

*A 21st Century Take on
Racial-Ethnic Socialization:
Patterns of Competency
and Content among Diverse
Parents of Color*

N. KEITA CHRISTOPHE, GABRIELA LIVAS STEIN, LISA KIANG,
NATASHA C. JOHNSON, SHAWN C. T. JONES, HOWARD C.
STEVENSON, NKEMKA ANYIWO & RIANA E. ANDERSON

**Infographic by Alice Zhang, Cassidy Dal Santo,
Priya Patel, Rowina Debalkew.**



Background

What is Parental Racial-Ethnic Socialization (RES)?

Parents' **implicit or explicit** behaviours & messages that help their children understand their **racial-ethnic group membership** and the **nature of racism and discrimination**. **RES** is an **important resilience factor** in protecting children against discrimination.

Categories of RES



CULTURAL SOCIALIZATION **teaching** the history, customs, values, and traditions of a racial-ethnic group to support racial-ethnic pride


messages providing youth with **warnings** and **PREPARATION FOR BIAS coping strategies** to manage potential experiences of discrimination

PROMOTION OF MISTRUST messages **lacking advice** for coping with discrimination but include **warnings** for youth to **avoid** other racial-ethnic groups because of **potential discrimination**.

positive & negative messages emphasizing **racial-ethnic equality (promotion of equality)**, some of which focus on **celebrating the diversity of people's cultures and backgrounds (cultural pluralism)**, and some of which **minimize & downplay** the role of race in society

EGALITARIAN MESSAGES

WHAT INFLUENCES PARENTAL RES PRACTICES?

- 
- socioeconomic status
 - experiences of discrimination
 - awareness & response to structural inequality
 - parental racial pride & centrality

In addition to RES messages,
RES COMPETENCY
is important too!

A person's confidence, skills, and stress
surrounding the delivery of RES.

What Comprises Parental RES Competency?

- stress levels
- perceived skills
- perceived confidence
in their ability to
communicate RES
content



Research Question

How does RES look like in terms of content and competency across and within various racial-ethnic groups and what factors are associated with these patterns of competency and content?

Sample

**585 Black, Asian
American and Latinx
parents (59.70% mothers)
with children between the
ages of 10 and 18**



Results

3 patterns of competency & content were found...



LPSLF

Less Prepared Stressed Low Frequency

Largest Profile (48.7%)

Parent characteristics: **Low** confidence, **low** skills, **average** socialization-related stress

Parent socialization: All forms of socialization with **below average** frequency

High proportion of immigrant parents, Asian parents, and male children

Least parental critical action

PLSF

Prepared Low Stress Frequent

Second largest Profile (34.9%)

Parent characteristics: **High** socialization-related confidence and skills, **low** stress

Parent socialization: **Average/above average** positive and preparation for bias messages, **uncommon** mistrust and race minimization messages

Oldest parent and child dyads

PSF

Prepared Stressed Frequent

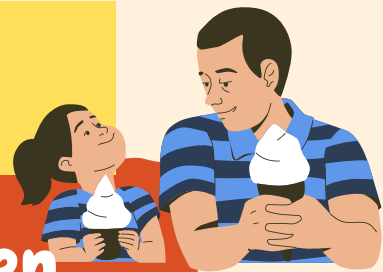
Smallest profile (16.4%)

Parent characteristics: **Above average** confidence and skills, **high** levels of general and call to action socialization-related stress, parents reported **greatest** amount of racial discrimination

Parent socialization: **Frequent** socialization for positive and negative messages

Most parental critical action

Conclusion



Results on differences between profiles with respect

With respect to discrimination and critical consciousness...

- PSF parents endorsed the highest levels of critical reflection, or understanding of structural inequalities
- LPSLF parents endorsed the lowest motivation to correct social inequalities
- PSF parents reported engaging in the most critical action, followed by PLSF parents and then LPSLF parents
- With respect to lifetime discrimination exposure, PSF parents also reported the greatest amount of exposure to racial discrimination over their lifetimes compared to parents from the PLSF and LPSLF profiles

Why is this Important?

First study to find associations between parental critical consciousness dimensions and parental RES

Understanding these associations help us understand their implications for parents delivery of RES content and their feelings & thoughts surrounding RES

Communication of RES

Communication of RES is shown to have implications for youth's critical consciousness and sociopolitical beliefs

More discrimination associated with PSF profile

By exploring this finding, we may assist parents in reframing their experiences in order to be more beneficial for youth-well being

Policies which focus on mental health and child wellness in the future

In the future, we can implent and integreate these findings to promote psychoeducation and programming around discrimination reduction, family-based coping strategies and balanced delivery of RES messages

