

Appendix A

Demographic Questionnaire

1. Age __

2. Ethnicity

Caucasian _____
African American/Black _____
Hispanic _____
Asian Other _____

3. Highest level of Education

High school diploma
Some college
College Degree
Some Graduate school
Graduate Degree

4. Approximate Annual income

\$15,000-24,999 _____
\$25,000-34,999 _____
\$35,000-44,999 _____
\$45,000-59,999 _____
\$60,000+ _____

5. Marital Status

Married _____
Living with child's father _____
In contact with child's father _____
Single _____
Living with non-parental partner _____

6. Child's Age _____

7. Child's Grade _____

8. Estimate (in percentages) the racial makeup of your child's school

Caucasian _____

African American/Black _____

Hispanic _____

Asian _____

Other _____

9. Describe you child's social activities and estimate the racial makeup of the other participants

Appendix B

Consent Form

Title: The Effect of Racial Socialization on Parental Stress in a Sample of African American Parents

VCU IRB NO.:

SPONSOR: None

This consent form may contain words that you do not understand. If this is the case, please contact either researcher whose contact information may be found at the end of this form.

PURPOSE OF THE STUDY

The purpose of the research study is to uncover the experiences of parents. You are being asked to participate in this study because you are a parent.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

If you decide to be in this research study, you will be asked to type your name in the box at the bottom of the form after you feel that any questions you have have been answered. In this study, you will be asked to complete a series of questionnaires, read a parenting lesson, read and respond to a scenario, then complete another series of questionnaires. Each questionnaire includes various questions related to you and your experiences as a parent. It should take approximately 45 minutes to complete.

RISKS AND DISCOMFORTS

The primary risk of a survey is confidentiality. Once this consent form is signed you will email it back to the researcher. It will then be printed out and kept in a locked file cabinet on the VCU campus and all data files will be password protected. You do not have to answer any questions you do not want to answer, and you may discontinue the surveys at any time. If you become upset, the research staff can help you contact counselors to assist in dealing with any upset feelings that you might experience.

BENEFITS TO YOU AND OTHERS

You may not get any direct benefit from this study, but, the information we gather from people in this study may help us design better interventions for parents.

COSTS

There are no costs for participating in this study other than the time you will spend completing the questionnaires.

PAYMENT FOR PARTICIPATION

Once you have completed all research protocols, your name will be entered to win one of three \$50 gift cards. There are no penalties for withdrawing from the study at any time.

CONFIDENTIALITY

Data is being collected only for research purposes. Your data will be collected via the internet, will be safeguarded by internet security and will not be linked to you in any way. All information will be password protected and destroyed after the end of the study. Access to all data will be limited to study personnel.

We will not tell anyone the answers that you provide; however, information from the study and the consent form electronically signed by you may be looked at or copied for research or legal purposes by Virginia Commonwealth University. What we find from this study may be presented at meetings or published in papers, but your name will not ever be used in these presentations or papers.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

You do not have to participate in this study. If you choose to participate, you may stop at any time without penalty. You may also choose not to answer particular questions that are asked in the study.

QUESTIONS

In the future, you may have questions about your participation in this study. If you have any questions, complaints, or concerns about the research, you may contact:

Remy Jones Thompson, M.A.

or

Shawn O. Utsey, Ph.D.

Doctoral Student

Chair, African American Studies

Counseling Psychology

Associate Professor

Virginia Commonwealth University

Department of Psychology

Jonesrn2@vcu.edu

Virginia Commonwealth University

Soutsey@vcu.edu

If you have any questions about your rights as a participant in this study, you may contact:

Office for Research

Virginia Commonwealth University

800 East Leigh Street, Suite 113

P.O. Box 980568

Richmond, Virginia 23298

Telephone: 804-827-2157

You may also contact this number for general questions, concerns or complaints about the research. Please call this number if you cannot reach the research team or wish to talk to someone else. Additional information about participation in research studies can be found at <http://www.research.vcu.edu/irb/volunteers.htm>.

CONSENT

I have been given the chance to read this consent form. I understand the information about this study. Questions that I wanted to ask about the study have been answered. My typed signature says that I am willing to participate in this study. I will retain my email containing this consent form, however, should I request a copy, one will be provided for me.

Name _____

Date _____

Witness _____

Appendix C

SORS-P

Select the number on the line, depending on whether you:

1-SD Strongly Disagree

2-D Disagree

3-DK Don't Know

4-A Agree

5-SA Strongly Agree

1. This society is fair toward African Americans. _____
2. Grandparents are important in helping parents make decisions. _____
3. Black children will get positive messages about being Black in mostly white schools. _____
4. It is important for families to go to a church or mosque for spiritual growth. _____
5. Parents should talk about the history of Black slavery with their children. _____
6. Relatives can help African American parents raise their children. _____
7. Religion is an important part of a person's life. _____
8. Racism and discrimination are the most difficult problems a Black child has to face. _____
9. Having large families can help African American families survive life struggles. _____
10. Parenting children includes teaching them to be proud to be Black. _____

11. Children should be taught that all races are equal. _____
12. Children who spend a lot of good time with their relatives become better citizens. _____
13. A belief in God can help a person cope through life struggles. _____
14. A mostly Black school will help Black children learn more than a mostly White school. _____
15. Spending quality time with relatives is important for parents as it is for children. _____
16. African American parents should teach their children about racism. _____
17. Parents should talk about the roots of African culture to their children. _____
18. Relatives can teach children things that parents may not know. _____
19. Discussing racism to African American children can lead them to doubt themselves. _____
20. Schools ought to be required to teach all children about Black history. _____
21. Depending on religion and God can help you make good life decisions. _____
22. Families who talk about religion or God help their children to grow. _____
23. Teachers should know that African American children need to see symbols of their culture displayed in the classroom every day. _____
24. Only people who are blood-related should be called your "Family." _____
25. Getting a good education is still the best way for a Black child to survive racism. _____
26. "Don't forget where you came from, because you may want to go back someday." _____
27. When children are younger than 5, discrimination and racism does not affect them. _____
28. Spiritual battles that people fight are more important than the physical battles. _____
29. Teaching children about Black history will help them to survive a hostile world. _____

30. "Train a child in the way he or she should go, and he or she will not depart from it." _____
31. A Black child has to work twice as hard in order to get ahead in this world. _____
32. Watching parents struggle to find work makes many African American children believe it is not worth it to try and succeed in the world. _____
33. Parents can teach children to be proud to be Black without saying a word. _____
34. African American children who go to a mostly Black school will feel better about themselves than those who go to a mostly White school. _____
35. Black parents need to teach children how to live in 2 worlds-one Black and one White. _____
36. I teach my children that skin color does not matter with other people in the world. _____
37. Whites do not have more power than Blacks in being able to choose opportunities. _____
38. A Black child or teenager will not be harassed simply because he or she is Black. _____
39. More job opportunities would be open to African Americans if society was not racist. _____
40. Black children should know at an early age that God can protect them from racial hatred. _____
41. Whites don't think Black people are lazy or angry like they used to believe 40 years ago. _____
42. Black parents should not teach children to speak their mind because they are setting them up for attack by others in society. _____
43. If Black parents teach children that the world is not always fair for them as it is for Whites, they may help them to survive racism and be successful. _____
44. Black children don't have to know about African culture to survive life in America. _____
45. My family taught me very little about racism in America. _____

Appendix D

PSI-SF

Please read each statement carefully. For each statement, please focus on the child aged 5 to 10 years old, and circle the response that best represents your opinion.

Select SA if you STRONGLY AGREE with the statement

Select A if you AGREE with the statement

Select NS if you are NOT SURE

Select D if you DISAGREE with the statement

Select SD if you STRONGLY DISAGREE with the statement

1. I often have the feeling that I cannot handle things very well. _____
2. I find myself giving up more of my life to meet my children's needs than I ever expected. _____
3. I feel trapped by my responsibilities as a parent. _____
4. Since having this child, I have been unable to do new and different things. _____
5. Since having a child, I feel that I am almost never able to do things that I like to do. _____
6. I am unhappy with the last purchase of clothing I made for myself. _____
7. There are quite a few things that bother me about my life. _____
8. Having a child has caused more problems than I expected in my relationship with my spouse (or male/female friend). _____
9. I feel alone and without friends. _____
10. When I go to a party, I usually expect not to enjoy myself. _____

11. I am not interested in people as I used to be. _____
12. I don't enjoy things as I used to. _____
13. My child rarely does things for me that make me feel good. _____
14. Sometimes I feel my child doesn't like me and doesn't want to be close to me. _____
15. My child smiles at me much less than I expected. _____
16. When I do things for my child, I get the feeling that my efforts are not appreciated very much. _____
17. When playing, my child doesn't often giggle or laugh. _____
18. My child doesn't seem to learn as quickly as most children. _____
19. My child doesn't seem to smile as much as most children. _____
20. My child is not able to do as much as I expected. _____
21. It takes a long time and it is very hard for my child to get used to new things. _____

For the next statement, choose your response from the choices "1" to "5" below.

1. not very good at being a parent
2. a person who has some trouble being a parent
3. an average parent
4. a better than average parent
5. a very good parent

22. I feel that I am _____

Select the response that best represent your opinion.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

23. I expected to have closer and warmer feelings for my child than I do and this bothers me. _____

24. Sometimes my child does things that bother me just to be mean. _____

25. My child seems to cry or fuss more often than most children. _____
26. My child generally wakes up in a bad mood. _____
27. I feel that my child is very moody and easily upset. _____
28. My child does a few things which bother me a great deal. _____
29. My child reacts very strongly when something happens that my child doesn't like. _____
30. My child gets upset easily over the smallest thing. _____
31. My child's sleeping or eating schedule was much harder to establish than I expected. _____

For the next statement, choose your response from the choices "1" to "5" below.

1. much harder than I expected
 2. somewhat harder than I expected
 3. about as hard as I expected
 4. somewhat easier than I expected
 5. much easier than I expected
32. I have found that getting my child to do something or stop doing something is _____

For the next statement, chose your response from the choices "10+" to "1-3"

- 10+
- 8-9
- 6-7
- 4-5
- 1-3

Think carefully and count the number of things which your child does that bother you. 33.
For example, dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc. _____

Select the response that best represent your opinion.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

34. There are some things my child does that really bother me a lot. _____
35. My child turned out to be more of a problem than I had expected. _____
36. My child makes more demands on me than most children. _____

Appendix E

POMS-B

Select the word that best describes HOW YOU ARE FEELING RIGHT NOW.

Not at all A little Moderately Quite a bit Extremely

1. Tense
2. Angry
3. Worn out
4. Lively
5. Confused
6. Shaky
7. Sad
8. Active
9. Grouchy
10. Energetic
11. Unworthy
12. Uneasy
13. Fatigued
14. Annoyed
15. Discouraged
16. Nervous
17. Lonely
18. Muddled
19. Exhausted
20. Anxious
21. Gloomy
22. Sluggish
23. Weary
24. Bewildered
25. Furious
26. Efficient
27. Full of pep
28. Bad-tempered
29. Forgetful
30. Vigorous

Appendix F

Psychosocial Parenting Lesson

Erikson's Theory of Psychosocial Development has eight distinct stages, each with two possible outcomes. According to the theory, successful completion of each stage results in a healthy personality and successful interactions with others. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self.

Trust Versus Mistrust. From ages birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore a sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

Autonomy vs. Shame and Doubt. Between the ages of one and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities.

Initiative vs. Guilt. Around age three and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions.

Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative.

Industry vs. Inferiority. From age six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through to completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

Identity vs. Role Confusion. During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are can be hindered, which results in a sense of confusion about themselves and their role in the world.

Intimacy vs. Isolation. Occurring in Young adulthood, we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

Appendix G

Racial Socialization Parenting Lesson

Racial Socialization has been referred to as a developmental process by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of that group (Rotheram & Phinney, 1987). Peters (1985) described racial socialization as the promotion of psychological and physical health through child-rearing, in a society where dark skin and/or African features may lead to discrimination and racism which can in turn lead to detrimental outcomes for African Americans. A growing body of literature suggests that doing this leads to better socio-emotional, behavioral, and academic outcomes for children.

The content of racial socialization messages, have been categorized into four primary themes. These include cultural socialization, preparation for bias, promotion of mistrust, and egalitarianism/silence about race. Cultural socialization is a parental practice that involves teaching children about their racial or ethnic heritage, promoting cultural customs and traditions, and promoting children's cultural, racial, and ethnic pride, either consciously or implicitly. Examples of this include talking about important historical or cultural figures, exposing children to culturally relevant books, artifacts, music, and stories; celebrating cultural holidays, eating ethnic foods; and encouraging children to use their families native language.

Preparation for bias involves providing children with the awareness of discrimination and preparing them to cope with it. Examples include providing cultural history, teaching children about discrimination, and creating proactive responses to racial discrimination.

Promotion of mistrust refers to practices that emphasize the need for wariness and distrust in interracial interactions. Mistrust may be communicated in parents' cautions or warnings to children about other racial groups or in their teachings about barriers to success.

Egalitarianism and Silence about race involves parents either openly encouraging their children to value individual qualities rather than racial group membership or avoid any mention of race in discussions with their children.

Along with the most common content of racial socialization messages, there are four common ways that the messages have been conveyed: oral communication, modeling, role-play, and exposure.

Oral communication consists of reasoning, discussing, talking, explaining, pointing out, lecturing, storytelling, reminding, and use of restatements about race.

Modeling involves teaching children about race by demonstrating particular behaviors or actions and encouraging children to imitate them.

Role-play requires parents to teach children how to behave appropriately, particularly with children and adults from other ethnic groups.

The last method of conveying these messages is through exposure. Exposure, involves parents providing their children with cultural experiences that impart knowledge about their immediate and surrounding communities.

Appendix H

Non-race related Vignette

Imagine you have just paid several hundred dollars to enroll yourself and your child in a 15-week play class at a well-known play gym for children. This class provides children experiences in the areas of art, gymnastics, and music designed to provide social interaction with like-aged peers being accompanied by their parent. On the first day, while waiting to enter the play area, your child begins to walk around and socialize with the other children and their parents all of whom are Black. You are watching your child to ensure that he or she is staying out of trouble, and see that he or she loses his or her balance and falls. Before you can rush over to help your child up, he or she rests his or her hand on another mother's leg to help himself or herself get up. That other mother gives your child an ugly look and moves your child's hand off of her. After that, she moves herself and her child to the other side of the room away from your child. Once the class begins, you notice that each time your child is near that same mother's child, she makes her child move away from your child. After the class, your child, asks you, "mommy, why couldn't I play with that other kid, why didn't that other mommy like me?" Please take five minutes to write down how you would parent your child with regard to this scenario. Please complete the following sentence...

I would tell my child_____

Appendix I

Race-related Vignette

Imagine you have just paid several hundred dollars to enroll yourself and your child in a 15-week play class at a well-known play gym for children. This class provides children experiences in the areas of art, gymnastics, and music designed to provide social interaction with like-aged peers being accompanied by their parent. On the first day, while waiting to enter the play area, your child begins to walk around and socialize with the other children and their parents all of whom are White. You are watching your child to ensure that he or she is staying out of trouble, and see that he or she loses his or her balance and falls. Before you can rush over to help your child up, he or she rests his or her hand on a White mother's leg to help himself or herself get up. That White mother gives your child an ugly look and moves your child's hand off of her. After that, she moves herself and her child to the other side of the room away from your child. Once the class begins, you notice that each time your child is near that same mother's child, she makes her child move away from your child. You later overhear her remarking to another White mother while looking at your child, "They let anyone in these classes, I can't believe they're in here. We can't have anything anymore, if I'd known they were letting Black people in here, I wouldn't have enrolled my child at all." After the class, it is apparent that your child overheard the other mother's comments and as he or she cries, asks you, "mommy, why couldn't I play with that other kid, why didn't that other mommy like me?" Please take five minutes to type how you would parent your child with regard to this scenario. Please complete the following sentence...

I would tell my child...

Vita

Remy Jones Thompson was born Remy Nichols Jones on June 14, 1979 in Richmond, Virginia. She is the younger of two children born to Warner and Rosemary Jones, both retired educators. Remy's inquisitive nature led to her interest in the field of psychology and her soon-to-be degree number three. She earned a Bachelor of Science in psychology at Virginia State University in 2001, a Master of Arts in Counseling Psychology at Howard University in 2003, and she will complete her Doctor of Philosophy in Counseling Psychology from Virginia Commonwealth University in 2010. Remy is very family oriented, and to that end she married her husband, Brent, and had two children, Brent Jr. and Mia, during her graduate career. She is most interested in working with late adolescents and adult populations, and has an affinity for couples and group therapy.