-513.
A study of emerging ethnic identities in childhood and their relation to interethnic group social preferences among 6- to 12-year olds of Cambodian, Dominican, and Portuguese descent.
Specific: ethnic group, race
- ◆ Medin, Douglas L.; Unsworth, Sara J.; Hirschfeld, Lawrence. 2007. Culture, Categorization, and Reasoning. In Kitayama, Shinobu; Cohen, Dov (Eds.). *Handbook of Cultural Psychology*. New York: Guilford Press, 615-644.
A review of research on concepts and reasoning from a cultural perspective.
General
 - ◆ Nesdale, Drew; Durkin, Kevin; Maass, Anne; Griffiths, Judith. 2005. Threat, Group Identification, and Children's Ethnic Prejudice. *Social Development* 14(2): 189-205.
An experimental study of whether children showed out-group prejudice depending on the strength of their in-group identification and/or their perception of threat from the out-group, among Anglo-Australian, 6-, 7-, and 9-year olds.
General
 - ◆ Patterson, Meagan M.; Bigler, Rebecca S. 2006. Preschool Children's Attention to Environmental Messages About Groups: Social Categorization and the Origins of Intergroup Bias. *Child Development* 77(4): 847-860.
A study of the effects of adult's labeling and the use of social groups on preschool children's intergroup attitudes.
General
 - ◆ Patterson, Meagan M., Bigler, Rebecca S. 2007. Effects of Physical Atypicality on Children's Social Identities and Intergroup Attitudes. *International Journal of Behavioral Development* 31: 433-444.
A study of the effects of atypicality on intergroup attitudes, self-esteem, and ingroup identification among elementary school children attending a summer school program.
General
 - ◆ Ruble, Diane N.; Taylor, Lisa J.; Cyphers, Lisa; Greulich, Faith K.; Lurye, Leah E.; Shrout, Patrick E. 2007. The Role of Gender Constancy in Early Gender Development. *Sex Roles* 56(11-12): 707-716.
A study of whether and how constancy mediates age-related changes in gender-related beliefs among three- to seven-year olds.
Specific: gender
 - ◆ Rutland, Adam; Abrams, Dominic; Levy, Sheri. 2007. Introduction: Extending the Conversation: Transdisciplinary Approaches to Social Identity and Intergroup Attitudes in Children and Adolescents. *International Journal of Behavioral Development* 31(5): 417-418.
A discussion of the development of social identity and intergroup prejudice in the context of contemporary inter-ethnic conflict and international migration.
General
 - ◆ Sani, Fabio; Bennett, Mark. 2009. Children's Inclusion of the Group in the Self: Evidence from a Self-ingroup Confusion Paradigm. Nelson, Todd D. (Ed). *Handbook of Prejudice, Stereotyping, and Discrimination*. New York: Psychology Press/ Taylor & Francis Group, 489-505.
A study of cognitive inclusion of gender, family, and age ingroup in the self among 5-, 7- and 10-year olds.
General
 - ◆ Tobin, Desiree Denise. 2007. *Gender Stereotypes and Gender Identity as Interacting Influences on Children's Self-Concepts: A Self-Socialization Model of Gender Development*. Dissertation Abstracts international: Section B: The Sciences and Engineering.
A study of the extent to which third- to eighth-graders strive for cognitive consistency between their gender stereotypes and their self-efficacy for those stereotypes.
Specific: gender

Teacher Expectations and Perspectives

- ◆ Allard, Andrea C. 2006. A Bit of a Chameleon Act: A Case Study of One Teacher's Understandings of Diversity. *European Journal of Teacher Education* 29(3): 319-340.
A review of theories and discourses around identities and difference within education in Australia, North America, and the United Kingdom, and a case study of one teacher's perspective on diversity, based on his childhood experiences as both an 'insider' and 'outsider' in mainstream culture.
Specific: race sex/gender social class
- ◆ Dutro, Elizabeth; Kazemi, Elham; Balf, Ruth; Lin, Yih-Sheue. 2008. What Are You and Where Are You From? Race, Identity, and the Vicissitudes of Cultural Relevance. *Urban Education* 43(3): 269-300.
A case study of a teacher's interpretation of culturally relevant pedagogy and its relation to children's views of their own and others' culture in a culturally and racially diverse elementary classroom.
General
- ◆ Gatt, Ellen G. 2008. Teachers' Perceptions of ELL Education: Potential Solutions to Overcome the Greatest Challenges. *Multicultural Education* 15(3): 39-43.
A study the perceptions of teachers of English language learners (ELLs): in Idaho about the greatest challenges and needs for improving ELL education.
Specific: ethnic group
- ◆ Hampton, Bonita; Peng, Long; Ann, Jean. 2008. Pre-Service Teachers' Perceptions of Urban Schools. *The Urban Review* 40(3): 268-295.
A study of pre-service teachers' perceptions of urban schools.
General
- ◆ Han, Hee Jeong. 2008. *White-American Kindergarten Teachers' Racial Identities and Their Beliefs about the Role of Culture in Social Competence*. Dissertation Abstracts International, A: The Humanities and Social Sciences.
A study of White-American kindergarten teachers' racial identities and their beliefs about the role of culture in social competence.
Specific: race
- ◆ Huijbregts, S.K. 2008. Cultural Diversity in Center-Based Childcare: Childrearing Beliefs of Professional Caregivers from Different Cultural Communities in the Netherlands. *Early Childhood Research Quarterly* 23(2): 233-244.
A study of the childrearing beliefs of caregivers from different racial backgrounds, based on questionnaires returned by 116 female caregivers from urban multicultural areas in the Netherlands.
General
- ◆ Ladson-Billings, Gloria. 2005. Reading, Writing, and Race: Literacy Practices of Teachers in Diverse Classrooms. In McCarty, Teresa L. (Ed). *Language, Literacy, and Power in Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 133-150.
An ethnographic study of how race continues shapes the perceptions of teachers of early literacy.
Specific: race
- ◆ Lee, Seungyoun; Butler, Malcolm B.; Tippins, Deborah J. 2007. A Case Study of an Early Childhood Teacher's Perspective on Working with English Language Learners. *Multicultural Education* 15(1): 43-49.
A case study of an experienced teacher's practical knowledge about cultural and linguistic diversity, her perceptions of the emotional well-being of English Language Learners, communication with their parents, and her own culturally responsive practices in the classroom and the school.
Specific: language
- ◆ Lee, Seungyoun; Dallman, Mary Ellen. 2008. Engaging in a Reflective Examination about Diversity: Interviews with Three Preservice Teachers. *Multicultural Education* 15(4): 36-44.
A case study of the perspectives of preservice teachers regarding being a minority, minorities, working with English language Learners and with children from different races and cultures, and teacher education programs for diversity.
General

- ◆ Mahon, Jennifer. 2009. Conflict Style and Cultural Understanding Among Teachers in the Western United States: Exploring Relationships. *International Journal of Intercultural Relations* 33(1): 46-56.
A study of the relationship between intercultural sensitivity and conflict style among school teachers.
General
- ◆ Maunganidze, Levison; Kasayira, Joseph Mavu; Ruhode, Nancy; Shonhiwa, Loice; Sodi, Tholene. 2008. A Cross-Cultural Examination of Barriers to Social Inclusion for Children: A Qualitative Study Using Child-Centred Methods. *Journal of Psychology in Africa* 17(1-2): 141-144.
A study of the attitudes of a sample of Zimbabwean teachers towards the inclusion of children with mild hearing impairments into regular school settings and their relation to school type, class sizes, professional qualifications and position in the school.
Specific: special needs
- ◆ McKown, Clark; Weinstein, Rhona S. 2008. Teacher Expectations, Classroom Context, and the Achievement Gap. *Journal of School Psychology* 46(3): 235-261.
Two studies of the role of classroom context in moderating the relationship between child ethnic group and teacher expectations elementary school classrooms.
Specific: ethnic group, race
- ◆ Olson, Kate; Jimenez-Silva, Margarita. 2008. The Campfire Effect: A Preliminary Analysis of Preservice Teachers' Beliefs About Teaching English Language Learners after State-Mandated Endorsement Courses. *Journal of Research in Childhood Education* 22(3): 246-260.
A study of the impact of Arizona's mandated Structured English Immersion (SEI): endorsement policy on preservice teachers' beliefs about teaching English Language Learners (ELLs).
Specific: ethnic group
- ◆ Papamichael, Elena. 2008. Greek-Cypriot Teachers' Understandings of Intercultural Education in an Increasingly Diverse Society. *The Cyprus Review* 20(2): 51-78.
The preliminary findings of an ethnographic study of teachers' understanding of and practice in intercultural education in highly diverse Greek-Cypriot primary schools.
General
- ◆ Peterson, Shelley Stagg; Heywood, Daphne. 2007. Contributions of Families' Linguistic, Social, and Cultural Capital to Minority-Language Children's Literacy: Parents', Teachers', and Principals' Perspectives. *Canadian Modern Language Review* 63(4 (June 2007): 517-538.
A study of assumptions and perceptions about minority-language parents' linguistic, social, and cultural capital in supporting their children's literacy development.
General
- ◆ Sirota, Elaine; Bailey, Lora. 2009. The Impact of Teachers' Expectations on Diverse Learners' Academic Outcomes. *Childhood Education* 85(4): 253-256.
A review of research on the impact of teacher expectations towards racially, ethnically and linguistically diverse students on academic outcomes, with a discussion of research evidence on strategies to challenge teachers' preconceptions and diminish the gap in learning opportunities made available in the classroom.
Specific: race
- ◆ Stevens, Peter A. J. 2007. Exploring the Importance of Teachers' Institutional Structure on the Development of Teachers' Standards of Assessment in Belgium. *Sociology of Education* 80(4): 314-329.
An ethnographic study of the impact of institutional factors on teachers' expectations towards students of different ability, race/ethnic group, gender, and/or social class in a Belgian (Flemish): multicultural vocational and technical education school.
Specific: Ability, ethnic group, gender, race, social class
- ◆ Szilassy, Eszter; Arendas, Zsuzsa. (2007). Understandings of 'Difference' in the Speech of Teachers Dealing with Refugee Children in Hungary. *Journal of Ethnic and Migration Studies* 33(3): 397-418.

A qualitative study of the teachers' perspectives towards multiculturalism and the education of refugee children in Hungary.
Specific: ethnic group

- ◆ Tenenbaum, Harriet R.; Ruck, Martin D. 2007. Are Teachers' Expectations Different for Racial Minority than for European American Students? A Meta-analysis. *Journal of Educational Psychology* 99(2): 253-273.
A meta-analysis of studies examining whether teachers' expectations, referrals, and speech varies toward ethnic minority and European American students.
Specific: ethnic group, race

- ◆ Vaught, Sabina E.; Castagno, Angelina E. 2008. I Don't Think I'm a Racist: Critical Race Theory, Teacher Attitudes, and Structural Racism. *Race, Ethnic Group and Education* 11(2): 95-113.
An ethnographic study of teachers' attitudes towards race, racism, and white privilege in response to anti-bias in-service trainings in two urban school districts.
Specific: race
- ◆ Volk, Dinah; Long, Susi. 2005. Challenging Myths of the Deficit Perspective: Honoring Children's Literacy Resources. *YC Young Children* 60(6): 12-19.
A discussion of myths and misperceptions about the culture and literacy practices of children and their families in marginalized communities.
General

Teacher Preparation

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A discussion of the rationale for a multicultural curricular transformation in Teacher Education programs in view of the responsibility of Teacher-preparation institutions to provide prospective teachers with the skills necessary to meet the intellectual, social, and personal needs of these diverse learners.
General

- ◆ Asher, Nina. 2007. Made in (Multicultural) U.S.A.: Unpacking Tensions of Race, Culture. *Educational Researcher* 36(2): 65-73.
A discussion of the tensions, challenges, stereotypes and repressive silences present in teacher training in multicultural education.
Specific: gender, race
- ◆ Aveling, Nado. 2006. 'Hacking at Our Very Roots': Rearticulating white Racial Identity within the Context of Teacher Education. *Race, Ethnic Group and Education* 9(3): 261-274.
A discussion of the challenges and possibilities of working with mostly white teacher education students to critically deconstruct Whiteness as

part of an anti-racist education project.
Specific: race

- ◆ Baldwin, Shelia C.; Buchanan, Alice M.; Rudisill, Mary E. 2007. What Teacher Candidates Learned about Diversity, Social Justice, and Themselves from Service-Learning Experiences. *Journal of Teacher Education* 58: 315-327.
A discussion of how service-learning provides undergraduate, predominantly White, middle class teacher candidates opportunities to deepen their understandings of diversity, social justice, and themselves, in a mid-Atlantic and a rural southeastern university.
General
- ◆ Boutte, Gloria Swindler. 2008. Beyond the Illusion of Diversity: How Early Childhood Teachers Can Promote Social Justice. *The Social Studies* 99(4): 165-173.
A discussion of how little a diversity perspective informs actual teacher attitudes, instructional practices, curricula, and school ethos and policies, despite rapidly changing demographics in U.S. schools and the widening achievement gap between white and minority students.
General

- ◆ Bruna, Katherine R. 2007. Finding New Words: How I Use Critical Literacy in My Multicultural Teacher Education Classroom. *Journal of Education for Teaching* 33(1): 115-118.
A description of a critical literacy approach as a strategy in a multicultural education class.
Specific: race
- ◆ Byrnes, Deborah; Kiger, Gary. (Eds.). 2005. *Common Bonds: Anti-bias Teaching in a Diverse Society*. Wheaton, MD: Association for Childhood Education International.
A compendium of essays on the dilemmas encountered while teaching tolerance and respect for diversity along the lines of religion, ability, economic status, language, and sexual orientation and identity.
Specific: ethnic group, sexual orientation, social class
- ◆ Commins, Nancy L., Miramontes, Ofelia B. 2006. Addressing Linguistic Diversity from the Outset. *Journal of Teacher Education* 57: 240-246.
A discussion of the changing demographics of U.S. schools and the implications for teacher preparation.
Specific: language
- ◆ DanielS, Jerlean; Friedman, Susan. 2005. Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children. *Beyond the Journal, Young Children on the Web*.
A discussion of how training programs are preparing early childhood teachers to work with linguistically and culturally diverse children.
General
- ◆ DePalma, Renee. 2008. The Voice of Every Black Person?: Bringing Authentic Minority Voices into the Multicultural Dialogue. *Teaching and Teacher Education* 24(3): 767-778.
A discussion of the need to focus on the perspectives of racial and ethnic minority students in teacher preparation programs following a critical pedagogical approach to multiculturalism.
General
- ◆ Derman-Sparks, Louise. 2005. What if All the Children in My Class Are White? Anti-bias/ Multicultural Education with White Children. *YC Young Children* 60(6): 20-27.
A discussion about assumptions and misconceptions held by teachers about the purposes of anti-bias/multicultural education for white children and its implementation in classrooms with no apparent racial, ethnic, or cultural diversity, with a description of ideas for classroom activities.
Specific: race
- ◆ Derman-Sparks, Louise; Ramsey, Patricia. 2005. What if All the Children in My Class Are White? Historical and Research Background. *Beyond the Journal, Young Children on the Web*.
A historical and research background for anti-bias education practice with White, majority children, with a comprehensive list of resources about racism.
Specific: race
- ◆ Domangue, Elizabeth; Carson, Russell Lee. 2008. Preparing Culturally Competent Teachers: Service-Learning and Physical Education Teacher Education. *Journal of Teaching in Physical Education* 27(3): 347-367.
A study of how preservice teachers' cultural competency was affected by a service-learning program established to provide physical activities to children living in a temporary, government-funded housing community following Hurricane Katrina.
General
- ◆ Durand, Tina M. 2008. Celebrating Diversity in Early Care and Education Settings: Moving Beyond the Margins. *Early Child Development and Care*.
A discussion of the need to incorporate cultural diversity into practices of early childhood educators and settings for early childhood education and care.
General
- ◆ Eberly, Jody L.; Rand, Murial K.; O'Connor, Terry. 2007. Analyzing Teachers' Dispositions Towards Diversity: Using Adult Development Theory. *Multicultural Education* 14(4): 31-36.

- A study of the developmental meaning-making system underlying attitudes, values, and beliefs towards cultural and racial diversity among preservice teachers.
Specific: ethnic group, race
- ◆ Enochty, Marie. 2005. *Essential to Quality: Supporting Cultural Competence in the Department of Early Education and Care Regulated Workforce*. Cambridge, MA: Schott Foundation for Public Education.
A discussion of the implications of increasing cultural and ethnic/racial diversity in Massachusetts for the cultural competence, training and professional development requirements of the child care and early education workforce.
General
 - ◆ Florian, Lani; Rouse, Martyn. 2009. The Inclusive Practice Project in Scotland: Teacher Education for Inclusive Education. *Teaching and Teacher Education* 25(4): 594-601.
A discussion of the structure and content of teacher preparation program at the University of Aberdeen (Scotland): School of Education, designed to ensure that social and educational inclusion are promoted by primary and secondary school teachers.
General
 - ◆ Frawley, Timothy. 2005. Gender Bias in the Classroom: Current Controversies and Implications for Teachers. *Childhood Education* 81(4): 221-227.
A discussion of ways teachers may reduce gender stereotypes in early childhood classrooms.
Specific: sexual orientation
 - ◆ Gay, Geneva. 2005. Politics of Multicultural Teacher Education. *Journal of Teacher Education* 56: 221-228.
A discussion of the various forces and processes contributing to the politicization of the field of teacher education.
General
 - ◆ Grieshaber, Susan. 2008. Interrupting Stereotypes: Teaching and the Education of Young Children. *Early Education and Development* 19(3): 505-518.
 - ◆ Harding, Nancy. 2005. *The Ethnography Project: A Method for Increasing Sensitivity in Teacher Candidates*. Retrieved September 19, 2006, from <http://www.edhchange.org/multicultural/papers/ethnography.html>.
A discussion of the use of ethnographic techniques in teacher preparation programs.
General
 - ◆ Hasslen, Robin C.; Bacharach, Nancy. 2007. Nurturing Multicultural Competence in an Early Childhood Graduate Teacher Licensure Program. *Action in Teacher Education* 29(1): 32-41.
A mixed-methods study of whether a 15-month graduate-level intensive alternative licensure program can provide prospective early childhood teachers with the knowledge and dispositions to teach in culturally competent ways.
General
 - ◆ Hyland, Nora E.; Noffke, Susan E. 2005. Understanding Diversity through Social and Community Inquiry: An Action-Research Study. *Journal of Teacher Education* 56(4): 367-381.
An action- research study of a social studies methods course from a social justice framework for preservice teachers.
General
 - ◆ Jennings, Todd. 2007. Addressing Diversity in U.S. Teacher Preparation Programs: A Survey of Elementary and Secondary Programs' Priorities and Challenges From Across the United States of America. *Teaching and Teacher Education* 23(8): 1258-1271.
A survey of how multicultural education is addressed in 142 public university elementary and secondary teacher preparation programs across the United States (representing the preparation of approximately 23,000–30,000 new teachers annually), and of program coordinators' assessments of the various challenges to the inclusion of diversity topics.
General

- ◆ Johnson, Amy Suzanne. 2007. An Ethics of Access: Using Life History to Trace Preservice Teachers' Initial Viewpoints on Teaching for Equity. *Journal of Teacher Education* 58: 299-314. A qualitative study of the use of life history methods to trace preservice teachers' perspectives on teaching for equity and social justice. General
- ◆ Kidd, Julie K.; Sanchez, Sylvia Y.; Thorp, Eva K. 2008. Defining Moments: Developing Culturally Responsive Dispositions and Teaching Practices in Early Childhood Preservice Teachers. *Teaching and Teacher Education* 24(2): 316-329. A study of preservice teachers attending a program preparing them to work with a diverse population, and of their perceptions of the program experiences that helped them shift towards culturally responsive dispositions and teaching practices. General
- ◆ Kirmani, Mubina Hassanali. 2007. Empowering Culturally and Linguistically Diverse Children and Families. *YC Young Children* 62(6): 94-98. Recommendations for early childhood educators on how to empower children and families from culturally and linguistically diverse backgrounds. General
- ◆ Kyles, Carli R.; Olafson, Lori. 2008. Uncovering Preservice Teachers' Beliefs About Diversity Through Reflective Writing. *Urban Education* 43: 500-518. A mixed-methods study of the views of hope, motivation for teaching, and efficacy for teaching by a cohort of teacher candidates placed in an urban and culturally diverse practicum site at an elementary school. General
- ◆ Ladson-Billings, Gloria J. 2005. Is the Team All Right? Diversity and Teacher Education. *Journal of Teacher Education* 56(3): 229-234. A discussion of the implications of a diverse teaching workforce for educational practice. General
- ◆ Lee, Kyunghwa; Johnson, Amy S. 2007. Child Development in Cultural Contexts: Implications of Cultural Psychology for Early Childhood Teacher Education. *Early Childhood Education Journal* 35(3): 233-243. A discussion of the influence of 20th century's grand universal theories of child development on current view of early childhood education, and their lack of attention to the role of culture in children's development. General
- ◆ Lim, Chih-ing, 2005. Diversity Competencies Within Early Childhood Teacher Preparation: Innovative Practices and Future Directions. *Journal of Early Childhood Teacher Education* 26(3): 225-238. An overview of initiatives for developing student diversity competencies in the areas of culture and ability in early childhood teacher preparation programs. General
- ◆ Lim, Chih-ing, 2009. Cultural and Linguistic Diversity in Early Childhood Teacher Preparation: The Impact of Contextual Characteristics on Coursework and Practica. *Early Childhood Research Quarterly* 24(1): 64-76. A study of the association between the amount of diversity coursework/practica in early childhood teacher preparation programs and the diversity of the area in which the program is located, the governance and type of program, the presence of non-white faculty, and the accreditation status of the program, based on existing data about 449 Bachelor's level teacher preparation programs. Specific: race
- ◆ Lowery, Ruth McKoy; Sabis-Burns, Donna. 2007. From Borders to Bridges: Making Cross-Cultural Connections Through Multicultural Literature. *Multicultural Education* 14(4): 50-54. A study of the impact of a teacher education class stressing the importance of multicultural children's literature in reading instruction. General
- ◆ Lucas, Tamara; Villegas, Ana Maria; Freedson-Gonzalez, Margaret. 2008. Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners. *Journal of Teacher Education* 59(4): 361-373.

- A discussion of principles and linguistically responsive pedagogical practices informing the education of English language learners in mainstream classrooms.
Specific: language
- ◆ Lyon, Anna F. 2009. Teaching Others: Preservice Teachers' Understandings Regarding Diverse Families. *Multicultural Education* 16(4): 52-55.
The description of using case study assignments as means to help preservice teachers learn about and from diverse families.
General
 - ◆ Macgillivray, Ian K.; Jennings, Todd. 2008. A Content Analysis Exploring Lesbian, Gay, Bisexual, and Transgender Topics in Foundations of Education Textbooks. *Journal of Teacher Education* 59: 170-188.
An analysis of the most widely used foundations of education textbooks with regard to their lesbian, gay, bisexual, and transgender (LGBT): content, particularly in relation to discrimination and harassment; identities and experiences; parents, guardians, and families; strategies, resources, and curricula to increase safety and support; and legal issues and professional responsibilities, among other topics.
Specific: sexual orientation
 - ◆ MacNaughton, Glenda. 2007. Teaching Respect for Cultural Diversity in Australian Early Childhood Programs: A Challenge for Professional Learning. *Journal of Early Childhood Research* 5(2): 189-204.
A study of teacher knowledge, opinions, and sources of information on the topic of cultural and racial diversity, based on the questionnaire responses of 41 early childhood teachers from the state of Victoria.
Specific: ethnic group, race
 - ◆ Malewski, Erik; Phillion, JoAnn. 2009. International Field Experiences: The Impact of Class, Gender and Race on the Perceptions and Experiences of Preservice Teachers. *Teaching and Teacher Education* 25(1): 52-60.
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Specific: gender, race, social class
 - McDonald, Morva A. 2005. The Integration of Social Justice in Teacher Education: Dimensions of Prospective Teachers' Opportunities to Learn. *Journal of Teacher Education* 56: 418-435.
A discussion of social justice in teacher education, based on findings from a comparative case study of two elementary teacher education programs, the Teachers for Tomorrow's Schools Program at Mills College and the Teacher Education intern Program at San José State University.
General
 - ◆ McMillon, Gwendolyn; Thompson, Michele. 2009. Pen Pals without Borders: A Cultural Exchange of Teaching and Learning. *Education and Urban Society* 42(1): 119-135.
A content analysis of letters exchanged in a pen pal cultural exchange project between predominantly White, female, preservice teachers in an elementary reading methods course, and predominantly Black, fourth graders in an urban elementary school, intended to prepare student teachers to meet the needs of an increasingly diverse student body.
General
 - ◆ Michaela Colombo. 2005. Empathy and Cultural Competence: Reflections from Teachers of Culturally Diverse Children. *Beyond the Journal, Young Children on the Web*.
A discussion of a professional development program to increase teacher empathy towards and understanding of the cultural funds of knowledge among Latino children and their families.
Specific: ethnic group
 - ◆ Moore, Rita A.; Ritter, Scott. 2008. Oh Yeah, I'm Mexican What Type Are You? Changing the Way Preservice Teachers Interpret and Respond to the Literate Identities of Children. *Early Childhood Education Journal* 35(6): 505-514.
A study of how the preservice teachers and minority children negotiated meaning and learned from each other through a literacy project in Montana and Kansas, allowing preservice

- teachers greater insight into children's cultures and perspectives.
Specific: ethnic group, race
- ◆ Mueller, Jennifer; O'Connor, Carla. 2006. Telling and Retelling about Self and Others: How Pre-Service Teachers (Re)Interpret Privilege and Disadvantage in One College Classroom. *Teaching and Teacher Education* 23(6): 840-856.
A study of how a group of mostly white, (upper): middle class pre-service teachers expressed resistance in one multicultural education course and re-evaluated their educational autobiographies upon comparing their educational "story" with that of an "other" of a different race and social class whom they had interviewed.
Specific: race social class
 - ◆ Obegi, Amy; Ritblatt, Shulamit. 2005. Cultural Competence in Infant/Toddler Caregivers: Application of a Tri-Dimensional Model. *Journal of Research in Childhood Education* 19(3): 199-213.
A study of the cultural competence of 109 child care providers and the demographic correlates of that competence.
General
 - ◆ Overton, Jenny. 2009. Early Childhood Teachers in Contexts of Power: Empowerment and a Voice. *Australasian Journal of Early Childhood* 34(2): 1-10.
A critical case study of teacher's perceived empowerment when faced with the imposition of changes to curriculum, policy, and practice, based on interviews with eight Tasmanian early childhood and elementary level teachers.
General
 - ◆ Pope, Jacqueline; Wilder, Joyce. 2005. Now That I'm Out in the Field: Student Teaching and Valuing Diversity. *Journal of Instructional Psychology* 32(4): 322-328.
A study of pre-service teachers' perceptions and attitudes regarding issues of cultural diversity, once the student has moved from the traditional college classroom and have begun their student teaching assignment.
General
 - ◆ Quezada, Reyes L.; Alfaro, Cristina. 2007. Biliteracy Teachers' Self-Reflections of Their Accounts While Student Teaching Abroad: Speaking from "The Other Side". *Teacher Education Quarterly* 34(1): 95-113.
A study of the impact of student teaching experiences abroad on teachers personal and professional development, awareness of multicultural issues, and perceptions of immigrant students in the U.S.
General
 - ◆ Ray, Aisha; Bowman, Barbara; Robbins, Jean. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of Four-Year Undergraduate Teacher Preparation Programs*. New York: Foundation for Child Development.
A survey of four-year institutions of higher education offering early childhood teacher preparation programs to examine how teacher preparation program requirements reflect the developmental and educational needs of diverse children.
General
 - ◆ Ray, Aisha; Bowman, Barbara; Robbins, Jean. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of State Boards of Higher Education and National Professional Accreditation Organizations*. New York: Foundation for Child Development.
A study of the diversity content in the early childhood teacher standards of state boards of education and professional accreditation organizations.
General
 - ◆ Rebollo-Gil, Guillermo; Moras, Amanda. 2006. Defining an 'Anti' Stance: Key Pedagogical Questions About Engaging Anti-Racism in College Classrooms. *Race, Ethnic Group and Education* 9(4): 381-394.
A discussion of popular perceptions and definitions of racism, the difficulties in finding accurate definitions of antiracism, and on how Whiteness prevents white Americans from adopting antiracist philosophies and practices.
Specific: race

- ◆ Salsbury, Denise E. 2008. A Strategy for Preservice Teachers to Integrate Cultural Elements Within Planning and Instruction: Cultural L.I.V.E.S. *Journal of Social Studies Research* 32(2): 31-39. A study of the effectiveness of Cultural L.I.V.E.S. as a strategy for preservice teachers to identify cultural elements, identify their own culture, and infuse this acquired knowledge into lesson planning and instruction.
General
- ◆ Seidl, Barbara. 2007. Working with Communities to Explore and Personalize Culturally Relevant Pedagogies: Push, Double Images, and Raced Talk. *Journal of Teacher Education* 58: 168-183. The results of a cooperative inquiry exploring how cultural and political knowledge can be explored, understood, and personalized by prospective teachers developing culturally relevant approaches in a teacher preparation program.
General
- ◆ Skelton, Christine. 2007. Gender, Policy and Initial Teacher Education. *Gender and Education* 19(6): 677-690. A discussion of gender discourses embedded in New Labour education policy on teacher preparation and definitions of teacher standards in the U.K.
Specific: gender
- ◆ Smith, Earl Bradford. 2009. Approaches to Multicultural Education in Preservice Teacher Education: Philosophical Frameworks and Models for Teaching. *Multicultural Education* 16(3): 45-50. An argument supporting multicultural education in view of the increasing diversity of U.S. society.
General
- ◆ Stamopoulos, Elizabeth. 2006. Empowering Preservice Teachers to Embrace Diversity. *Australian Journal of Early Childhood* 31(4): 30-39. An evaluation of the effectiveness of the Community Links Program, a 25-hour community service completed by preservice teachers completed as part of their third year early childhood Bachelor of Education coursework, in challenging them to reflect on their values and beliefs and readiness to teach individuals of different levels of ability.
Specific: Ability
- ◆ Subedi, Binaya. 2006. Preservice Teachers' Beliefs and Practices: Religion and Religious Diversity. *Equity & Excellence in Education* 39(3): 227-238. An examination of early childhood, preservice teachers' beliefs and practices in relation to religion and religious diversity at a Midwestern university.
Specific: ethnic group
- ◆ Szente, Judit. 2008. Academic Enrichment Programs for Culturally and Linguistically Diverse Children. *Childhood Education* 85(2): 113-117. The description of a service-learning component in the foundations of early childhood education course aimed at creating a meaningful partnerships between teacher preparation programs and K-3 school settings serving culturally and linguistically diverse children.
General
- ◆ Téllez, Ki 2008. What Student Teachers Learn About Multicultural Education From Their Cooperating Teachers. *Teaching and Teacher Education* 24(1): 43-58. A study of the role that cooperating teachers play in developing multicultural/equity pedagogy knowledge and skills among student teachers.
General
- ◆ Timmerman, Greetje; Schreuder, Pauline. 2008. Gendered Constructions of Professionals in Daycare. *Sex Roles* 59(3-4): Aug 2008, 199-213. A study of the perceptions of personal qualities and professional characteristics that Dutch day care workers ascribe to themselves, and their relation to claims promoted by media that daycare workers restrict the need for physical activity and adventure among zero- to four-year old boys.
Specific: gender
- ◆ Trent, Stanley C.; Kea, Cathy D.; Oh, Kevin. 2008. Preparing Preservice Educators for Cultural Diversity: How Far Have We Come?. *Exceptional Children* 74(3): 328-350.

A review of research on the incorporation of multicultural education in preservice general and special education teacher preparation programs from 1997 to 2006.

General

- ◆ Villegas, Ana Maria. 2007. Dispositions in Teacher Education: A Look at Social Justice. *Journal of Teacher Education* 58(5): 370-380.
A discussion of the role of social justice in teacher education and of the reasons why teacher preparation programs ought to attend to the dispositions of teacher candidates towards social justice.
General
- ◆ Villegas, Ana Maria; Lucas, Tamara. 2007. The Culturally Responsive Teacher. *Educational Leadership* 64(6): 28-33.
A discussion of teaching and teacher preparation in light of the increasing linguistic and cultural diversity of the U.S. K-12 student population and the predominance of a white, middle class, and monolingual English speaking majority school teaching force.
General
- ◆ Vuckovic, Aleksandra. 2008. Making the Multicultural Learning Environment Flourish: The Importance of the Child-Teacher Relationship in Educating Young Children about Diversity. *Australian Journal of Early Childhood* 33(1): 9-16.
An outline of select benefits and challenges associated with implementing multicultural learning environments in Australian child care and early education settings.
General
- ◆ Walker-Dalhouse, Doris; Dalhouse, Derick A. 2006. Investigating white Preservice Teachers' Beliefs About Teaching in Culturally Diverse Classrooms. *The Negro Educational Review* 57: 69-84.
A study of beliefs the awareness of culture, diverse families, cultural communications, uses of assessment, and teaching in multicultural classrooms before and after a junior level diversity practicum and seminar among white preservice teachers from middle to upper socioeconomic

backgrounds.

Specific: ethnic group, race, social class

- ◆ West-Olatunji, Cirecie A.; Behar-Horenstein, Linda; Rant, Jeffrey; Cohen-Phillips, Lakechia N. 2008. Enhancing Cultural Competence Among Teachers of African American Children Using Mediated Lesson Study. *The Journal of Negro Education* 77(1): 27-38.
A study of whether early childhood teachers could become reflective practitioners in a faith-based primary school, a home school, and a government-funded preschool when they studied culturally exclusive constructs within a digital collegial environment.
Specific: race
- ◆ White, Jeanne. 2008. Teachers Prepare to Integrate Social Justice into the Social Studies Curriculum. *The Social Studies* 99(2): 83-84.
The description of a graduate-level course preparing social studies teachers to take a leadership role in their classrooms and communities by infusing social justice topics into multicultural literature, elementary and middle school curricula.
General
- ◆ Zygmunt-Fillwalk, Eva M.; Leitze, Ann. 2006. Promising Practices in Preservice Teacher Preparation: The Ball State University Urban Semester. *Childhood Education* 82(5): 283-288.
A discussion of Ball State University's Urban Semester Program, which examined materials and resources for bias, created multicultural literature packs, and highlighted and studied the contributions of minorities to the sciences as ways strengthen preservice teachers' knowledge and application of appropriate multicultural materials.
General