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Racial Acceptance and Behavior Incidents While Being Educated in an Elementary Dual-Language Classroom

Heather Hodal
Olivet Nazarene University, heatherropeter@yahoo.com

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Heather L. Hodal

Olivet Nazarene University

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Certification of Authorship: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this assignment.

Your Signature: Heather Hodal

The Dissertation In Practice Committee for Heather Hodal certifies approval of the following Dissertation In Practice:

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METHODOLOGY

Committee:

David Van Heemst, Ph.D., Dissertation In Practice Coach

Kristy Ingram, Ph.D., Reader

DocuSigned by:
David Van Heemst
CE8053C7897490...
Dissertation In Practice Coach

Kristy Ingram
5AACD053EE21441...
Dissertation In Practice Reader

Robert Lopez
5D6E3545A9C14E9...
Robert Lopez, Ed.D.
Associate Dean of Education

Date Approved: 10/11/21

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DEDICATION

This study is dedicated to all of the teachers who work tirelessly to make sure that every student feels accepted and loved, and diversity is celebrated in the classroom. Your work does not go unnoticed.

To add, I dedicate this study to my mother. I grew up watching you go to college to become an educator yourself. You modeled what it means to be a lifelong learner and to always work hard for what you are passionate about. You always let me do things my way and supported me in every step. I am grateful for the example of a strong and fearless woman that you provided me with.

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Lastly, I dedicate this work to my four children-Braylon, Reid, Michael, and Winnie. May you always work hard, never stop learning, and know that you can achieve anything that you put your mind to.

ABSTRACT

Districts and schools are not looking at the data on racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors to fully understand and educate others on the benefits of multiculturalism. This case study describes the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. In utilizing The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs) to determine specific behavior problems and the Modified Subtle and Blatant Prejudice Scale to determine racial judgements; both independent-samples *t* tests and one-way ANOVAs were run, depending on the research question. The impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb are evident in both social-emotional and behavior factors. Specifically, students who are enrolled in dual-language are less likely to exhibit anxiety and depression according to their teachers' reports. Along with this, they are less likely to demonstrate rule-breaking behavior and internal behavior issues. Lastly, students who are enrolled in both dual language and general education, and also exhibit higher prejudice are more likely to receive Office Discipline Referrals. Students who are in dual-language demonstrated an even higher likelihood of this pattern.

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CHAPTER I
INTRODUCTION

The issue of immigration on social policies, especially education has been an ongoing topic being studied globally. Multiple studies discuss the positive and negative effects of immigrants and natives desegregating, focusing on different age groups, countries, and nationalities. Studies compare and contrast in whether or not racial judgments are more prominent in classes with lower diversity. In adapting to the changing face of America, policies are being put forth, especially in education, to create global community among students. Dual language instruction has seen a growing demand in school districts across the country, especially two-way dual language, which allows for both Spanish and English-speaking students to learn together in the same classroom, growing in their language understanding together. Throughout this chapter, the growing need for bilingualism will be discussed, along with the background on language instruction in the United States. Leading into the specific questions of the study and the study's significance, the data collection process will be described.

Statement of Problem

The problem is that districts and schools are not looking at the data on racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors to fully understand and educate others on the benefits of multiculturalism. Our current political climate and "white flight" leads to the issue of under education and resistance to multiculturalism, therefore studies on the positive and negative effects of these programs are becoming more necessary (Hall & Crowder, 2014). This research looked further into the reasons for why some Americans are embracing the opportunity for multiculturalism, and why some are fearful of it by investigating the relationship between

enrollment in two-way dual language and the incidence of racial acceptance and behavior incidents.

The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. In collaborating with peers from different backgrounds and cultures, it can be hypothesized that enrollment in a dual-language classroom may exhibit different results than enrollment in a general education classroom. As the popularity of these programs continues to grow, the effect that instruction in multiple languages and growing diversity in the classroom has on students is to be investigated.

Background

The next step of the study is highlighted through the literature on increased demand of dual-language programs and the effects of being educated in a diverse environment. This study attempts to take that next step by determining a possible relationship between dual-language enrollment and racial judgements, possibly leading to behavior incidents. Literature on this topic thus far demonstrates the experiences of students who are desegregating and seeing more multicultural education in their schools is a cause for parents to enroll their students into programs, such as two-way dual language. In the growing and changing face of America, school officials are seeing an increased demand for programs that benefit students of multiple nationalities and languages. Studies on the positive and negative effects of these programs are becoming more necessary. Racial judgments, segregation, and neighborhood quality will be discussed throughout this section, along with children's friendship choices, open-mindedness, and social-emotional factors.

The research questions came as a result of the research demonstrating a lower incidence of racial judgements from students in ethnically diverse classrooms (Smith, McFarland, Tubergen, & Maas, 2016). As two-way dual-language classrooms are steadily increasing across school districts, heterogeneous classrooms are becoming more common. As students are combined, speaking two different native languages, racial judgements may compare or contrast with the general education classrooms. In addition, the research questions came from multiple studies on social policies, especially education that have been impacted by an increased number of immigrants, especially from Spanish-speaking countries. Along with this, many native families seem to be undereducated on the benefits of multiculturalism in schools, and we have seen an influx of "white flight" from neighborhoods where immigrants are moving in, which is negatively affecting neighborhood quality (Hall & Crowder, 2014).

The impact that parents and friends have on the friendships formed as adolescents, along with possible prejudice was looked at during this study. Miklikowska (2017) examined the impact that anti-immigrant attitudes of adults and peers have on children. The purpose of this research was to assess a relationship between ant-immigrant attitudes and whether or not children displayed racist beliefs. Miklikowska pooled data from 2010, 2012, and 2014 from 891 Swedish adolescents with the mean age of 13.41, asking students to list their best friends, then determining the number of immigrant students that were named. Miklikowska's findings suggest that students with more prejudiced parents and/or no intergroup friends had an increase in prejudice thoughts and behaviors. In comparison, students who did not have prejudice parents or did have immigrant friends in their intergroup showed less prejudice behaviors.

With this research, one may begin to hypothesize that having more diversity in the classroom leads to a more open-minded child. Ahmad, Aziz, Sulaiman, Mutalib, & Rose (2018)

formulated the hypotheses that children who have positive relationships with others from different ethnic groups will demonstrate less prejudice. Research suggested that with teacher support, students who may otherwise stick to developing friendships within their ethnicity, even in diverse classrooms, will be more likely to develop friendships beyond their own ethnicity (Ahmad, et al.).

When students are given the opportunity to learn with students different from themselves, the decision to work with other ethnicities can also be varied. Jugert, Rutland, Brown, Cameron, Nigbur, Watters, . . . Le Touze (2017) studied if and why students prefer same-ethnicity friendships among their peers. The different measures included friendship homophily, self-esteem, peer problems, ethnic and English identification, ethnic composition, and socioeconomic status. The findings suggested that for ethnic majority children, ethnic composition is related to friendship homophily, but not for ethnic minority students (Jugert, et al.).

In continuing this thought on whether students are more or less likely to choose friends of the same or different ethnicities, Smith, McFarland, Tubergen, & Maas's (2016) research, a study was conducted on whether ethnic homophily is low in ethnically homogenous classes, high in moderately diverse classes, and low again in the most heterogenous classes. Their results found that friendship and attitudes are affected differently by ethnically diverse classrooms and suggest limiting ethnic diversity can never be beneficial (Smith, et al.).

In understanding that ethnic diversity has positive outcomes for students, it is interesting to note that as more ethnic diversity begins to occur in predominately white neighborhoods, many natives are moving out. Havekes, Coenders, & Van der Lippe (2014) looked to feelings of community and socio-economic situations to better explain the mobility rates of American natives from neighborhoods where an increase of immigrant populations was seen. Their

findings remained in line with studies reporting “white flight” and showed a positive connection between ethnic concentrations and moving wishes, especially as a result of their perception of less community in these neighborhoods (Havekes et al.).

For the students who do stay in increasingly diverse neighborhoods, the social-emotional aspect of these students is important to understand. Gottfried (2014) explored the relationship between English language learner classmates and socioemotional skills in early elementary school, since questions have been raised on recent federal, state, and district policies that have mainstreamed English language learner (ELL) students into general, English-only elementary school classrooms. Gottfried collected information from kindergartners (as well as parents, teachers, and school administrators) from approximately 1,000 kindergarten programs in both the fall and spring of the 1998–1999 school year to develop the data collection group composed strictly of students who are not ELL. The final sample included 9,640 kindergarteners and 9,340 first-graders. Gottfried’s study found that having more ELL classmates is related to positive differences across widely accepted SRS socioemotional scales (Gottfried, 2014).

To add to the idea on social-emotional effects, Plenty and Jonsson (2017) examined how immigrant status and immigrant density affected social exclusion. The testing sample included a total of 4,795 14 to 15-year old students from Sweden, 51% female and 49% male. Plenty and Jonsson explained that the main aim of this study was to examine the role of immigrant status in different aspects of social exclusion and the moderating role of classroom ethnic composition. They conclude that though ethnic segregation appears to have some protective effects in contexts with similar others, it may inhibit integration and impede immigrant youth’s network resources in the long run (Plenty & Jonsson).

Social-emotional factors are not the only issues that native parents and students worry about. The possible effect on educational outcomes is a worry for some. Diette & Uwaifo Oyelere (2017) tested the validity of claims that increased numbers of immigrants are negatively affecting the education of native students. Data collection from 1998 through 2006 from a panel of 3,094,280 observations across 1,061,703 students showed a continuous increase of limited English Latino students over the course of each year. Data varied over the type of neighborhood and the socio-economic status of the students from the schools, and the reading coefficient seemed to see the biggest impact, but not large enough to suggest a negative correlation (Diette & Uwaifo Oyelere).

As the research shows, questions on how immigrant students and increases in diversity amongst native students is often thought to have negative results. In contrast though, the background collected on the experiences of students who are desegregating and seeing more multicultural education in their schools is a cause for parents to enroll their students into programs, such as two-way dual language. In the growing and changing face of America, school officials are seeing an increased demand for programs that benefit students of multiple nationalities and languages. By investigating racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors, studies on the positive and negative effects of these programs are becoming more necessary.

Research Questions

1. What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?
2. What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?

3. What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

Significance of the Study

In the growing and changing face of America, school officials are seeing an increased demand for programs that benefit students of multiple nationalities and languages. Studies on the positive and negative effects of these programs are becoming more necessary. The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb.

At this stage in the research, the effects on racial acceptance while being educated in an elementary dual-language classroom will be generally defined as the incidence of racial judgments made by students and parents. The effects on behavior incidents will be measured using a level of specific behavior problems, according to the Behavior Checklist and Office Discipline Referrals (ODRs). The background collected on the experiences of students who are desegregating and seeing more multicultural education in their schools is a cause for parents to enroll their students into programs, such as two-way dual language.

Overview of Methodology

The specific research design used to answer whether there exists an impact on racial judgments from students and parents in English-only and two-way dual-language classrooms included quantitative analysis using observational and survey research. Parents completed the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Specific behavior problems were determined using quota sampling through the use of school-wide data and a behavior checklist. This specific design is the best way to answer the research questions, as evidenced by

Dutra, Campbell & Westen (2004) because of its psychometric properties of the instrument (see Appendix A for the full scale), as reported by Dutra, Campbell & Westen determined that the alpha coefficients were acceptable for most of the Problem Scales. The researchers also found, "support for convergent and discriminant validity" (p. 82).

The sampling methodology used was appropriate to the study because of its focus on a key subpopulation, but without the use of random selection (Adams & Lawrence, 2019). The key subpopulation characteristic in this case being age and enrollment in dual-language and general education classrooms. The target sample size was appropriate because the population size in the school for the particular ages being studied was 245 students. In using Adams & Lawrence's estimated sample sizes, a sample of 62 students maintains a 95% confidence level and a confidence interval of 10.78 for a population of 62 students, which is representative of the students.

In answering the first question, on what impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students, the group studied included kindergarten, first, and second graders in a school located in a Northwest suburb, enrolled in either general education or two-way dual language classrooms. The sampling methodology used was quota sampling, with a target size of 25 students per class type, providing a total of 62 students. The sample was recruited through gaining consent from school administration and parents of students enrolled in both programs. Parents were made aware of the study with a letter and email communication. They were provided signed consent. There was not an incentive for participating, though the study provided beneficial information to the district in order to better their dual and general education programs.

The quantitative study performed addressed the extent to which there is a difference in specific behavior problems between students enrolled versus not enrolled in a two-way dual-language program. The survey tool used to measure the outcome variable, level of specific behavior problems, was assessed using The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs). According to Achenbach & Ruffle, this checklist measures the extent in which parents and teachers describe perceptions of the severity of a child's behavioral and emotional problems using a standardized form. The Child Behavior Checklist consists of 64 statements to which parents and teachers respond on a 3-point scale from Not True to Very True.

Example statements from this scale include, "Disturbed by any change in routine" and "Doesn't seem to feel guilty after misbehaving" (Achenbach & Ruffle, 2000, p. 265). Scores were generated from the scale using the responses to the 64 statements and categorized into six different subscale scores (anxious/depressed, withdrawn, sleep problems, somatic problems, aggressive behavior, destructive behavior) then added together. Higher scores indicate higher likeliness of each category.

The rationale behind the steps being taken to collect the quantitative data included the ability for parents to understand the questions, as certain parents may have difficulty reading and understanding. In administering the checklist in person, the researcher is able to guarantee parents understand what they are being asked. Validity and credibility of the results were ensured by not allowing too much information to be given away on the participants. Consent was confirmed from all participants of the study, including their parents prior to the day of data collection. Respondents were identifiable only by an ID number and identifying information was kept separate from their responses (Creswell & Poth, 2018). ODRs were calculated for each

student to determine the number of behavior incidents that have occurred at school. ODRs are categorized by the type of event that occurs, where it occurs, and when it occurs.

Validity and credibility of the results were ensured by not allowing too much information to be given away on the participants. Consent was confirmed from all participants of the study, including their parents. Academic honesty and guarantee that the study was using a scientific approach was ensured by the researcher. Respondents were identifiable only by an ID number and identifying information was kept separate from their responses (Creswell & Poth, 2018). The survey methods contained all necessary citations from previous studies.

The qualitative study performed addressed the second and third research questions on what impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms and what impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments. Using survey research, through the use of a questionnaire, data was collected for the qualitative research. For the survey research, anonymous surveys (see Appendix B for the full scale), were distributed to parents using a modified version of the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995).

Observer bias is a challenge that could potentially be faced in looking for particular behaviors that support or deny any possible hypotheses or assumptions. Also, students may act differently in their classrooms with an unknown person observing their behaviors (Creswell & Poth, 2018). Social desirability bias may occur if students and/or parents respond in a way that is not truthful in an attempt to be perceived in a certain way (Creswell & Poth).

In collecting data for the survey research, respondents used the scale (strongly disagree, somewhat disagree, somewhat agree and strongly agree) on questions such as:

-Most people in the United States care too much about immigrants.

-Having friends from different cultures is not important.

-People who speak more than one language have a better life.

The participants (parents and teachers) were given The Child Behavior Checklist in person, where information was gathered on the name, gender, age, ethnic group, date, and birthdate of the student. Parents/Teachers took approximately 10 minutes to complete the checklist, then the responses were collected. Scores were added by the researcher using the hand scored profile.

There were no additional risks to the participants of the study, psychologically or physically, as a result of participating. The benefits of participating/gaining knowledge outweighed any possible risk because of the information that was provided to the educational field on how dual-language can affect the behavior of students. The results of this study allowed for further inquiry into the classroom strategies that can be used to eliminate or expand the findings. Participants were subjected to minimal risk, according to IRB definitions, as the benefits outweigh any risks, rights were upheld, and all ethical principles were upheld (Adams & Lawrence, 2019).

Consent was confirmed from all participants of the study, including their parents prior to any data collection. Participants' privacy was protected through the use of private word and spreadsheet documents, accessible only by password and no names were used. Academic honesty and guarantee that the study was using a scientific approach was ensured by the researcher. As mentioned previously, respondents were identifiable only by an ID number and identifying information was kept separate from their responses (Creswell & Poth, 2018).

This researcher brings a possible bias, having spent seven years teaching predominantly Hispanic, immigrant students. This researcher's son is currently enrolled in the two-way dual language immersion program. As the researcher has spent more time researching this topic, she has found that the United States is significantly behind other parts of the world in language instruction and bilingualism (Hellmich, 2018). In the researcher's experience, learning a second language has not been a priority in our country.

These beliefs may influence the research by creating a possible bias towards the positive aspects of dual language and multiculturalism in schools. As Kelly, Hounsome, Lambert, & Murphy (2019) explain, the researcher must understand that while working in trials, the researcher must strive to bring to the surface assumptions that could possibly bring harm to the trial. This awareness alone, helps to ensure that the study was done properly, using only scientific research, and without bias.

In addition to awareness of possible bias, Bucknor-Ferron & Zagaja (2016) elaborate on different strategies that can be used to eliminate unconscious bias. One of them that really stood for this study was to have empathy for both sides of the study (p. 61). For the researcher's own study, this meant the need to look at both sides of education, both the general education and two-way dual language, as there are certainly many reasons for parents deciding to keep their children from learning a second language at a young age or having had experiences in life that have allowed them to view multiculturalism in certain ways. The researcher also needed to ensure proper background and education on the topic, to be prepared for the possibility that racial assumptions and judgements can be made in any type of environment.

Summary

In summary, the problem is that districts and schools are not looking at the data on racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors to fully understand and educate others on the benefits of multiculturalism. The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. This study investigated how all students can be successful as immigrant populations grow and language instruction in the United States becomes more necessary in creating global citizens. In collecting qualitative and quantitative data, a better understanding on the extent to which there is a difference in specific behavior problems between students enrolled versus not enrolled in a two-way dual-language program was addressed, along with how racial judgements from students and parents in English-only classrooms and two-way dual-language classrooms compare and/or contrast with one another. In using quantitative analysis through multiple surveying techniques and observational data; this study sought to investigate the relationship between enrollment in two-way dual language and the incidence of racial acceptance and behavior incidents.

Description of Terms

Child Behavior Checklist. Measures the extent in which parents and teachers describe perceptions of the severity of a child's behavioral and emotional problems using a standardized form (Achenbach & Ruffle, 2000, p. 265).

English Language Learner (ELL). Student who is learning in the public school system, in English, as a non-native speaker (Vásquez, Hansen, Smith, & ProQuest, 2013).

Multiculturalism. The incorporation of the values, perspectives, and culture of all who are present and contributing members of the educational community (Childs, 2017, p. 32).

Office Discipline Referrals (ODRs). A source of schoolwide behavioral data measuring student name, referring teacher, time of day, and nature/location of problem behavior that can be used for identifying school-wide patterns of behavioral patterns (Irvin, Horner, Ingram, Todd, Sugai, Sampson, & Boland, 2006, p. 10).

Quota sampling. A sampling method in which the proportions in the sample correspond with the proportions of the population (Porta, 2014. p. 235).

Racial acceptance. The extent to which a student allows another students' background and differences to affect their own perception (Pettigrew & Meertens, 1995).

Specific Behavior Problems. The extent in which parents and teachers describe perceptions of the severity of a child's behavioral and emotional problems (Achenbach & Ruffle, 2000, p. 265).

Two-way dual language. Educational environment in which students from native English-speaking backgrounds and non-English speaking backgrounds are learning together in the same classroom (Li, Steele, Slater, Bacon, & Miller, 2016).

White flight. Immigrants are moving into neighborhoods, while native, white, English-speaking Americans are moving out (Hall & Crowder, 2014).

CHAPTER II
REVIEW OF LITERATURE

Introduction

From the literature analyzed in preparation of this study, the first feature to be noted are the attitudes on immigrant populations increasing throughout the United States. As a result of the attitudes on immigrants, there is a varied opinion on the validity of language instruction in schools, primarily Spanish. To add to the attitudes on immigrant populations, another result of an influx of immigrants is the growing diversity among schools across the nation. Students are coming from a multitude of backgrounds, securing a highly diverse school system. In an attempt to better prepare students in the diverse school system, dual language programs have become increasingly popular, increasing in demand each year. These dual-language programs exhibit both positive and negative results for both the students who are enrolled and students who are not. Literature on the changing educational needs for students in the country seek to elaborate on these topics further.

Attitudes on Immigrants

The attitudes on immigrants in the United States, along with other areas of the world continue to be a controversial topic, especially how it effects education. Lash's (2017) research involved administering a survey instrument measuring the racial, linguistic, and national ideologies of fourth and fifth grade students, in an attempt to better understand their American identity (p. 877). The findings demonstrated that the majority of students identified an America as white, English-speaking, and native, along with "nice" and "fun" (p. 878). In contrast, a group of the respondents also acknowledged Americans as being multilingual. A notable takeaway from Lash's research is the sample of students that categorized an American as one that is, "multiracial, multilingual, and includes those from other countries" (p. 887). These results

identify a possible trend in upcoming generations having a shift in categorization of what it means to be American.

As immigrant populations continue to move inward throughout the United States, concentrations vary among different areas, along with the characteristics of the migrant movers. In addressing the ongoing demographic change across the United States of America, as immigrants continue moving further away from ports of entry, Hall and Crowder (2015) investigated the migration behaviors of native-born citizens. In using data collected from the U.S. Census, identifying place of residence of the sample over the course of time, 9,693 native-born non-Latino white and 6,830 native-born non-Latino black citizens' moving behaviors were analyzed. The findings suggested that native white and black out-migration increased as a result of higher concentrations of immigrants moving into the neighborhoods. To add, the new neighborhoods that these people are moving into have smaller concentrations of immigrants. As a result of these ongoing occurrences, section will look further into the statistics and reasons for intolerances against immigrant populations rising.

Over the last decade, the attitudes that neighborhoods and schools have on an influx of immigrants moving into areas that continue to see a cultural shift has continued to evolve. As Bikmen (2015) explained this phenomenon in his comparison of the attitudes of third generation U.S. residents or longer for both Mexican and Russian immigrants. Subjects are given an online questionnaire to determine their attitudes on the two types of immigrants. Questions include giving a rating from one to seven, on issues such as national identification, collective angst, and perceived threat. The results identify differences between conservatives and liberals, along with the necessity of using comparisons between past and present immigrants to draw more positive attitudes on immigrants.

In looking further into the incidence of a variance of attitudes on immigrants, Cavaille and Marshall (2019) constructed a letter on the connection between the amount of schooling one has and attitudes on immigration. In studying the responses of participants from different European countries that have experienced anti-immigration attitudes the responses were used to determine how likely respondents were to have negative or positive attitudes on immigrants based on the amount of schooling they have received.

Subjects were given a questionnaire; responding to questions about immigrants from different types of countries, current immigration laws, and political affiliation. Subjects included those who were born prior to and after educational reform raised the minimum age of receiving an education. The findings of this study demonstrated that participants of the study who had acquired secondary education had more tolerant attitudes toward immigration later in life (Cavaille & Marshall, 2019). In contrast, less educated participants displayed a higher likelihood of intolerance.

Hansen (2017) also witnessed a more negative perception on immigrants in the United States and sought to identify the reasons and differences, in comparison to positive attitudes on immigration in Canada. He emphasized Canada's policy of continuing to accept well-educated and hard-working immigrants into their country, resulting in a positive outcome to their economy and perceptions. By elaborating on incorporating immigrants' culture into the political, economic, and social aspects of a country, the likelihood of positive attitudes on immigrants becomes more prevalent.

In continuing a comparison of anti-immigrant attitudes Harell, Soroka, and Iyengar (2017) collected data from Canada, the United Kingdom, and the United States. The first portion of the test measured participants' attitudes on several statements concerning immigrants. The

second portion measured psychological traits of control. They hypothesized and concluded that citizens who are psychologically in control of their lives are less likely to demonstrate hostile attitudes. Furthermore, hostility is more likely to be present in individuals who feel that others are responsible for the outcome of their lives.

One particular concern that natives have about an influx of immigration is whether they are reducing the quality of K-12 education. Hunt (2017) addressed these current concerns, looking to determine the effect of immigration on high school graduation rates and changes in the labor market. In collecting data from 1940 through 2000, according to decennial censuses and pooling 2008–2010 American Community Surveys looking at the completion of twelve years of schooling for all races, she proved through her extensive data collection that native students' probability of completing twelve years of school was actually increased when enrolled with immigrants. Additionally, Rubinstein-Avila, (2017) encouraged educators from her own study to be better prepared and culturally responsive to immigrants, identifying the importance of how diversity can be a positive experience for all students.

Along with this, Paredes' (2017) research identified that the proportion of immigrants in communities is directly associated with the attitudes on immigrants. Musso, Inguglia, Lo Coco, Albiero, and Berry's (2017) study encourages the promotion of multicultural ideology, tolerance and positive perceived consequences of immigration (p. 76). The authors also claim this can occur by providing opportunities for "intercultural contacts in a collaborative environment" (p. 76).

As a result of this research, the relationship between immigration and education can be better understood. The way that students identify others as American show trends for how acceptance in diverse classrooms may continue to develop. The number of immigrants that are

living in neighborhoods is a determinant of attitudes on immigrants and the tolerance of others. With this in mind, the incidence of diversity in the public education system was looked at more in depth.

Diversity in Schools

Neighborhood Segregation

As a result of the growing diversity across the country, there is a need and growing demand for diversity in schools. In a Swedish study, Böhlmark, Holmlund, and Lindahl (2016) identified patterns in school segregation among immigrants and natives. From their research, they explained the negative consequences of students attending segregated schools. In an attempt to identify patterns, they looked to residential segregation, parental school choice and schools' selection of pupils in identifying the occurrence of segregation.

Bischoff and Tach's (2018) research began as a result of racial and ethnic diversity growing throughout the country, but a resurgence of segregation in neighborhoods, especially those that are inhabited by families with children. The goal of their study was to "identify whether social distance among neighborhood residents is associated with a weaker link between the racial composition of neighborhoods and their zoned public schools" (p. 681). Bischoff and Tach's study drew conclusions that schools being more racially diverse and socioeconomically unequal had less "non-Hispanic white children than schools belonging to more racially and socioeconomically homogenous neighborhoods" (p. 694). Along with this, white students who lived in more diverse neighborhoods were more likely to enroll in private schools, rather than attending public schools. The authors suggest that, "future research should build upon these findings by exploring the consequences of demographic decoupling of neighborhoods and schools for community social relations, student achievement, and residential decisions" (p. 697).

Data was collected from Statistics Sweden for students who completed 9th grade from 1992-2009. The information collected included school information, neighborhood information, and demographic data. The findings suggested that the most important contributor to school segregation is neighborhood segregation, yet parents opting out of a school contributed to school segregation as well. Areas where school choice is more likely, revealed higher increases in segregation among schools.

Diversity in the Classroom

In researching diversity among children, Hajisoteriou, Karousiou, and Angelides (2017) looked at "how children define and understand the concept of cultural diversity and what they perceive as the implications of cultural diversity on their daily lives" (p. 330). By carrying out interviews of students across the classrooms of several different districts, results indicated that students felt that students speaking a language other than the language native to the school was something to overcome. Along with this, immigrant children demonstrated feelings of rejection and exclusion, but at the same time, both groups of students did acknowledge that sharing classrooms with immigrants provided the opportunity for cultural celebration (Hajisoteriou et al., 2017, p. 343). Similarly, Isac, Palmerio, and van der Werf (2019) investigated "student attitudes toward equal rights for immigrants, equal rights for all ethnic/racial groups, and gender equality" (p. 8). Their results indicated tolerant attitudes of immigrants in nearly all of the European countries in which data was collected from (Isac et al., 2019).

Parents are continuing to make choices about their children's education without realizing all of the possible effects. When looking further into a child's perception while experiencing diversity in schools, DeJesus, Hwang, Dautel, and Kinzler (2018) researched children's reasoning on nationality and social categories, noting the judgment adults make on individuals

different from themselves do not necessarily determine the particular attitudes of children on the same topic.

Multiple experiments tested the likelihood of children determining the nationality of particular groups of people, including white and Asian adults and voice clips of English, Korean, French, and Korean-accented English. Subjects included multiple age groups of White, Korean-American, and Korean children, giving a variety of results to the experiments. The research brought understanding to how malleable attitudes are in children and the possibility of different strategies that may result in positive outcomes in embracing diversity (DeJesus et al., 2018).

Friendship Across Ethnicities

On the contrary, Jugert et al. (2017) developed a study, originating as a result of cross-ethnic friendships in Europe being lower than expected in highly diverse neighborhoods and schools. The authors sought to understand if and why students prefer same-ethnicity friendships among their peers with the intention to analyze ethnic and national identification scores and how it may relate to homophily. In their study, 398 White English Ethnic Majority and 215 South Asian Ethnic Minority children were recruited from 20 schools in South East England with varying levels of ethnic minority children. The different measures included friendship homophily, self-esteem, peer problems, ethnic and English identification, ethnic composition, and socioeconomic status. The findings suggested that for ethnic majority children, ethnic composition was related to friendship homophily, but not for ethnic minority students (Jugert et al.).

Ahmad, Aziz, Sulaiman, Mutalib, & Rose (2018) hypothesized that children who have positive relationships with others from different ethnic groups will demonstrate less prejudice. Their research identified patterns in positive outcomes for students with more diverse

neighborhoods and schools, along with negative outcomes in less diverse neighborhoods and schools. The authors suggested that teachers play the most important role in determining ethnic relations in the classroom. Their research resulted in the idea that with teacher support, students who may otherwise stick to developing friendships within their ethnicity, even in diverse classrooms, will be more likely to develop friendships beyond their own ethnicity.

Immigrants and Language Differences

As diversity continues to grow, language differences become more present in the classrooms across the country. Gottfried (2014) researched English-speaking students sharing schools and classrooms with English Language Learners, looking at the effect on all students. Prior to conducting his study, he identified the growth in English Language Learner students and the occurrence of more diverse classrooms occurring across the entire country. By collecting data on kindergarten and first-grade students on a variety of socioemotional characteristics; patterns among the different types of students were gathered and identified. Gottfried was able to identify positive outcomes for native, English-speaking students, when they are taught in a more diverse classroom, including students that are English Language Learners.

As a result of policymakers, school administration, and parents questioning the quality of education native students might receive when joined by immigrant classmates, Hermansen and Birkelund (2015) investigated any connection concerning the educational experience. Their study intended to establish any educational outcomes that are a result of immigrant concentration. In looking at six cohorts from Norway, studied over the course of tenth grade through young adulthood, Hermansen and Birkelun discovered that there were no negative effects for students exposed to higher concentrations of immigrants in lower performing regions, although positive effects were documented for higher performing regions.

To elaborate on the different experiences in the classroom, as a result of multicultural education practices, Schachner, Schwarzenthal, Van de Vijver, Fons, & Noack (2019) looked to equality, inclusion and cultural pluralism and the effects they have on students. Each approach respectively looked to overcoming prejudice and embracing diverse cultural backgrounds of students. Data was collected from 1,971 students of immigrant and nonimmigrant backgrounds from 2010 to 2011. The subjects came from 88 culturally diverse classrooms at 22 different schools in Germany, after their first year at secondary school. Measurements were taken on socioeconomic status, immigrant background, school track, classroom ethnic composition, equality and inclusion climate, cultural pluralism climate, sense of school belonging, achievement, academic self-concept, and life satisfaction. Results from their study supported that diversity in schools provides many opportunities for both minority and majority students to flourish (Schachner et al.).

As the research shows, diversity in schools is difficult to acquire, especially in predominantly white neighborhoods. Students speaking languages other than English is sometimes seen as a negative quality, something to overcome. Interestingly though, in the neighborhoods where languages are embraced and immigrants are equally represented, tolerant attitudes develop. Leading into the next section, dual language programs will be explained in more detail.

Description of Dual Language Programs

In an effort to better equip students and schools across the country for the growing demand of language instruction, dual-language programs have become increasingly popular choices. Implementation of dual-language programs throughout public schools have come as a

result of the influx of Spanish-speaking immigrants. This section will describe what a dual language program is and what types of programs are being implemented in schools.

Definition

As attitudes on immigrants and a growing interest in diversity among students grows, dual language programs are becoming increasingly popular. García-Mateus and Palmer (2017) provide qualitative data on the implementation of a two-way bilingual education model that required students to work in "bilingual pairs" and "expected students to engage academically and socially in both Spanish and English" (p. 248). Documented interactions among students indicated the potential for, "addressing language-related social justice issues within the context of critical multicultural stories and real classroom situations" (p. 253). Varghese and Snyder's (2018) qualitative study, based on interviews and observations, sought to answer how teacher candidates "come to understand and develop their identities as dual language teachers" (p. 148). In the teacher's identities, the most prominent aspect noted was the relationships forged with students "beyond the teaching of Spanish and English, to making cultural connections with their students" (p. 157). This shows that dual language is creating connections between teachers and students and the cultures surrounding them.

Demand

The demand for dual language programs is evident in the Utah public school system. Delavan, Valdez, and Freire (2017) developed their own research investigating the growing demand of dual language throughout the state and its effect on students and families. In developing their research, Delavan et al. investigated what the primary conversations were used by the "office of education to promote dual language and how the three dual language populations and their interests were portrayed in the promotional materials" (p. 87). Their

research brings opportunity for states across the country to seek input from dual language experts and local government departments to ensure equity for not only learners native English learners, but those of the "dominant educational language and more recent immigrant communities in general" (Delavan et al., p. 98).

Kim, Lambert, and Burts (2018) sought to discover whether underlying subgroups of preschool dual language learners existed and whether there existed any differences in the development and learning of preschool dual language learners and their non-dual language peers. Using surveys and scales, it was found that bilingual children showed more advanced abilities in cognitive, social-emotional, and physical areas throughout the school year (Kim et al.). The opportunity for enrollment in dual language provides positive aspects for children across multiple modalities.

Implementation

The implementation of dual-language programs and effective strategies were described by Murphy (2016), developed from the author's research. In these types of classrooms, students from native-English and native-Spanish speaking households are educated together, using multiple models. Murphy guided teachers on the appropriate programs and models for dual-language instruction. Multiple models, including the 90/10 and how to prepare the classroom and inform parents and staff are included in the guide. Conclusions from the article show the author's position on using dual language as an enrichment opportunity for students and to lead students to academic excellence. Murphy provides a helpful guide for administrators and teachers implementing a dual language program. Her article provides specific strategies and methods to successfully instruct students in language instruction.

In Rubio's (2018) model, students are immersed in a 50/50 program through sixth grade, take two courses in the target language in seventh and eighth grade, take the AP course and exam in ninth grade, and lastly enroll in one upper-level university course for the remainder of their schooling. Henderson and Palmer (2015) explored the conditions that work well in enacting a two-way dual-language program. In their article developed from the authors' ongoing studies on effective implementation of a two-way dual-language program, they studied the practices of teachers and students in two third-grade classrooms. The researchers indicated the key components of an effective dual-language program included the Spanish and English instruction from teachers be consistent with one another (Henderson & Palmer, 2015). Conclusions from the study showed differences among the Spanish and English teachers' thoughts and methods in the dual-language classrooms, resulting in varied experiences for the students (Henderson & Palmer, 2015).

DeMatthews and Izquierdo (2018) presented a possible framework that can be used for administrators wanting to bring an effective language program into their school. In reviewing research and studying the principal's role, the authors developed a program, along with implications for the future and principal preparation. Conclusions from the study suggested leadership qualities, such as working with Latino and dual language communities and advocating for dual language programs. DeMatthews and Izquierdo broke their study up into multiple parts to ensure that the presented framework was based on appropriate research and trends. They utilized multiple sources and studies in developing their framework. The findings were supplemented with suggestions on next steps to support language instruction in an evolving education system, including leading for social justice, engage stakeholders, planning and

implementing school changed to accommodate dual-language classes, and evaluating the program for sustainability (DeMatthews & Izquierdo).

Dual language classrooms are allowing for a sharing of cultures among students and teachers from a variety of backgrounds. The demand for dual language programs are growing as they are being promoted more. Along with this, educators and parents are seeing a usefulness in the programs as opportunities grow for their children.

Demand for Dual Language Programs

The demand from administrators, teachers, and parents for dual language programs for both English and Spanish speaking students is rapidly growing across the country. Hamman (2018) argued for trans-language practices and appropriate positioning of students in dual-language classrooms as an effect of the changing linguistic needs of students in the United States. She encouraged teachers to use an approach that suited all learners, incorporating cultural aspects. As cultural identities become more varied, dual language fits the needs of students from all backgrounds.

In contrast to other countries around the world, there is a notable difference for bilingualism in the United States. Rubio (2018) sought to determine how to support dual language immersion in primary schools. Using the Utah Model as an example, he provided a well-developed dual-language immersion roadmap for students to reach proficiency in a second language, while maintaining proficiency in their native language for all core subjects. Rubio concluded that by learning a second language, students were more prepared to be worldly citizens and play a stronger role in business and research across the globe.

There are critical periods of time when children and adults can attain fluent language skills. Hartshorne, Tenenbaum, and Pinker (2018) researched the critical period for children

learning a second language, studying the relationship between age and attainment of a second language. Data was collected from monolinguals, immersion learners, and non-immersion learners to test their accuracy in language learning, seeking to solidify the most accurate model for the different theories in language learning ability. Their conclusions support that ultimate attainment of language was fairly consistent for learners who begin prior to 10–12 years of age (Hartshorne et al.).

High demand for dual language programs includes the growing enrollment of white, middle- and upper-class students enrolling their students in dual-language as a type of enrichment (Martínez, Durán, & Hikida, 2017). In the Martínez et al. research, the focus was on dual-language students who are learning Spanish as a third language. In studying students over the course of several years through a multi-lingual program, the researchers collected data through observation and video recordings. Conclusions from the study demonstrated a need for implementation of dual-language programs for current and future students.

In an analysis of recent bills that were proposed in Arizona and California on bilingual education practices, Kelly (2018) made observations on the convergence of minority interests and majority interests in regards to language studies. In addressing who the education is for, offered to, and effect on English learners, Kelly indicated the primary reasons for families choosing dual-language education. Conclusions from the study showed economics as the primary goal of monolingual families looking for bilingualism for their children, aiming to educate their children in language practices outside of English in order to function globally.

By comparing and contrasting all aspects of each bill being proposed, along with the background and need for bilingual education in the areas with a particularly high population of Spanish-speaking immigrants, Kelly (2018) provided top concerns and benefits of the bills being

proposed. Her thorough analysis of the information provided insight into the need for legislation to maintain that the programs will continue to assist English language learners.

Outcomes of Enrollment in Dual Language

Positive Outcomes

Steele, Slater, Zamarro, Miller, Li, Burkhauser, and Bacon (2017) elaborate on the positive nature of dual language by quoting, "A program that yields improved reading in English, improved long-term exit rates from EL status, and no apparent detriment to mathematics and science skills—all while promoting proficiency in two languages—seems difficult to criticize" (p. 303). It is difficult to argue their point, when there continues to be research solidifying the numerous accounts of test growth, social skills, and global awareness.

In implementing dual language programs across the country, a variety of positive results for students enrolled in a dual-language program from current studies have been developed. Gámez, Griskell, Sobrevilla, and Vazquez (2019) looked further into the area of language skills possibly being accelerated by the exposure to peers in the class using the language. The questions posed included how language skills change over the course of the kindergarten year and the relationship between the outcomes and exposure to peers' language use. In collecting data on 44 kindergarteners, including 24 dual-language learners and 20 English-only learners, assessments were administered in the fall and spring to determine outcome. Their findings suggested a positive correlation between the shared educational experience of dual language learners and English-only learners on their vocabulary diversity (Gamez et al.).

In experiencing an exponential increase in dual-language across the United States and the projected growing number of bilingual Americans, Steele et al. (2017) looked to examine data showing how these programs are affecting achievement. Background on the topic supports the

idea that there are cognitive benefits to bilingual education. Data was collected from Portland Public Schools on the effectiveness of the dual language programs that began in 1986, from both the 90/10 two-way model and the 50/50 one-way model. The biggest takeaway from this study is that dual-immersion students outperform their peers on state accountability tests in reading (Steele et al.).

Dual-language education can actually improve multiple aspects of a student's achievement. Watzinger-Tharp, Rubio, and Tharp (2018) sought to find differences among test scores by language and how scores may change across grade levels. Utah schools were used in the collection of data for this study, focusing on their two-way dual immersion programs. Participants included third through sixth grade students enrolled in Chinese, French, or Spanish programs. The study found that 25% to 40% of French and Spanish students scored at the top of the scale for all skills (Watzinger-Tharp et al.).

In debating the argument that foreign-born peers have a negative effect on the academic performance of their native-born classmates, Conger (2015) researched previous studies and collected new data on the topic. The findings showed no connection between student performance and the increased population of immigrants or children of immigrants. The collection of data came from the Florida Department of Education from four cohorts of ninth grade students in the public-school system. The researcher identified immigrants from the nearly 600,000 students as born on non-U.S. soil. Three measures of academic performance were taken, including math FCAT, reading FCAT and SAT scores (Conger).

Adding to the previous study, Diette and Uwaifo Oyelere (2017) tested the validity of claims that increased numbers of immigrants are negatively affecting the education of native-students. Diette et al. sought to determine the credibility of these types of statements. In studying

other literature, they discovered a multitude of outcomes on whether there is a positive effect, negative effect, or no effect at all. Their data collection from 1998 through 2006 from a panel of 3,094,280 observations across 1,061,703 students showed a continuous increase of limited English Latino students over the course of each year. Data varied over the type of neighborhood and the socio-economic status of the students from the schools, and the reading coefficient seemed to see the biggest impact, but not large enough to suggest a negative correlation (Diette et al.).

Negative Outcomes

In looking into the variety of negative results for students enrolled in a dual-language program from current studies, Valdez, Freire, and Delavan (2016) developed a study based on ongoing studies on dual-language education, especially in a Utah public school district. Valdez, Freire, and Delavan analyzed the changes that have occurred before and after dual-language implantation in Utah and what the demographics of students enrolled in the program have been. Focusing on English privilege, the authors explore inconsistencies in the experiences of English dual-language students and non-English dual language students. Conclusions from the study suggested an unfair advantage for students coming from white, wealthy backgrounds in the Utah school district's dual language program.

In looking into another investigation, the language education policy in a Philadelphia school district was addressed. Proposing that language instruction be combined with additional resources, Flores and Chaparro (2018) addressed the inequities shown across different communities. Conclusions from the article included the necessity of incorporating adequate funding into effective bilingual education. They provided substantial amounts of previous

research on the topic of effective and ineffective language programs showing the dependency on the conditions of the neighborhoods.

Another aspect of dual-language instruction that can become negative is the lottery system that is often used to ensure fairness among applicants to the programs. Due to the growing popularity of the programs, but a lack of resources, students are often turned away if they are not chosen from the lottery. In one particular dual language lottery study, Steele et al. (2017) found modest differences among English learners, special education eligible, Hispanic, Black, and White students. In addition, the same study found that their teachers were slightly less experienced and less likely to be highly qualified (Steele et al.).

As educational legislation moves forward in addressing language education, Kelly (2018) found that two recent bills passed in Arizona lacked meeting the needs of English Language Learners (ELLs), or even completely excluded them. As a result of this outcome, equity and fairness for all groups of students enrolled in language programs is at risk. As evidenced from the research on the possible negative aspects of dual-language instruction, changes may need to be implemented or modifications to the programs may need to be made.

Conclusion

The key findings from the review of the literature on immigration, diversity, and dual-language classrooms provide the foundation for this study on racial acceptance and behavior incidents while being educated in an elementary dual-language classroom. Research suggests that there is a correlation between experiencing diversity and being more open-minded to cultures different than one's self, though there are minimal studies investigating more closely into the case studies of behavior incidence and racial judgements. Dual language classrooms are designed with the intention of not only bringing multiple cultures together into one classroom,

but also multiple languages. The positive and/or negative results experienced by students in a dual language classroom, as evidenced from the research, may also cause variances among behavior and racial judgements. As a result, students who are educated in this type of environment may differ from students who are educated in a general education environment.

Summary

In analyzing and providing a better understanding from literature, it is evident that immigration has continued to play a role in our country. There consists a multitude of opinions on the matter, dependent on backgrounds and experiences of individuals throughout the United States. As a result of the attitudes on immigrants, there is a varied opinion on the validity of language instruction in schools, primarily Spanish. Diversity continues to grow among the nation's schools, with students coming from a variety of backgrounds. Dual language programs have become increasingly popular, increasing in demand each year, in an effort to better prepare students in the diverse school system. Both positive and negative aspects have been researched on the dual language programs being implemented.

CHAPTER III
METHODOLOGY

Introduction

As a result of the literature review analyzing findings on immigration, diversity, dual-language classrooms, demand for dual-language, and the outcomes of enrollment in dual-language, the foundation was formed for this study. The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. As mentioned in the beginning chapter, the questions being researched include:

1. What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?
2. What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?
3. What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

The research was conducted using quota sampling through the use of school-wide data, a behavior checklist, and the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995) to provide more insight into understanding how enrollment in a second grade two-way dual-language classroom affects students' experience and success. Collected data provided better insight into what the effects are for both native and immigrant students studying multi-culturally and bilingually with one another is to be better understood. This section will provide an overview of the research design, who the participants were, how data was collected and analyzed, and potential limitations of the study.

Research Design

The research conducted sought to answer three questions relating to how enrollment in kindergarten through second grade two-way dual-language classrooms affect students' experience and success. The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. For each research question, the methods and procedures used were as followed.

In answering what impact, if any, the type of classroom (English-only or two-way dual-language) had on specific behavior problems between students, data was collected on each student from each of the six classrooms. This collection included school-wide data, according to Office Discipline Referrals (ODRs) and a behavior checklist completed by parents and teachers. This specific design was the best way to answer the research questions, as evidenced by Dutra, Campbell & Westen (2004) because of the psychometric properties of the instrument (see Appendix A for the full scale). Dutra, Campbell & Westen determined that the alpha coefficients were acceptable for most of the Problem Scales. The researchers also found, "support for convergent and discriminant validity" (p. 82). As a result of the support for using a behavior checklist, this was one of the chosen modes for data collection.

Office discipline referrals are teacher-recorded incidents documenting any behavior that is deemed inappropriate for the school setting. These records are kept through the course of a student's enrollment in the school district. In utilizing ODRs, research from Pas, Bradshaw, and Mitchell (2011) suggest that the "validity of ODR data showed moderate to high statistically significant correlations for disruptive behavior, attention problems, and prosocial behavior subscales" (p. 552). Along with this, Mcintosh, Campbell, Carter, and Zumbo (2009)

documented the "ODRs as a meaningful measure of externalizing problem behavior in school settings" (p. 109). This was evidenced from both their literature review and their study comparing referrals to a standardized behavior rating scale. In using this collection method the extent to which there is a difference in specific behavior problems between students enrolled versus not enrolled in a two-way dual-language program was addressed.

The survey tool used was assessed using The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs). According to Achenbach & Ruffle, this checklist measures the extent in which parents and teachers describe perceptions of the severity of a child's behavioral and emotional problems using a standardized form. ODRs were calculated for each student to determine the number of behavior incidents that have occurred at school. ODRs are categorized by the type of event that occurs, where it occurs, and when it occurs.

In answering whether racial judgments from students and parents impacted students in English-only and two-way dual-language classrooms and/or whether English-only classrooms and two-way dual-language classrooms had an impact on student and parent racial judgments, survey research was used. Anonymous surveys (see Appendix B for the full scale), were distributed to parents using a modified version of the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Reasoning behind the use of this Likert scale is its ability to provide evidence of different displays of prejudice. Pettigrew and Meertens solidified the "psychometric properties to measure the two prejudice types", subtle and blatant (p.58). Additionally, Pirchio, Passiatore, Panno, Maricchiolo, and Carrus (2018) acknowledged the scale as "the most referential tool to measure the two types of prejudice" (p. 6).

The specific design addressed was chosen for the support from multiple researchers. Each of the instruments being used, including ODRs, behavior checklist, and Subtle and Blatant

Prejudice Scale have demonstrated strong reliability, making them the chosen tools for data collection. Their reliability provided confidence that the research questions were being appropriately addressed.

Participants

The participants used for this study were a sample of kindergarten, first, and second graders from a school located in a Midwest suburb. The school is one of 25 schools within a larger school district that serves 20,708 students. As a district, 43.6% of students are classified as low income and 14.7% of the student population is Limited-English-Proficient. The student population is 37.2% Hispanic, 4.9% Black, 48.5% White, 5.9% Asian, 0.2% American Indian, and 3.3% 2 or more races. The average class size in the district is 23.5 students. The participants represent a sample of the population of students in the dual language and general education environment. Purposeful sampling was used in selecting these participants, as they met the needs of the study for English-only classrooms and two-way dual language classrooms. The sample included students from either dual-language or general education, two per grade level, for a total of six grade level classrooms. The total sample was 62 students.

The participants were recruited as a result of being enrolled in a school that includes both English-only classrooms and two-way dual language classrooms. The sample was recruited through gaining consent from school administration and parents of students enrolled in both programs. Parents were made aware of the study with a letter and email communication. They were provided signed consent. There was not an incentive for participating, though the study provided beneficial information to the district in order to better their dual and general education programs. The sample decided upon was an appropriate choice to provide answers to the research questions, as the differing classes and grade levels allowed for a statistically significant

collection of school-wide data, a behavior checklist, and the Subtle and Blatant Prejudice Scale. 62 surveys were returned. Ethical considerations that were taken into consideration included written and verbal consent to be surveyed, being provided with the survey transcript, and additional documentation on behavior incidents and referrals (see Appendix C for the informed consent document and Appendix H for the student informed consent document). There was minimal risk to the participants, due to the safeguards to privacy and confidentiality.

The sampling methodology used was appropriate to the study because of its focus on a key subpopulation, but without the use of random selection (Adams & Lawrence, 2019, p. 124). The key subpopulation characteristic in this case being age and enrollment in dual-language and general education classrooms. The target sample size was appropriate because the population size in the school for the particular ages being studied was 245 students. In using Adams and Lawrence's estimated sample sizes, a sample of 62 students maintains a 95% confidence level and a confidence interval of 10.78 for a population of 62 students, which is representative of the students.

Participants, parents, and teachers will benefit from the findings of this study. Educators will have a better understanding for the role that diversity and language instruction plays in the acceptance of others and behavior. This will allow for opportunity to develop behavior management and classroom instruction that is mindful of the findings. District stake-holders will be able to use these findings to continue improving the dual-language classrooms and communicate the effects that the dual-language environment has on its students.

Data Collection

The specific research design used to answer whether there existed an impact on racial judgments from students and parents in English-only and two-way dual-language classrooms

included observational and survey research. The variables investigated included specific behavior problems and racial judgements in either a two-way dual language classroom or a general education classroom. The survey tool used to measure the outcome variable, level of specific behavior problems, was assessed using The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs). Specific behavior problems were determined using quota sampling through the use of school-wide data according to Office Discipline Referrals (ODRs) and a behavior checklist completed by parents and teachers. Racial judgements were determined by parents completing the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995).

For the first research question, determining what impact, if any, the type of classroom (English-only or two-way dual-language) had on specific behavior problems between students, data was collected on the variables. For this portion of the study, the dependent variable was the type of classroom (English-only or two-way dual-language). Students from each class in grades kindergarten through second grade had independent variable data gathered on their ODRs, including when the incident occurred, how many times, and what the categorization of the incident was. Additionally, parents and teachers completed the Child Behavior Checklist for each student, supplying additional data for the independent variable, specific behavior problems.

Documents were collected through email from school administration on ODRs. This data was selected on the basis that they would provide insight into the types of behavior problems that have occurred in the classroom, along with a comparison to other classrooms. Ethical considerations were taken by protecting the participant's privacy through the use of private word documents, accessible only by password. Data was kept for the duration of the study. Academic

honesty and guarantee that the study was using a scientific approach was ensured by the researcher.

The Child Behavior Checklist (see Appendix D for permission to use) consisted of 113 statements to which parents and teachers responded on a 3-point scale from Not True to Very True. The participants (parents and teachers) were given The Child Behavior Checklist in person at the end of the school-year. Information was gathered on the name, gender, age, ethnic group, date, and birthdate of the student. Parents/Teachers took approximately 10 minutes to complete the checklist, then the responses were collected. Scores were added by the researcher using the hand scored profile. Example statements from this scale include, “Disturbed by any change in routine” and “Doesn’t seem to feel guilty after misbehaving”. Scores from the behavior checklist were generated from the scale using the responses to the 113 statements and categorized into eight different subscale scores (anxious/depressed, withdrawn/depressed, somatic problems, social problems, thought problems, attention problems, rule-breaking behavior, and aggressive behavior) then added together. Higher scores indicated higher likeliness of each category.

For the second research question on the impact, if any, that racial judgments from students and parents have on students in English-only and two-way dual-language classrooms, the variables included racial judgements and the type of classroom. Using data collected from the Subtle and Blatant Prejudice Scale, data for the independent variable, racial judgments was determined. The findings from the dependent variable, type of classroom, were used to determine any correlation. In collecting data for the survey research using the Subtle and Blatant Prejudice Scale (see Appendix E for permission to use), respondents used the scale (strongly disagree, somewhat disagree, somewhat agree and strongly agree) on questions such as:

-Most people in the United States care too much about immigrants.

-Having friends from different cultures is not important.

-People who speak more than one language have a better life.

The scale was given to participants in person. The responses equated to a numerical score of 1, 2, 3, 4 and 5 with higher scores indicating greater prejudice (Pettigrew & Meertens, 1995). As recommended by Pettigrew and Meertens (1995), no answers were assigned the individual's mean on those scale questions answered and the procedure was used only for those answering at least four of the 10 questions. Blatant prejudice was categorized by (1) threat and rejection and (2) anti-intimacy. Subtle Prejudice was categorized by (1) the defense of traditional values, (2) the exaggeration of cultural differences, and (3) the denial of positive emotions.

Similar to the second research question, both type of classroom and racial judgments were used as variables for the third research question. For the final research question on the impact, if any that English-only classrooms and two-way dual-language classrooms had on students and parent racial judgments were determined the dependence of the variables were switched. The type of classroom became the independent variable, while racial judgments were determined to be the dependent variable. Each variable's data was collected identically to the previous research question.

Validity and credibility of the results of the school-wide data and both surveys were ensured by not allowing information to be given away on the participants. All documents and spreadsheets were password protected and no names were used. Consent was confirmed from all participants of the study, including their parents. Academic honesty and guarantee that the study was using a scientific approach was ensured by the researcher. Respondents were identifiable only by an ID number and identifying information was kept separate from their responses

(Creswell & Poth, 2018). The survey methods contained all necessary citations from previous studies.

There were no additional risks to the participants of the study, psychologically or physically, as a result of participating. The benefits of participating/gaining knowledge outweighed any possible risk because of the information that was provided to the educational field on how dual-language can affect the behavior of students. The results of this study allowed for further inquiry into both general education and dual-language classroom strategies that can be used to eliminate or expand the findings. Participants were subjected to minimal risk, according to IRB definitions, as the benefits outweigh any risks, rights were upheld, and all ethical principles were upheld (Adams & Lawrence, 2019).

Consent was confirmed from all participants of the study, including their parents prior to any data collection. Participants' privacy was protected through the use of private word and spreadsheet documents, accessible only by password. Academic honesty and guarantee that the study was using a scientific approach was ensured by the researcher. As mentioned previously, respondents were identifiable only by an ID number and identifying information was kept separate from their responses (Creswell & Poth, 2018).

Data from the surveys was collected in-person, with parents and teachers completing the surveys independently. The participants were thanked for being surveyed and were given the purpose of the study, being to collect data investigating how enrollment in a dual-language or general education classroom affects students' experience and success. Consent to survey the participants regarding this purpose and to send the transcript for review upon completion of the survey was asked. At the summation of the survey, the participants were thanked for completing the surveys and providing consent to be used in the study. The participants were reminded of the

purpose of the surveys and instructed that they would be emailed with any follow-up questions and provided a transcript for their review.

The rationale behind the steps being taken to collect the data included the ability for parents to understand the questions, as certain parents may have difficulty reading and understanding. By allowing for the administering of the checklist in person, the researcher is able to guarantee parents understand what they are being asked. Validity and credibility of the results were ensured by not allowing too much information to be given away on the participants. Consent was confirmed from all participants of the study, including their parents prior to the day of data collection. Respondents were identifiable only by an ID number and identifying information was kept separate from their responses (Creswell & Poth, 2018).

Analytical Methods

The analytical methods used to evaluate the specific research design helped to determine whether there actually existed an impact on the variables investigated. A quantitative analysis was performed on specific behavior problems according to school-wide data from Office Discipline Referrals (ODRs) and a behavior checklist completed by parents and teachers. An additional quantitative analysis was performed for racial judgements based on parent and student completion of the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Throughout this section, the procedures and corresponding rational for using the techniques selected will be both identified and explained.

Question one focused on what impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students. Composite means and standard deviations were computed for the discipline referrals and for each of the six different subscale scores from the behavior checklist (anxious/depressed, withdrawn, sleep

problems, somatic problems, aggressive behavior, and destructive behavior). The data were analyzed using *t*-test computations to determine if a significant difference existed between English-only classrooms and two-way dual language classrooms on both the office discipline referrals and each of the subscales assessed. Computations were done utilizing an IBM SPSS Statistics software program.

Question two focused on what impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms. As with the first question, composite means and standard deviations were computed, but this time for either blatant prejudice (threat/rejection and anti-intimacy) or subtle prejudice (the defense of traditional values, the exaggeration of cultural differences, and the denial of positive emotions) according to the results of the Subtle and Blatant Prejudice Scale. The data were analyzed using *t*-test computations to determine if a significant difference existed on the racial judgements demonstrated by students and parents for students in either English-only classrooms or two-way dual language classrooms. Computations were done utilizing an IBM SPSS Statistics software program. Additional data analysis was made using the one-way ANOVA to determine any differences between racial judgments and specific behaviors in or outside of the classroom.

Because of the similarity to the second question, both type of classroom and racial judgments were used as variables for the third research question. To answer what impact, if any that English-only classrooms and two-way dual-language classrooms had on students and parent racial judgments were determined the dependence of the variables were switched. The composite means and standard deviations were again computed according to the results of the Subtle and Blatant Prejudice Scale, as identified in question two. The data were analyzed using *t*-test computations to determine if a significant difference existed between English-only classrooms

and two-way dual language classrooms on racial judgments. Computations were done utilizing an IBM SPSS Statistics software program. The one-way ANOVA was used for additional analysis.

The rational for utilizing a *t*-test to determine relational data between each of the dependent variables was based on the fact there were two groups (English-only and Two-way dual language) being compared. Applying a *t*-test allowed for simplicity in a study of just two populations (Herzog, Francis, & Clarke, 2019). Running a t-test allows for the standard error to be addressed, which would indicate a difference between the samples means (Field, 2017). Using 95% confidence intervals, this type of test can determine whether there is a likely effect on each of the variables based on their group.

These procedures contributed to answering the research questions in several ways. First, identifying both behavior incidents and racial judgments from students and parents allows for a more complete understanding of the cultural experience that students are having in each type of classroom. Producing results using the t-test for all questions ensures consistency throughout the data. This allowed for the opportunity to note relationships and trends among the data, to be used later in the discussion. Additionally, the IBM SPSS Statistics software program ensured that data was computed accurately. As a result of these procedures, each research question was able to be answered.

Limitations

In determining whether there were any limitations or flaws in the design of the study, there were notable areas that could have brought difficulties to the research model. Language barriers among the researcher and the parents of students could have hindered communication. The amount of time that was used for the study, along with potential breaks in education may

have had an impact on the data collected. Lastly, teacher training and the amount of students surveyed had the potential to vary data. It was evident that the status of the public school system during the Covid-19 Pandemic affected time, resources, and available information. The potential social-emotional impact that remote learning had on students and their interaction with others is worth noting. Due to the possible limitations or flaws in this study, it was necessary to address all potential concerns.

Language barriers among the researcher and the parents could have been a limitation of this study. Participants needed to be communicated the purpose of this study and ensure participants willingness to be a part of the study. If parents did not understand the questions being asked of them, the answers could have been incorrect, resulting in inaccurate data. As a result of this possible limitation, it was important to ensure that all parent participants accurately understood everything that was being asked of them. Language barriers were addressed through the translated versions of all materials, including consent forms and surveys. Translations were provided by a school liaison for any questions that arose during the data collection process. Teachers also assisted in the translation of any questions and misunderstandings. As result of being aware of this possible limitation, all parent participants accurately understood everything that was being asked of them.

Adding to this, a potential limitation in this study could be gathering of data from time periods that include winter, spring, or summer breaks. As students experienced changes in routine and schedule, they may exhibit changes in behavior once returned to the classroom. Students who visited family outside of the United States may also experience a shift in cultures, possibly affecting their interactions with others. As a result of these various breaks throughout the school year, data collected immediately after breaks could be heightened. By collecting data

late in the school year, the time and potential for breaks from school affecting the results of the study was avoided. Administration provided the most up-to-date ODR's data, according the records after students had been released for the year. Not only this, but students choosing in-person instruction had been in attendance for the entire second semester of the school year, providing teachers with an ample amount of time to get to know students and build community in the classrooms.

The amount of time used for this study consisted of a semester long data collection. Had the study used an entire school year of data, the outcomes may have been more defined. Students who may have come in later in the school year could affect the culture of a classroom, leading to changes in behavior incidents among particular students. In contrast, students who may have left the classroom later in the year may also affect the numbers of behavior incidents recorded.

Moreover, another possible limitation to this study is the type and amount of training teachers receive as dual-language instructors. The instructors in this study had varying backgrounds, including general education and bilingual education. The teachers received their experience and training from both the United States and other countries, predominantly Spain. Being that differences would likely exist because of these varying degrees of education and experience, the teachers approach to dual language or general education could play a role in the behavior and racial acceptance from their students. All teachers in this district were highly-qualified and continued to receive training based on their instructional models.

Furthermore, using two classes per grade level was a good representation of the population, but using students from multiple buildings may have contributed positively to this study. The sample size for the General Education group was 17 and 45 for the Dual Language group. Ideally, there would have been a more similar amount of surveys from each group, but

because the study focused on dual-language effects, it is likely that parents of dual-language students were more interested in the results of the study, resulting in a higher participant count. In using the mean and standard deviation, an overview of both groups was guaranteed and provided adequate results, even with the differences among the group numbers. Identifying additional classrooms throughout the district and collecting data may have led to more definite findings. It may have also provided more evidence of patterns in behavior among varying grade levels and types of classrooms.

Lastly, in March of 2020 school systems across the country made the choice to convert instruction to a remote model, including the school in this study. The remote plan continued into the following school year, allowing students to attend class only from home and/or childcare. Students faced many challenges including learning new technology systems and becoming unable to learn-in person. The effects that these changes had on students' social-emotional well-being are not yet known, therefore could have affected their interaction with others. When students were able to return to in-person instruction, safety protocols were put in place limiting the close-proximity that students had with one another.

This study focused on racial acceptance and behavior incidents while being educated in a two-way dual language classroom, but considered potential limitations and made adjustments to help reduce the implications on data collection, determining whether there were any limitations or flaws in the design of the study resulted in several possibilities. The Covid-19 Pandemic affected time, resources, and available information, including the potential for social-emotional impact from remote learning. Language barriers and the amount of time that was used for the study, including with potential breaks in education were discussed. Lastly, this sectioned noted the possible impact that teacher training and the amount of students surveyed could have had on

this study. Understanding the possible limitations of the study ensures that they are addressed and did not hinder potential outcomes.

Summary

The methodology overview of the research design, who the participants were, how data was collected and analyzed, and potential limitations of the study, provided more insight into understanding how enrollment in a kindergarten through second grade two-way dual-language classroom affects students' experience and success. Through the use of quota sampling, the research was conducted from school-wide data, a behavior checklist, and the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Through the collection and analysis of the data, more insight into what the effects are for both native and immigrant students studying multi-culturally and bilingually with one another is to be better understood. The possible limitations of the study were addressed and counterpointed with a specific research design strategy to reduce implications from the limitation. Moving forward, the methodology used resulted in the subsequent findings and conclusions for the remainder of the study.

CHAPTER IV
FINDINGS

Introduction

This chapter contains the findings for the research that was conducted using quota sampling through the use of school-wide data, a behavior checklist, and the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. The findings were used to answer the following research questions:

1. What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?
2. What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?
3. What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

The survey tools used to measure the outcome variable, level of specific behavior problems, was assessed using The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs). Specific behavior problems were determined using quota sampling through the use of school-wide data according to Office Discipline Referrals (ODRs) and a behavior checklist completed by parents and teachers. Racial judgements were determined by parents completing the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Consent forms and surveys were given to parents of students enrolled in either a general education or two-way dual language classroom in grades kindergarten through second. After signing the consent form indicating their willingness to participate in the study, parents and

teachers completed the questionnaires. A total of 62 parents completed surveys from April 2021 to May 2021. The sample size for the General Education group was 17 and 45 for the Dual Language group. The IBM SPSS Statistics Version 28 program was used for the data analysis. The findings are discussed according to the sections of the surveys.

The Child Behavior Checklist (CBCL) (Achenbach & Ruffle, 2000) includes two separate sections for the parent response form and teacher response form (see Appendix U for the Child Behavior Checklist- Parent Response Data and Appendix V for the Child Behavior Checklist- Teacher Response Data). The sections of the CBCL include an Activities Scale, Social Scale, School Scale, and Total Competence Score. Specific behaviors from the checklists were categorized into eight different subscale scores (anxious/depressed, withdrawn/depressed, somatic problems, social problems, thought problems, attention problems, rule-breaking behavior, and aggressive behavior) then added together. Behaviors were also categorized as internal, external, or other. Findings were separated by parent responses and teacher responses. Participants were categorized by grade level and type of classroom, either general education or dual language. Office Discipline Referrals (ODRs) were categorized by the number of incidents per student and the type of incident (see Appendix X for the Office Discipline Referral Data). The responses to each question on the Modified Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995) equated to a numerical score of 1, 2, 3, 4 and 5 with higher scores indicating greater prejudice (see Appendix W for the Modified Subtle and Blatant Prejudice Scale Data). The total score was calculated as a sum of each question.

Findings

Q1: What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the three competency subscales (activities, social, school) and the total competence score conducted, as recorded in the Child Behavior Checklist completed by parents (see Appendix I for The Child Behavior Checklist (CBCL) Parent Responses- Total Competence and Subgroups). The General Education Group and the Dual Language group did not vary significantly in any competency scale (see Table 1).

Table 1

Competency Scales-Child Behavior Checklist Parent Responses

Variable	English		Dual-Language		95% CI		*t*	*df*	*p*	*d*
	M	SD	M	SD						
activities	22.118	17.81	25.633	19.68	-14.16	7.13	-.673	31.697	.506	.183
social	18.941	18.85	20.133	18.89	-12.18	9.79	-.222	28.925	.826	.063
school	25.882	32.49	38.156	36.05	-31.71	7.16	-1.287	31.839	.207	.349
total competence score	18.676	2.78	19.144	4.66	-2.41	1.48	-.484	48.228	.631	.110

***p < .05.

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the eight behavior subscales (anxious/depressed, withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, aggressive behavior) as recorded in the Child Behavior Checklist completed by parents (see Appendix J for The Child Behavior Checklist (CBCL) Parent Responses- Types of Behavior). The General Education Group and the Dual Language group did not vary significantly in any behavior types (see Table 2).

Table 2

Behavior Types-Child Behavior Checklist Parent Responses

Variable	English		Dual-Language		95% CI		*t*	*df*	*p*	*d*
	M	SD	M	SD						
anxious/ depressed	2.65	3.00	1.93	2.27	-.95	2.37	.89	23.283	.383	.287
withdrawn/ depressed	1.47	1.97	.80	1.20	-.39	1.73	1.313	20.629	.204	.464
somatic complaints	1.29	2.09	.67	1.11	-.48	1.74	1.180	19.515	.252	.437
social problems	1.94	1.98	1.51	1.96	-.72	1.58	.764	28.585	.451	.219
thought problems	1.41	2.24	.78	1.38	-.57	1.84	1.092	20.771	.287	.384
attention problems	3.47	2.90	2.40	2.78	-.60	2.74	1.313	27.803	.200	.381
rule-breaking behavior	.88	1.05	1.18	1.61	-1.0	.41	-.842	44.274	.404	.199
aggressive behavior	2.65	2.83	3.22	3.38	-2.3	1.15	-.676	34.27	.503	.178

***p < .05.

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the three behavior subscales (internal, external, other) and the total behavior score conducted, as recorded in the Child Behavior Checklist completed by parents (see Appendix K for The Child Behavior Checklist (CBCL) Parent Responses- Types of Behavior Subscales (Internal, External, Other) and Total). The General Education Group and the Dual Language group did not vary significantly in any behavior subscales (see Table 3).

Table 3

Behavior Subscales- Child Behavior Checklist Parent Responses

Variable	English		Dual-Language		95% CI		*t*	*df*	*p*	*d*
	M	SD	M	SD						
Internal	5.41	6.12	3.40	3.49	-1.27	5.29	1.278	20.064	.216	.462
External	3.53	3.39	4.40	4.45	-3.01	1.27	-.824	37.738	.415	.208
Other	9.82	8.20	6.98	6.79	-1.75	7.44	1.276	24.781	.214	.396
Total	18.76	16.67	14.78	13.05	-5.28	13.25	.889	23.799	.383	.283

***p < .05

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the academic performance and total adaptive functioning scores conducted, as recorded in the Child Behavior Checklist completed by teachers (see Appendix L for The Child Behavior Checklist (CBCL) Teacher Responses- Academic Performance and Adaptive Functioning). The General Education group (M = 8.106, SD = 7.13) and the Dual Language group (M = 6.369, SD = 5.62) did not differ significantly on the test of academic performance (95% CI [-2.23, 5.70], *t*=.904, *df*=23.919, *p*=.375, *d*=.287). The General Education group (M = 40.224, SD = 34.78) and the Dual Language group (M = 32.524, SD = 28.87) did not differ significantly on the test of adaptive functioning (95% CI [-11.81, 27.21], *t*=.813, *df*=24.799, *p*=.424, *d*=.252).

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the eight behavior subscales (anxious/depressed, withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, aggressive behavior) as recorded in the Child Behavior Checklist completed by teachers (see Appendix M for The Child Behavior Checklist (CBCL) Teacher Responses- Types of Behavior).

The General Education Group and the Dual Language group did vary significantly in the anxious/depressed variable and the rule-breaking variable (see Table 4).

Table 4

Behavior Types-Child Behavior Checklist Teacher Responses

Variable	English		Dual-Language		95% CI		*t*	*df*	*p*	*d*
	M	SD	M	SD						
anxious/ depressed	2.59	3.34	.60	1.32	.24	3.74	2.387	17.929	.028***	.965
withdrawn/ depressed	2.06	2.38	1.09	2.29	-.41	2.35	1.444	27.914	.160	.418
somatic complaints	0.18	0.53	0.16	0.06	-.27	.32	.146	24.204	.885	.046
social problems	1.88	2.47	0.60	1.12	-.02	2.59	2.061	18.519	.054	.804
thought problems	1.00	2.67	0.44	1.29	-.86	1.97	.823	18.89	.421	.315
attention problems	11.82	13.81	5.76	8.38	-1.38	13.51	1.697	20.612	.105	.600
rule-breaking behavior	2.24	3.01	0.64	1.13	.02	3.17	-2.123	17.734	.048***	.868
aggressive behavior	2.94	7.18	1.20	3.19	-2.05	5.53	-.965	18.435	.347	.378

***p < .05.

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the three behavior subscales (internal, external, other) and the total behavior score conducted, as recorded in the Child Behavior Checklist completed by teachers (see Appendix N for The Child Behavior Checklist (CBCL) Teacher Responses- Types of Behavior Subscales (Internal, External, Other) and Total). The General Education Group and the Dual Language group did vary significantly in the internal behavior subscale (see Table 5).

Table 5

Behavior Subscales-Child Behavior Checklist Teacher Responses

Variable	English		Dual-Language		95% CI		*t*	*df*	*p*	*d*
	M	SD	M	SD						
Internal	4.82	5.43	1.84	3.23	.06	5.90	2.123	20.432	.046***	.756
External	5.18	8.71	1.84	3.95	-1.27	7.93	1.519	18.538	.146	.592
Other	15.41	19.05	7.18	10.59	-1.96	18.43	1.686	19.856	.107	.615
Total	25.41	31.58	10.87	15.50	-2.20	31.29	1.818	18.989	.085	.692

***p < .05

Using an independent-samples *t* test (equal variances not assumed): the means, standard deviations, confidence intervals, *t*-scores, degrees of freedom, *p*-values, and Cohen's *d*s were found for the total Office Discipline Referrals (ODRs) and each of the subcategories, as indicated by school administration (see Appendix O for Office Discipline Referrals (ODRs)). The General Education group (M = .59, SD = 1.37) and the Dual Language group (M = .13, SD = .41) did differ slightly on the test of total ODRs (95% CI [-.26, 1.17], *t*=1.345, *df*=17.061, *p*=.196, *d*=.577).

Q2: What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?

Using a one-way ANOVA: the *F*-ratio, both degrees of freedom, and p-value were found for the Modified Subtle and Blatant Prejudice Scale and Behavior Groups (ODR Total, Teacher Report Form Total, and Child Behavior Checklist Parent Response Total) for General Education Students (see Appendix P for Modified Subtle and Blatant Prejudice Scale-General Education ANOVA SPSS Statistics Output). There was a statistically significant difference between ODR Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-way ANOVA (F (10, 6) = 5.97, p = .020). There was not a statistically significant difference between Teacher Report Form Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-

way ANOVA (F (10, 6) = .23, p = .979). There was not a statistically significant difference between Child Behavior Checklist Parent Response Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-way ANOVA (F (10, 6) = 2.05, p = .196).

Using a one-way ANOVA: the F-ratio, both degrees of freedom, and p-value were found for the Modified Subtle and Blatant Prejudice Scale and Behavior Groups (ODR Total, Teacher Report Form Total, and Child Behavior Checklist Parent Response Total) for Dual Language Students (see Appendix Q for Modified Subtle and Blatant Prejudice Scale-Dual Language ANOVA SPSS Statistics Output). There was a statistically significant difference between ODR Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-way ANOVA (F (16, 28) = 5.12, p = <.001). There was not a statistically significant difference between Teacher Report Form Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-way ANOVA (F (16, 28) = 1.50, p = .169). There was not a statistically significant difference between Child Behavior Checklist Parent Response Totals and Modified Subtle and Blatant Prejudice Scores as demonstrated by one-way ANOVA (F (16, 28) = 1.07, p = .425).

Using a one-way ANOVA: the F-ratio, both degrees of freedom, and p-value were found for the Office Discipline Referral Groups and The Modified Subtle and Blatant Prejudice Form Score for General Education Students (see Appendix R for Modified Subtle and Blatant Prejudice Scale/ODRs-General Education ANOVA SPSS Statistics Output). There was not a statistically significant difference between Office Discipline Referrals and The Modified Subtle and Blatant Prejudice Scale for General Education students as demonstrated by one-way ANOVA (F (3, 13) = 1.04, p = .406).

Using a one-way ANOVA: the F-ratio, both degrees of freedom, and p-value were found for the Office Discipline Referral Groups and The Modified Subtle and Blatant Prejudice Form

Score for Dual Language Students (see Appendix S for Modified Subtle and Blatant Prejudice Scale/ODRs-Dual Language ANOVA SPSS Statistics Output). There was a statistically significant difference between Office Discipline Referrals and The Modified Subtle and Blatant Prejudice Scale for Dual Language students as demonstrated by one-way ANOVA (F (2, 42) = 8.46, p = <.001).

Q3: What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

Using an independent-samples t test (equal variances not assumed): the means, standard deviations, confidence intervals, t-scores, degrees of freedom, p-values, and Cohen's ds were found for the Modified Subtle and Blatant Prejudice Scale (see Appendix T for Modified Subtle and Blatant Prejudice Scale). The General Education group (M = 6.12, SD = 5.40) and the Dual Language group (M = 6.96, SD = 5.33) did not differ significantly on the test of scores on the Modified Subtle and Blatant Prejudice Scale (95% CI [-3.971, 2.295], t=-.547, df=28.560, p=.588, d=.157).

Summary

In utilizing The Child Behavior Checklist (Achenbach & Ruffle, 2000) and Office Discipline Referrals (ODRs) to determine specific behavior problems and the Modified Subtle and Blatant Prejudice Scale to determine racial judgements; both independent-samples t tests and one-way ANOVAs were run, depending on the research question. Data that may need to be looked at further as a result of a medium-sized effect based on Cohen's d would be the test of social problems, attention problems, external behaviors, other behaviors, and total behaviors, as recorded by teachers. Additionally, a medium-sized effect resulted on the test of total ODRs between the General Education group and the Dual Language group. All other data that was run

using the SPSS Statistics software resulted in no statistical significance between general education and dual language classrooms.

Statistical significance was found between The General Education group and the Dual Language group on the test of anxious/depressed as recorded by teacher responses. Next, statistical significance was found between the General Education group and the Dual Language group on the test of rule-breaking behavior as recorded by teacher responses. Moreover, statistical significance was found between the General Education group and the Dual Language group on the test of internal behaviors as recorded by teacher responses. Lastly, there was a statistically significant difference between ODR Totals and the Modified Subtle and Blatant Prejudice Scores for Dual Language students.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter contains a summarization of the findings as discussed in the previous chapter through the use of school-wide data, a behavior checklist, and the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). As explained at the beginning of the study, the problem is that districts and schools are not looking at the data on racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors to fully understand and educate others on the benefits of multiculturalism. The purpose of this case study was to describe the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb. From these findings, the conclusions and recommendations will be discussed throughout this chapter. The findings were used to answer the following research questions:

1. What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?
2. What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?
3. What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

The findings from this study included both significant and non-significant results, along with results that may need to be researched further. The findings for each specific research questions were as follows:

Q1: What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?

Results from the Child Behavior Checklist completed by parents indicated that dual language and general education classrooms did not differ significantly on the test of activities competence, social competence, school competence, or total competence. Additionally, there was no significant difference found in whether students exhibited the behaviors of anxious/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, or aggressive behavior. Moreover, there was no significant difference found for internal behaviors, external behaviors, other behaviors, or total behaviors. Similarly, the results from the Child Behavior Checklist completed by teachers showed no significant difference in general education students' and dual language students' academic performance or adaptive functioning. There was also no significant difference found for the behaviors of withdrawn/depressed, somatic complaints, thought problems, or aggressive behavior.

In contrast to the results based on parent reports, teacher reports did demonstrate that there was a significant difference found between the behaviors of anxious/depressed and rule-breaking behavior, along with internal behaviors. There was a slight difference on the test of social problems and attention problems, along with external behaviors, other behaviors, and total behaviors. Results found for the total Office Discipline Referrals (ODRs) and each of the subcategories, as indicated by school administration demonstrated a slight difference between general education students and dual language students.

Q2: What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?

Results for general education and dual language students showed a statistically significant difference between ODR Totals and Modified Subtle and Blatant Prejudice Scores, but not a statistically significant difference between Teacher Report Form Totals or Child Behavior Checklist Parent Response Totals and the Modified Subtle and Blatant Prejudice Scores. For general education students, there was not a statistically significant difference between Office Discipline Referral groups and The Modified Subtle and Blatant Prejudice Scale, but there was for dual-language students.

Q3: What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

Results from the general education group and the dual language group demonstrated no significant difference on the results of the Modified Subtle and Blatant Prejudice Scale.

Conclusions

Based upon the findings, the conclusions made for this study include whether students in a dual language classroom or general education classroom experience a change in behavior incidents or racial judgements. Because there was statistical significance found in several of the results, several conclusions were drawn. By applying the results of the study for each of the research questions, certain conclusions were reached based on each of the research questions.

Q1: What impact, if any, does the type of classroom (English-only or two-way dual-language) have on specific behavior problems between students?

For the first question, there was a total of four conclusions drawn. As a result of the study, it can be concluded that dual language and general education classrooms did not differ on their competence in completing tasks inside or outside of school, as reported by parents. It can also be concluded that according to parents, their children do not experience an increase or

decrease in behavior incidents in any category, whether they are enrolled in a dual language or general education. These conclusions were drawn as a result of the data from the Child Behavior Checklists completed by parents not demonstrating any statistical significance. According to parents, there is no impact that the type of classroom has on specific behavior problems between students

In contrast, because there was statistical significance found according to teacher reports, it can be concluded that there is an impact that the type of classroom has on specific behavior problems between students. This impact includes specifically, the behaviors of anxious/depressed and rule-breaking behavior, along with internal behaviors. Results from the Child Behavior Checklists completed by teachers showed statistical significance for the behaviors of anxiety/depression (p=.028) and rule breaking (p=.048). Students enrolled in a dual language classroom were less likely to exhibit anxiety/depression and rule breaking. Results from the Child Behavior Checklists completed by teachers also showed statistical significance for internal behaviors (p=.046). Students enrolled in a dual language classroom were less likely to demonstrate the internalization of their behaviors.

The positive effects that students experience while being educated in a dual-language classroom are representative of the study by Gottfried (2014) who was able to identify positive outcomes for native, English-speaking students, when they were taught in a more diverse classroom, including students that are English Language Learners. In addition, research done by Varghese & Snyder (2018) showed that dual language was creating connections between teachers and students and the cultures surrounding them. As a result of this, students who are in these classes could be less likely to demonstrate the specific behaviors addressed.

Lastly, due to the difference in parent reports and teacher reports, it can also be concluded that behavior issues are more likely to be documented by the teachers in the classroom. Parents are unlikely to witness the behaviors that are seen by teachers and/or they are not seeing the same behaviors in the home. As a result of this, the previous conclusions were identified with statistical significance as recorded by the students' teachers.

Q2: What impact, if any, do racial judgments from students and parents have on students in English-only and two-way dual-language classrooms?

In regards to the second question, there was a total of two conclusions drawn. As a result of the study, it can be concluded that racial judgements from students and parents in English-only and two-way dual-language classrooms had an impact on the number of ODRs in both types of classrooms. This was evidenced by the statistically significant difference between ODR Totals and Modified Subtle and Blatant Prejudice Scores for general education (p = .020) and for dual language (p = <.001). Additionally, students who are enrolled in dual language were likely to exhibit an increase in referrals when their parents demonstrated a higher prejudice level against immigrants. This was evidenced from the statistical significance found between ODRs and The Modified Subtle and Blatant Prejudice Scale for Dual Language students (p = <.001). Students who were in general education did not demonstrate this same trend. Enrollment in a dual language classroom is more likely to result in behavior incidents, as evidenced from ODR data, when a parent demonstrates a higher likelihood of prejudice against immigrants.

Harell, Soroka, and Iyengar (2017) concluded in their study that citizens who are psychologically in control of their lives are less likely to demonstrate hostile attitudes and hostility is more likely to be present in individuals who feel that others are responsible for the outcome of their lives. Their study, combined with the results of this study demonstrate that the

likelihood of prejudice thoughts regarding immigrant populations may lead to an increase in behavior incidents for kindergarten through second grade students.

Q3: What impact, if any, do English-only classrooms and two-way dual-language classrooms have on students and parent racial judgments?

For the final question, there was one conclusion drawn. As a result of this study, it can be concluded that English-only and two-way dual language classrooms have no effect on student and parent racial judgements. There was no data to show an increase or decrease in racial judgements from either groups. In looking back at the research from Ahmad et.al (2018) suggesting that teachers play the most important role in determining ethnic relations in the classroom, it is likely that teachers who are both in dual language and general education classrooms are fostering this type of learning environment. Their study would assist in explaining why there may not be a difference in racial judgements from either type of classroom. Along with this, Lash's (2017) research predicted the potential trend of students categorizing Americans as those from different countries. Students may be experiencing cultural diversity as the new normal.

In addressing the purpose of this case study as a whole, based on all conclusions drawn, the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb are evident in both social-emotional and behavior factors. Specifically, students who are enrolled in dual-language are less likely to exhibit anxiety and depression according to their teachers' reports. Along with this, they are less likely to demonstrate rule-breaking behavior and internal behavior issues. Lastly, students who are enrolled in both dual language and general education, and also exhibit higher prejudice are more likely to receive

Office Discipline Referrals. Students who are in dual-language demonstrated an even higher likelihood of this pattern.

Recommendations

Based upon the research and results of the study, there are several implications. Policy suggestions may include behavior and emotion management steps, along with ongoing support for dual-language programs as a result of its positive effect on students' management of specific behaviors. Additionally, curriculum ensuring the acceptance of others, specifically immigrant populations may help to ensure a smaller likelihood of behavior referrals. Parent and community education on the impact the language education has on students should be looked into. Lastly, professional development for teachers in regards to diversity and acceptance in the classroom would likely be beneficial to all students.

District stakeholders should notice the implication that dual language has on the management of behaviors and emotions, specifically internal behaviors, anxiousness, depression, and rule-breaking. Districts should continue to grow their dual-language programs in an effort to provide families the opportunity to enroll their child in dual-language. Stakeholders that will play a role in this process would include administration, board members, teachers, and parents. Specific areas that would need to be looked into further would include school budgeting, bussing, hiring, curriculum, and professional development for teachers and staff.

Curriculum ensuring the acceptance of others should be researched and discussed by the stakeholders for all types of classrooms, as the results demonstrated a higher likelihood of ODRs for students when parents demonstrate higher amounts of prejudice. Results from Schachner et al. (2019) concluded that fostering diversity in classrooms provided opportunities for both minority and majority students. This type of education would likely go beyond the classroom and

into the community so parents could also be educated on teaching acceptance of others in the home. Building administration may also look further into the reasoning for the increase in ODRs and utilize conflict management based on collaboration with those different from themselves.

In educating the parents and community on the impact that language education has on students, the likelihood of student enrollment could continue to rise in the district. Utilizing district board meetings and providing parents with digital and in-person opportunities to understand the dual-language programs being offered by the district would provide a better understanding. Dual-language teachers would likely feel supported by the parents and community on the important role that they play in the education of many students.

In providing professional development opportunities for all teachers in regards to diversity and acceptance in the classroom, the positive effects of dual language and lower levels of prejudice may be experienced by all students. Utilizing in-service days and non-student attendance times, teachers would be given ample time to learn and incorporate new strategies into their classrooms. Administration can continue to navigate different research on the topic and support the teachers and staff throughout the district schools. As Varghese and Snyder (2018) found in their research, dual-language teachers are often making cultural connections with their students, a trait that would benefit all staff, even outside of the dual-language classrooms.

Based on the findings and conclusions, further recommendations to this study include research on the impact that enrollment in dual language has on social problems and attention problems, along with external behaviors, other behaviors, and total behaviors. Results from this study did not demonstrate a significant causation, but as evidenced by Cohen's *d*, there was a medium impact demonstrated. Additionally, further study on the total Office Discipline Referrals (ODRs) and each of the subcategories, as indicated by school administration between general

education students and dual language students should be made as a result of a medium effect according to Cohen's *d*.

In identifying areas of the study that could have been done differently, future research should expand an identical study across several schools. This would allow for data and results that fit varying backgrounds of students and a variety of socio-economic situations. In utilizing only one particular school, that school's culture may have an effect on the students and staff participating in the study. As research from Smith, McFarland, Tubergen, and Maas (2016) demonstrated, there is a lower incidence of racial judgements from students in ethnically diverse classrooms, so the diversity of all classrooms in this study could have created a more accepting experience in all classrooms. Because different buildings may exhibit slight differences, it would be beneficial to expand this study.

Narrowing in on the results of the study, future research could look further into the specific behaviors of anxiety/depression, rule-breaking, and internalizing of behaviors. Since these categories of behaviors include different sub-categories, the comparison of those could be looked into more deeply. Along with this, qualitative data may be beneficial in learning more about the students' experiences inside and outside of their classrooms, through observation or interviews. Based on the study by Miklikowska (2017) suggesting that students with more prejudiced parents and/or no intergroup friends had an increase in prejudice thoughts and behaviors, it would also be beneficial to look further into the friend choices of the students in both types of classrooms, as the results of this study did not demonstrate a difference in prejudice behaviors based on classroom type.

Since the problem discussed at the beginning of this study included neighborhood quality and Bischoff and Tach's (2018) study identified neighborhood segregation playing a role in

multiculturalism and diversity in schools, further research should include the type of neighborhood and potential segregation. Utilizing schools from different neighborhoods would provide additional information that may be similar or different than the findings of this study. This information may provide districts and schools more information to fully understand and educate others on the benefits of multiculturalism.

The dual-language classrooms addressed in this study focused on the acquisition of Spanish, but being that there are other languages available for students in regards to dual-language, these classrooms may be looked into, as well. Future researchers may identify schools with language programs outside of Spanish and English to identify whether results among student behaviors and racial judgements are similar to the findings of this study. In addition, whether or not students are native or non-native speakers in their dual-language classrooms may provide more depth to the study.

In addressing the potential limitations from this study, continued research on this topic outside of the Covid-19 Pandemic would be beneficial to the ongoing research addressing the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents. The potential social-emotional impact that remote learning had on students and their interaction with others is worth noting. As schools begin to re-adopt traditional learning practices such as in-person learning and eliminate learning models that have been utilized in response to students being unable to attend class in-person, it would be beneficial to look at behaviors and racial judgements again.

Summary

The issue of immigration on social policies, especially education will likely continue to be an ongoing topic being studied globally. Many studies addressed the positive and negative

effects of immigrants and natives desegregating, focusing on different age groups, countries, and nationalities. These studies also compared and contrasted whether or not racial judgments are more prominent in classes with lower diversity. Policies and demand for dual-language continues to change and grow. Throughout this study, the growing need for bilingualism was discussed, along with the background on language instruction in the United States. The problem found was that districts and schools were not looking at the data on racial judgments, segregation, and neighborhood quality, along with children's friendship choices, open-mindedness, and social-emotional factors to fully understand and educate others on the benefits of multiculturalism. All of this led to the specific questions of the study and the study's significance, data collection process, potential limitations, results of the data collection, and conclusions on the impact that English-only classrooms and two-way dual language classrooms have on racial acceptance and behavior incidents for kindergarten, first, and second graders in a school located in a Midwest suburb.

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Appendix A

The Child Behavior Checklist

Please print. Be sure to answer all items.

Below is a list of items that describe children and youths. For each item that describes your child ***now or within the past 6 months***, please circle the ***2*** if the item is ***very true or often true*** of your child. Circle the ***1*** if the item is ***somewhat or sometimes true*** of your child. If the item is ***not true*** of your child, circle the ***0***. Please answer all items as well as you can, even if some do not seem to apply to your child.

0 = Not True (as far as you know) **1 = Somewhat or Sometimes True** **2 = Very True or Often True**

0 1 2 1. Acts too young for his/her age
0 1 2 2. Drinks alcohol without parents' approval (describe): _____
0 1 2 3. Argues a lot
0 1 2 4. Fails to finish things he/she starts
0 1 2 5. There is very little he/she enjoys
0 1 2 6. Bowel movements outside toilet
0 1 2 7. Bragging, boasting
0 1 2 8. Can't concentrate, can't pay attention for long
0 1 2 9. Can't get his/her mind off certain thoughts; obsessions (describe): _____
0 1 2 10. Can't sit still, restless, or hyperactive
0 1 2 11. Clings to adults or too dependent
0 1 2 12. Complains of loneliness
0 1 2 13. Confused or seems to be in a fog
0 1 2 14. Cries a lot
0 1 2 15. Cruel to animals
0 1 2 16. Cruelty, bullying, or meanness to others
0 1 2 17. Daydreams or gets lost in his/her thoughts
0 1 2 18. Deliberately harms self or attempts suicide
0 1 2 19. Demands a lot of attention
0 1 2 20. Destroys his/her own things
0 1 2 21. Destroys things belonging to his/her family or others
0 1 2 22. Disobedient at home
0 1 2 23. Disobedient at school
0 1 2 24. Doesn't eat well
0 1 2 25. Doesn't get along with other kids
0 1 2 26. Doesn't seem to feel guilty after misbehaving
0 1 2 27. Easily jealous
0 1 2 28. Breaks rules at home, school, or elsewhere
0 1 2 29. Fears certain animals, situations, or places, other than school (describe): _____
0 1 2 30. Fears going to school
0 1 2 31. Fears he/she might think or do something bad
0 1 2 32. Feels he/she has to be perfect
0 1 2 33. Feels or complains that no one loves him/her
0 1 2 34. Feels others are out to get him/her
0 1 2 35. Feels worthless or inferior
0 1 2 36. Gets hurt a lot, accident-prone
0 1 2 37. Gets in many fights
0 1 2 38. Gets teased a lot
0 1 2 39. Hangs around with others who get in trouble
0 1 2 40. Hears sound or voices that aren't there (describe): _____
0 1 2 41. Impulsive or acts without thinking
0 1 2 42. Would rather be alone than with others
0 1 2 43. Lying or cheating
0 1 2 44. Bites fingernails
0 1 2 45. Nervous, highstrung, or tense
0 1 2 46. Nervous movements or twitching (describe): _____
0 1 2 47. Nightmares
0 1 2 48. Not liked by other kids
0 1 2 49. Constipated, doesn't move bowels
0 1 2 50. Too fearful or anxious
0 1 2 51. Feels dizzy or lightheaded
0 1 2 52. Feels too guilty
0 1 2 53. Overeating
0 1 2 54. Overtired without good reason
0 1 2 55. Overweight
56. Physical problems ***without known medical cause:***
0 1 2 a. Aches or pains (***not*** stomach or headaches)
0 1 2 b. Headaches
0 1 2 c. Nausea, feels sick
0 1 2 d. Problems with eyes (***not*** if corrected by glasses) (describe): _____
0 1 2 e. Rashes or other skin problems
0 1 2 f. Stomachaches
0 1 2 g. Vomiting, throwing up
0 1 2 h. Other (describe): _____

PAGE 3 ***Be sure you answered all items. Then see other side.***

Appendix B

The Modified Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995).

Threat and rejection factor items: The Blatant Scale

1. Immigrants have jobs that the Americans should have. (strongly agree to strongly disagree)

2. Most immigrants living here who receive support from welfare could get along without it if they tried. (strongly agree to strongly disagree)

3. American people and immigrants can never be really comfortable with each other, even if they are close friends. (strongly agree to strongly disagree)

4. Most politicians in America care too much about immigrants and not enough about the average American person. (strongly agree to strongly disagree)

5. Immigrants come from less able races and this explains why they are not as well off as most American people. (strongly agree to strongly disagree)

6. How different or similar do you think immigrants living here are to other American people like yourself-in how honest they are? (very different, somewhat different, somewhat similar, or very similar)

Appendix C

Informed Consent Document

INFORMED CONSENT FOR CASE STUDY

STUDY TITLE	Racial Acceptance and Behavior Incidents While Being Educated in an Elementary Dual-Language Classroom
INFORMED CONSENT FOR	First, Last
NAME OF RESEARCH INSTITUTION	Olivet Nazarene University
NAME OF PRINCIPLE INVESTIGATOR	Heather Hodal

This informed consent has two parts:

- INFORMATION SHEET
- CONSENT FORM

You will be given a copy of the full Informed Consent form for your records.

PART I: INFORMATION SHEET

INTRODUCTION

As a doctoral student, I will be collecting information on students in kindergarten through second grade, attending either a dual-language or general education classroom. I am asking for your consent to survey and record your responses as a parent, along with sending the transcript for your review upon completion of the survey. I will also be collecting data on Office Discipline Referrals, which will remain completely anonymous. The information collected will be used for the dissertation titled, "Racial Acceptance and Behavior Incidents While Being Educated in an Elementary Dual-Language Classroom".

PURPOSE OF THE RESEARCH

The purpose is to investigate how all students can be successful as immigrant populations grow and language instruction in the United States becomes more necessary in creating global citizens. As a result of this research, a better understanding of the differing perspectives from dual language and general education students and their families will be acquired. This will allow for better instruction for all students.

TYPE OF RESEARCH

Multicultural research using a case-study approach.

PARTICIPANT SELECTION

You have been chosen for this research based on your affiliation with the dual-language or general education learning environment. Your participation is completely voluntary and will be kept completely anonymous and confidential. There is not any consequence for lack of participation and deciding not to participate will not affect your student's experience at school.

DESCRIPTION OF THE PROCESS

The parent participant will participate in two types of surveys: The Behavior Checklist and the Subtle and Blatant Prejudice Scale (Pettigrew & Meertens, 1995). Each survey will be given as a digital form and kept completely anonymous and confidential. When completing the behavior checklist, you will be asked a series

of questions relating to your child's behavior. When completing the Subtle and Blatant Prejudice Scale, you will be asked six different questions on your feelings on immigrants' role in our society. The answers to the survey questions will be recorded anonymously and confidentially, and used only for the purpose of this study. It is the researcher's hope that participants answer completely honestly, as this will allow for better comparison for the different type of classrooms. In addition, the researcher will be collecting school wide data on the Office Discipline Referrals for students in grades kindergarten through second grade, categorized only by grade level and type of classroom. There will be no names of students used and everything will remain completely anonymous.

CONFIDENTIALITY

All information will remain private and confidential to ensure that there does not exist a possibility that the research may cause unintentional harm to the participant. There is not any consequence for lack of participation and deciding not to participate will not affect your student's experience at school.

RESULTS

In the event that I have any other follow-up questions, the participant will be emailed and allowed to provide any additional information that may be needed. The participant will be provided a transcript for their review and allowed any clarification to be added.

RIGHT TO REFUSE OR WITHDRAW

Participation is voluntary and includes the right to withdraw from the study.

Appendix D

Permission to Use Behavior Checklist

The University of Vermont

ASEBA
Research Center for Children, Youth & Families, Inc./ASEBA,
A Non-Profit Corporation
1 South Prospect Street, St Joseph's Wing (Room #3207), Burlington, VT 05401
Telephone: (802)656-5130
Email: mail@aseba.org / Website: http://www.aseba.org

Site License Agreement to Permit Heather Hodal to Reproduce the Child Behavior Checklist for Ages 6-18 (CBCL/6-18) and the Teacher's Report Form (TRF) and the Latino Spanish Translations Thereof

This Site License Agreement (the "Agreement") is entered by and between Research Center for Children, Youth, & Families, Inc. ("Licensor"), and Heather Hodal ("Licensee"). Licensee must sign and return the signed Agreement to Licensor. The Agreement shall not be effective until the date ("Effective Date") when signed by Licensor. The parties agree to the following terms and conditions:

1. License # 2088-03-09-20

In accordance with the terms herein, Licensor grants to Licensee a non-exclusive and non-transferable license to produce a combined total of 150 administrations of the CBCL/6-18 and the TRF and the Latino Spanish translations thereof. The Licensed Forms will be used between the "Effective Date" and March 1, 2023 solely in the "*Racial Acceptance and Behavior Incidents While Being Educated in an Elementary Dual-Language Classroom*" study.

Note: It is *not* permitted to reproduce subsets of ASEBA problem items. For forms other than BPMs, the following exceptions are allowed: Open-ended problem items (e.g., CBCL/6-18 *56h* and *113*), plus ≤8 other problem items can be omitted. It is also permitted to omit instructions to describe problems, as well as pp. 3-4 of the CBCL/1½-5 and pp. 1-2 of the CBCL/6-18, TRF, YSR, ASR, ABCL, OASR, and OABCL.

2. Price and Payment

Before Licensor signs the Agreement, Licensee is to make payment to Licensor of U.S. $95 for the Site License via credit card or check (purchase orders accepted for U.S. only) to "ASEBA" and sent to: ASEBA, 1 South Prospect Street, Burlington, Vermont 05401-3456. The License rights expire on March 1, 2023.

3. Scoring Data Acquired with the Licensed Form(s)

Licensee assumes responsibility for scoring all data acquired using the Licensed Forms. Licensor strongly recommends that all data be entered into the ASEBA software and be scored within the ASEBA software's rigorously tested environment. Licensor is not obligated to provide support to Licensee for scoring data outside of the ASEBA software. Any support needed by Licensee for scoring data outside of the ASEBA software will incur additional fees.

4. Licensee Obligations

Licensee acknowledges that in addition to its other obligations under this Agreement, Heather Hodal shall serve as Licensed Site Manager who shall be responsible, directly or by designee, for:

(a) Ensuring the Licensed Forms are used only for the "*Racial Acceptance and Behavior Incidents While Being Educated in an Elementary Dual-Language Classroom*" study.

(b) Ensuring the study is conducted in accordance with professional psychological assessment standards.

(c) Ensuring that Page 1 of all copies of the Licensed Form(s) bear the following statement:

Copyright T.M. Achenbach. Reproduced under License # 2088-03-09-20

Site Manager's address is: Olivet Nazarene University, 561 Edinburgh Lane, West Dundee, Illinois 60118; e-mail: hlhodal@olivet.edu; telephone: 630-550-1280.

3/23/2020

5. Title to Licensed Form(s) and Confidentiality

The Licensed Form(s), and all copies thereof, are proprietary to Licensor and title thereto remains in Licensor. All applicable rights to patents, copyrights, trademarks and trade secrets in the Licensed Form(s) or any modifications thereto made at Licensee's request, are and shall remain in Licensor. Licensee shall not sell, transfer, publish, disclose, display or otherwise make available the Licensed Form(s) or copies thereof, to anyone other than employees, consultants and contractors of Licensee and to people completing the Licensed Form(s).

Licensee agrees to secure and protect the Licensed Form(s) and copies thereof, in a manner that ensures they are used only in accordance with the rights licensed herein. Licensee also agrees to take appropriate action by instruction or agreement with its employees, consultants and contractors who are permitted access to the Licensed Form(s) to ensure use only in accordance with the rights licensed herein. Licensee shall not use the Licensed Form(s) as a reference to develop competing materials.

Licensee additionally agrees that the official ASEBA name(s) of the Licensed Form(s) will be retained in all references to the Licensed Form(s). For example, the Child Behavior Checklist for Ages 6-18 must be referred to by this name or its acronym CBCL/6-18.

6. Use and Training

Licensee shall limit the use of the Licensed Form(s) to its employees, consultants and contractors who have been appropriately trained.

7. Warranty

(a) Licensor warrants that the Licensed Form(s) will conform, as to all substantial features, to the documentation provided in the 2001 *Manual for the ASEBA School-age Forms & Profiles*.

(b) The Licensee must notify Licensor in writing, within ninety (90) days of the effective date of this Agreement, of its claim of any defect. If the Licensor finds the Form(s) to be defective, Licensor's sole obligation under this warranty is to remedy such defect in a manner consistent with Licensor's regular business practices.

(c) THE ABOVE IS A LIMITED WARRANTY AND IT IS THE ONLY WARRANTY MADE BY LICENSOR. LICENSOR MAKES AND LICENSEE RECEIVES NO OTHER WARRANTY EXPRESS OR IMPLIED AND THERE ARE EXPRESSLY EXCLUDED ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. LICENSOR SHALL HAVE NO LIABILITY WITH RESPECT TO ITS OBLIGATIONS UNDER THIS AGREEMENT FOR CONSEQUENTIAL, EXEMPLARY, OR INCIDENTAL DAMAGES EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE STATED EXPRESS WARRANTY IS IN LIEU OF ALL LIABILITIES OR OBLIGATIONS OF LICENSOR FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THE DELIVERY, USE, OR PERFORMANCE OF THE LICENSED FORM(S).

(d) Licensee agrees that Licensor's liability arising out of contract, negligence, strict liability in tort or warranty shall not exceed any amounts payable to Center by Licensee for the Licensed Form(s) identified above.

8. Termination

Licensor shall have the right to terminate this Agreement and license(s) granted herein:

(a) Upon thirty (30) days' written notice in the event that Licensee, its officers or employees violates any material provision of this Agreement, including but not limited to, the confidentiality provisions and use restrictions in the license grant, and is unable to cure such breach during such thirty (30) day period; or

(b) In the event Licensee (i) terminates or suspends business; (ii) becomes subject to any bankruptcy or insolvency proceeding under Federal or state statute or (iii) becomes insolvent or becomes subject to direct control by a trustee, receiver or similar authority.

In the event of termination by reason of the Licensee's failure to comply with any part of this Agreement, or upon any act which shall give rise to Licensor's right to terminate, Licensor shall have the right to take immediate possession of the Licensed Form(s)

and all copies wherever located, without demand or notice. Within five (5) days after termination of the License, Licensee will return to Licensor the Licensed Form(s), and all copies. Termination under this paragraph shall not relieve Licensee of its obligations regarding confidentiality of the Licensed Form(s). Termination of the license shall be in addition to and not in lieu of any equitable remedies available to Licensor.

9. General

(a) Each party acknowledges that it has read this Agreement, it understands it, and agrees to be bound by its terms, and further agrees that this is the complete and exclusive statement of the Agreement between the parties, which supersedes and merges all prior proposals, understandings and all other agreements, oral and written, between the parties relating to this Agreement. This Agreement may not be modified or altered except by written instrument duly executed by both parties.

(b) Dates or times by which Licensor is required to make performance under this Agreement shall be postponed automatically to the extent that Licensor is prevented from meeting them by causes beyond its reasonable control.

(c) This Agreement and performance hereunder shall be governed by the laws of the State of Vermont.

(d) No action, regardless of form, arising out of this Agreement may be brought by Licensee more than two years after the cause of action has arisen.

(e) If any provision of this Agreement is invalid under any applicable statute or rule of law, it is to the extent to be deemed omitted.

(f) The Licensee may not assign or sub-license, without the prior written consent of Licensor, its rights, duties or obligations under this Agreement to any person or entity, in whole or in part.

(g) Licensor shall have the right to collect from Licensee its reasonable expenses incurred in enforcing this Agreement, including attorney's fees.

(h) The waiver or failure of Licensor to exercise in any respect any right provided for herein shall not be deemed a waiver of any further right hereunder.

Accepted and Agreed to:

LICENSOR:

Thomas M. Achenbach, Ph.D.

Signature: Thomas M. Achenbach / per

Title: President, Research Center for Children, Youth & Families, Inc.

Date: March 23, 2020

For License # 2088-03-09-20

Accepted and Agreed to:

LICENSEE:

Heather Hodal

Signature: Heather Hodal

Print name: Heather Hodal

Title: Doctoral Student-Olivet Nazarene University

Address: 561 Edinburgh Lane
West Dundee, IL 60118

Date: 3/22/2020

Appendix E

Permission to Use Subtle and Blatant Prejudice Scale

Thomas Fraser Pettigrew sent you a message on ResearchGate

Thomas Fraser Pettigrew via ResearchGate <no-reply@researchgatemail.net>

Thu 7/23/2020 6:41 PM

To: Heather Hodal <hlhodal@olivet.edu>

ResearchGat
e

Thomas sent you a message

Tho **Thomas Fraser Pettigrew**
University of California, Santa Cruz

Yes, please use the scales as much as you want.

I would appreciate you later letting me know how the

scales worked for you.

T F Pettigrew

pettigr@ucsc.edu

Appendix F

D300 Statement of Agreement to Conduct Research

ADMINISTRATIVE PROCEDURES MANUAL

Personnel

Community Unit School District 300

5:100-AP2 Administrative Procedure - Approval to Conduct Research

STATEMENT OF AGREEMENT FOR RESEARCHERS

I certify that this completed research application is an accurate and complete statement of the nature of my research. I further agree that this research does not involve coercion, deception, or psychological manipulation of any District 300 subject. The proposed research activities to be conducted in Community Unit School District 300 are in compliance with existing legal and ethical codes. The research will not differ significantly from the activities described within the proposal. Any amendments to the original proposal must be submitted and approved. All participation in the study will be voluntary and confidentiality of the data will be maintained. All researchers agree to provide the Office of Data and Accountability of District 300 with a copy of the final research report. Researchers agree to ensure that all associates, colleagues, and employees assisting in the conduct of the study are informed about their obligations in meeting the district research study commitments.

I understand and agree with the above statement and will follow the guidelines it sets forth.

10/8/2020
Date

Heather Hodal
Printed Name

Heather Hodal
Signature

Printed Name (of additional researcher)

Signature (of additional researcher)

FOR OFFICE USE ONLY

11/10/2020
Date

Approved by

Director of Research & Analytics
Title

Please mail or email the signed document to:

Office of the Superintendent
Community Unit School District 300
2550 Harnish Drive
Algonquin, IL 60102

joseph.ehrmann@d300.org
linda.keyes@d300.org

Appendix G

TCPS Certificate of Completion

Appendix H

Student Informed Consent Document

INTRODUCTION

As a college student, I will be studying differences between dual-language classrooms and regular classrooms. I will be collecting information from your parents and teachers on any referrals that happen in your grade level and you behavior in the classroom.

PURPOSE OF THE RESEARCH

There are many different types of people in our classrooms. This study will help to know how classrooms and students are different from each other.

PARTICIPANT SELECTION

You were selected because you are in kindergarten through second grade.

DESCRIPTION OF THE PROCESS

Your parents and teachers will be asked questions about your behavior and what they think about people who are new to our country. The school will also give information to the researcher on how many referrals there were in your class and what types.

CONFIDENTIALITY

All of your information will be kept private. There is not any consequence for deciding not to participate.

RIGHT TO REFUSE OR WITHDRAW

Participation is voluntary and includes the right to leave the study.

I have read the study information and I do not have any questions. I give my permission to be used in the study.

Print Name of Student Participant

Signature of Student Participant Date

STATEMENT BY THE RESEARCHER TAKING CONSENT

I have accurately read AND PROVIDED the information sheet to the potential participant and have ensured, to the best of my ability, that they understand the research study. I confirm that the participant was given adequate opportunity to ask questions about the study and I provided them answers to the best of my ability. I conform that this individual has not been coerced into providing consent, and their consent has been given willingly and freely.

Print Name of Researcher

Signature of Researcher Date

Appendix I

The Child Behavior Checklist (CBCL) Parent Responses- Total Competence and Subgroups

SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
Activities Scale	GE	17	22.118	17.8181	4.3215
	DL	45	25.633	19.6799	2.9337
Social Scale	GE	17	18.941	18.8505	4.5719
	DL	45	20.133	18.8876	2.8156
School Scale	GE	17	25.882	32.4916	7.8804
	DL	45	38.156	36.0514	5.3742
TOTAL COMPETENCE SCORE	GE	17	18.676	2.7779	.6737
	DL	45	19.144	4.6559	.6941

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Activities Scale	Equal variances assumed	1.486	.228	-.643	60	.261	.523	-3.5157	5.4663	-14.4499	7.4185
	Equal variances not assumed			-.673	31.697	.253	.506	-3.5157	5.2232	-14.1591	7.1277
Social Scale	Equal variances assumed	.208	.650	-.222	60	.413	.825	-1.1922	5.3742	-11.9422	9.5579
	Equal variances not assumed			-.222	28.925	.413	.826	-1.1922	5.3694	-12.1750	9.7906
School Scale	Equal variances assumed	1.064	.306	-1.227	60	.112	.225	-12.2732	10.0031	-32.2824	7.7360
	Equal variances not assumed			-1.287	31.839	.104	.207	-12.2732	9.5385	-31.7063	7.1599
TOTAL COMPETENCE SCORE	Equal variances assumed	4.991	.029	-.388	60	.350	.699	-.4680	1.2063	-2.8809	1.9450
	Equal variances not assumed			-.484	48.228	.315	.631	-.4680	.9673	-2.4126	1.4767

Effect Size Measures

	Cohen's *d*	Size of Effect
Activities Scale	0.183	Small
Social Scale	0.063	Small
School Scale	0.349	Small
Total Competence Score	0.110	Small

Appendix J

The Child Behavior Checklist (CBCL) Parent Responses- Types of Behavior SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
CBCL ANXIOUS/ DEPRESSED	GE	17	2.65	2.999	.727
	DL	45	1.93	2.270	.338
CBCL WITHDRAWN/DEPRESSED	GE	17	1.47	1.972	.478
	DL	45	.80	1.198	.179
CBCL SOMATIC COMPLAINTS	GE	17	1.29	2.085	.506
	DL	45	.67	1.108	.165
CBCL SOCIAL PROBLEMS	GE	17	1.94	1.983	.481
	DL	45	1.51	1.961	.292
CBCL THOUGHT PROBLEMS	GE	17	1.41	2.238	.543
	DL	45	.78	1.380	.206
CBCL ATTENTION PROBLEMS	GE	17	3.47	2.896	.703
	DL	45	2.40	2.775	.414
CBCL RULE BREAKING BEHAVIOR	GE	17	.88	1.054	.256
	DL	45	1.18	1.614	.241
CBCL AGGRESSIVE BEHAVIOR	GE	17	2.65	2.827	.686
	DL	45	3.22	3.377	.503

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
CBCL ANXIOUS/ DEPRESSED	Equal variances assumed	1.878	.176	1.009	60	.159	.317	.714	.708	-.702	2.129
	Equal variances not assumed			.890	23.283	.191	.383	.714	.802	-.945	2.372
CBCL WITHDRAWN/DEPRESSED	Equal variances assumed	5.571	.022	1.629	60	.054	.109	.671	.412	-.153	1.494
	Equal variances not assumed			1.313	20.629	.102	.204	.671	.511	-.392	1.734
CBCL SOMATIC COMPLAINTS	Equal variances assumed	8.982	.004	1.536	60	.065	.130	.627	.408	-.190	1.445
	Equal variances not assumed			1.180	19.515	.126	.252	.627	.532	-.484	1.739
CBCL SOCIAL PROBLEMS	Equal variances assumed	.024	.877	.768	60	.223	.446	.430	.560	-.690	1.550
	Equal variances not assumed			.764	28.585	.226	.451	.430	.563	-.722	1.582
CBCL THOUGHT PROBLEMS	Equal variances assumed	2.722	.104	1.347	60	.091	.183	.634	.471	-.307	1.575
	Equal variances not assumed			1.092	20.771	.144	.287	.634	.580	-.574	1.842
CBCL ATTENTION PROBLEMS	Equal variances assumed	.001	.982	1.339	60	.093	.186	1.071	.799	-.528	2.670
	Equal variances not assumed			1.313	27.803	.100	.200	1.071	.815	-.600	2.741
CBCL RULE BREAKING BEHAVIOR	Equal variances assumed	2.763	.102	-.699	60	.244	.487	-.295	.423	-1.141	.550
	Equal variances not assumed			-.842	44.274	.202	.404	-.295	.351	-1.003	.412
CBCL AGGRESSIVE BEHAVIOR	Equal variances assumed	3.150	.081	-.624	60	.268	.535	-.575	.922	-2.420	1.270
	Equal variances not assumed			-.676	34.276	.252	.503	-.575	.851	-2.303	1.153

Effect Size Measures

	Cohen's *d*	Size of Effect
Anxious/Depressed	0.287	Small
Withdrawn/Depressed	0.464	Small
Somatic Complaints	0.437	Small
Social Problems	0.219	Small
Thought Problems	0.384	Small
Attention Problems	0.381	Small
Rule-Breaking Behavior	0.199	Small
Aggressive Behavior	0.178	Small

Appendix K

The Child Behavior Checklist (CBCL) Parent Responses- Types of Behavior Subscales (Internal, External, Other) and Total SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
CBCL INTERNAL	GE	17	5.41	6.124	1.485
	DL	45	3.40	3.493	.521
CBCL EXTERNAL	GE	17	3.53	3.393	.823
	DL	45	4.40	4.449	.663
CBCL OTHER	GE	17	9.82	8.195	1.988
	DL	45	6.98	6.794	1.013
CBCL TOTAL	GE	17	18.76	16.672	4.043
	DL	45	14.78	13.049	1.945

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
CBCL INTERNAL	Equal variances assumed	9.398	.003	1.623	60	.055	.110	2.012	1.239	-.467	4.491
	Equal variances not assumed			1.278	20.064	.108	.216	2.012	1.574	-1.271	5.294
CBCL EXTERNAL	Equal variances assumed	3.528	.065	-.729	60	.234	.469	-.871	1.194	-3.258	1.517
	Equal variances not assumed			-.824	37.738	.208	.415	-.871	1.057	-3.011	1.270
CBCL OTHER	Equal variances assumed	.826	.367	1.389	60	.085	.170	2.846	2.048	-1.251	6.943
	Equal variances not assumed			1.276	24.781	.107	.214	2.846	2.231	-1.751	7.442
CBCL TOTAL	Equal variances assumed	1.701	.197	.993	60	.162	.325	3.987	4.016	-4.046	12.020
	Equal variances not assumed			.889	23.799	.192	.383	3.987	4.487	-5.278	13.252

Effect Size Measures

	Cohen's *d*	Size of Effect
Internal	0.462	Small
External	0.208	Small
Other	0.396	Small
Total	0.283	Small

Appendix L

The Child Behavior Checklist (CBCL) Teacher Responses- Academic Performance and Adaptive Functioning SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	GE	17	8.106	7.1306	1.7294
	DL	45	6.369	5.6227	.8382
Total Adaptive Functioning	GE	17	40.224	34.7833	8.4362
	DL	45	32.524	28.8664	4.3031

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Academic Performance	Equal variances assumed	1.692	.198	1.007	60	.159	.318	1.7370	1.7256	-1.7148	5.1888
	Equal variances not assumed			.904	23.919	.188	.375	1.7370	1.9218	-2.2302	5.7042
Total Adaptive Functioning	Equal variances assumed	.794	.376	.885	60	.190	.380	7.6991	8.6990	-9.7015	25.0996
	Equal variances not assumed			.813	24.799	.212	.424	7.6991	9.4703	-11.8134	27.2116

Effect Size Measures

	Cohen's *d*	Size of Effect
Academic Performance	0.287	Small
Total Adaptive Functioning	0.252	Small

Appendix M

The Child Behavior Checklist (CBCL) Teacher Responses- Types of Behavior SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
TRF ANXIOUS/ DEPRESSED	GE	17	2.59	3.337	.809
	DL	45	.60	1.321	.197
TRF WITHDRAWN/DEPRESSED	GE	17	2.06	2.384	.578
	DL	45	1.09	2.294	.342
TRF SOMATIC COMPLAINTS	GE	17	.18	.529	.128
	DL	45	.16	.424	.063
TRF SOCIAL PROBLEMS	GE	17	1.88	2.472	.600
	DL	45	.60	1.116	.166
TRF THOUGHT PROBLEMS	GE	17	1.00	2.669	.647
	DL	45	.44	1.289	.192
TRF ATTENTION PROBLEMS	GE	17	11.82	13.812	3.350
	DL	45	5.76	8.378	1.249
TRF RULE BREAKING BEHAVIOR	GE	17	2.24	3.011	.730
	DL	45	.64	1.131	.169
TRF AGGRESSIVE BEHAVIOR	GE	17	2.94	7.180	1.742
	DL	45	1.20	3.188	.475

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
TRF ANXIOUS/ DEPRESSED	Equal variances assumed	20.030	<.001	3.388	60	<.001	.001	1.988	.587	.814	3.162
	Equal variances not assumed			2.387	17.929	.014	.028	1.988	.833	.238	3.738
TRF WITHDRAWN/DEPRESSED	Equal variances assumed	.605	.440	1.469	60	.073	.147	.970	.660	-.350	2.290
	Equal variances not assumed			1.444	27.914	.080	.160	.970	.672	-.406	2.346
TRF SOMATIC COMPLAINTS	Equal variances assumed	.173	.679	.162	60	.436	.872	.021	.129	-.238	.280
	Equal variances not assumed			.146	24.204	.442	.885	.021	.143	-.274	.316
TRF SOCIAL PROBLEMS	Equal variances assumed	8.624	.005	2.825	60	.003	.006	1.282	.454	.374	2.190
	Equal variances not assumed			2.061	18.519	.027	.054	1.282	.622	-.022	2.587
TRF THOUGHT PROBLEMS	Equal variances assumed	5.485	.023	1.105	60	.137	.274	.556	.503	-.450	1.561
	Equal variances not assumed			.823	18.890	.210	.421	.556	.675	-.858	1.970
TRF ATTENTION PROBLEMS	Equal variances assumed	7.838	.007	2.107	60	.020	.039	6.068	2.880	.307	11.829
	Equal variances not assumed			1.697	20.612	.052	.105	6.068	3.575	-1.376	13.512
TRF RULE BREAKING BEHAVIOR	Equal variances assumed	26.341	<.001	3.050	60	.002	.003	1.591	.522	.548	2.634
	Equal variances not assumed			2.123	17.734	.024	.048	1.591	.749	.015	3.167
TRF AGGRESSIVE BEHAVIOR	Equal variances assumed	5.294	.025	1.328	60	.095	.189	1.741	1.311	-.881	4.363
	Equal variances not assumed			.965	18.435	.174	.347	1.741	1.805	-2.045	5.527

Effect Size Measures

	Cohen's *d*	Size of Effect
Anxious/Depressed	0.965	Large
Withdrawn/Depressed	0.418	Small
Somatic Complaints	0.046	Small
Social Problems	0.804	Large
Thought Problems	0.315	Small
Attention Problems	0.600	Medium
Rule-Breaking Behavior	0.868	Large
Aggressive Behavior	0.378	Small

Appendix N

The Child Behavior Checklist (CBCL) Teacher Responses- Types of Behavior Subscales (Internal, External, Other) and Total SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
TRF INTERNAL	GE	17	4.82	5.434	1.318
	DL	45	1.84	3.233	.482
TRF EXTERNAL	GE	17	5.18	8.712	2.113
	DL	45	1.84	3.948	.589
TRF OTHER	GE	17	15.41	19.053	4.621
	DL	45	7.18	10.592	1.579
TRF TOTAL	GE	17	25.41	31.575	7.658
	DL	45	10.87	15.500	2.311

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
TRF INTERNAL	Equal variances assumed	4.514	.038	2.655	60	.005	.010	2.979	1.122	.734	5.224
	Equal variances not assumed			2.123	20.432	.023	.046	2.979	1.403	.056	5.902
TRF EXTERNAL	Equal variances assumed	10.658	.002	2.080	60	.021	.042	3.332	1.602	.127	6.537
	Equal variances not assumed			1.519	18.538	.073	.146	3.332	2.193	-1.267	7.931
TRF OTHER	Equal variances assumed	8.338	.005	2.161	60	.017	.035	8.234	3.810	.614	15.854
	Equal variances not assumed			1.686	19.856	.054	.107	8.234	4.883	-1.957	18.425
TRF TOTAL	Equal variances assumed	8.615	.005	2.430	60	.009	.018	14.545	5.986	2.572	26.518
	Equal variances not assumed			1.818	18.989	.042	.085	14.545	7.999	-2.198	31.288

Effect Size Measures

	Cohen's *d*	Size of Effect
Internal	0.756	Medium
External	0.592	Medium
Other	0.615	Medium
Total	0.692	Medium

Appendix O

Office Discipline Referrals (ODRs) SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
ODR Total	GE	17	.59	1.372	.333
	DL	45	.13	.405	.060
Insubordination, Defiance, Disrespect	GE	17	.29	.849	.206
	DL	45	.00	.000	.000
Physical Contact	GE	17	.12	.332	.081
	DL	45	.04	.208	.031
Inappropriate Behavior	GE	17	.18	.529	.128
	DL	45	.04	.208	.031
Look Alike Weapon	GE	17	.00	.000	.000
	DL	45	.02	.149	.022
Assault/Battery/Fighting W/O Injury	GE	17	.00	.000	.000
	DL	45	.02	.149	.022

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
ODR Total	Equal variances assumed	15.456	<.001	2.026	60	.024	.047	.455	.225	.006	.904
	Equal variances not assumed			1.345	17.061	.098	.196	.455	.338	-.258	1.168
Insubordination, Defiance, Disrespect	Equal variances assumed	28.697	<.001	2.357	60	.011	.022	.294	.125	.044	.544
	Equal variances not assumed			1.429	16.000	.086	.172	.294	.206	-.142	.731
Physical Contact	Equal variances assumed	4.255	.043	1.039	60	.152	.303	.073	.070	-.068	.214
	Equal variances not assumed			.848	20.946	.203	.406	.073	.086	-.106	.253
Inappropriate Behavior	Equal variances assumed	8.614	.005	1.422	60	.080	.160	.132	.093	-.054	.318
	Equal variances not assumed			1.001	17.912	.165	.330	.132	.132	-.145	.409
Look Alike Weapon	Equal variances assumed	1.566	.216	-.611	60	.272	.543	-.022	.036	-.095	.050
	Equal variances not assumed			-1.000	44.000	.161	.323	-.022	.022	-.067	.023
Assault/Battery/Fighting W/O Injury	Equal variances assumed	1.566	.216	-.611	60	.272	.543	-.022	.036	-.095	.050
	Equal variances not assumed			-1.000	44.000	.161	.323	-.022	.022	-.067	.023

Effect Size Measures

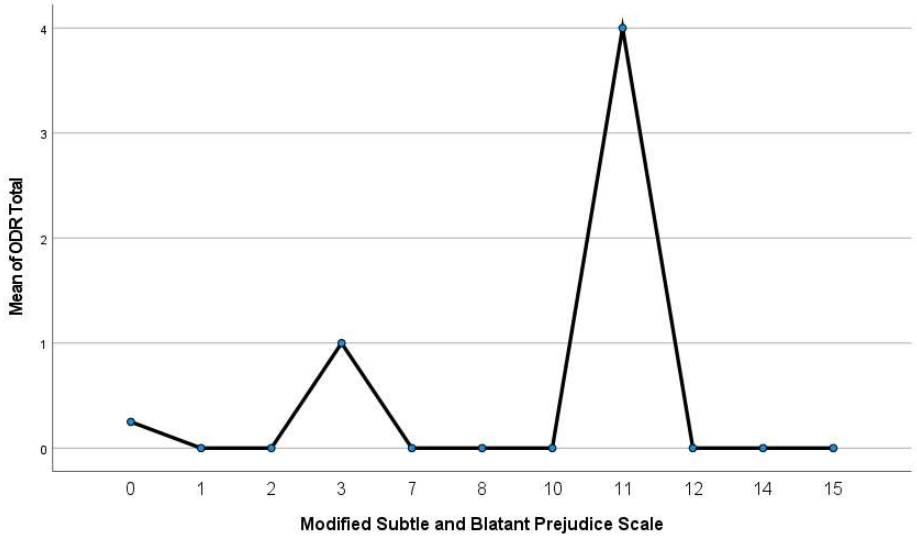
	Cohen's *d*	Size of Effect
ODR Total	0.577	Medium
Insubordination, Defiance, Disrespect	0.671	Medium
Physical Contact	0.296	Small
Inappropriate Behavior	0.405	Small
Look Alike Weapon	.174	Small
Assault/Battery/Fighting w/o Injury	.174	Small

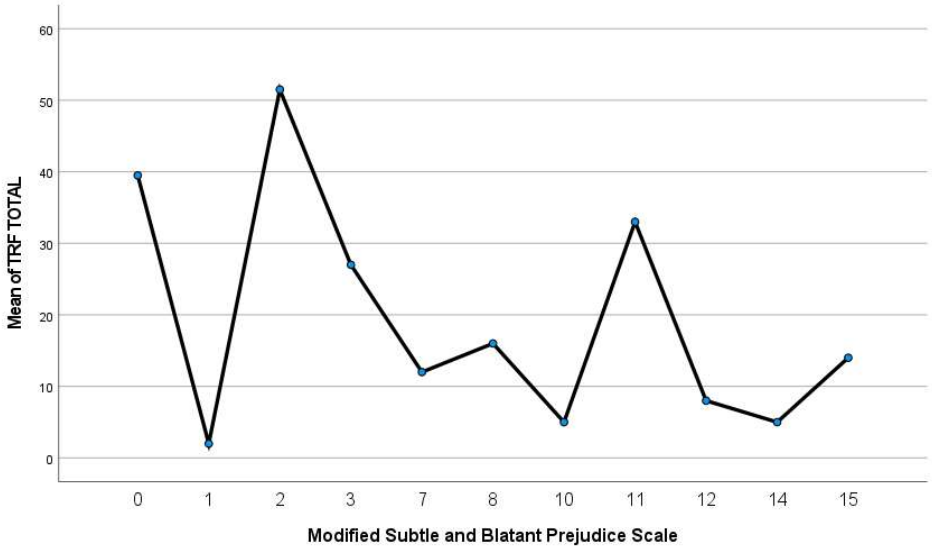
Appendix P

Modified Subtle and Blatant Prejudice Scale-General Education ANOVA SPSS Statistics Output

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ODR Total	Between Groups	27.368	10	2.737	5.971	.020
	Within Groups	2.750	6	.458		
	Total	30.118	16			
TRF TOTAL	Between Groups	4444.618	10	444.462	.232	.979
	Within Groups	11507.500	6	1917.917		
	Total	15952.118	16			
CBCL TOTAL	Between Groups	3439.809	10	343.981	2.049	.196
	Within Groups	1007.250	6	167.875		
	Total	4447.059	16			




Mean of TRF TOTAL
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50
40
30
20
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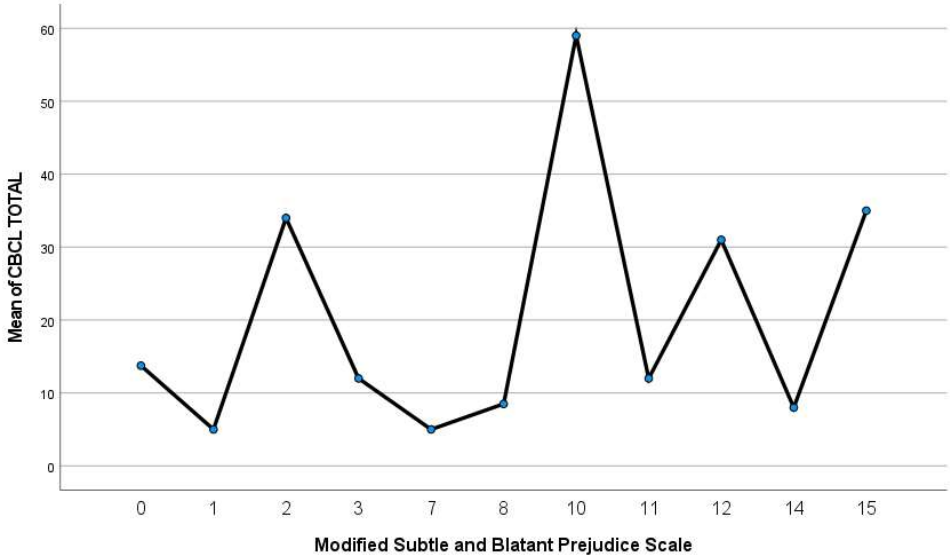
0
1
2
3
7
8
10
11
12
14
15
Modified Subtle and Blatant Prejudice Scale


Mean of CBCL TOTAL
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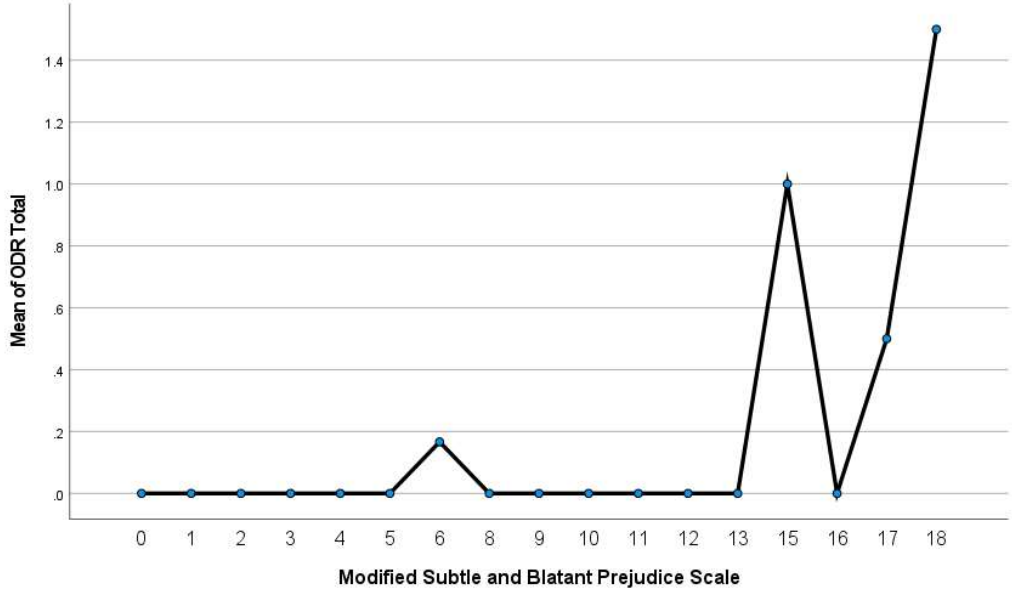
50
40
30
20
10
0
0
1
2
3
7
8
10
11
12
14
15
Modified Subtle and Blatant Prejudice Scale

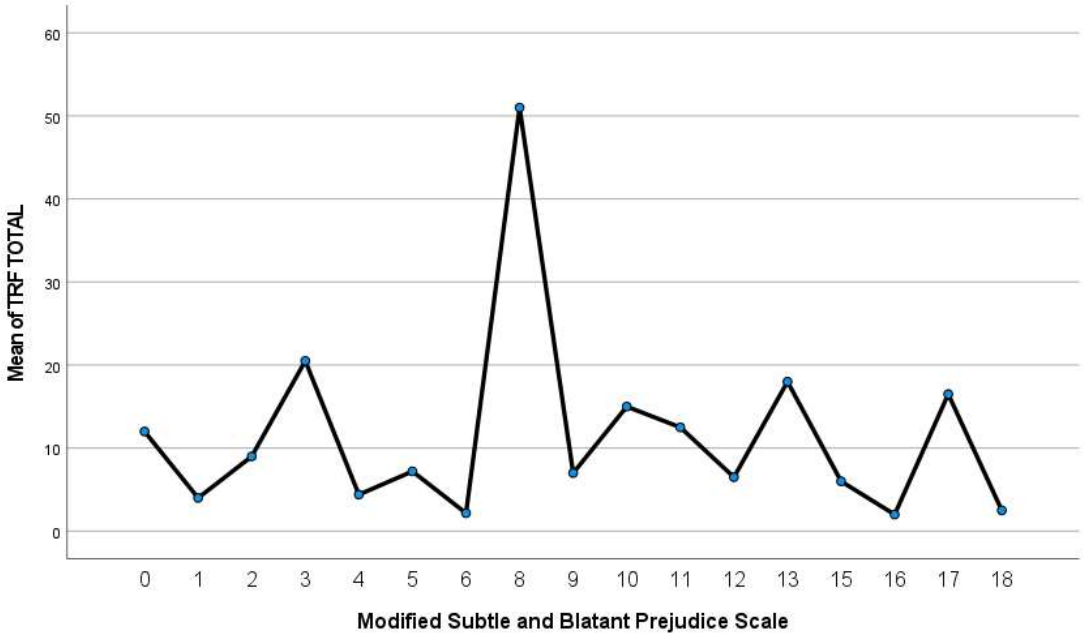
Appendix Q

Modified Subtle and Blatant Prejudice Scale-Dual Language ANOVA SPSS Statistics Output

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ODR Total	Between Groups	5.367	16	.335	5.123	<.001
	Within Groups	1.833	28	.065		
	Total	7.200	44			
TRF TOTAL	Between Groups	4879.367	16	304.960	1.500	.169
	Within Groups	5691.833	28	203.280		
	Total	10571.200	44			
CBCL TOTAL	Between Groups	2841.161	16	177.573	1.069	.425
	Within Groups	4650.617	28	166.093		
	Total	7491.778	44			




Mean of TRF TOTAL
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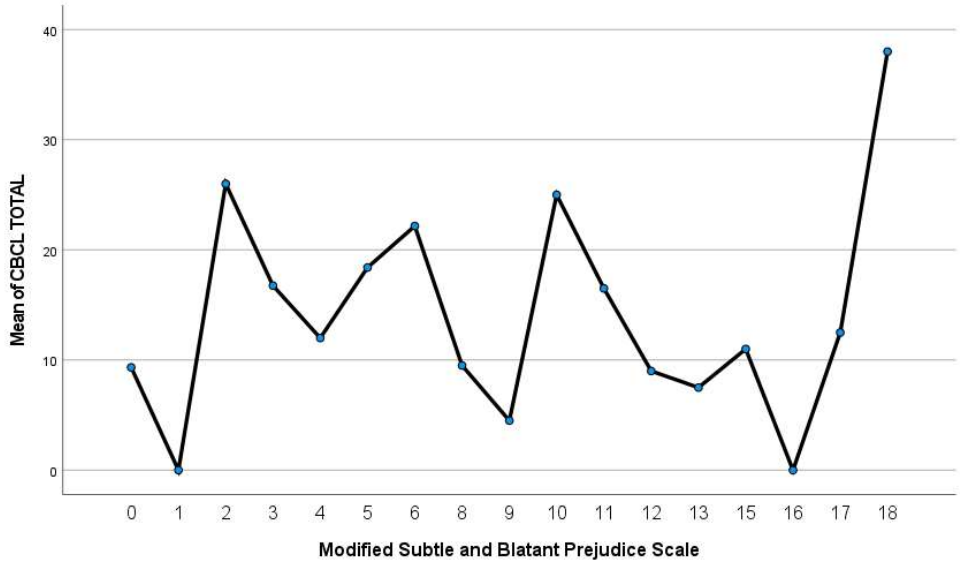
40
30
20
10
0
0 1 2 3 4 5 6 8 9 10 11 12 13 15 16 17 18
Modified Subtle and Blatant Prejudice Scale


Mean of CBCL TOTAL
40
30
20
10
0
0 1 2 3 4 5 6 8 9 10 11 12 13 15 16 17 18
Modified Subtle and Blatant Prejudice Scale

Appendix R

Modified Subtle and Blatant Prejudice Scale/ODRs-General Education ANOVA SPSS Statistics Output

Descriptives

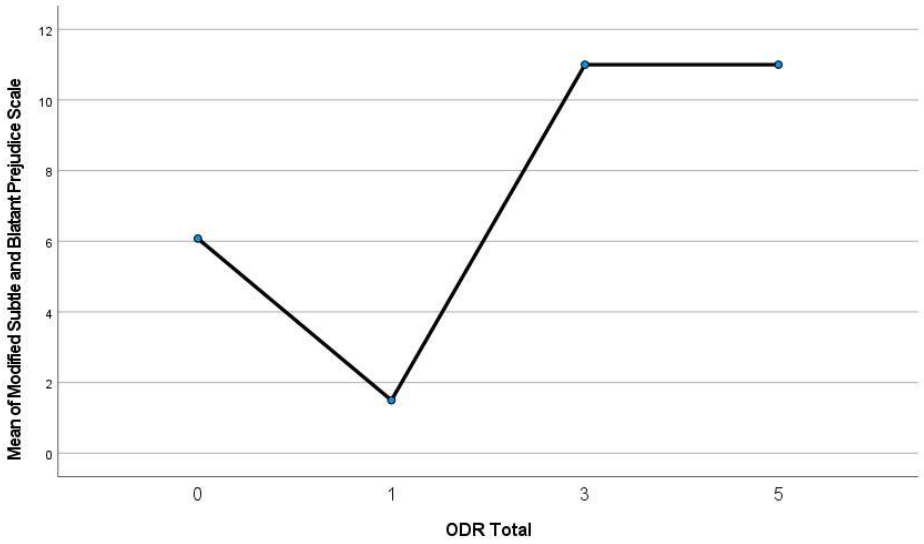
Modified Subtle and Blatant Prejudice Scale

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	13	6.08	5.560	1.542	2.72	9.44	0	15
1	2	1.50	2.121	1.500	-17.56	20.56	0	3
3	1	11.00	.	.	.	.	11	11
5	1	11.00	.	.	.	.	11	11
Total	17	6.12	5.395	1.309	3.34	8.89	0	15

ANOVA

Modified Subtle and Blatant Prejudice Scale

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	90.342	3	30.114	1.043	.406
Within Groups	375.423	13	28.879		
Total	465.765	16			



Appendix S

Modified Subtle and Blatant Prejudice Scale/ODRs-Dual Language ANOVA SPSS Statistics Output

Descriptives

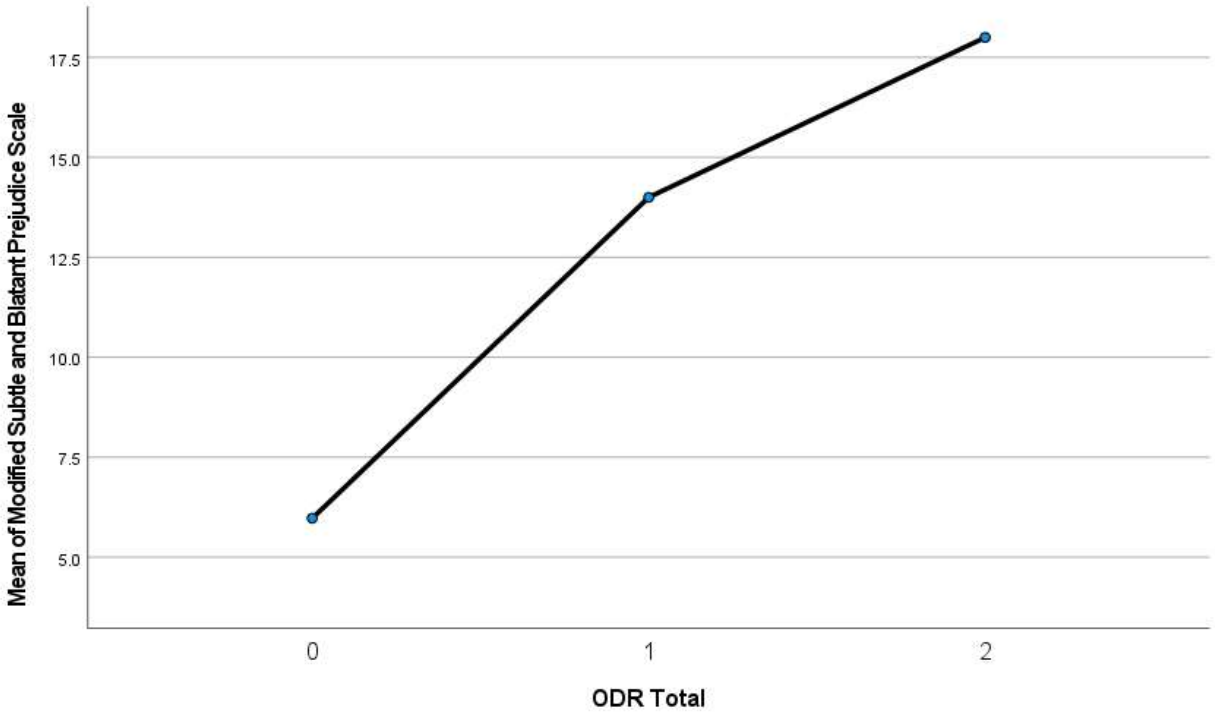
Modified Subtle and Blatant Prejudice Scale

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	40	5.98	4.532	.717	4.53	7.42	0	17
1	4	14.00	5.477	2.739	5.28	22.72	6	18
2	1	18.00	.	.	.	.	18	18
Total	45	6.96	5.330	.795	5.35	8.56	0	18

ANOVA

Modified Subtle and Blatant Prejudice Scale

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	358.936	2	179.468	8.460	<.001
Within Groups	890.975	42	21.214		
Total	1249.911	44			



Appendix T

Modified Subtle and Blatant Prejudice Scale SPSS Output

Group Statistics

	Classroom Type	N	Mean	Std. Deviation	Std. Error Mean
Modified Subtle and Blatant Prejudice Scale	GE	17	6.12	5.395	1.309
	DL	45	6.96	5.330	.795

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Modified Subtle and Blatant Prejudice Scale	Equal variances assumed	.298	.587	-.550	60	.292	.584	-.838	1.522	-3.883	2.207
	Equal variances not assumed			-.547	28.560	.294	.588	-.838	1.531	-3.971	2.295

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Modified Subtle and Blatant Prejudice Scale	Cohen's d	5.347	-.157	-.715	.403
	Hedges' correction	5.415	-.155	-.706	.398
	Glass's delta	5.330	-.157	-.715	.403

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

Appendix U

Child Behavior Checklist- Parent Response Data

PARTICIPANT #	Grade	Classroom Typ	CBCL Total Score Activities Scale	CBCL Total Score Social Scale	CBCL Total Score School Scale	CBCL TOTAL COMPETENCE SCORE	CBCL ANXIOUS/ DEPRESSED	CBCL WITHDRAWN /DEPRESSED	CBCL SOMATIC COMPLAINTS	CBCL SOCIAL PROBLEMS	CBCL THOUGHT PROBLEMS	CBCL ATTENTION PROBLEMS	CBCL RULE BREAKING BEHAVIOR	CBCL AGGRESSIVE BEHAVIOR	CBCL OTHER PROBLEMS	CBCL INTERNAL	CBCL EXTERNAL	CBCL OTHER	CBCL TOTAL
1	2	GE	3	5	8	20	1	0	0	1	0	2	0	0	1	1	0	4	5
2	2	DL	4	6	10	23	1	2	3	1	1	2	0	1	1	6	1	5	12
3	2	GE	5	7	12	16.5	8	2	6	6	0	2	3	3	5	16	6	13	35
4	2	DL	6	8	14	12.5	1	0	0	1	1	1	3	5	3	1	8	6	15
5	KW	DL	5	5	10	21.5	4	0	1	2	1	0	0	5	2	5	5	5	15
6	KW	DL	6	6	12	18	0	0	0	0	0	0	0	0	0	0	0	0	0
7	KW	GE	7	7	14	15	0	0	0	1	0	2	1	2	4	0	3	7	10
8	KW	DL	8	8	16	13.5	4	2	0	2	1	5	5	7	3	6	12	11	29
9	1	DL	10	11	21	20	7	2	2	5	0	4	4	8	10	11	12	19	42
10	2	DL	12.5	14.5	5.5	24	0	0	0	0	1	1	1	0	1	0	1	3	4
11	1	GE	12	13	3.5	22	3	4	4	4	0	9	1	2	3	11	3	16	30
12	1	DL	13	3.5	16.5	12.5	1	0	0	3	1	1	3	4	3	1	7	8	16
13	KW	DL	13	13	5	17.5	1	0	0	1	1	5	2	5	1	1	7	8	16
14	1	DL	15	16	31	13	0	0	0	0	0	0	0	0	0	0	0	0	0
15	2	DL	17	19	36	10	0	0	0	0	0	0	0	0	0	0	0	0	0
16	1	DL	17	18	35	17.5	3	0	1	3	1	4	0	6	2	4	6	10	20
17	1	GE	18	19	37	16	0	1	0	1	1	3	2	4	0	1	6	5	12
18	2	GE	20	22	5.5	19.5	0	0	1	0	0	1	0	0	1	1	0	2	3
19	KW	DL	19	5.5	5.5	18.5	1	0	0	2	0	2	0	2	2	1	2	6	9
20	KW	DL	12.5	12.5	25	23.5	1	0	2	0	1	0	1	0	2	3	1	3	7
21	KW	DL	12	12	24	19.5	0	0	0	0	0	7	1	5	1	0	6	8	14
22	2	DL	24	26	50	24.5	0	0	0	0	0	1	0	0	2	0	0	3	3
23	1	DL	11.5	12.5	24	19.5	4	0	0	2	0	1	0	6	2	4	6	5	15
24	1	DL	25	26	51	18.5	0	0	0	0	0	0	0	1	1	0	1	1	2
25	KW	DL	10	10	5.5	21.5	0	0	0	0	0	0	0	0	0	0	0	0	0
26	2	GE	28	30	5.5	20.5	2	1	0	0	1	1	0	0	0	3	0	2	5
27	1	GE	28	6.5	34.5	14	9	4	0	4	6	9	3	9	7	13	12	26	51
28	1	DL	11.5	7.5	5.5	24.5	3	1	0	3	5	4	1	1	8	4	2	20	26
29	1	DL	30	6.5	36.5	24	1	0	0	0	1	0	1	0	0	1	1	1	3
30	1	GE	11.5	4.5	16	21	0	0	0	1	2	4	0	1	2	0	1	9	10
31	2	DL	33	35	5	25	2	2	1	0	0	0	0	0	4	5	0	4	9
32	2	DL	12.5	14.5	27	25.5	0	0	0	0	0	1	0	2	1	0	2	2	4
33	KW	DL	33	4.5	37.5	15.5	0	0	0	0	1	0	0	0	1	0	0	2	2
34	1	GE	11.5	5.5	17	21.5	2	0	0	0	0	5	1	2	2	2	3	7	12
35	1	DL	36	37	73	19	0	1	0	0	0	5	2	3	0	1	5	5	11
36	2	DL	9.5	11.5	21	20.5	2	1	5	1	3	3	1	5	4	8	6	11	25
37	2	GE	8.5	7.5	5.5	21.5	7	7	6	6	8	7	0	10	8	20	10	29	59
38	1	GE	39	40	79	18.5	3	2	0	3	1	1	1	2	4	5	3	9	17
39	1	GE	40	3.5	43.5	14.5	2	0	2	2	1	1	1	1	2	4	2	6	12
40	KW	DL	9	9	18	20.5	5	1	1	3	0	1	0	5	5	7	5	9	21
41	KW	DL	4	4	8	13	0	2	1	0	0	0	0	0	1	3	0	1	4
42	2	DL	44	4.5	48.5	12.5	0	6	1	1	0	3	0	0	1	7	0	5	12
43	2	GE	13.5	15.5	5	20.5	6	2	1	2	2	7	0	3	8	9	3	19	31
44	2	DL	46	48	94	11	0	1	0	0	0	0	1	2	0	1	3	0	4
45	1	GE	12	13	25	20	1	0	0	0	0	2	0	1	1	1	1	3	5
46	1	DL	47	48	5	27	3	0	1	5	0	7	2	5	5	4	7	17	28
47	1	DL	48	49	97	18	1	1	0	0	0	0	0	1	0	2	1	0	3
48	KW	DL	10.5	10.5	21	24.5	9	2	4	8	7	5	2	8	10	15	10	30	55
49	KW	DL	8	4.5	12.5	17.5	2	1	0	0	0	0	3	11	3	3	14	3	20
50	2	DL	11.5	8.5	20	25	1	0	1	0	0	0	0	0	1	2	0	1	3
51	1	DL	52	53	5	15.5	3	1	1	4	0	6	2	3	1	5	5	11	21
52	1	DL	53	6.5	59.5	20.5	3	0	0	2	1	0	0	0	0	3	0	3	6
53	KW	DL	53	53	106	25	5	0	0	4	1	10	4	13	7	5	17	22	44
54	KW	DL	54	54	108	25	4	4	0	3	3	9	0	9	0	8	9	15	32
55	2	GE	57	59	3	15.5	0	2	0	1	1	3	2	3	2	2	5	7	14
56	1	DL	57	58	115	15.5	2	1	1	1	0	1	7	2	3	4	9	5	18
57	1	DL	58	59	117	13	1	1	1	1	0	6	2	4	0	3	6	7	16
58	2	DL	60	7.5	67.5	19.5	4	1	0	2	0	2	2	6	4	5	8	8	21
59	1	DL	60	5.5	65.5	20.5	8	2	2	7	1	6	3	8	3	12	11	17	40
60	2	GE	62	64	126	21	1	0	2	1	1	0	0	2	1	3	2	3	8
61	KW	DL	8.5	8.5	17	22.5	0	1	1	0	2	0	0	0	1	2	0	3	5
62	2	DL	64	66	130	13	0	0	0	1	1	5	0	2	4	0	2	11	13

Appendix V

Child Behavior Checklist- Teacher Response Data

PARTICIPANT #	Grade	Classroom Typ	TRF Academic Performance Mean	TRF Total Adaptive Functioning	TRF ANXIOUS/ DEPRESSED	TRF WITHDRAWN /DEPRESSED	TRF SOMATIC COMPLAINTS	TRF SOCIAL PROBLEMS	TRF THOUGHT PROBLEMS	TRF ATTENTION PROBLEMS	TRF RULE BREAKING BEHAVIOR	TRF AGGRESSIVE BEHAVIOR	TRF OTHER PROBLEMS	TRF INTERNAL	TRF EXTERNAL	TRF OTHER	TRF TOTAL
1	2	GE	2.2	11.2	6	1	0	0	0	5	0	0	0	7	0	5	12
2	2	DL	5	23	0	0	0	0	0	1	0	0	0	0	0	1	1
3	2	GE	15	69	2	1	0	0	0	10	0	0	1	3	0	11	14
4	2	DL	6.6	35.6	0	0	1	1	0	11	1	0	2	1	1	14	16
5	KW	DL	6.4	31.4	0	0	0	0	0	1	0	0	0	0	0	1	1
6	KW	DL	0	0	0	1	0	0	0	1	0	0	0	1	0	1	2
7	KW	GE	4.8	24.8	0	1	0	1	1	17	4	2	2	1	6	21	28
8	KW	DL	12.2	64.2	0	0	0	0	0	7	3	0	1	0	3	8	11
9	1	DL	18.8	91.8	0	0	0	0	1	2	1	0	0	0	1	3	4
10	2	DL	1.8	9.8	0	0	0	0	1	1	0	0	0	0	0	2	2
11	1	GE	12.6	61.6	0	5	0	2	0	31	5	3	3	5	8	36	49
12	1	DL	7	38	0	0	0	0	0	11	2	0	0	0	2	11	13
13	KW	DL	6.6	37.6	1	0	1	2	6	33	3	10	0	2	13	41	56
14	1	DL	0	0	0	0	0	0	0	16	0	4	0	0	4	16	20
15	2	DL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	1	DL	8.4	44.4	0	1	0	0	0	5	0	0	0	1	0	5	6
17	1	GE	4.8	27.8	8	6	0	9	7	43	7	15	3	14	22	62	98
18	2	GE	1.4	6.4	0	0	0	1	0	0	0	0	0	0	0	1	1
19	KW	DL	4	21	0	0	1	0	0	1	0	0	2	1	0	3	4
20	KW	DL	3.2	14.2	4	5	2	0	0	0	0	1	0	11	1	0	12
21	KW	DL	5.8	33.8	1	1	0	3	0	24	3	6	2	2	9	29	40
22	2	DL	1.6	7.6	0	0	0	0	0	0	0	0	0	0	0	0	0
23	1	DL	6.4	32.4	2	0	0	2	0	17	4	3	0	2	7	19	28
24	1	DL	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0
25	KW	DL	0	0	0	0	0	1	0	1	1	1	0	0	2	2	4
26	2	GE	2	9	0	1	0	1	0	0	0	0	0	1	0	1	2
27	1	GE	21.8	110.8	11	8	1	6	9	36	3	27	2	20	30	53	103
28	1	DL	12	60	0	0	0	1	0	7	0	1	0	0	1	8	9
29	1	DL	1.2	6.2	0	0	0	0	0	0	0	0	0	0	0	0	0
30	1	GE	4.4	24.4	3	0	0	2	0	4	1	0	0	3	1	6	10
31	2	DL	4.4	17.4	0	7	1	1	0	2	1	0	2	8	1	5	14
32	2	DL	1.8	9.8	0	0	0	0	0	0	0	0	0	0	0	0	0
33	KW	DL	1	5	0	3	0	0	0	7	0	0	0	3	0	7	10
34	1	GE	5.2	27.2	0	4	0	2	0	14	5	1	1	4	6	17	27
35	1	DL	4.4	25.4	0	0	0	0	0	6	0	0	0	0	0	6	6
36	2	DL	10.8	52.8	2	2	0	2	0	3	3	3	0	4	6	5	15
37	2	GE	25.2	123.2	3	1	0	0	0	0	1	0	0	4	1	0	5
38	1	GE	7.6	36.6	0	0	0	0	0	0	0	0	0	0	0	0	0
39	1	GE	5.2	25.2	6	3	0	3	0	14	2	0	0	9	2	17	28
40	KW	DL	9.4	44.4	0	0	0	0	0	0	0	0	0	0	0	0	0
41	KW	DL	1.8	6.8	1	1	0	4	1	15	3	7	1	2	10	21	33
42	2	DL	5	22	3	11	0	2	1	7	0	0	0	14	0	10	24
43	2	GE	14	67	3	2	2	0	0	1	0	0	0	7	0	1	8
44	2	DL	1.6	8.6	0	0	0	0	0	0	0	0	1	0	0	1	1
45	1	GE	2.2	11.2	0	0	0	0	0	4	0	0	0	0	0	4	4
46	1	DL	12.2	64.2	2	0	0	1	0	12	0	0	1	2	0	14	16
47	1	DL	1.2	5.2	0	0	0	0	0	2	0	0	0	0	0	2	2
48	KW	DL	24	119	0	0	0	0	0	0	0	0	0	0	0	0	0
49	KW	DL	8.6	45.6	1	3	0	0	1	4	0	0	0	4	0	5	9
50	2	DL	1.4	5.4	0	0	0	0	1	0	0	0	0	0	0	1	1
51	1	DL	8.6	45.6	0	1	0	0	0	4	0	0	1	1	0	5	6
52	1	DL	2.4	11.4	1	5	0	3	2	14	1	1	0	6	2	19	27
53	KW	DL	19	102	0	0	0	0	0	3	0	0	0	0	0	3	3
54	KW	DL	12.8	68.8	1	0	0	0	0	1	0	0	0	1	0	1	2
55	2	GE	6	32	0	0	0	4	0	22	10	2	0	0	12	26	38
56	1	DL	7.8	39.8	0	0	0	0	0	0	0	0	0	0	0	0	0
57	1	DL	6.4	35.4	0	0	0	0	0	3	0	0	0	0	0	3	3
58	2	DL	9.2	46.2	0	0	0	0	0	1	0	0	0	0	0	1	1
59	1	DL	16.6	84.6	1	6	1	0	0	1	1	0	1	8	1	2	11
60	2	GE	3.4	16.4	2	2	0	1	0	0	0	0	0	4	0	1	5
61	KW	DL	2.2	10.2	0	1	0	0	0	0	0	0	0	1	0	0	1
62	2	DL	6	32	7	1	0	4	6	35	2	17	3	8	19	48	75

Appendix W

Modified Subtle and Blatant Prejudice Scale Data

PARTICIPANT #	Grade	Classroom Type	Modified Subtle and Blatant Prejudice Scale
1	2	GE	7
2	2	DL	6
3	2	GE	15
4	2	DL	13
5	KW	DL	5
6	KW	DL	16
7	KW	GE	11
8	KW	DL	5
9	1	DL	4
10	2	DL	4
11	1	GE	0
12	1	DL	12
13	KW	DL	3
14	1	DL	13
15	2	DL	9
16	1	DL	5
17	1	GE	0
18	2	GE	0
19	KW	DL	4
20	KW	DL	5
21	KW	DL	0
22	2	DL	6
23	1	DL	0
24	1	DL	12
25	KW	DL	1
26	2	GE	1
27	1	GE	2
28	1	DL	2
29	1	DL	0
30	1	GE	0
31	2	DL	9
32	2	DL	0
33	KW	DL	4
34	1	GE	3
35	1	DL	15

36	2	DL	10
37	2	GE	10
38	1	GE	2
39	1	GE	8
40	KW	DL	17
41	KW	DL	17
42	2	DL	11
43	2	GE	12
44	2	DL	0
45	1	GE	8
46	1	DL	3
47	1	DL	4
48	KW	DL	6
49	KW	DL	3
50	2	DL	3
51	1	DL	5
52	1	DL	8
53	KW	DL	18
54	KW	DL	18
55	2	GE	11
56	1	DL	6
57	1	DL	0
58	2	DL	11
59	1	DL	6
60	2	GE	14
61	KW	DL	6
62	2	DL	8

Appendix X

Office Discipline Referral Data

PARTICIPANT #	Grade	Classroom Typ	ODR Total	Insubordination, Defiance, Disrespect	Physical Contact	Inappropriate Behavior	Look Alike Weapon	Assault/Battery/Fighting W/O Injury
1	2	GE	0	0	0	0	0	0
2	2	DL	0	0	0	0	0	0
3	2	GE	0	0	0	0	0	0
4	2	DL	0	0	0	0	0	0
5	KW	DL	0	0	0	0	0	0
6	KW	DL	0	0	0	0	0	0
7	KW	GE	3	2	1	0	0	0
8	KW	DL	0	0	0	0	0	0
9	1	DL	0	0	0	0	0	0
10	2	DL	0	0	0	0	0	0
11	1	GE	0	0	0	0	0	0
12	1	DL	0	0	0	0	0	0
13	KW	DL	0	0	0	0	0	0
14	1	DL	0	0	0	0	0	0
15	2	DL	0	0	0	0	0	0
16	1	DL	0	0	0	0	0	0
17	1	GE	0	0	0	0	0	0
18	2	GE	1	0	1	0	0	0
19	KW	DL	0	0	0	0	0	0
20	KW	DL	0	0	0	0	0	0
21	KW	DL	0	0	0	0	0	0
22	2	DL	0	0	0	0	0	0
23	1	DL	0	0	0	0	0	0
24	1	DL	0	0	0	0	0	0
25	KW	DL	0	0	0	0	0	0
26	2	GE	0	0	0	0	0	0
27	1	GE	0	0	0	0	0	0
28	1	DL	0	0	0	0	0	0
29	1	DL	0	0	0	0	0	0
30	1	GE	0	0	0	0	0	0
31	2	DL	0	0	0	0	0	0
32	2	DL	0	0	0	0	0	0
33	KW	DL	0	0	0	0	0	0
34	1	GE	1	0	0	1	0	0
35	1	DL	1	0	0	0	1	0
36	2	DL	0	0	0	0	0	0
37	2	GE	0	0	0	0	0	0
38	1	GE	0	0	0	0	0	0
39	1	GE	0	0	0	0	0	0
40	KW	DL	0	0	0	0	0	0
41	KW	DL	1	0	1	0	0	0
42	2	DL	0	0	0	0	0	0
43	2	GE	0	0	0	0	0	0
44	2	DL	0	0	0	0	0	0
45	1	GE	0	0	0	0	0	0
46	1	DL	0	0	0	0	0	0
47	1	DL	0	0	0	0	0	0
48	KW	DL	1	0	1	0	0	0
49	KW	DL	0	0	0	0	0	0
50	2	DL	0	0	0	0	0	0
51	1	DL	0	0	0	0	0	0
52	1	DL	0	0	0	0	0	0
53	KW	DL	2	0	0	1	0	1
54	KW	DL	1	0	0	1	0	0
55	2	GE	5	3	0	2	0	0
56	1	DL	0	0	0	0	0	0
57	1	DL	0	0	0	0	0	0
58	2	DL	0	0	0	0	0	0
59	1	DL	0	0	0	0	0	0
60	2	GE	0	0	0	0	0	0
61	KW	DL	0	0	0	0	0	0
62	2	DL	0	0	0	0	0	0