How Do Teacher Education Courses Discuss Structurally, Culturally, and Linguistically Diverse Families?

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Abstract

In this review of textbooks designed for university courses for early childhood educators, the researcher found three themes. The themes were family inclusivity, reflection, and classroom activities. These themes were found after a process of discovery and coding. While the nine textbooks included in this study all had pros and cons, this study also made evident that one textbook is not always appropriate for a specific college course. The findings from this study have implications for many stakeholders including university faculty, teacher education majors, administrators, teachers, families, and students.

Keywords: Coursework; Teacher education; Diversity

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Teaching is multifaceted. Teachers need to know content, methods, and theories. Additionally, they need a skill set that encourages and facilitates positive relationships among the school, student, family, and community services. Therefore, teacher preparation programs have the task of helping future teachers understand theories that support teaching strategies, application-based content knowledge for instructors, and the tools to engage all families and community members. Many university professors rely heavily on textbooks as a foundation when planning teacher preparation courses. Textbooks provide a guide to the syllabus or calendar, while also ensuring that needed topics are discussed about the theme of the course. While professors also use supplemental resources, the adoption of a textbook at many universities is mandatory and is chosen by the professor (Dennis, 2011).

Textbook companies, authors, and editors work tirelessly to provide a wide range of textbooks for faculty members to choose from when designing courses. Therefore, the purpose of this research study was to compare the family structure content in family engagement textbooks, predominately aimed at individuals going into the early childhood field. Once the textbooks were chosen and received, the researcher concentrated on the specific topic of how family and student variety were taught and/or addressed in each textbook. Some common links include culturally relevant pedagogy, demographics of families, and funds of knowledge.

The importance of ensuring that future teachers have access and knowledge for a plethora of students and families is multilayered. First, student demographics in schools are becoming more diverse, and therefore so are families (Gollnick & Chin,

2009). According to Knopf and Swick (2008), families today have evolved culturally and racially from families in previous generations, thus supporting the need to educate future and current teachers on topics and strategies related to diversity in the classroom (Berger & Riojas-Cortez, 2012). It has been stated that by the year 2020 students of Color will comprise 50% of the school population, while teachers will likely remain predominantly White and female (Amos, 2010; Gollnick & Chin, 2009; Paine, 1989). The Census Bureau has also projected an increase in the minority population in the United States stating, "by 2023 minorities will comprise more than half of all children" (United States Census Bureau, 2008). Further research indicates that by the year 2043 there will be a Majority Minority, which means that White individuals will be the minority group in the United States (Maxwell, 2014). Most importantly, it has been found that if teacher candidates are not explicitly taught and guided through the interaction of learning about multicultural education (i.e., working with diverse families and students) they are less likely to implement such concepts in their own classrooms (Lowenstein, 2009).

Therefore, it is important to understand the current trends in research focused on family diversity and how diversity, as a concept, is taught in college courses. One way to do this is through an abridged literature review. This process is essential to developing an understanding of the "musts" for a given course and topic. For this study, the researcher completed an extensive literature review prior to researching the textbooks. The researcher found current trends in diversity and/or multicultural education, which will be defined later. The trends include topics such as asset-based mindsets, including all types of families, providing an unbiased lens, and

providing culturally sensitive activities that create welcoming environments for families and students (Allen, 2010; He, 2009; Ladson-Billings, 1994).

Overall, multiple stakeholders will benefit from this study, including publishers, faculty members, school administrators, students, and families. Publishers, understanding the importance of their work and the impact textbooks have in classrooms, will influence the content, applicable ideas, and concepts introduced and discussed. Faculty members will be able to understand the differences among textbooks, the information that is left out or added, and the major themes incorporated when choosing and designing a course. The researcher of this study, a university faculty member, went through the process to distinguish exemplar textbooks from textbooks that were written from a point of view that did not match the specific course content objectives for a course taught every spring at her university, which focused on collaborative and respectful relationships between teachers and families. Additionally, the literature review process and textbook analysis displayed the common themes and trends in early childhood family engagement for course design. It is also important for school administrators to understand the information being disseminated to future teachers about family, school, parent, student, and community partnerships and collaborative relationships. Finally, families knowing that teacher preparation programs and educators find value in family voice, family engagement, and partnerships creates an atmosphere of collaboration.

Theoretical Framework

The theoretical framework for this research project was based on the idea that strong partnerships between families and

early childhood programs increase students' academic and social emotional growth (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). While families and home environments are very important in the lives of students, so are the schools/centers they enter daily (Bronfenbrenner, 2004). Therefore, understanding how university courses (i.e., textbooks) address the concepts of teachers working with a variety of families and students is important.

The theoretical framework was used as a lens to view the textbooks in a way that focused on how families and the collaborative relationships between family and school were introduced, described, and encouraged throughout the textbooks. However, before discussing the methods, there are definitions that need to be addressed because of the interchangeable nature of terms. First, the term "family" and "parent(s)" will be used interchangeably. The definition of parent and family, for this study, is any adult who is in a caregiving role in the life of a child. Therefore, part of a family, or a parent, could be an aunt, uncle, older sibling, or next-door neighbor; anyone who helps in the caregiving of a child.

Second, "engagement" and "involvement" are often used interchangeably when discussing family and school partnerships. While these two terms may seem similar, they are quite different. Involvement is defined as "actions at home provide support for children's education," while engagement is defined as "teachers and parents work collaboratively to meet a school's broad goals" (Berger & Riojas-Cortez, 2016, p. 89).

Furthermore, the term "diversity" is complex. "Diversity" is often used interchangeably with other terms, such as "multicultural," "racial," "cultural," and

"different." For this study, diverse or diversity is defined as incorporating many, if not all, multicultural topics. This means valuing strengths of individuals that are worthy of recognition and incorporation into the classroom through integration into every aspect of the preschool environment; course of study/lesson in a classroom environment (Amos, 2010; Banks, 1995; Gollnick & Chin, 2009; Gorski, 2010; Swidler, 1986). Examples of multicultural topics include, but are not limited to, the following: race and culture (family and holidays), class, gender, disability, sexual orientation, language, and religion.

Closely associated is the concept of culturally relevant pedagogy. Culturally relevant pedagogy, described by Gloria Ladson-Billings (1994), is a way to "describe a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impact knowledge, skills, and attitudes" (p. 17). Ladson-Billings described three criteria associated with culturally relevant teaching. The first is that a student must experience academic success regardless of the inequities in the environment. Second, students must develop cultural competence by utilizing their funds of knowledge or "the historically accumulated and culturally developed bodies of knowledge and skills essential for a household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 2001, p. 133). Third, students need to learn how to question the status quo of current oppressive social constructs (Coffey, 2008). Overall, culturally relevant pedagogy is grounded in teachers' ability to display culture competence or an understanding of cultures and the funds of knowledge associated with those cultures.

Related is the term "funds of knowledge," which is "the historically accumulated and culturally developed bodies of knowledge and skills essential for a household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 2001, p. 133). In relation to this study, funds of knowledge relate to the skills and actions educators and other people take to fully understand the family, culture, and traditions of the students and the community (Gonzalez, Moll, & Amanti, 2005; Sternberg, Lipka, Newman, Wildfeuer, & Grigorenko, 2007). Teachers who utilize students' funds of knowledge learn about the students' cultures and backgrounds to inform instruction by expanding lessons to incorporate meaningful resources based on the students' prior knowledge, even if it is varies from that of the teachers.

Aside from the definitions for this study, there are limitations that need to be recognized. The researcher of this study was researching textbooks for a specific course taught in the first year of the early childhood teacher education program at her state university. The researcher's own background and research on multicultural education guided specific concepts that she felt needed to be addressed in the specific course. Therefore, the researcher recognizes that the information gathered and analyzed was subject to bias, however, the needed topics in the course are based in research focused on multicultural curriculum implementation and working with a variety of family types in an educational setting. Furthermore, the researcher wanted to make sure there were suggested activities, that funds of knowledge were taught, and that personal mindsets or the idea of privilege were addressed in the textbooks. Although there was a specific lens, there were still broad commonalities and differences between and among the textbooks.

Methodology

The qualitative methodology used in this research study was summative content analysis which "involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context" (Hsieh & Shannon, 2005 p. 1277). During and after the content analysis process, the researcher was able to find common themes through the process of coding.

The purpose of this study was to investigate how textbook authors guide pre-service teachers to discuss and engage with all families and students in their classrooms and school environments, specifically focusing on the multicultural lens of families and students. The researcher questions for this study include:

1. How do textbook authors discuss and guide readers to think about families and students, structurally, culturally, and linguistically?
2. What strategies or activities do textbook authors provide to readers to engage in personal growth and professional growth?
3. What strategies or activities do textbook authors provide to readers to engage all families and students in the classroom and school building community?

These three research questions served as a guide during the data analysis and coding process.

After solidifying the three guiding research questions, the researcher began the research process. Initially, the researcher gathered textbooks, in both hard and soft copies when available, related to family and school partnerships. The textbooks were chosen due to availability and past relationships with publishers. Some of the textbooks were in the department already, while others were sought out through researching two well-known publishers. All nine of the textbooks collected focused on early childhood grades. The number nine had no significance, other than the availability of textbooks based on the researcher's conversations with publishers, other faculty members in the early childhood department, and surrounding early childhood principals and directors. The researcher does not claim that this is an exhaustive list, however the list provides a wide range of views and information for the available textbooks at the time of the study for the specific course. The textbook years ranged from 2004 through 2016. The nine textbooks had a variety of authors and publishers. A list of the textbooks is available in Appendix A.

As seen in the table in Appendix A, two of the textbooks were written by the same authors; they are an earlier edition and a later edition. The reason for selecting both textbooks was to continue the comparison model of what was important and available in 2012 verses what was important and available in 2016. It was evident that the authors had made changes to the textbook based on more current research in the later edition, as evident in Appendix C. Furthermore, in the earlier edition the authors focused on directly working with culturally and linguistically diverse groups, while the latest version focused on the process of reflection and learning about the culture, the people, and the children and families before diving into activities and collaboration (Berger & Riojas-Cortez, 2012; Berger & Riojas-Cortez, 2016). Therefore, the process of choosing both editions was important, because not all professors or college students have the

luxury of staying up to date with the latest version of a textbook due to financial constraints, so including both editions added depth to the analysis process.

After gathering the textbooks, the researcher went through each textbook to find where the authors identified information focusing on family types and the idea of diversity or multicultural education. This was completed by reading the table of contents and finding key words in the index. Key words the researcher looked for included but are not limited to: culturally responsive teaching or pedagogy; funds of knowledge; family diversity, which includes family structures; children with special needs; and culturally, structurally, and linguistically diverse families.

Once the researcher was able to identify places in the textbook that addressed the idea of families and multicultural topics, the researcher began to code each textbook. The coding was guided by the literature review, which was completed prior to the research study and described earlier. The themes that were found all focus on the purpose of this study, which was how pre-service teachers are taught to discuss and engage with all types of families in their classrooms and school environments. Additionally, the themes were also aimed at answering the three guiding research questions. The three founding themes included family inclusivity, reflection, and classroom activities.

Findings

In Appendix B, the findings are outlined by textbook and theme. The first theme, family inclusivity, includes how authors addressed structurally, linguistically, and culturally diverse families in school settings. The inclusiveness of family types

in each textbook is further depicted in Appendix C. The second theme, reflection, focused on the process of reflection that was apparent in most of the textbooks as a way for teachers to grow personally and professionally when working with students and families that do not share the teacher's background, skin color, culture, or religion, etc. The final theme, classroom activities, focused on the suggestions or ideas that the textbook authors provide to readers to include all students and families in a classroom and school environment.

Family Inclusivity

The concept of family inclusivity focuses on how textbook authors included all types of families. For example, the researcher analyzed and coded whether authors addressed families that display heteronormative ideals, or if the author included multiple family structures, from LGBTQ families, to single-parent families, to blended families, to adoptive families, and more. The first analysis completed by the author that was focused on this theme included reading the chapter titles and going through the index to understand what types of families (structurally, culturally, linguistically) were discussed in each textbook. Through this process, the researcher was able to gain knowledge on the authors' viewpoint and ideas of family.

All the nine textbooks analyzed discussed multiple types of families, including structurally diverse, linguistically diverse, and culturally diverse. While some family structures were missing from most of the textbooks, such as military families and transgendered families, authors did include family structures such as LGBTQ families, blended families, two-parent families, single-parent families, multiracial families, adoptive families, families in poverty

(homelessness), multigenerational families, and more, as evident in Appendix C.

Out of the nine textbooks, eight of the textbooks discussed family structures from a positive or asset-based mindset by discussing the benefits each family structure brings with them into a classroom community (i.e., their funds of knowledge). One of the textbook authors summarized during a discussion of family types, "Despite the differences in parenting practice that families from various cultures may employ, it is important to be aware that most parents do have similar goals for their children. Families want their offspring to live healthy lives, achieve economic stability, and adhere to certain cultural values" (Scully, Barbour, & King, 2015, pp. 98–99). That quote summarizes how the authors of the eight textbooks interpreted viewpoints by concentrating on similarities and common goals. As readers keep that idea in mind through the process of reflection (second theme), professional and personal growth is bound to occur.

While eight out of nine of the textbooks discussed structurally, culturally, and linguistically diverse families in an inclusive way, one of the textbooks separated out types or structures of families. In this one textbook (Sailor, 2004), the author defined and separated types of families including nuclear families, single-mother families, single-father families, instant families (i.e., blended families), and LGBTQ families. However, the difference in this textbook was how the author organized the textbook. The LGBTQ families were not described in the same chapter titled "The Rich Diversity of Family Forms," as were all the other types of family structures. The discussion of LGBTQ families, adoptive families, and foster families were in the chapter titled "Routes to

Parenting" (Sailor, 2004). This distinction and semantics of "routes" and "rich diversity" place a judgment and distinct separation between family structures. This judgment could influence the readers and their perceptions of family in relation to the students in their classrooms.

Overall, the theme of family inclusivity focused on the rich variety of family types, including structural, cultural, and linguistic. Eight of the nine textbooks discussed many family types. However, excluding the concept of military families and transgendered families just illustrates how two current family types were excluded. This will be discussed in the implications sections.

Reflection

Personal and professional growth, as addressed in the second theme and the second guiding research question, was a topic discussed in six of the nine textbooks by discussing the topic of reflection (Barbour, Barbour, & Scully, 2011; Berger & Riojas-Cortez, 2012; Berger & Riojas-Cortes, 2016; Grant & Ray, 2016; Heath, 2009; Scully, Barbour, Roberts-King, 2015). The importance of reflection, or the process of "continually examining your own background and perspective" (Barbour, Barbour, & Scully, 2011, p. 21) was evident in the textbooks by guiding readers through a process of questioning and discussing taboo topics in society, such as LGBTQ families or how to work with families living in poverty, and the misconceptions associated with structurally, linguistically, and culturally diverse families. The process of reflection aided readers in becoming "aware of your (their) assumptions about families and children from various ethnic, social, and racial groups" (Barbour, Barbour, & Scully, 2011, p. 21).

In the five textbooks that included the reflection process, the focus was on the personal and professional growth of the educator by discussing mindsets, funds of knowledge, and culturally responsive pedagogy. For example, some authors encouraged readers to reflect on their own time as a young student. They were asked to draw a picture of their family and to reflect on how their family was or was not represented in their school and classroom environment (Berger & Riojas-Cortez, 2012 & 2016).

Other textbooks challenged readers to reflect on their own childhood and the biases ingrained from a young age. Authors asked readers to face their biases and misconceptions through an activity that asked readers to write their initial thoughts when a type of family is mentioned. For example, what do you think about when you hear "blended" families? What do you think about when you hear "linguistically diverse" families? What do you think about when you hear about "nuclear" families? (Grant & Ray, 2016). While some authors asked readers to focus on their own biases and misconceptions of family types, other authors approached the activity from an asset-based mindset. The author of another textbook prescribed a similar activity of reflection when specific families were mentioned, but had readers write down the benefits specific types of families bring to the classroom (Heath, 2009).

Finally, many of the textbooks included the process not only of personal reflection, but also pair or team reflections. This continues teachers' professional growth by learning from others and having accountability partners. The addition of thinking, pairing up with a partner, and sharing also builds in the sense of trust.

However, not all the textbooks in this study included the process of reflection. The three textbooks that did not include reflection (Barclay, 2005; Cox-Peterson, 2011; Sailor, 2004) included other classroom or personal activities, however reflection was a not a major component of the textbook and reader process.

Classroom Activities

The final theme that was a common thread in all the textbooks was the addition of teaching strategies and/or specific activities for future teachers or teacher educators to incorporate into the learning experiences. All the activities addressed in this data analysis process include families and the recognition of families in the classroom environment, which connects to the guiding research questions and the purpose of this research study. The activities ranged from parent meetings, to how to engage in effective parent-teacher conferences, to classroom activities that ensure all students feel welcomed and comfortable because they are represented and heard in the classroom community.

All nine of the textbooks included ideas of how to work with families and students, which was an assumed common link between all nine of the textbooks as they were all concentrating on family-school collaboration and partnerships. While some of the textbooks incorporated activities or strategies into each chapter, other textbooks concentrated on specific activities in one section of the textbook.

In one of the textbooks that had suggestions throughout each chapter, the authors included a list of books that could be incorporated into the classroom (Grant & Ray, 2016). Additionally, they provided other ideas, such as various times for parent-

teacher conferences, as not all family structures can find childcare, afford childcare, or have a work schedule that allows the traditional after-school conference.

While Grant and Ray (2016) incorporate ideas throughout the entire textbook, other authors focus in one area or one chapter. For example, three of the textbooks (Berger & Riojas-Cortez, 2012; Berger & Riojas-Cortez, 2016; Sailor, 2004) addressed the idea of anti-biased curriculums or anti-biased environments in one section of the textbook. This was a suggestion provided for the readers to consider when designing a classroom environment. An anti-biased environment "supports the understanding and valuing of all cultures" (Sailor, 2004, p. 15). Other authors define it as the "practice of freedom" (Berger & Riojas-Cortez, 2012, p. 49). In Derman-Sparks (2010) there are four goals to anti-biased curriculums, which include:

(a) children demonstrating self-awareness and confidence

(b) children using language to describe unfairness

(c) children expressing comfort and joy with human diversity

(d) children feeling empowered against discrimination

Through this suggested activity or curriculum, the authors guide future teachers to use books to reflect difference, as well as the dramatic play area, music area, art area, and games (Berger & Riojas-Cortez, 2012). Through these specific activities children/students learn how to relate to others and create a classroom environment that is welcoming to everyone, regardless of their family structure, cultural, or linguistic background.

Overall, the idea of classroom activities was incorporated into all the nine textbooks included in this study. The authors took similar yet unique approaches to the activities. While there were commonalities, such as the inclusion of books and anti-biased curriculums, there were also different activities or concepts to consider in the nine textbooks. The variety of activities displays the idea that one size does not fit all.

Implications

"One of the challenges facing American schools today is educating the diverse child population with a teaching force that remains largely White, middle-class, and female" (Barbour, Barbour, & Scully, 2011, p. 21). Diverse families are part of the diversity seen in student populations, structurally, culturally, and linguistically. It is important to understand what teacher candidates are learning in teacher preparation programs. One way to have a glimpse into these courses is through the available textbooks. As was evident in this textbook analysis and comparison study, textbooks authors have their own embedded ideas when discussing family types.

As noted in the findings, the researcher pointed out the fact that some family structures were not discussed in any of the nine textbooks. Specifically, military families and transgendered families. Understanding the process and length of time it takes for a book to be published, it could be assumed that military families and transgendered families were not highly discussed topics at the time of writing. However, it could also be implied that authors are fearful of discussing taboo,

politically charged, or potentially morally offensive topics to some individuals in the U.S. population. Military families are an important type of family to discuss, as more and more men and women are sent overseas. Additionally, as transgendered individuals continue to become empowered to freely express themselves and start families, it is the view of the researcher that future educators need to be guided through the process of reflection and discussion of this widening topic to combat misconceptions. Being able to understand the misconceptions, have open conversations, and be able to welcome all types of families into a classroom environment is essential for the development and growth of all involved.

Further implications from this study suggest that one textbook is not always appropriate for the course content needed for the designed course. While gathering, studying, and collecting data from the included textbooks in this study, the researcher/professor began to weave a few textbooks together to cover the needed material. The researcher discovered that to be mindful of students' wallets, one textbook needed to be chosen as the "best," but that supplemental materials would be needed to fully support the design and concept of the course. Choosing the best possible textbook takes time, consideration, and a study of how to best meet the needs of the students while also addressing the relevant content.

Discussion

The purpose of this research study was to compare and contrast the content in family and school engagement textbooks focusing specifically on how the authors guide readers, who are primarily future early childhood teachers, through the process of learning about and reflecting on types of

families. It is important that course designers and/or professors understand the "musts" of a topic discussed in courses, such as the terminology in current practice through the process of a comprehensive literature review.

After completing the review, the researcher found three themes, which included family inclusivity, reflection, and classroom activities. While these themes were subtly based on an extensive literature review completed prior to the analysis, the themes provide a window into the content provided in a variety of textbooks, while also answering the three guiding research questions.

While there are implications from this study, such as understanding the financial constraints of students and politically or morally charged discussions surrounding the topic of family diversity, it is ultimately up to the faculty member or a team of faculty members to choose an appropriate and applicable textbook to guide the learning and course objectives. While supplemental materials are usually needed, textbooks are commonly used to outline a course. The faculty member designing a course needs to make sure that students are receiving up-to-date information, research-based knowledge, and applicable skills to take into the classroom. In reference to a family and school engagement course, it is essential that teacher candidates leave the course with knowledge on how to reflect and engage in multicultural and collaborative learning.

This topic is important as teacher educators continue to prepare teachers in a way that is beneficial to the growth of students in their classrooms, as

well as personally and professionally stimulating to the growth of the individual educators. Not every faculty member teaching a course focused on family, school, and community relationships will agree on one textbook as the "best," however, understanding the topics at a deeper level, especially around the topic of diverse families, is important for today's society and school culture. Families, students, and communities are becoming more and more diverse; therefore educators of all backgrounds need to be equipped with knowledge, background, and activities to engage students and families in a positive and meaningful way.

Appendix A

Table 1

Reference Number by Textbook

	Textbook
Reference Number	
1	Barbour, C., Barbour, N.H., & Scully, P.A. (2011). Families, schools and communities: Building partnerships for educating children. (5th Ed.). Boston: Pearson.
2	Barclay, K.H. (2005). Together we can: Uniting families, schools, and communities to help all children learn. Dubuque, IA: Kendell/Hunt Publishing Co.
3	Berger, E.H., & Riojas-Cortez, M. (2012). Parents as partners in education: Families and schools working together. (8th Ed.). Boston: Pearson.
4	Berger, E.H., & Riojas-Cortez, M. (2016). Parents as partners in education: Families and schools working together. (9th Ed.). Boston: Pearson.
5	Cox-Peterson, A. (2011). Educational partnerships: Connecting schools, families, and the community. Boston: Sage.
6	Grant, K.B., & Ray, J.A. (2016). Home, schools, and community collaboration: Culturally responsive engagement. (3rd Ed.). Boston: Sage.
7	Heath, P. (2009). Parent-child relations: Context, research, and application. (2nd Ed.). Columbus, OH: Pearson

Appendix B

Table 2

Discussions and Activities per Textbook

| Textbook | Discussion | | Classroom Activities |
	Family Inclusivity	Reflection	
8	Discussed LGBTQ and adoption*	Not a major component	Included ideas on how to work with families and students in one chapter
2	Discussed structurally, linguistically, and culturally diverse families	Not a major component	Included ideas on how to work with families and students throughout the textbook
5	Discussed structurally, linguistically, and culturally diverse families	Not a major component	Included ideas on how to work with families and students throughout the textbook
1	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to do, and the importance of, personal and professional reflection	Included ideas on how to work with families and students throughout the textbook
3	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to do, and the importance of, personal and professional reflection	Included ideas on how to work with families and students in one chapter
4	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to do, and the importance of, personal and professional reflection	Included ideas on how to work with families and students in one chapter
6	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to do, and the importance of, personal and professional reflection	Included ideas on how to work with families and students throughout the textbook
7	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to do, and the importance of, personal and professional reflection	Included ideas on how to work with families and students throughout the textbook
9	Discussed structurally, linguistically, and culturally diverse families	Discussed in detail how to and the importance of personal and professional reflection	Included ideas on how to work with families and students throughout the textbook

Note. *Utilized a Routes to Parenting approach with a Deficit-Based Mindset towards Family Inclusivity whereas the remaining textbooks discussed Family Inclusivity per Rich Diversity Family Forms with an Asset-Based Mindset.

Appendix C

Table 3

Family Inclusivity by Textbook

Family Type	Textbook								
	1	2	3	4	5	6	7	8	9
Heteronormative (Nuclear)	X	X	X	X	X	X	X	X	X
Multigenerational / Grandparents	X	X		X		X	X	X	X
Single-parent	X		X	X		X		X	X
Blended	X		X	X		X	X	X	X
Same Sex	X			X	X	X	X	X*	X
Multi-racial	X								X
Adoptive	X					X	X	X*	X
Linguistically Diverse	X	X	X	X	X	X			
Immigrant			X	X		X			
Religiously Diverse					X	X			X
Low SES (Poverty)	X	X	X	X		X			9
Divorce / Separation / Remarriage			X	X		X	X		
Military						X			X
Incarceration						X			
Foster Care	X					X	X	X*	X
Teen Parents			X	X			X	X*	

Note. * indicates the reference was found within chapter "Routes to Parenting."

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