Introduction

• Nature of the relationship between children's ethnic and racial biasing and their peer behaviours is an under researched area (Quintana, Aboud, Chao, Contreras-Grau, Cross, Hudley, Hughes, Liben, Nelson-Le Gall & Vietze, 2006)
• Research with adults indicates that implicit and explicit measures of ethnic and racial biasing are related to different types of behaviours - implicit attitudes are linked to nonverbal social behaviours and interaction whereas explicit attitudes are linked to more observable behaviours (Fazio, Jackson, Dunton & Green, 1995; Dovidio, Kawakami, Johnson, Johnson & Howard, 1997; Wilson, Lindsay & Schober, 2000)
• Implicit ethnic and racial biasing and associated behaviours indicated clear in-group preference and out-group prejudice towards African American adults (Dovidio et al., 1997)
• Research with children indicates a dissociation between implicit and explicit forms of ethnic and racial biasing (Baron & Banaji 2006; Davis & Leman, 2004; Rutland et al., 2005)
• Little is known about whether this same separation between social behaviours and ethnic biasing exists in children and whether implicit tasks reveal in-group preference and out-group prejudice in black and white children

The Present research

Aims
• To examine the relationship between implicit and explicit assessments of children's racial biasing and their peer social behaviours
• To examine the presence of in-group preference and out-group prejudice in implicit and explicit assessments of children's ethnic biasing and peer social behaviours

Hypotheses
• In line with adult literature we predicted that children's implicit and explicit ethnic biasing would show different relationships to their peer social behaviours
• In line with Social identity Development Theory (SIDT – Nesdale 1999) we predicted that children of all ages would show in-group preference in racial biasing
• In line with research from adult literature we predicted that this in-group preference would be more pronounced on implicit versus explicit assessments
• In line with SIDT (Nesdale 1999) we predicted that only children aged 7 years or older would show out-group prejudice in ethnic and racial biasing
• In line with research from adult literature we predicted that this out-group prejudice would be more pronounced on implicit versus explicit assessments

Key Aspects of Design

• Implicit AND explicit measures (separated by 4 week gap)
• White ethnic majority group AND Black ethnic minority group participants
• Stereotypes of BOTH Ethnic Majority Group AND Ethnic Minority Group

Participants
• 108 (53 girls and 55 boys) of white English or black British backgrounds
• 3 age groups (5-year-olds, 7-year-olds, 9-year-olds)

Method
• Children were seen twice – each visit was separated by a 4 week gap
• In the first session they participated in the Implicit Story Memory Task (adapted Nesdale, 1999) and the social behaviours task (Schuster, 1999)
• In the second session they participated in the explicit attribution task (adapted Doyle, Beaudet and Aboud, 1988)

Session One: Implicit Story Memory task (Nesdale, 1999)

• 4 stereotypical and 4 non-stereotypical trait activities - 2 positive and 2 negative - for each target character enacted by appropriate target character in the story
• Children asked to recall who conducted which activity in story

Session Two: Explicit Attribution Task (Doyle et al., 1988)

• 16 traits from implicit task
• Assign to each target character in turn
• Non comparative and Not Forced Choice

Results

Racial Stereotyping: Degree of Stereotyping (DoS)= Number of stereotypical traits recalled/assigned to each character minus the number of non-stereotypical traits recalled/assigned for that same character

Social Behaviours task (Schuster, 1999)

• Children asked to name three classmates they would 'most like to' sit next to and three classmates you would 'least like to' sit next to on the bus on a trip to the zoo

Behaviours and Racial Biasing

Black Children
• Black children show no preference for interacting with in- vs. out-group peers
• High desire to interact with black in-group peers moderately associated with high implicit (r=.23, p<.01) and explicit (r=.23, p<.01) stereotyping of white targets
• High desire to interact with white out-group peers associated with low stereotyping of white targets (r=.33, p<.05)
• Positivity towards black and white targets unrelated to peer social behaviours

White Children
• High desire to interact with white in-group peers (M=.84, SD=1.08, t (44) = 5.22, p < .001) and moderately associated with high explicit positivity towards white targets (r= .25, p<.05)
• In line with SIDT (Nesdale 1999) we predicted that only children aged 7 years or older would show out-group prejudice in ethnic and racial biasing
• In line with research from adult literature we predicted that this out-group prejudice would show different relationships to their peer social behaviours

Conclusions

• Children's peer behaviours differentially related to implicit and explicit racial biasing
• Black children of all ages showed in-group biasing on implicit and explicit tasks
• White seven-year-olds showed in-group biasing on explicit task
• While children of all ages showed in-group preference and out-group prejudice in their peer behaviours; black seven-year-olds showed in-group behaviour preference
• Black children's stereotyping of white out-group targets only relates to their social behaviours with black in- and white out-group peers but their racial biasing does not
• White children's stereotypes of in- and out-group targets and their racial biasing (positivity towards out-group targets) relates to their peer social behaviours

References