

EDUCATING TEACHERS ABOUT DIVERSE FAMILIES:
A WORKSHOP FOR TRANSITIONAL
KINDERGARTEN – 12th GRADE
TEACHERS

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education
Curriculum and Instruction Option

by
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Summer 2018

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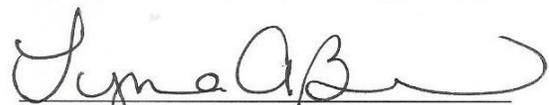
Summer 2018

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DEDICATION

To my Wife, Mom, Children & their partners, Grandchildren, Brother Mike, Colleagues,
and Friends for their encouragement, positive affirmations, and love. Without you all,
I would not be here today.

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I would like to thank the following people for their continued encouragement, support, and love.

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ABSTRACT

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Master of Arts in Education

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Today's students are more diverse and are being raised in a variety of family structures. Unfortunately, teacher's demographics do not reflect this diversity. This paper reviews what constitutes a family, studied multiple researchers regarding teacher education of diversity and family diversity, bias, assumptions about diverse students and their families, explored and identified the need for teachers to be educated about family diversity, and how to introduce family diversity to working teachers through professional development workshops.

CHAPTER I

INTRODUCTION

The idea for this project came from my experience with my fourth-grade teacher, in Las Vegas, Nevada in 1976. My teacher asked the class to see a show of hands if our moms and dads were coming to parent teacher night. I was the only student that did not raise their hand, and the teacher called me out by name and asked why my Mom and Dad were not attending. I told the teacher that I did not have a dad, and then explained my parents were divorced and my dad lived in New Mexico. The class gasped, and the teacher did not say a word, nothing more was said to the class or to me. I felt embarrassed, alone, sad, and misunderstood.

A teacher's responsibility is to advocate for their students, create a culturally competent classroom and support all students and their families (Burt, Gelnaw, & Lesser, 2010). Gay, (2009); Murdock & Hamel, (2016); Nieto, (2000); and Turner-Vorbeck (2005) explained that the United States demographic is changing, creating more diverse families, teachers need to know how to teach these students and embrace their families. The demographics of teachers have not changed much over the years, but the diversity and structures of families have changed and evolved (Murdock & Hamel, 2016; Taie & Goldring, 2017). According to the United States Census, from 1950 – 2016, children under the age of 18 living with two parents has dropped from 93% to 68% and over half of all public-school students are non-white (The National Center for Education Statistics report, 2017; United States Census Bureau, 2016). Teachers should be leaders in their classrooms, encourage tolerance of all students and their families, and model inclusivity.

While teacher education programs are required to address diverse learners, teacher candidates may not receive as much preparation for diverse families. That is why it is vital that teachers have the opportunity to continue to expand their knowledge about diverse students and families. Kennedy (2016) pointed out that many school districts require teachers to attend professional development, in order to gain knowledge and better serve their students. Additionally, the demographics of families are changing rapidly, this creates new challenges for teachers as they work to create an inclusive and welcoming classroom for their students and families (Murdock & Hamel, 2016; Nieto, 2000; and Turner-Vorbeck (2005). Thus, the topic of family diversity is a valuable and needed topic for ongoing professional development for teachers. Because teaching credential programs do not have the room to implement new curriculum on this subject, teachers must learn about the different types of families and homes their students comes from. It appears that the best way to educate teachers about family diversity, is to create a Professional Development Workshop on Family Diversity.

In order to meet the needs of teachers understanding of diverse families, this author created a six-session professional development workshop. The workshop is designed to teach over a six-week period, in two-hour sessions. The importance of these workshops started to take shape after talking with educators, colleagues, and classmates about family diversity. A survey on family diversity was designed by this author, it was submitted to approximately 351 college students (over the age of 18) about family diversity. Questions centered on their recollection of family diversity in school and how they felt in school in their respective family structure. overall those who came from non-traditional family structures

felt that they were not represented in their schooling. The respondents will be explored more in Chapter 3.

Purpose of the Project

The purpose of this project is to develop a workshop for teachers on family diversity. The literature reviewed confirms that a child's self-worth and identity is linked to their families, and if not supported, the child's sense of security could crumble (Burt, Gelnaw and Lesser, 2010). The point of this project is to educate teachers about their implicit biases and assumptions in regards to diverse families, so that they can be accepting and empathetic to all students and their families.

Significance of the Project

Education can change a person's beliefs and assumptions about family diversity. Using literature, group discussions, journals, videos, and movies, will give the teacher the opportunity to experience similar or different family experiences than their own. This type of instructional approach will allow critical analysis of beliefs and assumptions about families, create a dialogue with other teachers in the workshop, and create an understanding and empathy about family diversity.

The configuration of what constitutes a family has changed dramatically over the years. At one-point single parent families, divorced and step families were considered non-traditional. Today there are Grandparents and other family members raising children, there are children who are being raised in Foster Care or have been adopted. In our society we have individuals in the LGBTQ community that are parenting their biological children,

partner's children, foster or adoptive children, and children that have been conceived by using a surrogate or a cryobank.

The significance of this project is to expose teachers to different types of families with the hope that they will recognize that a family is about love, support and nurturing, not how it is configured.

Limitations

One limitation of this project is that there is a scarce amount of literature that dealt with preservice teachers and family diversity. The research on family diversity was limited, whereas, literature on cultural diversity and education of pre-service teachers was abundant. The project focuses on professional development for teachers on family diversity. Another limitation of this project is assessment. It will be difficult to know if the workshop on family diversity was successful, it is difficult to measure outcomes about teacher's attitudes, assumptions, and biases in the classroom.

Definition of Terms

- Explicit Bias are beliefs and assumptions that affects a person's action and assessment in a conscious state (Murdock & Hamel, 2016).
- Family Diversity refers to the different types of families, whether it is structure, race/ethnicity, class, gender or various circumstances (Turner-Vorbeck, 2013).
- Implicit/Unconscious Bias are beliefs or stereotypes that affects someone's definition, actions and assessments in an unconscious way (Murdock & Hamel, 2016).

- Professional Development are lessons that can be applied to a person's job to To improve their practice (Darling-Hammond & McLaughlin, 2011; Patton, Parker, and Tannehill, 2015).

Proposed Methodology and/or Approach

The creation of the Professional Development Workshop on Family Diversity will focus on uncovering implicit and explicit biases, and assumptions. The next workshop will explore the definition of family, and how the participants understand family diversity. The following sessions will look at a variety of family structures, multicultural families and different family experiences or situations. The workshop consists of six sessions that have been planned and organized by using the 5 E Instructional model (Bybee et al., 2006; Routty Math Teacher, 2018). Each session includes children's literature, videos, group activities, and discussions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Because of the changing demographics in the United States population and family structures, teacher education programs need to evolve and begin teaching educators how to teach diverse students with diverse families (Murdock & Hamel, 2016; Nieto, 2000, Turner-Vorbeck, 2005). The studies informing this review primarily focused on preservice teachers learning about cultural diversity and family diversity, and their ability to recognize biases, prejudice, and assumption around this subject.

Burt, Gelnaw and Lesser (2010) suggested that a child's sense of well-being and identity is connected to their families. That means a child's sense of self, one's identity, is embedded in their home life, and what they define as "family." Family is a child's first sense of belonging, it's their sense of normalcy (Turner-Vorbeck, 2005). When a child enters the school and is faced with the possibility of others questioning their family dynamics, it can unravel their sense of well-being. The National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct (2011) states:

Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code. (p. 3)

Burt et al. (2010) concluded, a teacher's job is to be an advocate for their students and create an inclusive atmosphere, accepting of all students and families. According to the Commission on Teacher Credentialing (2009), being an educator is having the ability to pull from learned knowledge, comfortable with the subject matter, and knowledge about their students, families, and communities.

While there are numerous studies on students' cultural and ethnic backgrounds (Egalite, Kisida & Winters, 2015; Gay, 2002; Ladson-Billings, 1995; Lyon, 2009; Nieto, 2000), there is a scarcity of literature on students' diversity of family. Turner-Vorbeck (2013) suggested that educating preservice teachers about diverse families, introduced a deeper level of diversity. It makes sense that when a person is not familiar with a family structure, family dynamics, culture, ethnicity, it may be difficult to relate and connect in a supportive way. Tschida and Brown Buchanan (2017) explained that it is crucial that children see themselves and their families represented in their classroom. Most educators tend to choose materials and books for their classroom that represent their beliefs, not what represents their student and their families (Tschida et al., 2017).

As Burt et al (2010) reported, when students and their families are being represented and included in their classroom, it may help them with feeling comfortable and able to learn. When a student is not passing, the teacher and administration tend to blame the student and the family, instead of focusing on what the school can do to help this child succeed (Garmon, 2005). This literature review focused on the correlation between teachers and their support of students by acknowledging and empathizing with their family diversity and family structures.

Defining Family

Powell, Blozendahl, Geist, and Steelman, (2010) insisted that family is an important system in society, without family, society would be non-existence. The definition of "family" has evolved throughout history, whether choosing who family is, who one loves and not bound by blood, gender or biology. Television has done a good job depicting the evolution of the American family, from the 1950's traditional values that was narrowly

defined as a man and woman having kids and gender roles to the 1960's that illustrated single parent families, 1970's showed divorced and blended families, recently there have been same sex families, families depicting racial issues, and families with a transgender parent (Grant & Ray, 2019).

Family, whether it is biological or chosen, acts as a support system. As early as 1926, the sociologist Ernest Burgess described family a “unity of interacting personalities” (Powell et al., 2010). The definition of family and the significance is studied across academic disciplines; such as, arts & humanity, public health, psychology, anthropology, education, communication, and sociology (Powell et al., 2010). Mirjana, Raj, Wilkins, Treadwell, Caussade-Rodriguez and Blum (2012) pointed out that the concept of how people defined family has evolved with the changes in gender roles, and the configuration of families, For the purpose of this project, family is defined as a parent or a caregiver to a child or children.

Demographics of Teachers and Students

According to Murdock and Hamel (2016), many students in teaching credential programs are Caucasian cisgender females, do not identify as Lesbian, Gay, Bi-sexual, Transgender, Queer (LGBTQ¹) and raised in a traditional middleclass home. Taie and Goldring (2017) reported that there are approximately 3,827,100 public school teachers, 77% are female and 80% are non-Hispanic whites. The National Center for Education Statistics report (2017) stated that out of the 50.7 million students in public primary and secondary schools, approximately 26.3 million students are nonwhite.

Grant and Ray (2019) indicated that children can live in several different family configurations throughout their childhood, by nature families are fluid. Overtime, marriage,

¹ LGBTQ is used because it defines sexual orientation and gender as it would relate to families with children.

divorce, and remarriage has become a common flow of events for families. The Pew Research Center (2015), found that two parent homes are not as prevalent, since divorce and cohabitation is on the rise; whereas the 1960's, people did not usually have children unless they were married. One in six children are living in a blended family, and one or both homes may have same-sex and/or multicultural/bi-racial family members (The Pew Research Center, 2015). Not only are families diverse because of cultures, ethnicities, religions, and configurations, but families may be living certain experiences as, food and shelter insecurities, immigration issues, foster care or a parental figure or child that is incarcerated (Mitchell, 2018; Sparks, S, 2018; Samuels, 2018).

Family Diversity Research

At a Midwestern liberal arts college, in a multicultural education course for preservice teachers, a two-hour family diversity section was added to the curriculum for three semesters (Turner-Vorbeck, 2013). Turner-Vorbeck (2013) discovered that exposing preservice teachers to true stories about diverse families, this allowed the participants to experience and empathize with these families. By hearing from different families, the preservice teachers were able to think critically about diverse families and effectively create inclusive activities. Each participant had to keep a reflective journal, the researcher added the words of one preservice teacher, regarding family diversity. Turner-Vorbeck (2013) reported that a preservice teacher that participated in this study knew that she did not believe in homosexuality because of her religious beliefs, but after this class, she realized that she needed to create an inclusive classroom for all children and their families.

Turner-Vorbeck's (2013) focus of inquiry was the effect of a session on family diversity in a Multicultural Education course on teacher candidates' perception of family

diversity. There were objectives built into the curriculum, and after each were met the researcher used formative assessment to analyze the data collected (Turner-Vorbeck, 2013). It was inconclusive whether these participants would take the information learned and create an inclusive atmosphere for all students and their families.

Murdock and Hamel (2016) studied the perceptions of forty-two preservice teachers, their beliefs of culture and diversity. The lessons were intentionally designed so that the participants would read, feel, discuss, and consider their assumptions and biases they held about culture and families (Murdock & Hamel, 2016). In their 2016 study it was acknowledged that there is a need for educators to be culturally competent when working with students and their families. Because the demographics of teachers are drastically different than their students, it appears that family diversity education is important, whether it is offered in a teaching credential program or presented at a workshop for working teachers. Turner-Vorbeck (2013) reported that the preservice teachers in their study seemed to be aware of their biases, antiquated beliefs, and were able to reflect on what was learned about family diversity.

Murdock & Hamel (2016) found that in their research, preservice teachers need more than one class to explore their beliefs on diversity, family, bias, and prejudice. Even though it is important to offer training on family diversity to preservice teachers, research showed that it can be difficult to successfully change beliefs if the student is unwilling to keep an open mind (Garmon, 2005). The researcher did not specify whether geographical location could be a contributing factor, regarding preservice teachers' unwillingness to reflect on their perceptions about diversity. Garmon (2005) suggested that there is some essential perspective that a preservice teacher must possess to have the ability to shift their

beliefs and biases regarding diversity. If preservice teachers are not open minded about the differences in people, then what is the possibility that they can be tolerant and accepting of diverse families?

Garmon (2005) proposed that it is necessary that preservice teachers be open minded, be self-confident, ability to self-examine, believes in equity, and have prior life experiences. According to Garmon (2005), it is up to school administration to ensure that teacher candidates have the ability and characteristics to embrace diversity and be inclusive. This study is not suggesting that preservice teachers cannot confront their biases, prejudices, and assumptions. If individuals are not willing to self-reflect and keep an open mind, it is less likely they will develop an empathetic lens (Garmon, 2005).

If children and their families are not included in the classroom, it may result in students not feeling safe, being represented or that they belong. Burt et al. (2010) emphasized that it should be the objective of all educators to assure that students and their families are represented and included in the classroom. If educators are not honoring all family structures and diversity in their classroom, then they are not creating a welcoming environment for their students. The research indicated that family is usually a child's first teacher, and if a teacher does not understand or is not familiar with the ethnicity, culture, class, or structure of the family, it could cause the student to feel different or isolated. The California Standards for the Teaching Profession outlines what is necessary to be a teacher. Teachers should be able to use their knowledge and skills and apply it to all students.

The Commission on Teacher Credentialing (2009) reported the following:

Teaching is more than methodology. A teacher's understandings of student development, of families and communities, of subject matter and curriculum, and of instructional methods, strategies and resources are ultimately linked to how the teacher plans and implements instruction and assesses student learning. (p. 2)

Given that the Commission on Teacher Credentialing reinforced that teaching is more than a technique, and by preparing teachers for diverse families, it ultimately influences student learning.

Professional Development

Professional development is defined as a multitude of informative lessons that can be applied to a person's job and improve their practice (Darling-Hammond & McLaughlin, 2011; Patton, Parker, and Tannehill, 2015). Professional development can vary, depending on the type of profession. Kennedy (2016) maintained that professional development is important for teachers that is why most school districts require extra training to enhance the way educators teach and interact with their students. Darling-Hammond, et al. (2011) further stressed, that for professional development to be successful, teachers must embrace the role of the learner and be meaningful and able to apply lessons to their classroom population.

Future Research

To gain more of an understanding of the need for family diversity education among teachers, it is necessary to find out what is being taught about family diversity in teaching credential programs. It appears to be necessary to survey students (college age, over the age of 18), and teachers to find out their knowledge and experience with diverse families. If the data collected from the surveys, support the research in this lit review, the next step would be to create a workshop about family diversity. The professional development workshop on family diversity, would be offered to various school districts surrounding Chico, California.

Conclusion

The teacher's understanding of a student's family and being aware of biases, when they appear and knowing how to counteract them, is imperative to a student feeling accepted and a feeling of belonging. These studies address the need for teachers to be mindful and responsive to the types of families that may be represented in the Students they teach. By examining current demographic of teachers and students in public schools, looking at recent studies about introducing family diversity to preservice teachers, and what is required in California teaching credential programs, it will illustrate that it is necessary to make sure primary and secondary public-school educators are prepared to teach all children and embrace their families. Lynne Bercaw, Director of the School of Education at CSU, Chico stated in an interview that many teaching credential programs are often impacted with units to meet state requirements, which does not allow much flexibility for more courses, a new course on family diversity, or even a section in a current course (personal communication, October 1, 2017). It seems that the solution to making sure educators are aware of the students and families they serve, would be to create a workshop for in-service or practicing teachers. Based on the research, it's necessary that teacher education address a deeper understanding of family diversity.

CHAPTER III

METHODOLOGY

Introduction

This project was inspired by the author's childhood, as a child of divorced parents in the 1970's, when divorced parents was a source of shame. Decades later in her work in an office of diversity at a university, she began seeing how others felt alienated in their schooling. This project focuses on developing a workshop for teachers to help them work with students from any sort of traditional or non-traditional family. The idea behind this workshop on family diversity, came through this author's experience as a child of divorced parents in the 1970's, and the teachers lack of knowledge and empathy about diverse families. As shown in the literature review, there is a lack of research and practice, pertaining to educating teachers about family diversity. As Burt, Gelnaw and Lesser (2010) pointed out, a child's wellbeing is embedded in their family and home life, if a student's families are not treated as valuable and valid, it could cause a child's self-esteem to be affected and hinder their ability to learn.

The first step was to hear from young adults and their perception of teachers. This author designed a survey to inform the teacher workshop. In order to meet the needs of teachers understanding of diverse families, this author created a six-session professional development workshop. The workshop is designed to teach over a six-week period, in two-hour sessions. The importance of these workshops started to take shape after talking with educators, colleagues and classmates about family diversity. A survey on family diversity was designed by this author; it was submitted to approximately 351 college students (over the

age of 18) about family diversity. When the respondents were asked, “What do you remember about any of your teachers talking to you about families? Did you feel your family structure was represented?”

Many shared about having a two-parent home, while others shared about having less traditional family configurations such as a single parent household and/or having divorced parents and traveling between households. Other themes that emerged were individuals who shared about growing up with families who did not speak English and feeling “like my family was different because my parents didn’t speak English” Survey Respondent, [December 8, 2017]. Several shared multiple characteristics where they felt their family was different, such as parents being divorced and being in the military.

One shared that they did not feel their family was represented in school because “being a child of divorce along with my dad being in the military it was extremely hard because many children of divorce were still in contact and got to see both parents but with deployments, I once went 3 years without seeing my dad” Survey Respondent, [December 8, 2017]. Another respondent did not feel their family was represented or understood because of the family configuration and ethnicity, they explained:

No, I do not feel like my family structure was represented. I feel very strongly about this. My teachers never discussed alternative family structures and it was very frustrating growing up. To complicate matters further, mine was an interracial adoption. I experienced identity crisis and insecurity with very little support and understanding from my teachers. (Survey Respondent, May 8, 2017)

After reviewing the respondent’s survey answers, it became evident that there were students that felt their teachers did not create an inclusive classroom in regard to their diverse families.

In order to meet the needs of teachers understanding of diverse families, this author created a six-session professional development workshop. The workshop is designed to teach over a six-week period, in two-hour sessions. The importance of these workshops started to take shape after talking with educators, colleagues and classmates about family diversity. A survey on family diversity was designed by this author, it was submitted to approximately 351 college students (over the age of 18) about family diversity.

Project Methods

The professional development workshop that this author created is broken down into six, two-hour sessions that will be offered to Transitional Kindergarten – twelfth grade teachers. In each session, the participants will be guided through a number of topics, the facilitator will use various teaching methods including direct instruction and providing researched-based teaching strategies, including videos, simulations, and small group and whole class discussion. The instructor will also provide resources such as various readings and websites for them to access independently. The participants will have a journaling exercise at the end of each workshop, so that the participants can reflect on what has discussed.

The lesson plan that was used to create these workshops is the 5E Instructional Model, it was originally used for science instruction, but it is currently being used across disciplines (Bybee et al., 2006). To guarantee effective and meaningful lessons, I used this model to create and organize these workshops. The 5E Model is based on a constructivist methodology to learning, students build upon old knowledge with new knowledge (Bybee, et al., 2006). This instructional model was modified for the structure of this professional development workshop, which includes six sessions.

Figure 1 displays the 5E lesson plan model that consists of five components: Engage, Explore, Explain, Elaborate, and Evaluate (Bybee et al., 2006). The “Engage” segment is how the lesson begins and how it engages the participant and pulls from their prior knowledge. The second component is to “Explore” the content by participating in an activity that encourages the participants to think about the topic and discover new meaning. Under the “Explain” section, the facilitator will define main ideas and use questions to encourage participants to connect to the topic that is being taught. The “Elaborate” heading is designed to help participants widen their understanding of the topic being taught and apply the knowledge they have learned to their life and practice. Participants will be evaluated by the facilitator, by assessing their progress through observation, journal exercises, worksheet exercises, and various problem solving and critical thinking tasks.

Session:
Materials:
Lesson objective(s):
Ground rules:
ENGAGEMENT: Capture participants interest and prior knowledge
EXPLORATION : Introduce activities and the concepts
EXPLANATION: Definitions are given and facilitator helps participants think at a higher level of understanding
ELABORATION: Expand the participants understanding and be able to apply it to their lives
EVALUATION: Participants will demonstrate that they have achieved the lesson objective

Figure 1. Sample 5E Instructional Model.

Adapted from Bybee, R., et al. (2006). *The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, CO: BSCS.

The workshops consist of six sessions and are meant to be taken sequentially. Each session builds on the others and presents a complete understanding of family diversity. At the beginning of session one, the facilitator will read the ground rules. These guidelines will help establish a safe and comfortable environment for the participants to be vulnerable and can speak freely.

The first session of the Family Diversity Workshop, will cover the topic of bias. Murdock and Hamel (2016) pointed out that it is vital for teachers to be aware of their implicit bias and assumptions, once they are aware, they can correct any biases. The second session is about defining families, formally and informally. This session will address the importance of knowing more than a single story, and about the understanding of how society constitutes a valid family (Adichie, 2009). The third session will be about LGBTQ (Lesbian, Gay, Bi-Sexual, Transgender, and Queer) families, and considering the different types of families in this community.

The fourth, fifth, and sixth session will be focusing on Multicultural families: Black & African American, Multicultural families: Latino & Latinx families, and Invisible Families: Homelessness, Undocumented, and Incarcerated.

These workshop topics were chosen based on research, and the organization and order of the workshop sessions were intentional. The first session will allow the participants to explore their bias(s) and understand how this can impact their teaching (Garmon, 2005; Gershenson, Holt, & Papageorge, 2016; Murdock & Hamel, 2016; Turner-Vorbeck, 2013). Murdock & Hamel (2016), Nieto (2000), and Turner-Vorbeck (2005) pointed out that the demographics of families have changed, it seemed essential to look at the traditional definitions of families and explore how the composition of families have changed over time.

Additionally, there are unique issues that impact family life that are not always addressed or detected by teachers. Mitchell (2018), Sparks (2018), and Samuels (2018) indicated that students who are in foster care, homeless, undocumented, or are incarcerated or have a parent that is incarcerated, are among the most vulnerable and invisible.

Assessments

Assessments after this workshop will be a challenge, since it is difficult to assess some one's implicit bias. Each participant will write a reflection after each session and discuss what they learned/discovered and how they can apply this to their teaching methods. After reading the reflection papers, the facilitator of the Workshop will email each participant with an individual response regarding their reflections. At the end of the final workshop session, each participant will write an overall reflection about the top three things they learned, how they can apply this to their teaching. In their reflection, participants will give a brief critique of the workshop. The facilitator will review all final reflection papers and make changes to the workshop sessions if needed.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

Families have changed dramatically over the years, due to the changes in the demographics in the United States population, the fluidity of family, and the passing of various legislation for the LGBTQ Community. It is essential that teachers have the ability to be mindful and empathetic when interacting with their students and their families (Murdock & Hamel, 2016; Nieto, 2000, Turner-Vorbeck, 2005). Although the demographics of students and their families have changed, public school teachers are still 77% female and 80% Non-Hispanic white and students and their family are more diverse (Taie & Goldring, 2017).

A child's well-being and self-esteem is entrenched in their home, and how they define "family" (Burt, Gelnaw & Lesser, 2010). An example of the above is when this author's teacher, in 1976, dismissed the fact that her parents were divorced and that only her Mom would be attending the teacher conference. This caused this writer to feel ashamed, alone, and that her family was not normal. The National Association for the Education of Young Children Code of Ethical Conduct (2011) states, "Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code" (p. 3). As stated above, teachers have a responsibility to provide a learning environment that is safe, inclusive, welcoming, and empathetic for their students and their families.

Even though having a diverse classroom is not new phenomenon, the changes in family structure, culture, and family circumstances have evolved over the years. There has not been much research on teacher's beliefs and assumptions about diverse families, but there have been studies on students' cultural and ethnic backgrounds (Egalite, Kisida & Winters, 2015; Ladson-Billings, 1995; Lyon, 2009; Nieto, 2000). Although there has not been much exploration or training for teachers about family diversity, it was found that when preservice teachers became aware of their biases and assumptions, they were able to reflect on what they learned about diverse families.

Conclusions

More students have families that no longer fall under the category of traditional, and with the changing demographics in the United States population, teachers need to be aware of the diversity in their classrooms and their student's families/care-givers. The National Association for the Education of Young Children Code of Ethical Conduct, 2011 further stressed that teacher will not cause harm of any kind to their students or families. When a child's family/care-giver is not embraced or considered valid, it could hurt that student's ability to feel accepted, safe, and may hinder their ability to do well in school.

There is no "single story" when it comes to students or their families, that is why it is important to be aware of families other than your own (Adichie, 2009). When a teacher is unaware of families other than her/his own, then he/she may have a small view of family diversity. It is important that teachers have the ability to attend Professional Development Workshops that will help them uncover their implicit biases, assumptions, and prejudices. Hopefully, once teachers are introduced to different family structures, cultures, and special circumstances, it will help them reflect on biases and they can work on ways to counteract

those biases in the classroom. This Professional Development Workshop on Family Diversity will give teachers the opportunity to reflect on their own beliefs, work with their peers, and the tools to be aware of their thoughts and actions when dealing with students and their families.

Recommendations

This Professional Development Workshop for teachers on Family Diversity is meant to be taken sequentially, session one – session six. Each session builds upon the other. Session one will be about discovering one’s implicit bias(s) and adding to the participants understanding of bias and perception. Session two will unpack the word family and give the attendees the opportunity to add to their understanding of family. After the first two sessions, the following four will be about particular family structures, cultures/ethnicities, and family circumstance/experiences. It is a recommendation that the participant attend all six sessions, in order to get the full benefit of this Professional Workshop.

Having reviewed the literature, there is an opportunity for further research. Much have been written about multicultural students, but not about diverse families and the need for teachers to be educated about diverse family structures, family cultures, family circumstances and experiences. There is also a need for research on the outcome of this Professional Development Workshop on Family Diversity. The following are recommendations made so that students and their families will be welcomed and celebrated in all classrooms and that teachers will feel knowledgeable and confident when working with diverse students and their families.

1. It is recommended that current material and literature be added to each session, when available.

2. Teacher education programs, Multi-cultural Gender Studies and Liberal Arts

Undergraduate courses should include information about diverse families.

3. Children's literature can be included in each session of this workshop.
4. Develop a survey for all students that have been accepted to the teaching credential program to find out their knowledge and emotional intelligence regarding diverse families.
5. Collaborate with school districts and offer this professional development workshop.

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APPENDIX A

**Professional Development for TK-12 Grade Teachers
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Session 1: Bias

In this opening session, we will begin by looking at bias.

Materials: Post-it® Self-Stick Plain White Paper Wall Pad 20x23

- Sharpie fine point markers – assorted colors
- Notebook paper (enough for workshop participants)
- Pens (enough for workshop participants)
- Attached worksheet

Activities

Bias Worksheet

Articles

Suttie, J. (2016). Four ways teachers can reduce implicit bias.

Books

They all saw a cat, by Brendan Wenzel

Videos

Harvard Implicit Bias online test on Race and Sexual Orientation

<https://implicit.harvard.edu/implicit/>

New York Times videos: Peanut Butter Jelly & Racism

<https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html?playlistId=100000004821064>

New York Times videos: High Heels Violins and a Warning

<https://www.nytimes.com/video/us/100000004818679/high-heels-violins-and-a-warning.html>

Lesson objective(s): Participants will be able to define bias (explicit & implicit), explore and understand their own biases. Participants will Understand how bias might impact their teaching.

Ground rules for the workshop will be read to the workshop

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
 - Respect the speaker, even if you do not agree with or respect the point the speaker is making.
 - Listen carefully; do not interrupt—even if excited to respond.
 - Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
 - Do not “monopolize” the conversation; allow others to contribute to the conversation.
- Support an atmosphere of trust, vulnerability, connectedness, and free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. © 2009, Washington University*

ENGAGEMENT: How will Facilitator capture the participant’s interest

What types of questions should Participants ask themselves

- The facilitator will read the children’s picture book to the class, *They All Saw a Cat*, written by, Brendan Wenzel.
 - After reading the book, there will be a group discussion about *They All Saw a Cat*. The following questions will be discussed:
 1. Why do you think, the illustrator made the pictures the way he did?
 2. What do you think the pictures are conveying to the reader?
 3. What is the importance of knowing how others see this cat?

EXPLORATION: Activities (i.e. Cooperative task, investigation)

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“Big ideas”, the facilitator will use to have participants go deeper in thought & discussion

- The Facilitator will have the participants log onto the Harvard Implicit Bias Test (see under materials) and take the race and sexual orientation test, and the participants will choose another test to take.
 - After taking the Implicit Bias Tests, the facilitator will have the class to break into groups of four (depending on the size of the workshop there could be more than 4 or less than 4 in a group).
 - The facilitator will have the participants examine their Implicit Bias Test results by sharing with their group.

EXPLANATION: Student Explanations

Formal introductions of important terms

- Facilitator will ask each group to discuss their understanding of implicit bias and answer the following questions:
 1. What did you notice about the implicit Bias test?
 2. What were you feeling when you read your implicit bias results for race and for sexual orientation
 3. What is the importance of finding out your implicit bias?
 4. How will your results change what you do in the classroom?
- After discussing the questions, each group will write their collaborative understanding of implicit bias on the post it paper, each group will select a spokesperson to read their definition and stick it to the whiteboard.
- The facilitator will show the *New York Times* video: *Peanut Butter Jelly & Racism*
<https://www.nytimes.com/video/us/10000004818663/peanut-butter-jelly-andracism.html?playlistId=10000004821064> .
The purpose of showing this video is so participants can see a simple, but powerful illustration of biases.
- The facilitator will show this simple, but powerful video of how to change implicit biases, once aware. *The New York Times* video: *High Heels Violins and a Warning*
<https://www.nytimes.com/video/us/10000004818679/high-heels-violins-and-a-warning.html>

ELABORATION: Extend student' s understanding

Ability to apply understanding to practice

- The participants will break into established groups and read the article:
Suttie, J. (2016). Four ways teachers can reduce implicit bias. Greater Good Magazine: Science Based Insight for a Meaningful Life. Retrieved from
https://greatergood.berkeley.edu/article/item/four_ways_teachers_can_reduce_implicit_bias
 - The facilitator will have the participants answer the following questions about the article, Four Ways Teachers Can Reduce Implicit Bias.
 1. What stood out for you?
 2. What reminded you of your classroom or teaching style?
 3. What is the importance of knowing how to reduce implicit bias in classroom?
 4. What will you do differently in your teaching practice after reading this article?

EVALUATION: Demonstrate that objectives have been met

Assess participants progress

- The facilitator will pass out a bias worksheet that consists of two columns, the first column has the

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title, How I see implicit bias in myself as a teacher (there will be an example --: *I notice that I am picking up on ethnic names while grading student's tests, and realize I am looking harder for wrong answers on those student's papers*). The second column has the title, and how will I counteract my implicit bias (s)?

Participants will write at least one example of how they see implicit bias in themselves and How to counteract the behavior.

- Participants will write a short reflection paragraph on what they thought was helpful and if their understanding of explicit and implicit bias has changed. They will hand both forms of assessment into the facilitator.

Session 1 - Bias

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<p>How I see implicit bias in myself as a teacher?</p>	<p>How will I counteract my implicit bias (s)?</p>
<p>Example: <i>I notice that I am picking up on ethnic names while grading student's tests, and realize I am looking harder for wrong answers on those student's papers.</i></p>	<p>Example: <i>I will have all students write their names on the back of tests, so that I will not look at the student's name until after I grade the test.</i></p>

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Session 2: Defining Families

Materials: Notebook paper

- Flip chart post-it pad
- Pens (enough for workshop participants)
- Attached worksheet

Activity

Families are like icebergs worksheet

Books

The family book, by Todd Parr

Videos

What kids wish their teachers knew | Kyle Schwartz | TEDxKyoto
https://www.youtube.com/watch?v=8pcKbf_vpHg

The danger of a single story | Chimamanda Ngozi Adichie | TED Talk
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Lesson objective(s): Participants will increase their awareness of ALL types of diverse families represented in the educational system today.

Ground rules:

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
- Respect the speaker, even if you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even if excited to respond.
- Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
- Do not “monopolize” the conversation; allow others to contribute to the conversation.

Support an atmosphere of trust, vulnerability, connectedness, and free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.* © 2009, Washington University

ENGAGEMENT: How will Facilitator capture the participant’s interest

What types of questions should Participants ask themselves

- The Facilitator will read the children’s book, *The Family Book*, by Todd Parr
 - After reading the book, there will be a group discussion about *The Family Book*.
- Each participant will receive the *Families are like icebergs worksheet*. The facilitator will explain the concept and give directions to participants, so they can complete the worksheet.
 - The Facilitator will have the participants break into groups of four (depending on the number of attendees) and share their completed worksheets with each other.

EXPLORATION: Activities (i.e. Cooperative task, investigation)

“Big ideas”, the facilitator will use to have participants go deeper in thought & discussion

- The Facilitator will show the *TED talk*, *The danger of a single story*, by Chimamanda Ngozi Adichie
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- The Facilitator will have the participants break into groups of four (more or less depending on the number of attendees) and have the groups look through the diverse family picture

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- books that the facilitator brought into the workshop.
- Each group will agree on one book (these will be picture books that are brought in by the facilitator) and choose someone from their group to read it to the class. After reading the book explain why your group chose this book.

The purpose of this exercise is to see and hear more than one story when it comes to families.

EXPLANATION: Student Explanations

Formal introductions of important terms

- The Facilitator will have the participants break into groups of four (depending On the number of attendees) and answer the following questions:
 1. What do you think of first, when you hear the word family?
 2. What is most critical in a family?
 3. What is the importance of knowing all about families (structure, ethnicity, culture, experience/situations)?
 4. List types of diverse families?
 - At the end, a volunteer will come up to the white board and will write down the different types of families as each group reads their list
 - Each group will choose someone from their group to give their answers to the first three questions.
- Using a computer presentation format, the facilitator will define terms that have to do with diverse families and some experiences/situations.

ELABORATION: Extend student' s understanding

Ability to apply understanding to practice

- The Facilitator will show the *TED Talk, What kids wish their teachers knew*, by Kyle Schwartz | TEDxKyoto https://m.youtube.com/watch?v=8pcKbf_vpHg
 - In response to the TED Talk, by Kyle Schwartz, the participants will answer the following questions:
 1. What resonated, while watching this talk?
 2. How would you respond to these students?

EVALUATION: Demonstrate that objectives have been met

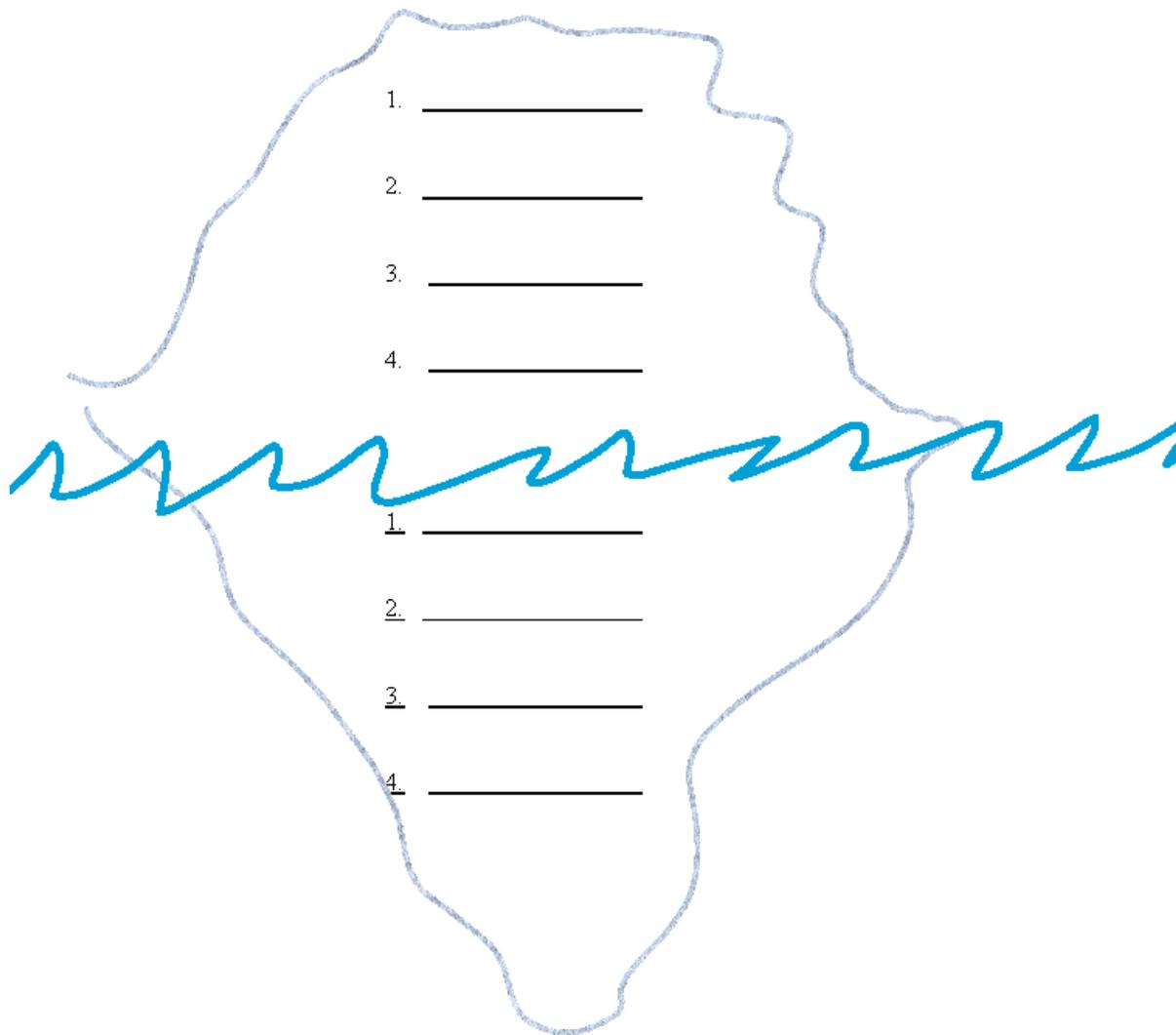
Assess participants progress

- Participants will write a short reflection paragraph on what they thought was helpful and if their understanding of family has changed and hand it in to the facilitator.

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FAMILIES ARE LIKE ICEBERGS

When you look at your family of origin, there are things about your family that people can tell by seeing them all together (i.e. color of skin, how many people in your family, ethnicity, siblings, primary language...), but similar to an iceberg, there are things about your family that are not visible by others outside of your family or close friends (i.e. food insecurity, homelessness, mental illness, substance abuse, undocumented...).



The diagram shows an iceberg with a blue outline. The top part of the iceberg is above a wavy blue line representing the water surface. The bottom part is below the surface. Each part contains four numbered lines for writing.

1. _____
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____
4. _____

Created by Donna Humphrey, 2018

Adapted from Rex, M. (2017). If you really know me. *Elementary School Counseling.org*. Retrieved from <http://www.elementaryschoolcounseling.org/resources.html>

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Session 3: Lesbian, Gay, Bi-sexual, Transgender, Queer (LGBTQ¹) Families

Materials: Post-it® Self-Stick Plain White Paper Wall Pad 20x23

- Sharpie fine point markers – assorted colors
- Notebook paper (enough for workshop participants)
- Pens (enough for workshop participants)
- Attached activity

Activities

Imagine How You'd Feel, created by M. Rochlin, Cornell University, published by University of Southern California, Lesbian Gay Bisexual Transgender (LGBT) Resource Center
<https://lgbtrc.usc.edu/files/2015/05/Imagine-How-Youd-Feel.pdf>

Articles

Hand-out, Definitions to help understand gender and sexual orientation for educators and parents/guardians
<http://www.welcomingschools.org/resources/definitions/definitions-for-adults/>

Books

Donovan's Big Day, by Leslea Newman & Illustrated by Mike Dutton

Videos

Frameline Voices- In My Shoes: Stories of Youth with LGBT Parents

<https://www.youtube.com/watch?v=Z9xfHqT1HEY>

Lesson objective(s): Participants will be familiar with LGBTQ Families, and have an understanding of their joys and their struggles.

Participants will be able create an inclusive classroom for their students that have LGBTQ parents/guardians.

Ground rules for the workshop will be read to the workshop

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
 - Respect the speaker, even if you do not agree with or respect the point the speaker is making.
 - Listen carefully; do not interrupt—even if excited to respond.
 - Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
 - Do not “monopolize” the conversation; allow others to contribute to the conversation.
- Support an atmosphere of trust, vulnerability, connectedness, and free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.* © 2009, Washington University.

ENGAGEMENT: How will Facilitator capture the participant's interest

What types of questions should Participants ask themselves

- The facilitator will have two pictures of television families on the computer presentation.
 - The first family will be the family from *Leave it to Beaver*, that aired from 1957 – 1963
 - The second family will be the family from *The Fosters*, which first aired in 2013 – current.
 1. What did you notice when comparing these two television families?
 2. Which one of these families reminded you of your family of origin?
 3. What is the importance of seeing LGBTQ families represented on Television and in

¹ LGBTQ is used because it defines sexual orientation and gender as it would relate to families with children.

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<p>movies?</p> <p>4. If you facilitated this exercise, what would you change or add?</p> <ul style="list-style-type: none"> • The facilitator will read, Donovan’s Big Day.
<p>EXPLORATION: Activities (i.e. Cooperative task, investigation) “Big ideas”, the facilitator will use to have participants go deeper in thought & Discussion</p> <ul style="list-style-type: none"> • The facilitator will explain the activity and the purpose. <ul style="list-style-type: none"> ➢ This guided activity will give the participants the opportunity to feel what it’s like to be ridiculed, excluded and discriminated against, because of one’s sexual orientation. In this case, heterosexual orientation. ➢ After the activity, participant will be asked the following questions: <ol style="list-style-type: none"> 1. How did that feel? 2. Any comments or questions you would like to share?
<p>EXPLANATION: Student Explanations Formal introductions of important terms</p> <ul style="list-style-type: none"> • The participants will be given a list of LGBTQ definitions, developed by Welcoming Schools. These definitions are for the participants to keep and reference. <ul style="list-style-type: none"> ➢ The facilitator will ask for a different volunteer to read each term. ➢ After each term is read, the participants will be encouraged to ask questions and participate in a discussion.
<p>ELABORATION: Extend student’s understanding Ability to apply understanding to practice</p> <ul style="list-style-type: none"> • Participants will be introduced to a variety of LGBTQ families, by watching this Frameline Voices Documentary: In My Shoes: Stories of Youth with LGBT Parents <ul style="list-style-type: none"> ➢ The facilitator will have the class to break into groups of four (depending on the size of the workshop there could be more than 4 or less than 4 in a group) and discuss take aways from this documentary.
<p>EVALUATION: Demonstrate that objectives have been met Assess participants progress</p> <ul style="list-style-type: none"> • Participants will write a short reflection paragraph on what they thought was helpful and if their understanding of LGBTQ family has changed, and how they apply what they learned about LGBTQ families to their teaching practice? They will hand in their paragraph to the facilitator.

Professional Development for TK-12 Grade Teachers Family Diversity Workshops

Imagine How You'd Feel (10 Minutes)

Purpose: This guided fantasy gives people the opportunity to feel what it's like to be ridiculed, excluded and discriminated against on the basis of sexual orientation. In this case, heterosexual orientation. It was developed by students at Cornell University and by M. Rochlin. Feel free to shorten it if you need to.

EXERCISE (6 minutes)

Script: We're going to do a guided fantasy now that gives you a chance to feel what it's like to be hated and excluded because of your sexual orientation. The fantasy assumes that you, the listener, are heterosexual. Even if you happen to be gay, lesbian, bisexual or questioning, concentrate on the feelings it touches in you.

I would like you now to concentrate on my voice and how you feel... not what you think. Don't rationalize or intellectualize, simply feel. Ask yourself what emotions are affecting you.

Find a comfortable position and close your eyes. Let your body relax. Notice you breathing, in and out, in and out. Relax all the muscles in your body.

I'm going to ask you to imagine a world that's very different from one you currently live in. Because it's different, it requires you to stretch your experience. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record in your mind without editing. If you feel pressure to edit, simply notice that you have the feeling. If you become distracted at any point, just notice that and return to the process. The more you can be with your experience, the more you will get out of this exercise.

Imagine for a while that you live in a society in which most people are lesbian or gay. The entire society is set up for homosexuality – it's the way things are. By the way, having children is no problem: adoption, artificial insemination and other methods are used. Children are raised by parents who are both of the same sex. So, your parents are the same sex, your peers are all lesbian or gay, and everyone you've ever met is gay... but you are heterosexual.

1. How do you feel having your sexual orientation be in the minority?
2. How does it feel having to make a decision about admitting your heterosexuality to yourself? To others?
3. What's the difference between flaunting your heterosexuality and asserting your identity?
4. How does it feel to hear "straight" jokes from your family and friends?
5. How does it feel to have religious authorities – perhaps even your own pastor or rabbi – saying your feelings are wicked or sinful?
6. How does it feel when you can't understand why you have certain desires, desires that involve fantasies about the other sex, that no one around you seems to share?
7. How does it feel when you turn on the TV or open a magazine and all the ads are for people unlike you? Always those ads about what toothpaste men should use to attract the

- best men, about the perfect wine for two women in love. Never anything for people of different sexes who are attracted to each other. Nothing for heterosexuals.
8. How does it feel to think you are the only one attracted to the other sex – no one else in the world is like you? Who do you talk to about it? Who can you risk telling your secret to?
 9. If you are a woman, how does it feel to be asked each time you call home, “When are you bringing your girlfriend home to us?” Or if you are a man, “Where’s your boyfriend? Why, I must have dated dozens of boys when I was your age.”
 10. How does it feel when everyone always assumes you are gay or lesbian, never allowing for the possibility that you are straight?
 11. How does it feel when not only do you have to hide the fact that you may want a sexual relationship with the other sex, but you have to pretend that you want one with someone of the same sex?
 12. How does it feel to know that you can never raise children because society tells you that you are harmful to children and awards them only to lesbian and gay couples?
 13. How does it feel to know you might lose your job or your apartment or your health insurance just because someone suspects you’re heterosexual... and to have no protection from the law?
 14. How does it feel to be assaulted by a hetero-basher, but to not be able to go to the police about it?
 15. How does it feel to be always, always, aware of what you say, of how you act? Aware of things you have to do in order to be considered homosexual? Aware of the things you would never dare do, because you might be suspected of being heterosexual?
 16. What does it feel like to be asked and have to answer questions like these: What do you think caused your heterosexuality? When and how did you first decide you were heterosexual?
 17. Is it possible your heterosexuality is just a phase you might grow out of? Isn’t it possible that all you need is a good gay or lesbian lover?
 18. If you’ve never slept with a person of the same sex, how do you know you wouldn’t prefer that?
 19. Your heterosexuality doesn’t offend me as long as you don’t try to force it on me.
 20. Why do you people feel compelled to seduce others into your sexual orientation?
 21. If you chose to nurture children, would you want them to be heterosexual knowing the problems they would face?
 22. The great majority of child molesters are heterosexual. Do you really consider it safe to expose your children to heterosexual teachers?
 23. Why do you insist on being so obvious, making a public spectacle of your heterosexuality? Can’t you just be what you are and keep it quiet?
 24. Why do heterosexuals place so much emphasis on sex? Why are heterosexuals so promiscuous?
 25. There seem to be very few happy heterosexuals. Techniques have been developed to help you change if you really want to. Have you considered aversion therapy?

Script: Okay. Now open your eyes.

DISCUSSION (4 minutes)

How did that feel? Any comments or questions you would like to share? Wait for response.

References

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Welcoming Schools: A Project of the Human Rights Campaign Foundation. (2018). LGBTQ

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orientation for educators and parents/guardians. Retrieved from

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[schools/documents/WS_Gender_Sexual_Orientation_Definitions_Adults.pdf](https://assets2.hrc.org/welcoming/schools/documents/WS_Gender_Sexual_Orientation_Definitions_Adults.pdf)

**Professional Development for TK-12 Grade Teachers
Family Diversity Workshops**

Session 4: Latinx/Hispanic/Latino Families

Materials: Notebook paper

- Pens (enough for workshop participants)
- Attached worksheet

Activities

Brown University: Teaching Diverse Learners. (2018). *Positive perspectives on parents and families*
<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/positive-perspectives-parents-and-families>

321 Chart (attached to lesson)

Articles

Importance of Family Structure in Hispanic Families, by Janet Mulrone Clark

Books

René Has Two Last Names, by Colato Lainez & Illustrated by Fabiola Graullera Ramirez

Videos

What Being Hispanic and Latinx Means in the United States | Fernanda Ponce | TEDxDeerfield
<https://www.youtube.com/watch?v=Q1A4Vsh5Qas>

I thought I was just a regular American | Alvaro Castillo & Carla Martinez | TEDxCSUN
<https://www.youtube.com/watch?v=0osdY3cZS9k>

Lesson objective(s): To increase the knowledge and understanding of what it is to be Latinx/Hispanic/Latino, And the characteristics of these families.

Ground rules:

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
- Respect the speaker, even if you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even if excited to respond.
- Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
- Do not “monopolize” the conversation; allow others to contribute to the conversation.

Support an atmosphere of trust, vulnerability, connectedness, free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.* © 2009, Washington University.

ENGAGEMENT: How will Facilitator capture the participant’s interest

What types of questions should Participants ask themselves

- The facilitator will show the TED talk video, *What Being Hispanic and Latinx Means in the United States*, by Fernanda Ponce. The purpose of showing this film will be to introduce the topic of being Latinx in the United States, and create an understanding the difference between Latinx, Latino, and Hispanic.
 - The participants will break into groups of four (depending on the number of attendees), and Discuss the following questions.

1. What were your feelings while you watched this video?
2. What was most surprising?

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EXPLORATION: Activities (i.e. Cooperative task, investigation)

“Big ideas”, the facilitator will use to have participants go deeper in thought & Discussion

- The participants will break into groups of four (depending on the number of attendees), and read The article, *Importance of Family Structure in Hispanic Families*, by Janet Mulroney Clark.
 - The facilitator will have the groups discuss how these family roles might impact the Lantinx/Hispanic students in their classroom.

EXPLANATION: Student Explanations

Formal introductions of important terms

- The participants will be given a hand-out (Brown University: Teaching Diverse Learners. (2018). Positive perspectives on parents and families), and the facilitator will have the participants read the quote by Sonia Nieto, at the top of the document, and write a brief explanation of their understanding of this quote, and how it may relate to their teaching practice?
- The facilitator will define terms associated with Latinx, Latino and Hispanic families, explore the complexity of immigration and how it impacts family life, and about learning English as a second language.

ELABORATION: Extend student’ s understanding

Ability to apply understanding to practice

- The facilitator will show a TED talk video on the perspectives of two people grew up in the United States undocumented, and how that impacted all aspects of their lives.
 - *TEDxCSUN Talks: I Thought I Was Just a Regular American*, by Alvaro Castillo & Carla Martinez
 - The facilitator will ask the group the following questions:
 1. What caught your attention about the two speakers, Alvaro Castillo & Carla Martinez?
 2. What was inspiring about their story?
 3. What insights about Latinx/Hispanic/Lantino children and their families are beginning to emerge?
 4. What are some steps that teachers can take to support and empathize with these communities and their families?

EVALUATION: Demonstrate that objectives have been met

Assess participants progress

- Participants will complete the 321 chart, which is attached to this lesson. The facilitator will have each participant list 3 things they learned in this session, list 2 things that inspired them, and 1 question you still have or 1 action you are going to take now. These charts will be turned in to the facilitator.

Professional Development for TK-12 Grade Teachers
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Session 4: Latinx/Hispanic/Latino Families - 321

3 things you learned	2 things that inspired you	1 question you still have OR 1 action you are going to take now

References

- Brown University: Teaching Diverse Learners. (2018). Positive perspectives on parents and families. Retrieved From <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/positive-perspectives-parents-and-families>
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Professional Development for TK-12 Grade Teachers Family Diversity Workshops

Session 5: Black & African American Families

Materials: Post-it® Self-Stick Plain White Paper Wall Pad 20x23

- Sharpie fine point markers – assorted colors
- Notebook paper
- Pens (enough for workshop participants)
- Attached worksheet

Activities

The Privilege Walk (American Psychological Association, 2018).

Participants Understanding of Black and African American Families worksheet

Metacognition Worksheet

Understanding of Black and African American Families

Videos

Cuz He's Black, by Javon Johnson | TEDx

<https://www.youtube.com/watch?v=CSm5sb7KR0s>

Useni Eugene Perkins poem, *Hey Black Child*, recited by Pe'Tehn Raighn Kem

<https://m.youtube.com/watch?v=LlQbhj1ZiJk>

Maya Angelou reciting her poem, *Still I Rise*

<https://m.youtube.com/watch?v=JqOqo50LSZ0>

Lesson objective(s): To increase the knowledge and understanding of what it is to be a Black/African American, Family and the characteristics of these families

Ground rules:

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
- Respect the speaker, even if you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even if excited to respond.
- Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
- Do not “monopolize” the conversation; allow others to contribute to the conversation.

Support an atmosphere of trust, vulnerability, connectedness, free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. © 2009, Washington University.*

ENGAGEMENT: How will Facilitator capture the participant's interest

What types of questions should Participants ask themselves

- The facilitator will begin this session by showing two short videos. The first video is a spoken word by Javon Johnson, called *Cuz He's Black*. This is an homage to his four-year-old nephew about growing up as a black male and the challenges. The second video is a four-year-old girl, *Pe'Tehn Raighn Kem*, reciting the poem, *Hey Black Child*. The purpose of showing these videos is to introduce different perspectives within the Black//African American community.
 - The participants will answer the following question about their feeling

EXPLORATION: Activities (i.e. Cooperative task, investigation)

“Big ideas”, the facilitator will use to have participants go deeper in thought &

**Professional Development for TK-12 Grade Teachers
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Discussion

- The facilitator will have the participants stand in a straight line (side by side, and close together). The participants will take part in the *Privilege walk activity*. *The purpose of this activity is to visually identify how privilege impacts an individual's life. See directions attached at the end of this lesson.*
- After the Privilege walk, the facilitator will ask the group the following questions and encourage a group discussion:
 - How did you feel when you had to take a step backwards?
 - Who did you notice were in the front, middle, and the back?
 - Were there any questions in this activity that surprised you?
 - What is the importance of this activity?

EXPLANATION: Student Explanations

Formal introductions of important terms

- Facilitator will distribute a handout to each participant, *Participants Understanding of Black and African American Families* worksheet (attached at the end of this session). The purpose of filling out these worksheets is so that both the participants and the facilitator can assess their knowledge on this subject.
- The facilitator will use a computer presentation (PowerPoint) to define terms, look at statistics, and create a deeper understanding of how teachers can create an inclusive environment for Black and African American students and their families.
 - The facilitator will ask if any of the participants would like to share the answers they wrote On the work sheet, prior to the computer presentation.

ELABORATION: Extend student' s understanding

Ability to apply understanding to practice

- The facilitator will play a short video of Maya Angelou reciting her poem, *Still I rise*. The purpose of showing this short video is to illustrate the resiliency of this community and the human spirit.
 - The facilitator will have the class to break into groups of four (depending on the size of the workshop there could be more than 4 or less than 4 in a group), and discuss how they can apply the message of this poem to their teaching practice.

EVALUATION: Demonstrate that objectives have been met

Assess participants progress

- The facilitator will have the participants complete the Metacognition form (attached at the end of this session). This form of assessment is a way for the facilitator and participants to assess what they did in this session, and why.

Privilege Walk

Purpose

The purpose of this activity is to demonstrate how social identifiers that are out of participants' control have affected or not affected their privilege and the rights of members of their community (American Psychological Association, 2018).

Instructions

Participants take a step forward or backward based on what the statement asks and if it applies to them. If a statement is not relevant or they do not wish to respond, they may stand still. Encourage participants to be as honest as possible. However, if they do not feel comfortable they do not have to move.

Have students stand in a straight line (close together) and refrain from speaking during the exercise. Then ask:

- If you were ever called names because of your race, class, ethnicity, gender or sexual orientation, take one step back.
- If your parents were professional, doctors, lawyers, etc., take one step forward.
- If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- If you ever tried to change your appearance, mannerisms or behavior to avoid being judged or ridiculed, take one step back.
- If there were more than 25 books in your house when you grew up, take one step forward.
- If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
- If your parents brought you to museums, art galleries or plays, take one step forward.
- If one of your parents was unemployed or laid off, not by choice, take one step back.
- If you attended a private school or private summer camp, take one step forward.
- If your family ever had to move because they could not afford the rent, take one step back.
- If you were ever discouraged from academic pursuits or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.

- If you were ever encouraged to attend a college by your parents, take one step forward.
- If prior to age 18, you took a vacation out of the country, take one step forward.
- If one of your parents did not complete high school, take one step back.
- If your family owned your own house, take one step forward.
- If you were ever offered a good job because of your association or connection with a friend or family member, take one step forward.
- If you ever inherited money or property, take a step forward.
- If you ever had to rely primarily on public transportation, take one step back.
- If you were generally able to avoid places that were dangerous, take one step forward.
- If your parents told you that you could be anything you wanted to be, take one step forward.

Select Process Questions

1. What do you see around the room? Who do you see in the front, middle and back?
2. In what ways do the people near you reflect or not reflect your community?
3. How do you feel about where you are relative to the others in the room? How do you feel about where others are in relation to you?
4. What went through your mind as you moved forward and backward?
5. Which of the statements did you find most meaningful or surprising? Why?
6. Which of the statements, if any, hurt? Why?
7. What does your position in the room say about societal messages about your worth and the worth of people with similar privilege levels?
8. How has privilege affected you, your family and your community, in terms of opportunity and access?

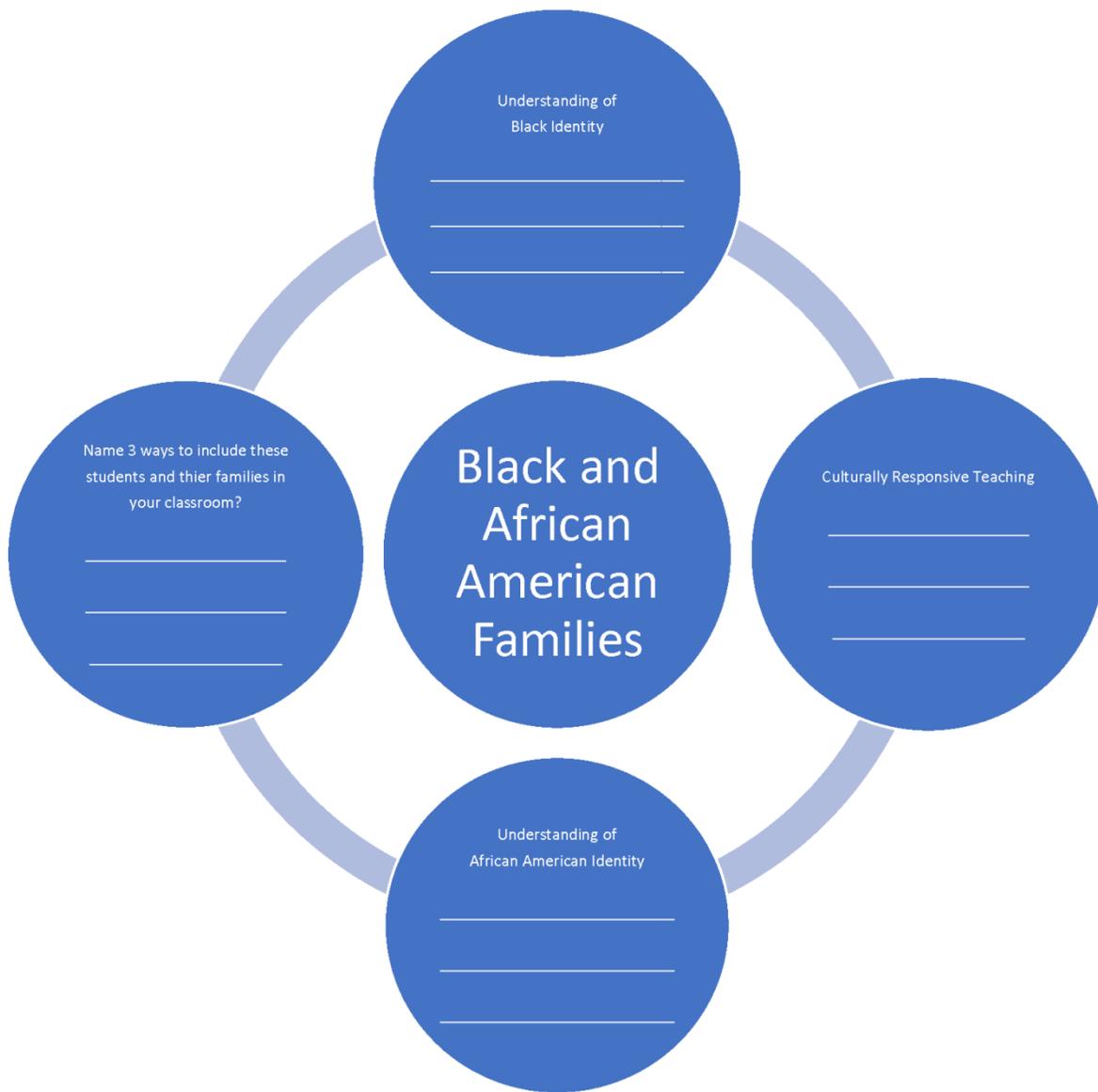
Donna Humphrey, 2018.

Adapted from Kahn, A. (2018). Social class curricula: Classroom exercises: the privilege

Walk. American Psychological Association. Retrieved from <http://www.apa.org/pi/ses/resources/publications/social-class-exercises.aspx>

**Professional Development for TK-12 Grade Teachers
Family Diversity Workshops**

Understanding of Black and African American Families



**Professional Development for TK-12 Grade Teachers
Family Diversity Workshops**

Metacognition Worksheet

Name _____ Email Address: _____

What did we do today?	
Why did we do it?	
What did I learn today?	
How can I apply it to my teaching practice?	
What questions do I still have about it?	

References

- American Psychological Association. (2018). *Social Class Curricula: Classroom Exercises: The privilege Walk*. Retrieved from <http://www.apa.org/pi/ses/resources/publications/social-class-exercises.aspx>
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**Professional Development for TK-12 Grade Teachers
Family Diversity Workshops**

Session 6: Invisible Families

Materials: Notebook paper

- Pens (enough for workshop participants)
- Attached worksheet

Activities

Maslow's Hierarchy of Needs: A Blank Slate worksheet

Articles

The Gifted Child in Foster Care: Lost in The Shuffle, by Sarah D. Sparks

Disabled and homeless: Twice as vulnerable, by Christina A. Samuels

Parents' Incarceration Takes Toll on Children, Studies Say, by Sarah D. Sparks

Books

Maybe Days: A Book for Children in Foster Care, by Jennifer Wilgoeki, & Marcia Kahn Wright, Illustrated by Alissa Imre Geis

Videos

Hero Teacher Sonya Romero. (2015). The Ellen Show

<https://www.youtube.com/watch?v=R9STI37rRQo>

Inside out: Children of incarcerated parents in U.S. (P.1)

<https://www.youtube.com/watch?v=dPKXAk6Pyc0>

Every Kid Needs a Champion, by Rita Pierson | TED Talks Education

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Lesson objective(s): To introduce participants to this concept of invisible families, to develop and an understanding of what is needed for these students to feel a sense of belonging, and a safe environment at school so that they can learn.

Ground rules:

- Show respect for other participants, as individuals by learning and using their preferred names and pronouns.
- Respect the speaker, even if you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even if excited to respond.
- Keep an open mind—Look forward to learning about—and being challenged by—ideas, questions, and points of views that are different than your own.
- Do not “monopolize” the conversation; allow others to contribute to the conversation.

Support an atmosphere of trust, vulnerability, connectedness, free to make mistakes. This is a workshop about learning and growth. *This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.* © 2009, Washington University.

ENGAGEMENT: How will Facilitator capture the participant's interest

What types of questions should Participants ask themselves

- The facilitator will show this short video about a teacher in Albuquerque New Mexico that was honored on The Ellen show in 2011. The purpose of showing this video is to introduce the topic of invisible families, homelessness and children with incarcerated parents.
- The facilitator will show a second short video about children with an incarcerated parent. This video reports on statistics of children with an incarcerated parent and how it affects families.

EVALUATION: Demonstrate that objectives have been met

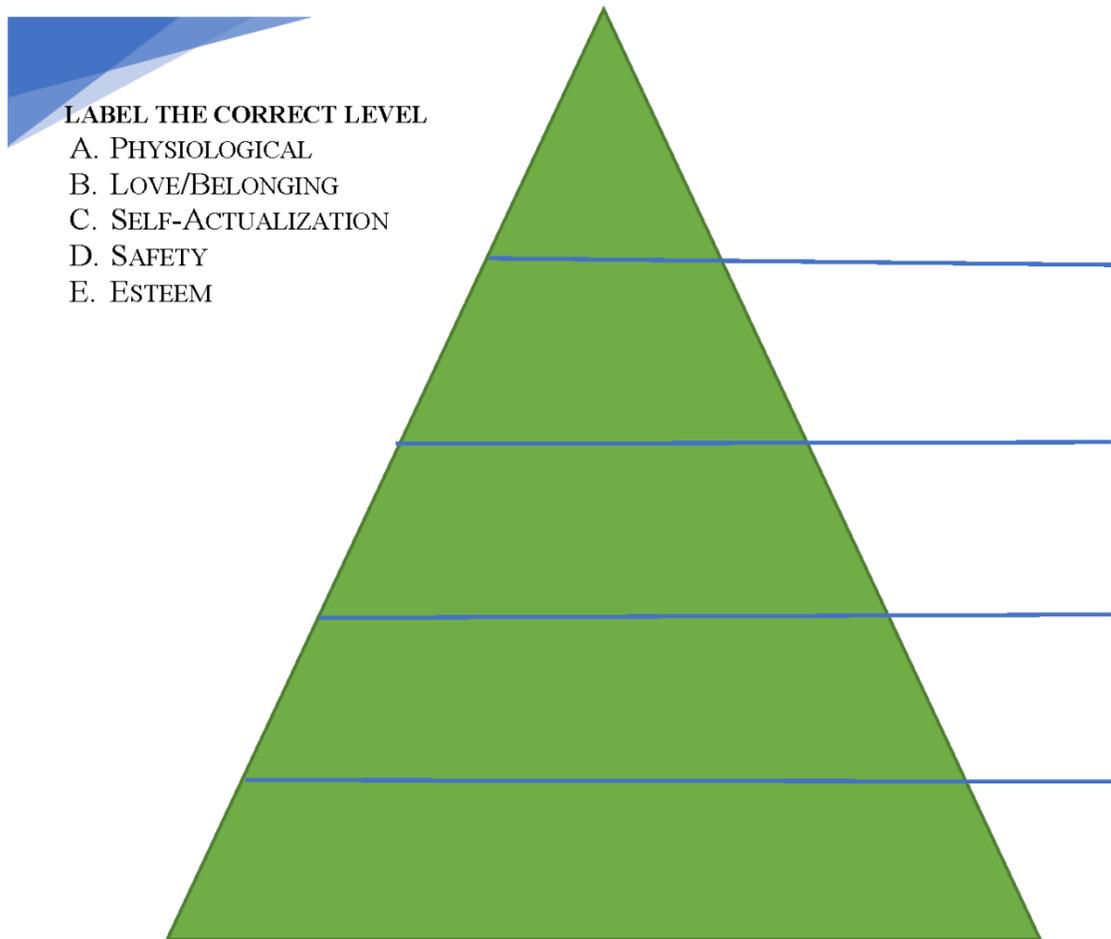
Assess participants progress

- Participants will write a short reflection paragraph on what they thought was helpful and if their understanding of family has changed and hand it in to the facilitator.

**Professional Development for TK-12 Grade Teachers
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Maslow's Hierarchy of Needs

A Blank Slate



Directions

- Correctly Label the five levels in Maslow's Hierarchy of Needs
- Under each level, list the needs
- How can you as a teacher, relate Maslow's Hierarchy of Needs to the vulnerable students That have been discussed.

Adapted by Donna Humphrey, 2018
Adapted from, Salazar, A. (2017, June 6). Maslow's pyramid: What is it, What are its levels, How can we apply it, Does it only have advantages? [weblog comment]. Retrieved from <https://blog.cognifit.com/maslows-pyramid/>

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APPENDIX B

SURVEY MONKEY

Q1 - Investigators the research will be conducted by Donna Humphrey; a Graduate Student in the School of Education at California State University, Chico.

Purpose of the Research & the purpose of the survey is to collect data to learn about adults' experience(s) with educators and identify any perceived biases that an educator had toward a student's family. The research will be used for a Master's Thesis Project in Education.

Procedures if you volunteer to participate in this study, you will be asked to fill out a survey. The survey will consist of five questions, varying from multiple choice and short answer. Your participation will take approximately 5 to 10 minutes.

Potential Risks or Discomforts - There are no foreseeable risks associated with the study. If the participant feels uncomfortable at any time while filling out the survey, they may stop answering the questions. Potential Benefits of the Research There may be many benefits from this study for students, student teachers, and teachers. The student can receive positive and inclusive language about their family. Student teachers and teachers can learn about their prejudices and unconscious biases, can be educated about family diversity, and create an inclusive classroom for their students.

Confidentiality and Data Storage - All the information that I obtain from you during the research will be kept confidential. All data will be kept secure and password protected. Only I will have access to the passwords, Information that is shared with the thesis chair will be kept confidential. All the information and data will be kept on a password protected computer and any hard copy papers will be shredded.

Participation and Withdrawal - Your participation in this research study is voluntary. You may refuse to participate or stop participation at any time without penalty. To stop participation the student may stop taking the survey. The student will not be questioned why they do not want to participate in this research. The program is voluntary and choosing not to answer the survey, is their choice without any repercussions.

Questions about the Research - If you have any questions about the research, you may contact Donna Humphrey. Please call (707) 761-0101. If you have questions regarding your rights as a research participant, please contact the CSU, Chico Human Subjects in Research Committee at 530-898- 5413 or rwhite@csuchico.edu. I have read the information provided above. I understand that by choosing yes on this form, I agree to take part in the research.

Answer Choices	Responses	Percentage
Yes	351	100%
No	0	0%

Q2 - In what year were you born? (Enter 4 digit birth year; for example 1991)

Answered: 351 Skipped: 0

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3	1995	12/14/2017 4:16 PM
4	1997	12/13/2017 6:11 PM
5	1997	12/13/2017 6:11 PM
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8	1994	12/12/2017 7:11 PM
9	1997	12/12/2017 4:02 PM
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318	1983	5/8/2017 5:02 PM

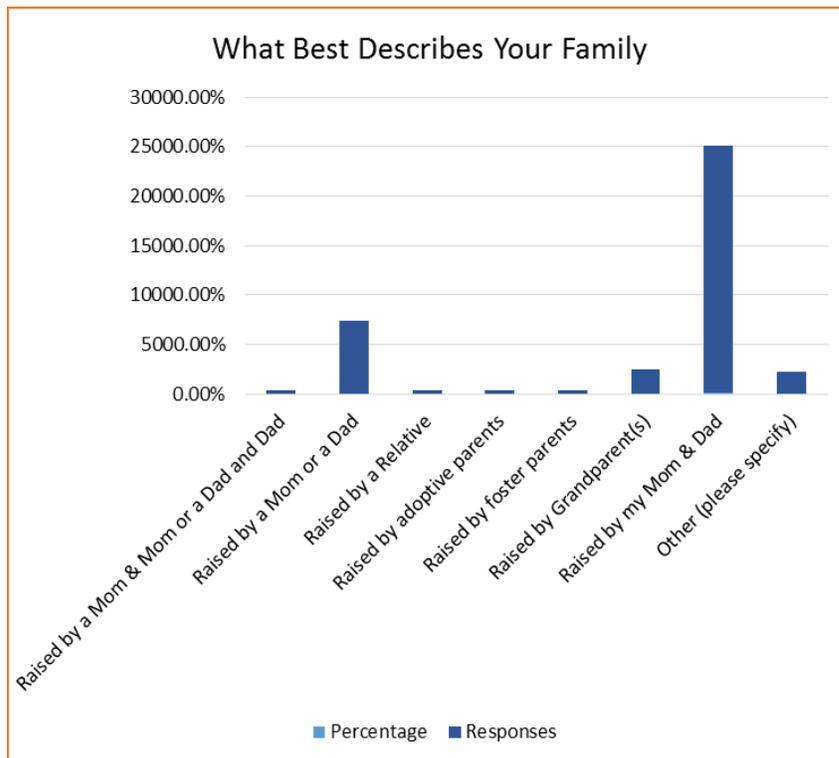
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345	1995	5/8/2017 9:04 AM
346	1993	5/8/2017 9:03 AM
347	1995	5/8/2017 9:03 AM
348	1971	5/8/2017 12:30 AM
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350	1977	5/5/2017 8:38 PM
351	1967	5/5/2017 4:41 PM

Q3 - What best describes your family?

Answered: 351

Skipped: 0

Family Structure	Percentage	Responses
Raised by a Mom & Mom or a Dad and Dad	1.14%	4
Raised by a Mom or a Dad	21.08%	74
Raised by a Relative	0.85%	3
Raised by adoptive parents	0.85%	3
Raised by foster parents	1.14%	4
Raised by Grandparent(s)	6.84%	24
Raised by my Mom & Dad	71.23%	250
Other (please specify)	6.27%	22



Q4 - What do you remember about any of your teachers talking to you about families? Did you feel your family structure was represented? Why or why not? Did you ever feel uncomfortable? If yes, how so?

Answered: 351 Skipped: 0

RESPONSES DATE

1. I think my teachers talked about the families that were less fortunate than us when it came to doing can food drives. 12/15/2017 6:12 PM
2. Not till college did we start studying the different family types. 12/14/2017 4:19 PM
3. I was always a good student and teacher thought highly of me 12/14/2017 4:16 PM
4. Families in my classroom as I grew up were represented as a man, women, and children in a household. My family structure was not represented, I felt that the concept of custody agreements were too complex to explain to young children. I don't think family types were things teachers discussed in my high school, I never took a class where the information seemed relevant. 12/13/2017 6:11 PM
5. Families in my classroom as I grew up were represented as a man, women, and children in a household. My family structure was not represented, I felt that the concept of custody agreements were too complex to explain to young children. I don't think family types were things teachers discussed in my high school, I never took a class where the information seemed relevant. 12/13/2017 6:11 PM
6. My teacher has talked about how family events can affect a child's life, like for example having abusive or abandoned parents can alter a child's personality. I have felt uncomfortable during those conversations because I have been through situations personally similar. But I enjoy hearing so I can learn the psychology behind it. 12/12/2017 11:07 PM
7. Growing up my parents were together and I felt that it was not the norm at the time. Although, I didn't feel uncomfortable because of it. 12/12/2017 7:12 PM
8. Growing up my parents were together and I felt that it was not the norm at the time. Although, I didn't feel uncomfortable because of it. I just felt fortunate. 12/12/2017 7:11 PM
9. Yes because I was raised in a 'normal' household. Although a language barrier existed between my teachers and parents. 12/12/2017 4:02 PM
10. Yes because i grew up with the norm, one mom one dad. But there was a language barrier. 12/12/2017 4:01 PM
11. I could not remember much about the family structure that was presented, but I never put much thought to it because I did have a "normal" family structure. 12/12/2017 3:26 PM
12. I could not remember much about the family structure that was presented, but I never put much thought to it because I did have a "normal" family structure. 12/12/2017 3:26 PM
13. I could not remember much about the family structure that was presented, but I never put much thought to it because I did have a "normal" family structure. 12/12/2017 3:25 PM
14. Yes, but they mainly spoke about two parent households and I was a childhood of a divorced Household. 12/12/2017 12:40 PM
15. I don't remember talking about families in grade school. 12/12/2017 10:32 AM

16. I did feel like my family structure was represented pretty well because we had the "nuclear family" archetype along with our grandmother being able to raise us.
12/11/2017 4:33 PM
17. I feel like my teachers have always taught families to be considered having a: mom, dad, and brothers and sisters. I realize as I am older now, that there should not be a family structure that everyone has to follow. Everyone has a different situation.
12/10/2017 10:02 PM
18. I feel like my teachers have always taught families to be considered having a: mom, dad, and brothers and sisters. I realize as I am older now, that there should not be a family structure that everyone has to follow. Everyone has a different situation.
12/10/2017 10:01 PM
19. They often spoke about two parent households which was different than growing up in a single parent household and dealing with the stress of having divorced parents and traveling between households. 12/10/2017 8:35 PM
20. I don't remember much about teachers talking about families. I do remember some stuff but it started in college years. 12/10/2017 8:21 PM
21. I'm from a smaller community so I think family was discussed more, also as my parents were both teachers I often was invited to my teachers homes for holiday parties and such, so it was pretty close. It made me feel really comfortable, everyone knew everyone and it really was helpful sometimes. 12/10/2017 7:21 PM
22. I don't remember much of teachers talking about families. I didn't really feel family structure is much represented. For me specifically is because of my family's language barrier, therefore not much interaction. I have never felt uncomfortable. 12/10/2017 5:45 PM
23. I never felt family structure at school. Language barrier was the main cause, and parents didn't have an interest in discussing with teacher unless needed. I don't feel uncomfortable, mostly my parents because they are just unknowledgeable with my school life in general. 12/10/2017 5:41 PM
24. Most of my teachers never talked about families with me, I always felt like it was a topic that wasn't discussed. My mom and dad were always very involved with my schools, therefore I feel like family structure was represented. 12/10/2017 2:17 PM
25. I feel family structure was talked about, yet that only included heterosexuality and little to no information of divorced families. 12/10/2017 1:50 PM
26. I remember teachers talking about a mom and dad and i have both so it didn't make me uncomfortable but maybe someone who didn't have both parents could have felt uncomfortable. 12/10/2017 1:32 AM
27. I remember teachers talking about a mom and dad and i have both so it didn't make me uncomfortable but maybe someone who didn't have both parents could have felt uncomfortable. 12/10/2017 1:31 AM
28. A lot of teachers assumed that we had the traditional family, with both parents present. My dad died when I was in middle school and sometimes teachers would send me home with paperwork that my mom and dad had to sign. It made me feel uncomfortable, but even more, it made me feel different. I didn't have both parents and I was constantly reminded of that. 12/9/2017 9:31 PM

29. A lot of teachers assumed that we had the traditional family, with both parents present. My dad died when I was in middle school and sometimes teachers would send me home with paperwork that my mom and dad had to sign. It made me feel uncomfortable, but even more, it made me feel different. I didn't have both parents and I was constantly reminded of that. 12/9/2017 9:31 PM
30. I don't really remember any of my teachers talking to me about families. I remember the mentioning them enjoying spending time with their family members. I've never felt uncomfortable when the teachers spoke about families. If anything, I was interested in what they had to say about their experiences. 12/9/2017 4:12 PM
31. I remember my teachers talking about the different types of families and the normality of all of them. My family structure was well represented. I did not feel uncomfortable. 12/9/2017 10:43 AM
32. I do not recall teachers talking about families a lot. Most of the discussions about families would be during the first day of school and we would have to create something about us and that was usually when I would include my family. My family structure was often represented. I had a big family who had multiple issues growing up, which I think was represented pretty well in the area I grew up in. The area I grew up in was a low-income area where a lot of gang-related a shootings would occur and that had a big influence on my family growing up. 12/8/2017 10:24 PM
33. I do not recall teachers talking about families a lot. Most of the discussions about families would be during the first day of school and we would have to create something about us and that was usually when I would include my family. My family structure was often represented. I had a big family who had multiple issues growing up, which I think was represented pretty well in the area I grew up in. The area I grew up in was a low-income area where a lot of gang-related and shootings would occur and that had a big influence on my family growing up. 12/8/2017 10:22 PM
34. I do not recall teachers talking about families a lot. Most of the discussions about families would be during the first day of school and we would have to create something about us and that was usually when I would include my family. My family structure was often represented. I had a big family who had multiple issues growing up, which I think was represented pretty well in the area I grew up in. The area I grew up in was a low-income area where a lot of gang-related and shootings would occur and that had a big influence on my family growing up. 12/8/2017 10:21 PM
35. I feel like most teachers point out that every family structure is different and I think I have felt like it has represented my own family structure, at times. 12/8/2017 6:35 PM
36. I feel like most teachers point out that every family structure is different and I think I have felt like it has represented my own family structure, at times. 12/8/2017 6:14 PM
37. Throughout my educational experience, family has not been a thoroughly exploited topic. I have had many more perspectives and learned much more about family through unstructured social interactions, friendships, and relationships. 12/8/2017 6:00 PM
38. Throughout my educational experience, family has not been a thoroughly exploited topic. I have had many more perspectives and learned much more about family through unstructured social interactions, friendships, and relationships. 12/8/2017 5:58 PM
39. Teachers used the example of the typical nuclear family. To me it seemed accurate when compared to home life. 12/8/2017 5:29 PM

40. I was presented with the classic mom & dad example, which is what I experienced at home and interpreted as normal. 12/8/2017 5:26 PM
41. My family structure was represented by my teachers. I feel that I have the most common family structure so it was easy to represent. I never felt uncomfortable in any way about my family structure. 12/8/2017 1:40 PM
42. Felt like my family was different because my parents didn't speak English. 12/8/2017 1:14 PM
43. Felt like my family was different because my parents didn't speak English. 12/8/2017 1:12 PM
44. No I did not feel that it I was represented, being a child of divorce along with my dad being in the military it was extremely hard because many children of divorce were still in contact and got to see both parents but with deployments I once went 3 years without seeing my dad. 12/8/2017 1:09 PM
45. In second grade i remember having to translate English to Spanish for some kids who didn't speak English. 12/8/2017 9:49 AM
46. I am of Mexican decent, i remember having to translate for kids when i was in the second grade. 12/8/2017 9:45 AM
47. I felt like growing up the perfect family always consisted of 4 people. Both parents were in the picture. My family structure was not represented. I was raised by a single mom, with no education, and who barely knew English. I felt uncomfortable when teachers would have tell us to have our parents assist us with homework or projects yet my mom had no idea how to help me even though she wanted to. Teachers also always portrayed the perfect family sitting around eating dinner together, but that is just not how it was in my household. My mom cooked food for us that we would reheat because she worked night shifts. 12/7/2017 6:56 PM
48. I felt like growing up the perfect family always consisted of 4 people. Both parents were in the picture. My family structure was not represented. I was raised by a single mom, with no education, and who barely knew English. I felt uncomfortable when teachers would have tell us to have our parents assist us with homework or projects yet my mom had no idea how to help me even though she wanted to. Teachers also always portrayed the perfect family sitting around eating dinner together, but that is just not how it was in my household. My mom cooked food for us that we would reheat because she worked night shifts. 12/7/2017 6:55 PM
49. Don't remember ever talking about family units specifically. Never felt uncomfortable. 12/7/2017 5:31 PM
50. I do not remember my teachers talking about families. 12/7/2017 5:10 PM
51. I do not remember anything about teachers talking to me about families, but I also don't remember ever feeling not represented or uncomfortable. I don't think it was ever an issue for me. 12/7/2017 4:59 PM
52. I do not remember anything about teachers talking to me about families, but I also don't remember ever feeling not represented or uncomfortable. I don't think it was ever an issue for me. 12/7/2017 4:58 PM
53. My teachers from K-12 used mom & dad or a mom/a dad. My family structure changed throughout my K-12 years. I was raised by my mom and dad until I was 10. From 10-15 I was raised by a single dad and grandparents. At 15 my mom came back in the picture and I was raised by a mom, a dad, and grandparents. 12/7/2017

54. I remember during my time in school when a family was used as an example in class it would be a family consisting of a mom and dad. I do not recall any examples being used of gay parents or single parents. I feel this skews the nature of a family and reinforces the idea that a mom and dad are what makes up a healthy family. 12/7/2017 4:14 PM
55. I remember teachers talking about families in a way that was ideal, same mom and dad for every child. That wasn't my case, not all my siblings and I had the same mom and dad. I did feel uncomfortable because I was not able to relate. 12/7/2017 2:17 PM
56. My family structure was not your ideal family so i do feel as if it was underrepresented. I did feel uncomfortable in the sense that i couldn't relate. 12/7/2017 2:14 PM
57. My parents were divorced when i was young so since then i always felt that my family relationship was a little different compared to my friends. 12/7/2017 12:23 PM
58. My parents were divorced when i was young so since then i always felt that my family relationship was a little different compared to my friends. 12/7/2017 12:22 PM
59. I don't remember there being a specific time or event when my teacher would talk about families. I do remember there being an Open House for my sixth grade class where we were able to take our parents and show them around. I also was able to see the parents of fellow classmates. I saw that some only had one parent and some had both. Others I didn't know were biracial so that was interesting. I never felt uncomfortable because we were the standard Mexican family. A Mexican father and a Mexican mother who didn't speak English. 12/7/2017 11:28 AM
60. Teachers would talk about parents being heterosexual and how that is what properly structured a family. 12/7/2017 10:34 AM
61. My teachers would talk about a happy relationship between your mom and dad made a happy family. I felt like my family structure did represent what she spoke about. I never felt uncomfortable about it. 12/7/2017 10:33 AM
62. Teachers always spoke about "a mother and a father" in the household and I did not necessarily feel uncomfortable, I just felt sad and disappointed in my parents. As if the divorce was failure for the both of them and they failed at being good parents because they were separated. My family structure was not represented whatsoever and teachers did not want to speak about divorced parents especially to their students. It is a very sensitive and sad topic, so I think teachers were encouraged to only speak about "positive" family structures. 12/7/2017 9:44 AM
63. Yes my family structure was represented. I did not feel uncomfortable because I feel like my family structure is the typical one that is portrayed in society. 12/7/2017 9:27 AM
64. I remember teachers talking to me about how important families are but I grew up in a very small, close knit town. I did feel my family structure was represented well because every single family was the same. I never ever felt uncomfortable. 12/7/2017 9:25 AM
65. I remember teachers talking to me about how important families are but I grew up in a very small, close knit town. I did feel my family structure was represented well because every single family was the same. I never ever felt uncomfortable. 12/7/2017 9:25 AM
66. Yes, I felt represented given that my parents are a straight, cisgender married couple. I remember teachers of that model as the only model; there was never any mention of "moms and mommies" or "dads and daddies" in primary, elementary or high school. 12/7/2017 9:10 AM

67. I remember having my PE teacher from middle school ask me to join sports because he thought I would be a good asset to the team and out of nowhere he started discussing families who were of low-income or underprivileged that maybe didn't have the same opportunities as everyone else to play sports. I felt personally attacked for the simple fact that I and my older brother weren't put in sports because my mom was a single parent who worked and wanted us home before dark since she was at work. It never had anything to do with financial struggle, and my teacher assumed that was the reason because I told her I couldn't sign up for any of the after school sports clubs. It didn't help that I was black and she was white. I felt that there was racial profiling and at the time I didn't quite understand that like I do now until I came home from school, and my mom explained it to me. She was very upset that day when I told her what my teacher had said. 12/7/2017 6:52 AM
68. I don't remember a lot about what my teachers said about families, but for the most part, it was talked about with a mom and a dad together. Because I was raised in a single parent home, I felt misrepresented. 12/7/2017 12:06 AM
69. My teachers would usually just talk about mom and dad, but my parents were divorced so sometimes i couldn't related. 12/6/2017 11:57 PM
70. My teachers would usually just talk about mom and dad, but my parents were divorced so sometimes i couldn't relate. 12/6/2017 11:56 PM
71. I remember my teachers talking about families that mostly represented mine (mom and dad) and also divorced parents. I never felt uncomfortable. 12/6/2017 8:43 PM
72. They always talked about a normal family with both mom and dad and a bif house and just a nice life. I didn't like it. 12/6/2017 8:18 PM
73. Family trees were sometimes a school project in elementary school. I do feel that my family structure was represented, I was raised by a mom and a dad who are married, and have 1 fully biological sister. I have never felt uncomfortable about my family. 12/6/2017 7:35 PM
74. When teachers talk about families in a classroom, I feel uncomfortable to speak because I was raised by a single parent for the most part. When classmates begin to talk about both parents and how it formed there upbringing it makes me think about my father. I do not like to talk about it because I do not like to think about my father. 12/6/2017 7:16 PM
75. I have always felt comfortable when talking about my family 12/6/2017 6:54 PM
76. I have always felt comfortable talking about my family 12/6/2017 6:53 PM
77. I only felt weird whenever my dad was brought up by my teachers. 12/6/2017 6:47 PM
78. I remember teachers always talking about "mommy and daddy" only. It hardly ever represented just mom or just dad. Sometimes when you are raised by both parents you may not be raised by them at the same time and they don't represent that either. I never felt uncomfortable. 12/6/2017 6:39 PM
79. Yes, I remember families typically being represented by teachers as having a mom and dad and siblings. My family structure was represented, but I feel as though many other peoples were not. 12/6/2017 5:05 PM
80. Yes, I remember families typically being represented by teachers as having a mom and dad and siblings. My family structure was represented, but I feel as though many other peoples were not. 12/6/2017 5:05 PM

81. Yes, I remember families typically being represented by teachers as having a mom and dad and siblings. My family structure was represented, but I feel as though many other peoples were not. 12/6/2017 5:04 PM
82. My teachers when I first was introduced my diverse families was my freshman year in college. Yes, my family was represented in the lecture. Yea because the class about diversity and family structure. Yes, because people shared the almost the same story. 12/6/2017 5:04 PM
83. My teachers always talked about family structure as a mom and dad, sometimes with siblings. Especially in elementary school. It did not make feel uncomfortable because I feel like my family structure is represented since it is considered the norm to be raised by a mom and dad although I know many people who were raised by only one parent. 12/6/2017 4:52 PM
84. I don't remember a time when I was asked about my family. 12/6/2017 4:30 PM
85. I don't remember a time when I was asked about my family structure while I was in school. 12/6/2017 4:27 PM
86. I'm not sure I can remember an exact moment that I was talked to about family in school, but I did get the feeling that schools assume you have a mom and a dad who raise you, and a brother or sister. I remember learning that a family with a mother, father, son, and daughter is called a nuclear family. I remember this I think the most because that's not what I had growing up, but I didn't mind. 12/6/2017 4:22 PM
87. I feel that my family structure was well represented. I was raised by both my mom and my dad and my sisters and I were raised to be pretty well rounded. I wasn't uncomfortable either. 12/6/2017 4:08 PM
88. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:45 PM
89. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:45 PM
90. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:44 PM
91. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:44 PM
92. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:44 PM
93. From what I remember, teachers have always represented a family with a mom and a dad. 12/6/2017 3:43 PM
94. I don't really remember any of my teacher talking about families, but I do know that I never felt uncomfortable because my family dynamic was always represented 12/6/2017 3:33 PM
95. I felt like my family structure was represented because it was the "norm" and that I probably lived a normal childhood because I had a mom and a dad that were still married. I never felt uncomfortable. 12/6/2017 3:27 PM
96. The only time family was discussed this semester was in my MCGS 328 class. Is is a diverse class, me being a part of it. Family was brought up and there were mentions my family had in common. 12/6/2017 2:43 PM

97. Wow! That I remember teachers never really discussed anything other than class lectures. I guess they discussed it in a more generalized way rather than focusing on a specific family structure. Did not ever feel uncomfortable. 12/6/2017 2:38 PM
98. Wow! That I remember teachers never really discussed anything other than class lectures. I guess they discussed it in a more generalized way rather than focusing on a specific family structure. Did not ever feel uncomfortable. 12/6/2017 2:37 PM
99. My stepdad was often working so my mom showed up alone to parent meetings. I think they assumed she was the only parent in my life but it did not feel uncomfortable. I was doing pretty well in class and was a well-behaved child with little to no problems at school. 12/6/2017 2:14 PM
100. I feel that in elementary school, divorced families were very taboo, and I don't remember any teacher bringing up any alternative family dynamics until later in my life when they were mentioned in regards to social issues. I was always very private and didn't reach out to my teachers because school was a safe place where the divorce wasn't happening. 12/6/2017 1:17 PM
101. My family was certainly represented because I had a mom and a dad who were married. It was pretty conventional. 12/6/2017 1:13 PM
102. No, because talking about divorced families when you are younger is often a negative thing or can make children feel sad; however, my structure was happy and cohesive and I was always happy to share that. Often people would tell me that it was "weird" or "awkward" that my parents were all close friends. The united front was unusual, but provided more guidance and ways to think about things growing up. Rather than just hearing your one parent or set of parents ideas and adopting those. 12/6/2017 1:12 PM
103. I felt that my family structure was represented. We did not discuss families much, but when we did a mom and a dad was frequently present. 12/6/2017 1:10 PM
104. I went to a Lutheran school from kindergarten to first grade and divorce was never talked about. My parents got divorced when I was six, and I remember feeling as if my family was not normal. None of my friend's parents were divorced either. 12/6/2017 1:06 PM
105. I went to a Lutheran school from kindergarten to first grade and divorce was never talked about. My parents got divorced when I was six, and I remember feeling as if my family was not normal. None of my friend's parents were divorced either. 12/6/2017 1:06 PM
106. Yes. My family is very typical so I felt represented. 12/6/2017 1:03 PM
107. I feel that my teachers may have gone over family structures when I was very young, but I do not remember at what age group it was. I do not remember feeling uncomfortable though. 12/6/2017 12:58 PM
108. Back in second grade I was in a dual-immersion program where all subjects were taught in both English and Spanish and so when we would talk about families (specifically mom and dad) it was very straight to the point. We were taught that everyone had a mom and dad and that's not necessarily the case. I don't remember ever feeling uncomfortable at the time. 12/6/2017 12:49 PM
109. I don't remember teachers talking about family. Yes, we didn't talk about anything but mom and dad. No. 12/6/2017 12:48 PM

110. My teachers used to talk about families and how there are extended families nuclear families. Sometimes they would regard grandparents separate from the nuclear families but my grandparents lived with us throughout my whole life. I would always wonder why the teacher wouldn't not include grandparents while telling us a story or about different families. 12/6/2017 12:44 PM
111. Yes I feel like it was represented because I have a 'traditional' family. No I didn't feel uncomfortable. 12/6/2017 12:28 PM
112. I don't remember any of my teacher discussing family structure specifically but many of the books and things we read would portray your average family; a mom, dad, and child. This was my own family structure so I never really noticed anything that was different from that. When i was younger I was unaware of the many different family structures just because I wasn't exposed to it. As I got older, teachers were less biased about it and did represent many different family structures. 12/6/2017 12:28 PM
113. I don't remember any of my teacher discussing family structure specifically but many of the books and things we read would portray your average family; a mom, dad, and child. This was my own family structure so I never really noticed anything that was different from that. When i was younger I was unaware of the many different family structures just because I wasn't exposed to it. As I got older, teachers were less biased about it and did represent many different family structures. 12/6/2017 12:27 PM
114. I don't remember any of my teacher discussing family structure specifically but many of the books and things we read would portray your average family; a mom, dad, and child. This was my own family structure so I never really noticed anything that was different from that. When i was younger I was unaware of the many different family structures just because I wasn't exposed to it. As I got older, teachers were less biased about it and did represent many different family structures. 12/6/2017 12:27 PM
115. All families are special and they are all different. My family was somewhat represented but most kids in my school lived in a two parent home. I lived with my grandparents with my mom. I would feel uncomfortable talking about my family life because it was always so different than the rest of the people in my community. 2/6/2017 12:21 PM
116. All families are special and they are all different. My family was somewhat represented but most kids in my school lived in a two parent home. I lived with my grandparents with my mom. I would feel uncomfortable talking about my family life because it was always so different than the rest of the people in my community. 12/6/2017 12:21 PM
117. All families are special and they are all different. My family was somewhat represented but most kids in my school lived in a two parent home. I lived with my grandparents with my mom. I would feel uncomfortable talking about my family life because it was always so different than the rest of the people in my community. 12/6/2017 12:20 PM
118. All families are special and they are all different. My family was somewhat represented but most kids in my school lived in a two parent home. I lived with my grandparents with my mom. I would feel uncomfortable talking about my family life because it was always so different than the rest of the people in my community. 12/6/2017 12:19 PM
119. My family structure was represented well, I had the typical American family. I never felt uncomfortable. 12/6/2017 12:16 PM

120. I don't remember teachers talking about families until middle school. I do however feel like my family structure was always recommended because having both a mom and dad was so common in my community and having divorced parents was not. I don't feel like that family structure was represented at all which is odd since it's so common now a days. 12/6/2017 12:10 PM
121. I did feel like my family structure was represented. I had a loving mom and dad who were financially stable. My sisters and I all went to school together. My parents were never abusive in any way. 12/6/2017 12:08 PM
122. Teachers typically talked about a home with a mom and a dad or they would mention primary caregivers. My family structure was presented. No, I did not ever feel uncomfortable. 12/6/2017 12:03 PM
123. Teachers typically talked about a home with a mom and a dad or they would mention primary caregivers. My family structure was presented. No, I did not ever feel uncomfortable. 12/6/2017 12:03 PM
124. Yes, I felt my family structure was represented because when taking about families it's always about having a mom and dad in the picture. 12/6/2017 11:59 AM
125. I grew up in a home with divorced parents. I was with my mom 75% of the time and stayed at my dad's on some weekends, but then he moved away to a different state. I remember being in elementary school and being the only kid with divorced parents. With that label I felt uncomfortable at times because teachers would talk about "moms and dads". Comments like "bring your parents to parent conference" or "are your parents coming" did come up often. I remember feeling uncomfortable correcting them saying "no my mom will though." 12/6/2017 11:58 AM
126. Yes, I felt my family structure was represented because when taking about families it's always about having a mom and dad in the picture. 12/6/2017 11:57 AM
127. I grew up in a home with divorced parents. I was with my mom 75% of the time and stayed at my dad's on some weekends, but then he moved away to a different state. I remember being in elementary school and being the only kid with divorced parents. With that label I felt uncomfortable at times because teachers would talk about "moms and dads". Comments like "bring your parents to parent conference" or "are your parents coming" did come up often. I remember feeling uncomfortable correcting them saying "no my mom will though." 12/6/2017 11:57 AM
128. Duplicate Answer. 12/6/2018 11:55 AM
129. I don't remember my teachers talking about families too much early in school. Perhaps later when I entered high school that families were discussed. In elementary school, I did not feel my family structure was represented because I was the only kid in my class that had divorced parents. I did feel uncomfortable until about 6th grade when my family structure became less of an issue with me personally. I would think about it, but my parents' divorce did not really disrupt my life. I still went to school, played with friends, and saw my parents regularly. 12/6/2017 11:54 AM
130. I don't ever remember a time where my teachers spoke to me about families. I don't have a family structure that was represented because it was never mentioned, did not feel uncomfortable. 12/6/2017 11:52 AM

131. The only time I remember talking to any of my teachers about families was in my Intro to Child Development lecture my freshman year of college. In grade school, we never really talked about family types or family dynamics. I have never felt uncomfortable talking about my family or different family types because I had a pretty normal and happy upbringing. 12/6/2017 11:50 AM
132. I don't remember ever feeling uncomfortable because my family dynamic was represented. 12/6/2017 11:40 AM
133. My teachers always talked about family being a mom and a dad, but I was raised by a single mom so those topics always made me emotional. I don't think my family structure was represented growing up. 12/6/2017 11:38 AM
134. Yes, because I come from a family structure that is considered "normal" 12/6/2017 11:37 AM
135. My sight grade teacher discussed types of individuals and varieties of parents. I did feel my parents were represented because it is normal to see a mother and father. I did not feel uncomfortable, but I am sure it would be if my parents weren't represented. 12/6/2017 11:27 AM
136. My sight grade teacher discussed types of individuals and varieties of parents. I did feel my parents were represented because it is normal to see a mother and father. I did not feel uncomfortable, but I am sure it would be if my parents weren't represented. 12/6/2017 11:26 AM
137. There was a lot of talk about divorce but always in a negative manner. Sometimes it was assumed that we had two parents at home. It made me feel like having a single mom at home wasn't the best situation. 12/6/2017 11:24 AM
138. I only remember my teacher talking about a stereotypical mom and dad dynamic in the household. 12/6/2017 11:21 AM
139. I only remembered mention of a stereotypical mom and dad dynamic. 12/6/2017 11:18 AM
140. Yes, I feel like my teachers always relied heavily on parental involvement. It made me uncomfortable because my mom would not want to participate while others parents did. 12/6/2017 11:17 AM
141. I feel like in my K-12 school district we really did not have a class that family was ever brought up. I think that in college we talked about it a bit more, especially in my Mental & Emotional Health class and Psychology class. My family structure was talked about because my parents are divorced and we often talked about the correlation between divorce and the Adverse Childhood Experiences Study. I did not feel uncomfortable because nobody knows my own family history when it was discussed, it really interested me when discussed. 12/6/2017 11:17 AM
142. My family structure was almost ideal. My parents had two girls (rather than a boy and girl) other than that I grew up in a nuclear family. 12/6/2017 11:16 AM
143. I remember talking about a mom and a dad, and sometimes single moms. I felt uncomfortable during class activities where we made something for Father's Day. 12/6/2017 11:15 AM

144. I remember talking about a mom and a dad, and sometimes single moms. I felt uncomfortable during class activities where we made something for Father's Day.
12/6/2017 11:15 AM
145. I remember talking about a mom and a dad, and sometimes single moms. I felt uncomfortable during class activities where we made something for Father's Day.
12/6/2017 11:14 AM
146. Families were usually young with children around the same age. In my family my parent are older they had me at 40 and 48 and i have siblings that are 10 and 20 years older than me. I always felt weird that my family was different from other and would not talk about it because I felt that others would see me as weird. 12/6/2017 11:14 AM
147. I remember talking about a mom and a dad, and sometimes single moms. I felt uncomfortable during class activities where we made something for Father's Day.
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148. I remember talking about a mom and a dad, and sometimes single moms. I felt uncomfortable during class activities where we made something for Father's Day.
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150. Families were usually young with children around the same age. In my family my parent are older they had me at 40 and 48 and i have siblings that are 10 and 20 years older than me. I always felt weird that my family was different from other and would not talk about it because i felt that others would see me as weird. 12/6/2017 11:11 AM
151. I just remember that our teachers explained that it was okay to have a mixed family. Either mixed races or who you were raised by. I don't think they addressed it as much because we were young, and growing up we believed that whatever we had was normal. I didn't feel uncomfortable because we were a younger group of kids, so teachers talked about it vaguely and carefully. 12/6/2017 11:11 AM
152. I just remember that our teachers explained that it was okay to have a mixed family. Either mixed races or who you were raised by. I don't think they addressed it as much because we were young, and growing up we believed that whatever we had was normal. I didn't feel uncomfortable because we were a younger group of kids, so teachers talked about it vaguely and carefully. 12/6/2017 11:11 AM
153. My parents were divorced when I was five years old and I felt like that was uncommon at the time so I felt misunderstood with what I was going through at the time. Most families were the mom and dad with a son and daughter, which originally that was what I had. However, I grew up in a mixed family with multiple stepsiblings and stepparents.
12/6/2017 11:09 AM
154. I just remember that our teachers explained that it was okay to have a mixed family. Either mixed races or who you were raised by. 12/6/2017 11:08 AM

155. They said the family was an important thing and to always value your family. At a young age it was always a family had a mom and dad but later on we learned you could just have one or the other. I never felt uncomfortable. 12/6/2017 11:08 AM
156. I remember my teachers talking about how parents were usually married. They never mentioned same sex parents. It made me feel a bit uncomfortable because my parents are divorced. 12/6/2017 11:08 AM
157. I remember my teachers talking about how parents were usually married. They never mentioned same sex parents. It made me feel a bit uncomfortable because my parents are divorced. 12/6/2017 11:08 AM
158. I remember my teachers talking about how parents were usually married. They never mentioned same sex parents. It made me feel a bit uncomfortable because my parents are divorced. 12/6/2017 11:07 AM
159. Teachers wanted us to discuss importance of family and there was not much on discussing about family structure. I feel like school avoid this topic because they are afraid to trigger a inappropriate topic or going too personal with everything, and I did feel comfortable to explain about my family but was never given the chance to do so. 12/6/2017 11:05 AM
160. I remember them only talking about having a mom and dad or having divorced parents. I was fortunate to be raised by mom and dad so I I felt that my family structure was represented. However, in elementary school a lot of the dads in my class were very hands on and involved with school and that was not the case for me. My dad worked during the day and was hands on, but not with anything to do with school. This made me feel slightly different. 12/6/2017 11:04 AM
161. I remember we started talking about families in 6th grade. It was incorporated into the whole week where we learned about puberty and periods and sex. I remover we touched on the subject of family in the context if you get married and have kids. My family structure was represented but other non-traditional families weren't. I didn't feel uncomfortable at all I would assume that the kids
162. My teachers would give examples of family scenarios. I felt my family structure was represented and I never felt uncomfortable. 5/23/2017 9:00 PM
163. No, because there is still the stigma of working dad and stay at home mom. 5/23/2017 8:15 PM
164. What I remember about any of my teachers talking to me about families was families should help one another, care and love each other. I do feel that my family structure was represented because my family we do show that we care about one another as well as showing that we want to do whatever we can to support each other in life. Due to that I have never felt uncomfortable at all. 5/23/2017 2:14 AM
165. My teachers have talked about having a supportive family and united family. My family structure was representative because I grew up with a supportive and united family. 5/22/2017 11:32 PM
166. I definitely can say without a doubt that my teacher acknowledges my family structure. They are always very sympathetic to the many different variations of family structures. 5/22/2017 4:49 PM

167. My teachers only talked about mother and father families. 5/22/2017 12:52 PM
168. My teachers only talked about mother and father families. 5/22/2017 12:52 PM
169. I remember the teacher said that all kids are cherished by someone who really loves and cares for them even though they may or may not be real parents. I do feel my family structure represented because my parents will love and care for those who aren't even blood related. I have never feel uncomfortable because I learned from my mom to love someone even if they are not blood related or even just a stranger because we all need love. 5/20/2017 6:50 PM
170. The first time I had a teacher talk about families specifically was in college. And I have a very traditional family structure, so it was definitely represented. I did not feel uncomfortable hearing about other types of families though. 5/17/2017 10:42 PM
171. No. 5/15/2017 8:09 PM
172. When growing up I don't recall teachers talking much about families. However, the majority of students I went to school with had traditional families whose parents were married (female and males). This was most likely due to the fact that I was in elementary/Jr high in the 1980s and high school in the 1990s. If children were from "nontraditional" families they didn't talk about it. I didn't feel uncomfortable about my family. 5/15/2017 2:27 PM
173. I felt my family was represented well, I came from a very traditional family where my mom and dad raised me and that was naturally talked about. I never felt uncomfortable because I am very confident in how I was raised and that it was really good for me, so it's hard for to feel uncomfortable on that topic. 5/15/2017 12:29 PM
174. It was mostly assumed that everyone's guardian was their mom and dad. 5/15/2017 12:18 PM
175. I remember one of my teachers told me that it is important for my mom to read to me and for me to read to my mom. I used to question why I needed to read out loud to my mom when I could just read it in my mind. 5/15/2017 10:54 AM
176. My teachers never made it seem like a family was husband or wife. The teachers made it seem like everyone was included. 5/15/2017 8:45 AM
177. very little, and I never thought they were talking about me 5/14/2017 8:56 PM
178. I remember my teachers always talking about several different family structures. My family was always represented (mom and dad), and they always talked about single parents. I grew up in a rather conservative community so I didn't learn about moms and moms or dads and dads until middle school. I never felt uncomfortable. 5/14/2017 6:56 AM
179. I remember my teachers always talking about several different family structures. My family was always represented (mom and dad), and they always talked about single parents. I grew up in a rather conservative community so I didn't learn about moms and moms or dads and dads until middle school. I never felt uncomfortable. 5/14/2017 6:54 AM
180. I don't remember teachers talking about family ever in my school career. I don't think my family structure was represented because it was never talked about. 5/13/2017 11:17 PM

181. I felt uncomfortable during open house nights, when only my mom would come and other students had both parents there. I always felt a little odd when it came to talk about family life in school because mine was not traditional and a little dysfunctional. 5/13/2017 8:33 PM
182. Single parent families were not the norm when I was growing up. I always felt like an outsider, especially on Father's day when we were forced to make our father's present, I was raised by a single mom. 5/13/2017 10:57 AM
183. Single parent families were not the norm when I was growing up. I always felt like an outsider, especially on Father's day when we were forced to make our father's present, I was raised by a single mom. 5/13/2017 10:56 AM
184. Single parent families were not the norm when I was growing up. I always felt like an outsider, especially on Father's day when we were forced to make our father's present, I was raised by a single mom. 5/13/2017 10:56 AM
185. Single parent families were not the norm when I was growing up. I always felt like an outsider, especially on Father's day when we were forced to make our father's present, I was raised by a single mom. 5/13/2017 10:53 AM
186. I don't remember, never felt uncomfortable 5/13/2017 7:29 AM
187. My teachers at Vina Elementary emphasized to me about the great love my parents provided to me. To always appreciate their kind acts with obedience, respect, and honesty. I never felt uncomfortable with such teachings. On the contrary, it helped me understand and behave in the best manner possible. 5/11/2017 8:32 PM
188. My teachers at Vina Elementary emphasized to me about the great love my parents provided to me. To always appreciate their kind acts with obedience, respect, and honesty. I never felt uncomfortable with such teachings. On the contrary, it helped me understand and behave in the best manner possible. 5/11/2017 8:32 PM
189. My teachers at Vina Elementary emphasized to me about the great love my parents provided to me. To always appreciate their kind acts with obedience, respect, and honesty. I never felt uncomfortable with such teachings. On the contrary, it helped me understand and behave in the best manner possible. 5/11/2017 8:20 PM
190. Teachers usually assumed students had a mom or a dad at home, or both. Same-sex parents were never discussed. In my case, I didn't feel uncomfortable because my parents were the norm. 5/11/2017 7:09 PM
191. I'm not sure if I recall being talked to about families. I remember basics when I would draw pictures of families, mine specifically. It was not until I entered eighth grade in a private school that I had more of a guided or spiritual view on togetherness in a family. But aside from school my parents always emphasized the importance of being a family and staying together. Even though my parents have had many marital difficulties, which I knew nothing about until I was 17 or so, they remain a couple and as I see it will never split. 5/11/2017 3:38 PM
192. I never had teachers asking me about my parents really for anything, except when finding out we are Mexican, of our legal status. 5/11/2017 1:35 PM
193. I did feel that my family structure was represented. They talked about a traditional family which is what I have. 5/11/2017 12:52 PM

194. I did feel that my family structure was represented. They talked about a traditional family which is what I have. 5/11/2017 12:50 PM
195. I lived in what society calls a normal family. My younger sister and my mom and my dad so I felt like my family structure was represented often and that it was similar to my classmates. 5/11/2017 10:35 AM
196. I lived in what society calls a normal family. My younger sister and my mom and my dad so I felt like my family structure was represented often and that it was similar to my classmates. 5/11/2017 10:34 AM
197. My family structure was out of the norm so I didn't expect teachers to talk out it. Half the year I spent time with my mom and stepfather and the other half with my grandparents and disabled father. I don't loop myself into the raised by "mom and dad" category but I can with my step dad I suppose. I don't think it ever made me feel uncomfortable because I knew from the start it was unconventional. 5/11/2017 6:16 AM
198. Didn't like talking about father as he wasn't around. 5/10/2017 11:50 PM
199. Yes, I have a traditional nuclear family which was most commonly represented. 5/10/2017 11:46 PM
200. I remember dynamic families being discussed and at the time I had a dynamic household, with 3 kids and a mom and a dad. I was only ever uncomfortable after my parents divorced. 5/10/2017 11:37 PM
201. My 4th grade teacher showed concern in my well-being. My parents were in the middle of getting a divorce and he took the extra time to understand what was going on at my phone life. 5/10/2017 11:21 PM
202. Nothing in particular comes to mind. I do not remember feeling uncomfortable. 5/10/2017 9:32 PM
203. I remember having to do a family tree and some people having a hard time with it because they didn't have a traditional family structure. Not really sure when this was though. 5/10/2017 9:30 PM
204. I do remember learning about alcohol/substance abuse in families and how the rest of the family suffered. I feel like my family structure has been represented throughout classes I have taken. I have never felt uncomfortable, but I always wondered how many people in the room shared the same experiences. 5/10/2017 8:43 PM
205. Yes, teachers did talk about families. No, I did not feel uncomfortable. 5/10/2017 4:49 PM
206. I remember my teachers talking about "mom and dad". I thought it was odd because I knew friends whose parents were "dad and dad" or "mom and mom". They never talked about those things. My family structure (divorced parents) was sort of talked about, but it was always a "quiet" subject. I felt uncomfortable because I knew very few people whose parents were divorced. 5/10/2017 4:20 PM
207. Families were always referred to as Mom and Dad, never an alternative. I was always uncomfortable with this. 5/10/2017 4:12 PM

208. My mom raised me majority of my life because they got divorced pretty young. I went to a catholic school so it was pretty looked down upon that I was raised by just my mom. 5/10/2017 3:46 PM
209. My family is always represented, because we are the "ideal" family. It's a privilege I have. 5/10/2017 3:15 PM
210. Not really i have two sets of parents, my mom and dad were teen parents and married after I was 2 years old. 5/10/2017 2:21 PM
211. Primarily what a family meant and what it stood for. At the time, yes. 5/10/2017 1:41 PM
212. I don't think I started to hear about different family types by a teacher until college. My family is well diverse though and very knowledgeable and it's illegal for teachers high school and below to discuss that type of information with students. 5/10/2017 12:50 PM
213. I feel that my family structure was well represented throughout classes. I mostly remember hearing about the type of family I was raised in but not much about any other type of families. 5/10/2017 12:50 PM
214. I don't think I started to hear about different family types by a teacher until college. My family is well diverse though and very knowledgeable and it's illegal for teachers high school and below to discuss that type of information with students. 5/10/2017 12:50 PM
215. Families were rarely talked about in detail. 5/10/2017 12:30 PM
216. I don't remember being talked to about families until I took ECE classes in college. 5/10/2017 12:30 PM
217. I remember learning and I was younger. I have a healthy family in which both my mom and Dad raise me in the same home. 5/10/2017 12:29 PM
218. No i didn't talk about it in class. 5/10/2017 12:28 PM
219. In sixth grade we talked about family structures but very vaguely my family structure was represented. This discussion never made me feel uncomfortable. 5/10/2017 12:28 PM
220. No my family structure was not represented. I was raised by a single mother and that was frowned upon. Yes, I felt uncomfortable or less than. 5/10/2017 12:26 PM
221. I don't remember teachers talking about families. But when families were referred to it was definitely male/female. As my parents are M/F my family was represented. No I never felt uncomfortable. As a parent I always taught my children families come in all shapes and sizes. Not everyone lives with a mom and dad, some live with their grandparents or aunts and uncles, some live with their moms or dads or older siblings. Love is love. 5/10/2017 11:59 AM
222. I don't remember any specific cases in which families were discussed in class. Yes my family structure was represented. No I was not uncomfortable while family structures were discussed. 5/10/2017 11:27 AM
223. Never really talked about my own family. 5/10/2017 11:24 AM

224. I remember being told that there are different types of families. Some with 2 mommies or 2 daddies or only 1 parent. I felt uncomfortable when I heard about these families because I wasn't raised by my parents. My grandparents raised me. 5/10/2017 11:18 AM
225. I remember in elementary school discussing family. However I went to a private catholic school so there was no mention of any other family structure outside of Mom and Dad or " grandma and grandpa" . I never had any uncomfortable feelings, however I was unaware of any other family structure at that time. 5/10/2017 10:20 AM
226. I usually felt uncomfortable not only because I was raised by a single parent, but my parents were never married. It is more acceptable now, but I don't remember it being common when I was little. 5/10/2017 10:05 AM
227. I usually felt uncomfortable not only because I was raised by a single parent, but my parents were never married. It is more acceptable now, but I don't remember it being common when I was little. 5/10/2017 10:04 AM
228. I don't really remember teachers talking a ton about families. It might have been something I either blocked out or just generally don't remember 5/10/2017 10:04 AM
229. Yes, my parents were divorced and both had drug problems. So my family did not fit the mold of mom and dad who work and stayed home. Life was a little different for me. 5/10/2017 9:01 AM
230. It was always relating to the typical male/female parents so it did not make me uncomfortable. 5/10/2017 8:30 AM
231. They always spoke about family time and the roles parents should have. I felt as if my family structure was represented. I never felt uncomfortable. 5/10/2017 5:01 AM
232. They talked about the different kinds of family structures and asked us which ones we belonged to. I believe my family structure was represented well because single parents are starting to become the norm in society. I do feel uncomfortable talking about my family because I felt that a nuclear family was what everyone needed to grow up with and I felt ashamed growing up with a single aren't instead of two, but as I grow older, I realize that it is not such a big deal. Life is what you make of it. 5/10/2017 12:56 AM
233. Never felt completely represented. Felt uncomfortable discussing details of my father as he was not actively present. 5/9/2017 11:57 PM
234. I feel that my teachers always talked about families as a mom, dad and children. Never about any of the other possibilities of family dynamics. So therefore, no I don't think family structure was represented, but at no point did I feel uncomfortable. 5/9/2017 11:44 PM
235. Teachers talked about how rare a traditional nuclear family was and how single moms work hard and go to class while still taking care of their child. I was raised by my father, a single dad. I never heard about it much because I am not sure how prevalent it is. I have never really felt uncomfortable, just kind of singled out. 5/9/2017 10:27 PM
236. My teachers always just asked us questions such as "What do your mommy and daddy do?" Only talked as if we all had a mom and dad present. 5/9/2017 10:24 PM
237. I always felt my family structure was represented. 5/9/2017 10:08 PM
238. Family types. Yes. No 5/9/2017 9:56 PM

239. Don't really remember discussions about families, but I never thought much of it as a child; maybe since my parents are still married. 5/9/2017 9:47 PM
240. yes 5/9/2017 9:26 PM
241. I felt teachers talking about my family structure was done correctly as my family is the stereotypic mom and dad picture. if anything I felt uncomfortable explaining why I didn't look like my dad as I'm bi-racial and have the skin tone of my mom, but that was explaining to other kids not the teacher. 5/9/2017 8:03 PM
242. I felt teachers talking about my family structure was done correctly as my family is the stereotypic mom and dad picture. if anything I felt uncomfortable explaining why I didn't look like my dad as I'm bi-racial and have the skin tone of my mom, but that was explaining to other kids not the teacher. 5/9/2017 8:02 PM
243. What I remember was mostly in regards to single parents or adoptive parents but close to nothing about same sex parents. 5/9/2017 7:46 PM
244. What I remember was mostly in regards to single parents or adoptive parents but close to nothing about same sex parents. 5/9/2017 7:44 PM
245. I don't ever really remember teacher's talking about families. I was more taught that at home and how a person could have either a mom and dad, two moms, two dads, or only one parent. 5/9/2017 7:06 PM
246. I am quite a bit older than most students, so most of the discussions about families was very traditional, consisting of a mom, dad, and siblings. 5/9/2017 6:40 PM
247. I am quite a bit older than most students, so most of the discussions about families was very traditional, consisting of a mom, dad, and siblings. 5/9/2017 6:36 PM
248. I am quite a bit older than most students, so most of the discussions about families was very traditional, consisting of a mom, dad, and siblings. 5/9/2017 6:35 PM
249. I am quite a bit older than most students, so most of the discussions about families was very traditional, consisting of a mom, dad, and siblings. 5/9/2017 6:34 PM
250. I remember the only family structures presented in school had to do with either biological parents or step parents for divorced families. My parents were foster parents when I was growing up, so I was exposed to other family structures outside of the education system. 5/9/2017 5:53 PM
251. I remember talking about family a lot with my teachers because I lost my little sister in the third grade. I feel like my family structure was represented. I have the perfect parents are together and hetero situation so my family is kind of representative of the norm. I never felt uncomfortable. 5/9/2017 5:16 PM
252. I remember talking about family a lot with my teachers because I lost my little sister in the third grade. I feel like my family structure was represented. I have the perfect parents are together and hetero situation so my family is kind of representative of the norm. I never felt uncomfortable. 5/9/2017 5:16 PM
253. I don't remember talking about divorced families in the 90's. 5/9/2017 4:48 PM
254. They talked about having a mother and father. Yes, I felt my family structure was represented because I was raised by my mom and dad. No, I never felt uncomfortable. 5/9/2017 4:47 PM
255. NO. 5/9/2017 4:13 PM

256. NO. 5/9/2017 4:12 PM
257. I remember my family structure being represented, but none of the other options. I felt comfortable because i felt represented. 5/9/2017 4:06 PM.
258. Some teachers made it seem like having parents that were still married was traditional and right 5/9/2017 3:55 PM
259. Yes, they always talked about a man and women or mother and father. No, I never felt uncomfortable. 5/9/2017 3:47 PM
260. A majority of my teachers discussed families assuming that a family is composed of two parents. This was not something that applied to my life, so I always felt underrepresented and left out. 5/9/2017 3:31 PM
261. A majority of my teachers discussed families assuming that a family is composed of two parents. This was not something that applied to my life, so I always felt underrepresented and left out. 5/9/2017 3:31 PM
262. I remember when I was younger, a lot of kids had divorced parents and I didn't really understand this. But other than that I did not feel uncomfortable about any other discussions about family structure. 5/9/2017 3:27 PM
263. I don't really recall teachers ever talking about family dynamics growing up. If anything it was kindergarten when we were told to draw pictures of our families. Sometimes I feel uncomfortable talking about family in general because neither of my parents were not and still are not very involved in my life, which isn't the case for most people that I know. 5/9/2017 3:26 PM
264. I don't really recall teachers ever talking about family dynamics growing up. If anything it was kindergarten when we were told to draw pictures of our families. Sometimes I feel uncomfortable talking about family in general because neither of my parents were not and still are not very involved in my life, which isn't the case for most people that I know. 5/9/2017 3:20 PM
265. I don't really recall teachers ever talking about family dynamics growing up. If anything it was kindergarten when we were told to draw pictures of our families. Sometimes I feel uncomfortable talking about family in general because neither of my parents were not and still are not very involved in my life, which isn't the case for most people that I know. 5/9/2017 3:20 PM
266. I remember mostly hearing about having a mom and a dad. My family structure wasn't necessarily represented because i had my stepmom but i always considered her my mom. 5/9/2017 3:10 PM
267. Teachers generally talked about having siblings and two parents. That's all I can really remember. 5/9/2017 3:08 PM
268. Yes it was but my family structure is also very standard 5/9/2017 3:08 PM
269. Teachers generally talked about having siblings and two parents. That's all I can really remember. 5/9/2017 3:07 PM
270. I don't remember teachers talking about different types of families until college. I don't recall feeling uncomfortable. 5/9/2017 2:57 PM

271. Most teachers said "tell your parents..." implying I or my peers and I all had 2 parents. They meant no harm by it of course so I never felt uncomfortable knowing I was only being raised by my mom. 5/9/2017 2:51 PM
272. I grew up in a very high class neighborhood where most families were not divorced. I was definitely an outsider for coming from a single parent poor household. 5/9/2017 2:37 PM
273. Yes, my family structure was over represented I would say because it was "the norm". But I would say homosexual parents were also represented well because one of my grade school classmates had two moms. 5/9/2017 2:36 PM
274. I do not remember my teachers talking about different family types 5/9/2017 2:25 PM
275. I felt as though while being a Single Mom was not represented, it has become much more represented in society and in the classroom. It didn't make me uncomfortable because my family was not the only one that was a single parent family. 5/9/2017 2:13 PM
276. I remember there always being an inclusion of the statement, "parents or legal guardians" which I never understood but know was appreciated by other kids. 5/9/2017 1:59 PM
277. Yes I felt like my family was represented. I have a Mom and Dad and brother that live under the same roof. 5/9/2017 1:56 PM
278. I can't really remember much about families, but I think I always thought mine was different... Yeah sometimes I still do. 5/9/2017 1:42 PM
279. I remember them talking to me about living in a divorced family, and how they reassured us that it was never our fault as to why our parents divorced, in spite of what they might say. I felt a bit confused and uncomfortable growing up in a divorced family, especially when kids in K-12 would tease my brothers and I about not having a family with both my parents still together. However, with these extra-curricular meetings with my teachers and counselors, I felt a sense of belonging and understanding when I saw/learned I wasn't the only student with divorced parents. I used to grow up with doubts in my mind about why my parents split, and would try to find ways to bring us all back together, but after talking with my teachers, I understood my situation and learned to handle it for what it was. 5/9/2017 1:41 PM
280. Yes, they always talked about families having a mom and a dad 5/9/2017 1:40 PM
281. Yes, they always talked about families having a mom and a dad 5/9/2017 1:40 PM
282. Yes only mom and dad structure of family is all I was taught in school 5/9/2017 1:39 PM
283. Talked about the different types of families. Mine was a single parent family. It felt weird talking about it since I usually keep those talks to myself. 5/9/2017 1:38 PM
284. Talked about the different types of families. Mine was a single parent family. It felt weird talking about it since I usually keep those talks to myself. 5/9/2017 1:37 PM
285. Teachers described families to be a mom and a dad, where the dad goes to work and the mom stays to clean. I feel that my family is structured this way, I feel comfortable talking to my family. 5/9/2017 1:34 PM

286. Teachers describe families as having a mom and a dad. For me, I have always had my parents with me. I felt comfortable bringing my parents to school. 5/9/2017 1:32 PM
287. I did. It feel that my family was represented. I felt left out when teachers referred to parents as mom and dad. 5/9/2017 1:30 PM
288. I was raised by my grandmother and I remember teachers referring to parents and mom and dad. I felt left out and wished I had a "normal" family like everyone else. 5/9/2017 1:28 PM
289. I feel like my teachers in the past (high school, middle school, elementary) talked about having opposite sex parents. Being married would be ideal but they did sometimes discuss the fact that divorce is quite common. I never felt uncomfortable because my parents are married in an opposite sex marriage but I can totally see how some kids who don't have those same parental standings might feel uncomfortable or upset. 5/9/2017 1:24 PM
290. Language was strictly focused around the idea that everyone had a mom and a dad. I felt I fit into this category. 5/9/2017 1:24 PM
291. Language was strictly focused around the idea that everyone had a mom and a dad. I felt I fit into this category. 5/9/2017 1:23 PM
292. Most teachers regarded family as mom, dad, and possible siblings. This represented my family. 5/9/2017 1:22 PM 15 / 18
293. Yes, many teachers have talked about families throughout my years of schooling. Growing up in elementary school, middle school, and even high school, teachers presented family structure as the United States' old school representation of families between a man and a women raising a family. However, in college, there is more diverse examples of family structure. I have never felt uncomfortable, however I grew up in a stereotypical family. 5/9/2017 1:20 PM
294. I honestly don't remember heading any things about families that much but they represented a mom and a dad specifically. 5/9/2017 1:20 PM
295. When my teachers would talk about families they always talked about mom, dad, and the kids. This was the typical family structure. I always felt like my family was represented because they would always describe my family situation. However I would feel uncomfortable when my friends from divorced parents would get upset. 5/9/2017 1:18 PM
296. When my teachers would talk about families they always talked about mom, dad, and the kids. This was the typical family structure. I always felt like my family was represented because they would always describe my family situation. However iI would feel uncomfortable when my friends from divorced parents would get upset. 5/9/2017 1:18 PM

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299. When my teachers would talk about families it was usually about the standard family, a mom and a dad with kids. I was raised by a single mother so I never felt my family was like the standard one that was always talked about. 5/9/2017 1:10 PM
300. Mostly, they always talked about having a mom and a dad and brothers and sisters. But, I am an only child. 5/9/2017 1:09 PM
301. I don't remember any of my teachers talking too much about families. We had students that were raised by grandparents, students raised by step parents, and students in foster care. I don't remember my teachers emphasizing any of us kids coming from different families. 5/9/2017 11:10 AM
302. I don't recall teachers talking about families; if they did, I probably didn't pay attention because it wasn't relevant. 5/9/2017 11:07 AM
303. I had a very typical family structure, mom and dad with three siblings. In my experience, I never felt underrepresented. 5/9/2017 10:33 AM
304. I briefly remember my 4th grade teacher talking about families, my family structure was represented for a short amount of time, and they then split up and I didn't feel uncomfortable talking about it. 5/9/2017 1:01 AM
305. Yes my teachers talked about families when I took child development in high school. I did feel my family was represented because we talked about the differences of families. I did not feel uncomfortable. 5/8/2017 10:27 PM
306. Yes my teachers talked about families when I took child development in high school. I did feel my family was represented because we talked about the differences of families. I did not feel uncomfortable. 5/8/2017 10:26 PM
307. My teachers always talked about the standard families. A man, a woman, and kids. There was 0 talk of two moms or two dads or any family diversity really. I didn't even get educated on adoption. Because I never learned about any of this I was a little uncomfortable when I first started meeting people with family diversity. 5/8/2017 10:26 PM
308. I remember reading in kindergarten about family structures. Usually, there was a mom and a dad plus a brother or sister. I was an only child so I always felt slightly lonely when reading about siblings. I don't think the teacher ever talked about it. 5/8/2017 9:46 PM

309. I felt like my family was represented because now a days a lot of students are from parents who are separated are divorced. 5/8/2017 9:37 PM
310. I never felt uncomfortable as far as I Can remember but my family was usually not mentioned or represented having lesbian parents was not particularly common while I was in school. I remember it being harder to admit my parents were lesbians when I was younger but the older I got the cooler it became for me. 5/8/2017 9:17 PM
311. I remember that most teachers would say that a family would include a male and a female for parents. Yes, my family was represented in the teaching because that was the main teaching of what a family was. I did not ever feel uncomfortable. 5/8/2017 6:29 PM
312. I just remember they would say that families are important in the upbringing of children. 5/8/2017 6:29 PM
313. No I didn't 5/8/2017 6:15 PM
314. I have had a divorced family and at the time I was in school learning about it a couple of my friends were going through the same thing and it felt normal which helped a lot with not feeling odd man out. 5/8/2017 6:14 PM
315. My family is average. 5/8/2017 5:49 PM
316. I honestly don't remember my teachers talking about family. My family structure was represented in a good way. My mom would check to make sure my brother, and sister and I finished our homework. They went to our cheerleading and football games. They were a part and still are a big part in all our lives. While my parents worked my mother's parents took care of my siblings and cousins. 5/8/2017 5:09 PM
317. The only thing that comes to mind isn't entirely about family. My 2nd grade teacher had us fill something out about our race once, and I marked white. He told us that we aren't white we are peach, I felt uncomfortable about it because not only did he embarrass me but he made me feel like I wasn't what I said I was. If I say I am white than that's what I am, don't try and get literal with a 2nd grader about our skin not being the color of a sheet of paper. He did not represent my family very well no. 5/8/2017 5:04 PM
318. I don't remember any of my teachers really talking about family structure until college. That could be because my family structure fits into the "norm" so any talk of family structure was a non-event for me. My family structure was always represented and I never felt uncomfortable. 5/8/2017 5:02 PM
319. I don't remember any of my teachers really talking about family structure until college. That could be because my family structure fits into the "norm" so any talk of family structure was a non-event for me. My family structure was always represented and I never felt uncomfortable. 5/8/2017 5:01 PM
320. Yes, my psychology class/instructor addressed my family structure in both the section outline and within the course reading material. I was not uncomfortable. 5/8/2017 4:21 PM
321. Yes, I feel my family was occasionally represented. Divorced and remarried families are discussed. I don't recall ever feeling uncomfortable. 5/8/2017 4:20 PM
322. Common nuclear family was the only discusses at the time. Yes. It for the common concept of family. No.5/8/2017 3:39 PM

323. I grew up in a traditional setting, other than being an immigrant. 5/8/2017 3:28 PM
324. My teachers mostly talked about moms and dads when talking about family. I often felt uncomfortable especially in my younger years because I felt like I was "weird" for having a different family structure. 5/8/2017 3:04 PM
325. I remember talking about families in my psychology class during junior year of high school. I do believe my family structure was represented because it discussed different types of ways to raise children, so authoritative was my family structure to raise my sister and me. I never felt uncomfortable talking about families. 5/8/2017 3:02 PM
326. The once common family structure is no longer common. It is more represented now than ever before. During that particular class no. Generally families are represented as Mom raising or Dad raising a child. In my particular case I was raised mainly by my Mom and Step Father. I spent weekends with my Dad. I never felt uncomfortable. 5/8/2017 2:35 PM
327. No, I do not feel like my family structure was represented. I feel very strongly about this. My teachers never discussed alternative family structures and it was very frustrating growing up. To complicate matters further, mine was an interracial adoption. I experienced identity crisis and insecurity with very little support and understanding from my teachers. From a young age my mother told me that I was adopted (she read me books when I was very young in addition to having discussions when I was older). Growing up was sometimes an uncomfortable experience due to the lack of education of alternative family structures. I cannot even count how many times I was asked, "Why is your mom white and you're not?" "Your parents are white???" "You're adopted? Awww." The last question was often the hardest because I took it as an insult. I would think, "My mom is my mom, blood relation isn't important." I wish that teachers facilitated discussion concerning family structure and diversity. 5/8/2017 9:29 AM
328. It was not until my freshman year in college, in a psychology that we had discussions about family.
329. I do not feel my family structure was represented well, as there was a lot of negative thoughts regarding foster care. 5/8/2017 9:14 AM
330. I do not remember particulars about a teacher discussing families. Never felt uncomfortable. My family structure growing up and now is typical, mom , dad , two kids. 5/8/2017 9:12 AM
331. No, I don't recall a lot of classroom conversation about divorce 5/8/2017 9:09 AM
332. In my classes my teachers in Elementary teachers always assumed I lived with both parents, because for father's day or mother's day we were supposed to make a crafty thing to give to them and I only had one parent but they never had any idea of that. 5/8/2017 9:07 AM
333. That family is very important and there are diverse families throughout the world. I think my family structure was represented because mine was a common family structure. 5/8/2017 9:07 AM
334. Family structures were discussed typically in terms of a mother and a father. Mother or father was typical as well. 5/8/2017 9:07 AM

335. Yes and that families are united. 5/8/2017 9:07 AM
336. Families are a form of structure. Yes, spoke about single parents. 5/8/2017 9:06 AM
337. Family has not been brought up from teachers. 5/8/2017 9:05 AM
338. Since I was born in an older generation, they always talked about families as a mom, dad and their children, this has never offended me. Now in college they talk about families as anything you want to consider your family and I am fine with that as well. 5/8/2017 9:05 AM
339. It is important to have family structure. 5/8/2017 9:05 AM
340. Families are there for you and it's important to be respectful to your family. 5/8/2017 9:05 AM
341. Growing up, I was constantly reminded that a family was made up of a mother and father figure. Looking back at it now, I think it would be a little hard for students in class who did not have both parents in their household, hear about a mother and father figure in class. 5/8/2017 9:04 AM
342. Teachers never really talked about it. 5/8/2017 9:04 AM
343. Yes, I felt I could always relate to the topic of family when it was brought up. I did not feel uncomfortable at any time. 5/8/2017 9:04 AM
344. My teachers never talked about family. 5/8/2017 9:04 AM
345. I feel like my family structure has been represented and I haven't ever felt uncomfortable. I come from a traditional mother/father home which means that my family structure is often represented in education. 5/8/2017 9:04 AM
346. No, I always felt like I had a normal family growing up. 5/8/2017 9:04 AM
347. Yes. I feel my family structure is the typical "nuclear" family and was therefore represented. I was never made to feel uncomfortable. 5/8/2017 9:03 AM
Parents/Guardians never went to school events. 5/8/2017 9:03 AM
348. NA 5/8/2017 12:30 AM
349. N/A 5/7/2017 8:02 PM
350. I don't really remember, so I must not have ever felt uncomfortable about it. 5/5/2017 8:38 PM
351. Traditional families, divorced families was unheard of in the 1970's. 5/5/2017 4:41 PM

Q5 what grade were you in when remember a teacher talking about types of families?

Answered: 351 Skipped: 0

Grade in School	Percentage	Responses
Kindergarten	11.68%	41
First	7.69%	27
Second	15.67%	55
Third	9.97%	35
Fourth	8.83%	31
Fifth	7.41%	26
Sixth	5.70%	20
Seventh	1.99%	7
Eighth	1.14%	4
Ninth	4.27%	15
Tenth	2.85%	10
Eleventh	2.28%	8
Twelfth	1.14%	4
College Freshman	8.55%	30
College Sophomore	3.42%	12
College Junior	1.42%	5
College Senior	1.14	4
Graduate Student	0.28%	1
Other Please Specify	4.56%	16

APPENDIX C

** INBOUND NOTIFICATION : FAX RECEIVED SUCCESSFULLY **				
TIME RECEIVED April 5, 2018 at 12:33:59 PM PDT	REMOTE CSID MFP-XMedius	DURATION 0	PAGES 1	STATUS Received

2018/04/05 12:33:59 1 /1

04/05 2018 12:33 IFAX uniFLOW@csuchico.edu

001/001

**HUMAN SUBJECTS IN REVIEW COMMITTEE
Post Data Collection Questionnaire**

Under Federal law relating to the protection of Human Subjects, this report is to be completed by each Principal Investigator at the end of data collection.

Please return to: Rosemary White, HSRC Assistant
Office of Graduate Studies
Student Services Center (SSC), Room 460
CSU, Chico
Chico, CA 95929-0875

Or Fax to: Rosemary White, 530-898-3342

Name: Donna Maria Humphrey Chico State ID#007108466

Phone(s) 707-761-0101 Email: dmsmith@csuchico.edu

Faculty Advisor name (if student): Lynne Bercaw Phone 530-898-6484

College/Department: School of Education

Title of Project: Educating Teachers about Diverse Families: A Workshop for Transitional Kindergarten – 12th Grade Teachers

Date application was approved (mo/yr.): 04/2017 Date collection complete (mo/yr.): 12/2017

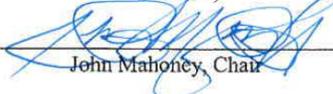
How many subjects were recruited? 351 How many subjects actually completed the project? 351

*HARM--Did subjects have severe reactions or extreme emotional response? No

If yes, please attach a detailed explanation: N/A

Your signature:  Date: 4/5/2018

***Final clearance will not be granted without a complete answer to this question.**

Approved By:  Date: 4/5/18
John Mahoney, Chair

VERY IMPORTANT: If you will or have used this research in your project or thesis you are required to provide a copy of this form (with John Mahoney's signature in place) to your graduate committee.

Do you want a photo copy of this form emailed to you? yes

If yes, provide email address: dmsmith@csuchico.edu

From: rwhite@csuchico.edu
To: [Smith, Donna](#)
Cc: [Bercaw, Lynne](#); [White, Rosemary](#)
Subject: Human Subjects in Research Exempt Approval
Date: Thursday, April 20, 2017 3:13:26 PM
Attachments: [LetterHead.png](#)
[Signature.png](#)
[PostDataCollection.doc](#)

CALIFORNIA STATE UNIVERSITY, CHICO

Chico, California 95929-0875

Office of Graduate Studies

Ph: 530-898-6880

Fax: 530-898-3342



April 20, 2017

Donna Humphrey
4 Greg Ct
Chico, CA 95928-4128

Dear Donna Humphrey:

Protocol # 4429

As the Chair of the Campus Institutional Review Board, I have determined that your research proposal entitled "Family Diversity: should educators be aware of different types of families in order to create an inclusive classroom?" is exempt from full committee review. This clearance allows you to proceed with your research.

I do ask that you notify our office should there be any further modifications to, or complications arising from or within, the study. In addition, should this project continue longer than the authorized date, you will need to apply for an extension from our office. When your data collection is complete, you will need to turn in the attached Post Data Collection Report for final approval. Students should be aware that failure to comply with any HSRS requirements will delay graduation. If you should have any questions regarding this clearance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Mahoney".

John Mahoney, PhD., MA (Music)
Professor, Department of Biological Sciences
Director, University Honors Program
Chair, HSRC & IACUC & IBC
MLIB 171D
CSU, Chico 95929-0115
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