

Anti-Bias Classroom Checklist

Adapted from PEPI (Preparing Early Childhood Professionals for Inclusion) from
The Western Oregon University



Anti-Bias Classroom Checklist

IMAGES: POSTERS, DRAWINGS, PHOTOGRAPHS, PUZZLES, AND GAMES

Criteria	Yes/No	Notes
1. Do the images around the classroom appear to represent all the children, families, and staff in the program?		
2. Is there a balance in the images among the different groups (i.e., there is not just a token representation of one or two images for certain groups)?		
3. If the classroom population is racially/ethnically homogeneous, are there images present of the major racial/ethnic groups in the community?		
4. Are there images present that accurately reflect the daily lives of the families in the community (e.g., a variety of work settings, and family recreational activities)?		
5. Are there gender inclusive spaces that allow children to move between materials or roles regarded as male or female?		
6. Are there images of elderly people from various backgrounds doing a variety of activities?		
7. Are there images of people with different abilities from various backgrounds shown at work and with their families? (Please note if any of the images show the person with a disability being dependent or passive.)		
8. Do the images reflect the diversity of family structures present in the community (e.g., hetero and homosexual parents, one-parent and two-parent families, interracial and multiethnic families, families with adopted children, families with members who have a disability)?		
9. Do the images of important individuals (past and present) reflect a diversity of racial/ethnic, gender, and physical/cognitive ability, and include people who participate(d) in struggles for social justice?		

BOOKS

Criteria	Yes/No	Notes
1. Do the children's books reflect diversity of gender roles, racial and cultural backgrounds?		
2. Do the children's books portray a variety of family structures and income levels?		
3. Do the children's books feature individuals with special needs and a range of abilities?		
4. Do the children's books show people from all the above backgrounds and abilities in an accurate portrayal of their daily lives?		
5. Are the children's books available in languages other than English, especially those languages spoken by children, families, and staff in the program and in the community?		
6. Do the children's books include lifecycle and holiday celebrations representing all the children and families at the center?		

TOYS, MATERIALS, AND EQUIPMENT

Criteria	Yes/No	Notes
1. In the dramatic play areas, are there items for a diversity of gender play – e.g., tools and space for working in and out of the house, rooms in the house other than a kitchen, male and female work and play costumes?		
2. In the dramatic play areas, is there diversity in the personal objects, toys and pretend food that reflects a wide range of cultural and ethnic backgrounds?		
3. In the dramatic play areas, is there accessibility for use by children with physical, visual or auditory special needs?		
4. In the dramatic play areas, are there child size mirrors?		
5. During your observation, were the children exposed to music from various cultural styles (pre-recorded or created in the classroom)?		
6. In the art materials, are there a variety of colors of crayons, paints, play dough, and collage materials that the children can use to represent their own skin tone?		
7. Do the dolls and action figures represent a diversity of groups – e.g., gender, race/ethnicity, culture, occupation, physical ability?		
8. Do the other toys and games in the classroom reflect a diversity of groups?		

STAFF INTERACTIONS

Criteria	Yes/No	Notes
1. For children who speak languages or dialects other than English, is there an attempt by staff to learn and use key words and phrases in their language?		
2. Do the teachers/caregivers use visual aids, gestures, and physical prompts to children with cognitive disabilities or limited language skills?		
3. Do teachers/caregivers create opportunities for children with physical or cognitive limitations to interact actively and independently with materials and the other children?		
4. Does the center/school provide translators for families who speak a language other than English?		

References:

Materials from this checklist have been adapted from the following:

Derman-Sparks, L. & Edwards Olsen J. (2010). *Anti-bias education for young children and ourselves*. Washington DC: National Association for the Education of Young Children.

Kroeger, J., Recker, A. & Gunn, A. (March, 2019) *Tate and Pink Coat: Exploring Gender and Enacting Anti-Bias Principles* <https://www.naeyc.org/resources/pubs/yc/mar2019/exploring-gender-enacting-anti-bias>