

Index

A

ABE. See Anti-bias education

Ability differences, ABE core goals and, 151

Ableism, 9

Academic readiness, 139

Acknowledge, Ask, Adapt, 70–71

Acting, 177

Action projects, 102

Activism

as ABE goal, 5, 17, 49

adults and, 19

group, 69

talking about, 18

Activists

children as, 162–163

visits from, 102

Adaptive devices and equipment, 161

Adoptive families, 167–168

Adults

ABE goals and, 19, 65

class difference messages and interactions
between, 142

relationships between, 65

**“Advancing Equity in Early Childhood
Education.”** See Advancing
equity position statement

African Americans, 35, 108, 117

special education programs and, 152

suspension rates, 11

AFT. See American Federation of Teachers

Aggressive behavior, 17

AI/AN. See American Indian and Alaska Native

Allies, children as, 162–163

***All the Colors We Are/Todos los colores
de nuestra piel* (Kissinger),** 118

American Academy of Pediatrics, 139

**American Arab Anti-Discrimination
Committee,** 78

American Federation of Teachers (AFT), 22

American Indian and Alaska Native (AI/AN), 14

American Indians, 101

American Sign Language (ASL), 154

Anatomy, curiosity about, 126

Anti-bias activities, disagreements with, 69–72

Anti-bias commitments, 72

Anti-bias conversations, 54–57

Anti-bias core goals, 4, 5, 15–18

ability differences and, 151

adults and, 19, 65

children’s lives and, 41

conversations with children and, 52

curriculum planning and, 43

economic class and, 137

families and, 68

family structure and, 165

gender identity and, 122

holidays and, 49

persona dolls and, 47

racialized identity and, 107

religious diversity and, 104

Anti-bias education (ABE), 1

activity planning, 43

avoiding missteps in, 41–43

children’s lives and, 41

content and activity idea sources, 40

curriculum guidelines, 39–43

defining, 4–5

dual language learning and, 79

families included in, 68

implementing goals of, 17–18

inclusive, 157–160

materials guidelines, 43–44

need for, 6–8

personal experience and, 53

reasons for doing, 177

world view of, 5

Anti-bias libraries, financing, 45

Anti-bias relationships, 64–69, 72–74

Anti-bias values and goals, 71–72, 89

Anti-Semitism, 10

Anxiety, about disabilities, 159

***Apple Picking Time* (Slawson),** 120

ASL. See American Sign Language

Assessment, immigrant families and, 83

Assigned sex, 123, 124, 127

B

Behavior

- aggressive, 17
- documenting, 59
- implicit bias and, 11
- sexual, 124
- stereotypes transcended through, 132–133

Bias

- acting on child's, 59–60
- children learning, 16
- development undermined by, 57–60
- explicit, 10–11
- family views and, 72
- implicit, 10–12
- interrupting development of, 90
- isms and, 10
- race and, 107

Bill of Rights, 20, 103

Binary gender expectations, 123, 124

Binary gender roles, 127–129

Biracial children, racialized identity and, 113

Biracial families, 168

Blended families, 168

Brave conversations, 61–63

“Building a Diverse, Anti-Bias Library for Young Children” (Madison), 45

Bullying, gender expression and sexual behavior and, 124

C

California School for the Deaf, 150

Carmela Full of Wishes (de la Peña), 130

CDC. *See* Centers for Disease Control and Prevention

Celebrations, 47–50, 98, 101–102

Center for Law and Social Policy (CLASP), 21, 22

Center for the Economics of Human Development, 110

Centers for Disease Control and Prevention (CDC), 158

Cerebral palsy, 155

Child-initiated activities, 40–41

Children

- as allies and activists, 162–163
- anatomy and, 126
- anti-bias outcomes for, 48
- biracial and multiracial, 113
- brave conversations with, 61–63
- clarifying and extending ideas of, 56
- conversations fit to understandings of, 54–55
- cultural attitudes and, 89
- cultural identity and, 75
- curiosity or puzzlement of, 55
- economic challenges and, 142
- economic class ideas and attitudes and, 139–142
- gender ideas and attitudes and, 125–129
- gender role socialization of, 127–128
- identity formation in, 26
- knowledge of racial backgrounds, 119–120
- learning from each other, 161–162
- making sense of observations and experiences, 28
- paying attention to realities of lives of, 41
- physical feature differences and, 112
- prejudice learned by, 16, 111
- racial categories and, 112–113
- relationships with, 51
- resiliency of, 142
- resisting harmful messages and, 115–116
- silence harming, 52–54
- skin color awareness of, 111
- social expectations about gender roles and, 126–127
- stereotypes and fears about differences absorbed by, 90–91
- talking about ABE goals with, 18
- talking about racial issues with, 116
- transgender, 127
- United Nations Convention on Rights of, 5

Children's books, 39, 44

- about cultural groups, 96
- disabilities in, 161
- about families and diversity, 93
- family issues in, 176
- financing anti-bias libraries, 45
- finding and selecting, 45
- starting with, 46
- stereotypes in, 46

Cisgender, 36–37

Citizenship, 108

Civil Rights Act of 1964, 108

- Civil Rights Act of 1968**, 9
- Civil Rights movement**, 14, 35, 108
- Clarifying conversations**, 54–57, 90, 130
- CLASP**. *See* Center for Law and Social Policy
- Class**, 109–110, 142, 148
- Class celebrations**, 101–102
- Classism**, 9, 26, 148–149
- Class privilege**, 138
- Classroom areas, ABE goals in**, 40
- Classroom spaces, for families**, 66
- Class shame**, 141
- Co-custody families**, 168
- Code of Ethical Conduct (NAEYC)**, 7–8, 64
- Cole, Carole**, 150
- Colleagues**, 72–74
- Colonization, race and**, 107
- Columbus, Christopher**, 35, 99
- Columbus Day**, 99
- Common ground, finding and promoting**, 67
- Community**
 celebrations, 102
 contributions to well-being of, 146
 conversations about issues, 60–63
 cultural diversity in, 95–96
 welcoming and equitable, 142–143
- Competition, gender roles and**, 128
- Conditionally separated families**, 168–169
- Conferences, family–teacher**, 67–68
- Conflict**, 71–72, 74
- Confusion, indicators of**, 119
- Conversations**
 ABE goals in, 52
 brave, 61–63
 clarifying, 54–57, 90
 about community and world issues, 60–63
 not knowing what to say in, 63
- Cortes, Lupe**, 6, 63
- “A Covenant for Honouring Children” (Raffi Foundation for Child Honouring)**, 4
- Cowen-Fletcher, Jane**, 42
- Critical thinking**, 120
 gender injustice and gender fairness and, 133–134
- Cultural context**, 12
- Cultural continuity or discontinuity**, 79–80, 83
- Cultural diversity**, 13–15, 88
 addressing signs of rejection of, 91
 discovering differences, 89
 families and, 92–93
 food and eating, 94–95
 important people and heroes, 95
 language and, 93
 in larger community, 95–96
 learning environment and, 91
 religious literacy and, 103–105
 singing, dancing, and music, 95
 strategies and activities about, 91–96
 teachable moments and, 92
- Cultural events, holiday activities as**, 96–102
- Cultural fairs**, 42
- Cultural groups**, 96
- Cultural identity**, 75
 ABE goals and, 76
 beginnings of, 79
 building capacity to foster, 80
 curriculum guidelines for, 80–87
 dominant culture attitudes and, 80
 dynamism of, 77–78
 language and, 79
 young children’s ideas and attitudes about, 78–80
- Cultural racism**, 108
- Cultural ways of living**, 89
- Culture**, 34, 89
 deep, 77
 elements of, 76–77
 family, 76, 78
 pretend-play and, 101
 surface, 77
 visibility of, 80
- Culture clash**, 171
- Curiosity, responding to**, 55
- Curriculum**
 anti-bias thinking applied to, 47–50
 cultural identity and, 80–87
 guidelines for, 39–43
 home cultures and individualizing, 82
 work in, 140
- Cycle of praxis**, 177

D

Dance, cultural diversity in, 95

DAP. *See* Developmentally appropriate practice

Day, Carol Brunson, 76, 82

Deaf people, 150

Deep culture, 77

Department of Education, Office for Civil Rights, 11

Development

ABE and, 6

of bias, interrupting, 90

bias undermining, 57–60

dual language, 84–85

gender expression and, 124

of gender identity, 126

right to, 5

Developmentally appropriate practice (DAP), 12

“Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8” (NAEYC), 39

Developmental stressors, 110

Differently-abled people, ideas and attitudes about, 153–157

Disabilities

attitudes and options for, 151–153

awareness of assumptions and biases about, 159

children learning about, 154–155

children’s questions and thinking about, 158

countering misconceptions about, 162

families of children with, 160

fear, impatience, or misconceptions about, 156–157

helping children answer questions about, 155–156

ideas and attitudes about, 153–157

interrupting hurtful language about, 159

language and, 158

strategies and activities about, 160–163

Discrimination, 10, 16–17, 37–38, 52, 108, 167, 170

Discussion groups, 69

Diversity, 76, 88, 111

as ABE goal, 5, 15–16

activities, 42

adults and, 19

cultural, 13–15

in family beliefs, 104–105

learning environments and, 43–44

Dominant culture, 13–15

children’s books and, 44

cultural identity and attitudes of, 80

holidays of, 99–100

Donovan’s Big Day (Newman), 176

Dual language learners, 10, 12, 79, 86

immigrant families and, 83

nurturing development of, 84–85

E

Early childhood education, 6

advancing equity and, 7, 8

advocacy and, 177

classism in, 148–149

equity advancement and, 7

family importance to, 14–15

family participation in, 10

family types in, 167–171

immigrants and, 21

inequity and, 8

isms impact on, 9–10

men in, 133

poverty and racism effects and, 110

Eating, learning about diversity in, 94–95

Economic class

anti-bias core goals and, 137

fostering nonclassist assumptions and

interactions, 143–144

housing, 145–146

ideas and attitudes about, 139–142

jobs, 144–145

overview of, 137–139

strategies and activities about, 142–148

supporting families across, 147–148

Educational materials

disabilities and, 161

guidelines for, 43–44

Education for All Handicapped Children Act of 1975 (EHA), 9, 152

Empathy, 16

Empowerment, 162

Entitlement, 140–141

Equitable enrollment forms, 66

Equity in Early Childhood (blog), 45

Ethnic groups, 34

Ethnicity, 34

Exclusionary play, gendered, 41

Experience

children making sense of, 28

invisibility erasing, 27

Explicit biases, 10–11

Extended families, 168

F

Fairness, 16

economic class and, 142–148

gender, 133–134

strategies and activities, 91–96, 116–120,
129–135

teachable moments and, 117–118

Families

ABE goals and, 68

anti-bias values and goals conflicting with wishes
of, 71–72

brave conversations and, 61

building anti-bias relationships with, 64–69

classroom spaces for, 66

communication methods and, 67–68

community well-being contributions of, 146

cultural diversity and, 92–93

cultural identity and, 81–82

curiosity about, 174

disabilities and, 160

disagreements with anti-bias activities, 69–72

displays of people in, 92

diversity in beliefs of, 104–105

holiday activity participation and, 98–99

immigrant, 83–85

incarceration and, 168–169, 172

inclusive, secure, and supportive environments
for, 66

similarities and differences of, 81–82

supporting across economic class, 147–148

types of, 167–171

work caring for, 144

working with, 59–60

young children definitions of, 172–173

Family culture, 76, 78, 91

Family handbooks, 66

Family inclusiveness, 165–167

Family structure

ABE goals and, 165

children's awareness of, 26

forms of, 166–167

ideas and attitudes about, 172–174

strategies and activities about, 174–176

variety of, 167–171

visibility and, 174

Family–teacher conferences, 67–68

**Family–teacher relationships,
class differences and**, 148

Fear

absorbing, 90–91

acting on child's, 59–60

addressing signs of, 91

about differences, 90–91

about disabilities, 156–157

of disabilities, 159

silence and, 52

First Amendment, 103

Fleming, Tarah, 113, 114

Food, 94–95, 136

Foster families, 169

14th Amendment, 20

G

Gandhi, Mahatma, 119

Gathering the Sun (Ada), 120

Gender

constructing ideas and attitudes about, 125–129

strategies and activities about, 129–135

understandings of, 122–125

Gendered exclusionary play, 41

Gendered terms and pronouns, 124

Gender expression, 123, 124–125, 132

**Gender fairness, critical thinking
about**, 133–134

Gender identity, 121, 124

anti-bias core goals and, 122

binary model of, 123

clarifying conversations about, 130

development of, 126

learning centers and, 131–132

transgender children and, 127

Gender labels, 26, 35

Gender roles, 123, 124
effects of binary, 128–129
expectations about, 121–122, 126–127
socialization of binary, 127–128

Gender shame, 141

Generational wealth, 108

Get-togethers, 69

Goodnight Moon (Brown, M. W.), 93

Group action, 120

Group activism, 69

Group privilege, 37

H

Handicapped, 35

Harmful messages, resisting, 115–116

Hate crime, 9, 103

Hate groups, 9

Head Start, 6, 63, 155

Hearing impairments, 154

Heart-to-heart talking and listening, 33

Heroes, cultural diversity and, 95

Heterosexism, 9

Hispanic, 35

Holidays, 47–50

choosing for learning activities, 97
dominant culture and, 99–100
family wishes around participation in activities,
98–99
including, as cultural events, 96–102
language used in activities around, 97
respecting traditions and ways of celebrating, 97
staff participation and nonparticipation in, 98

Home cultures

curriculum individualization and, 82
invisibility of, 80
program culture differences from, 86–87
religion and, 103

Home languages, 10, 93

Home visits, 68

Housing, 145–146

Huerta, Dolores, 95, 119

Human rights, 108

Human sameness, 91

Hurtful language, interrupting, 159

I

I Am Latino (Pinkney), 118

ICE. *See* Immigration and Customs Enforcement

Identity, 24–30. *See also* Racialized identity

as ABE goal, 5, 15
adults and, 19
beginnings of, 26
cultural, 75
invisibility erasing, 27
learning materials and, 43–44
negative self, 57–59
pre-prejudices and, 28–29
racial, 29
racism and development of, 13
schemas and, 28
societal power dynamics and, 29–30

Identity-first language, 158

I'm Jay, Let's Play (Reichmuth), 130

Immigrant families, 83–85, 170–171

Immigrants, 14, 20–22

Immigration

policies, 20, 22
racism and, 108
Thanksgiving and, 100

Immigration and Customs

Enforcement (ICE), 23

Impatience, disabilities and, 156–157

Implicit biases, 10–12

Implicit messages, social identity and, 27

Important people, cultural diversity and, 95

Incarceration

as developmental stressor, 110
families and, 168–169, 172
low-income families and, 138

Inclusive anti-bias programs, 157–160

Inclusive classrooms, defining, 152–153

Inclusiveness, family, 165–167

Indian Child Welfare Act of 1978, 14

Indigenous Americans, 101

Individualism, 128

Individualized learning, 9–10, 82
Inequality, racism and, 108
Infants, skin color awareness of, 111
Inferiority, 140–141
Initial intake interviews, 66–67
Injustice, gender, 133–134
Instructional strategies, dual language learners and, 83
Internalized inferiority, 37
Internalized privilege, 36
Interpersonal racism, 108
Interrupting hurtful language, 159
Intersectionality, 38, 109–110
Intervention strategies, talking about, 60
Invisibility, 27, 80
Isms, 8–13
 biases and, 10
 direct and indirect effects of, 9
 early childhood education impact of, 9–10

J

James, LeBron, 119–120
Joint custody families, 168
Justice
 as ABE goal, 5, 16
 adults and, 19
 nonclassist assumptions and, 143

K

King, Martin Luther, Jr., 95, 179

L

Language. *See also* Dual language learners
 cultural diversity and, 93
 cultural identity and, 79
 equitable, 66
 holiday activities and, 97
 home, 10, 93
 hurtful, interrupting, 159
 identity-first, 158
 people-first, 158

Latino, 35

Latinx, 35

Learning centers

 gender identity and, 131–132
 small groups for, 161

Learning environments

 diversity and, 43–44
 racial diversity visibility in, 116
 sameness and difference in, 91

“Less than” messages, 37–38

LGBTQ people, 37, 169–170

Low-income families. *See* Poverty

M

Mainstream, 14

Mama Zooms (Cowen-Fletcher), 42

Material possessions, 140–142

Media messaging, about material possessions, 141–142

Meetings spaces, 66

Microaggressions, 13

Migrant families, 170–171

Military families, 171

Misconceptions, about disabilities, 156–157

Misinformation

 addressing signs of, 91
 clarifying, 61
 about particular jobs, 144–145
 race and, 107

Misinforming, 42–43

Misrepresenting, 42–43

Missteps, avoiding, 41–43

Montessori, Maria, 95

“More than” messages, 36–37

Multiethnic families, 168

Multiracial children, racialized identity and, 113

Multiracial families, 168

Music, cultural diversity in, 95

N

NAEYC. *See* National Association for the Education of Young Children

Naming, 177

National Association for the Education of Young Children (NAEYC), 1
Code of Ethical Conduct, 7–8, 20, 64, 97, 177
on DAP, 12
“Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8” position statement, 39
on immigrant families, 21
social justice movements and, 177
statement on advancing equity, 7, 8

National Center for Children in Poverty (NCCP), 109

National Education Association (NEA), 22

Nationality, 34

Native Americans, 14, 34
Thanksgiving and, 100–101
tourist curriculums and, 42

NCCP. *See* National Center for Children in Poverty

NEA. *See* National Education Association

Negative self-identity, 57–59

***Niwechihaw / I Help* (Nicholson),** 101

No Child Left Behind Act, 139

Nonclassist assumptions and interactions, fostering, 143–144

Nongendered routines and experiences, 129–130

Nonstereotypical gender expression, 132

O

Obama, Barack, 108

Observations
children making sense of, 28
discussing, 60
families and, 60
sharing, 60

Office for Civil Rights, 11

***On Mother’s Lap* (Scott),** 101

Overgeneralization, 72

P

Parents. *See* Families

Patterns of incidents, 59

***Pearl Moskowitz’s Last Stand* (Levine),** 146

People-first language, 158

Persona dolls, 39, 47, 62
cultural diversity and, 93
disabilities and, 161
Native Americans and, 101

Personal identity, 24–30

***Peter’s Chair* (Keats),** 46

Physical features
children and differences of, 112
exploring differences and similarities in, 118

Play, equity and, 139

Poverty, 25, 109–110, 137, 138

Power hierarchies, 128

Power relationships, 29

Prejudice, 10
absorbing, 90–91
children learning, 16, 111

Pre-prejudices, 28–29, 56–57

Prison MATCH, 172–173

Privilege
class, 138
group, 37
internalized, 36
recognizing, 109

Program cultures, home culture differences from, 86–87

Pronouns, 35, 124

Puzzlement, responding to, 55

Q

Quality Rating Improvement System (QRIS), 179

R

Race, 34, 106
class intersectionality with, 109–110
colonization and, 107

slavery and, 107–108
social and political creation of concept, 107
talking with children about, 116

Racial backgrounds, children’s knowledge of, 119–120

Racial categories, 112–113

Racial diversity, 116, 119

Racial identity, 29

Racialized identity, 34–36
ABE goals and, 107
biracial and multiracial children and, 113
child ideas and attitudes about, 110–116
choice and, 109
defining, 107
poverty inequities and, 137
preparing to address, 106
resisting harmful messages and, 115–116
school materials and, 116
slavery and, 107–108
strategies and activities for, 116–120
teachable moments and, 117–118
thinking about, 109
white children and, 113–115
young children and features of, 111–112

Racial microaggressions, 13

Racism, 9
defining, 107
early childhood programs and, 110
forms of, 108
immigration and, 108
implicit bias and, 11
inequality and, 108
microaggressions and, 13
systemic, 110
talking about, 18

Raffi Foundation for Child Honouring, 4

Ramadan, 98

Recycling, 146–147

Reflecting, 177

Rejection of disabilities, 159

Relationships
ABE core goals and, 65
anti-bias, 64–69, 72–74
with children, 51
class differences and, 148–149
self-reflection and, 65

Religions
coexistence of, 103
holidays and, 97–98
home cultures and, 103
intervening in negativity about, 105

Religious intolerance, 103

Religious literacy, 103–105

S

Sameness, learning environment and, 91

Same-sex marriage, 9

Schemas, 28

School celebrations, 101–102

School-family relationships, building, 64–69

School materials, racialized identity and, 116

Schools, as sensitive location, 22

Segregation, 108

Self, sense of, 26–27

Self-concept, 16

Self-discovery, 2

Self-esteem, 111

Self-identity, 57–59, 163

Self-knowledge, 2

Self-reflection, 7, 65, 70

Self-rejection, indicators of, 119

Sense of self, 26–27

Sensitive locations, 22

Sexism, 9

Sexual behavior, 124

Sexual harassment, 10

Sexuality, 123, 124

Sexual orientation, 124

***Shades of People* (Ratner and Kelly)**, 118

Shaming

class and gender, 141
gender expression and sexual behavior and, 124

Silence, harm through, 52–54

Singing, cultural diversity in, 95

Single-parent families, 36, 171

Skin color, infant and toddler awareness of, 111

Slavery, 107–108

The Snowy Day (Keats), 46

Social advantage, 38

Social attitudes, 53

Social context, 12

Social disadvantage, 38

Social expectations, about gender roles, 126–127

Social identities, 2, 15, 24–30, 121

- ABE goal implementation and, 17
- communicating about, 34
- complex feelings from, 36–38
- constructing, 26–27
- gender development and, 129
- importance of, 25–26
- intersectionality and, 38
- names for groups, 35
- naming, 31
- portrait of, 32, 33
- societal power dynamics and, 29–30

Social justice movements, 177

Societal attitudes, 29–30

Societal power dynamics, 29–30

Something Special for Me (Williams), 176

Somewhere Today (Thomas), 146

Special Needs Alliance, 152

Staff

- disagreements and conflicts between, 74
- disagreements with anti-bias activities, 69–72
- holiday activity participation, 98
- interactions between, 73

Stereotypes

- absorbing, 90–91
- in children’s books, 46
- modeling behaviors that transcend, 132–133

Stratification, 10

Structural racism, 108

Structured activities, 139

Substance abuse, 138

Superiority, 140–141

Supreme Court, 9

Surface culture, 77

Sweetest Kulu (Kalluk), 101

Systemic advantage, 37

Systemic barriers, 10

Systemic inequality, 9

Systemic racism, 110

T

Targeted discussions, 69

Teachable moments

- building on, 92
- gender identity and, 130
- racialized identity and, 117–118

Teacher-initiated activities, 40–41

Teacher meetings, 72–73

Teachers

- disagreements and conflicts between, 74
- family conferences with, 67–68
- identity and, 30–31

Thanksgiving, 99–101

Third spaces, 71

Toddlers, skin color awareness of, 111

Tokenism, 42

Tourist curriculums, 42

Transgender children, 127

Transnational families, 171

Two-parent families, 36

U

United Nations Convention on the Rights of the Child, 5

United States, dominant culture in, 14

US Census, 35

- race and, 108

V

Visibility, 27

- of culture, 80

Visual material environment assessment checklist, 180–181

Vocabulary, silence and, 52

Voting rights, 108

Voting Rights Act of 1965, 9

W

Welcoming and equitable learning communities, creating, 142–143

Wheelchair bound persons, 35, 162

White nationalism, 10

***Who's in My Family* (Harris)**, 93

Women, marginalization of roles of, 10

Work

at home, 144

value and importance of kinds of, 140

Working with others, 177

World issues, conversations about, 60–63

Y

Ypsilanti Perry Preschool Project, 110