

Exploring Asian American parent-teen socialization discussions about racial discrimination

Cindy M. Liu¹, Kyle Lorenzo¹, Jiawei Wu¹, Tiffany Yip¹, Ph.D, & Cindy H. Liu², Ph.D

1.Fordham University, Department of Psychology

2.Brigham & Women's Hospital, Department of Pediatrics & Psychiatry



HARVARD
MEDICAL SCHOOL

BACKGROUND & AIMS

- Parent-led Ethnic-Racial Socialization (ERS): Messages parents convey about race, including societal attitudes, discrimination, or preparation for bias
 - ERS associated with lower teen levels of depression, higher self-perception, and improved interpersonal quality^{1, 2, 4}
 - Discrepancies between Asian-American teen-reported ERS practices and parental response to discrimination?
- ↓
- Actions Chinese-heritage parents engage in response to discrimination?
 - Association between parents' responses and teens' perception of parent-led racial socialization?

METHODS

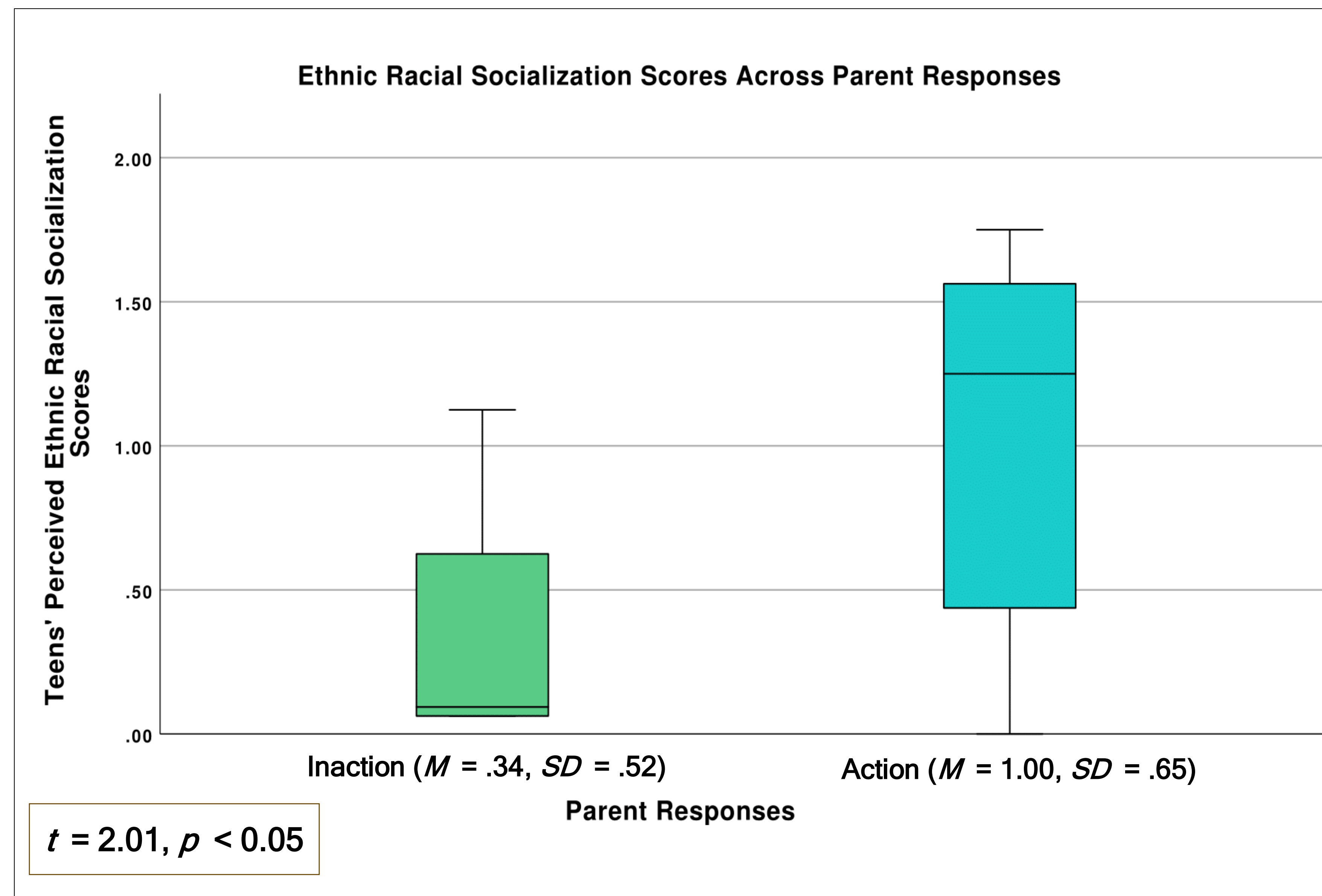
- **Sample:** 15 Asian American parent-teen dyads from the ongoing Building Our Bonds Authentically (BOBA) Project
- **Procedure:** For up to 5 minutes, dyads discussed the following scenario, reflecting on how they would feel and what they would do

You are at school in between class periods and you are in the hallway walking to your next class. You're the only Asian student in the hallway. As you pass by another student, they quickly move away from you and say, "Stay away from me! You could have a disease!"

Analyses were conducted via...

- Categorization of dyads as action or inaction
- Independent samples t-test analysis (teens' scores on an adapted ERS measure³ across action vs. inaction)

RESULTS



Most parents reported **action** in response to the scenario (11- Action, 4 - Inaction). However, most inaction emphasized monitoring situation further.

Parents with active responses had greater teen reports of parent socialization than those with inactive responses.

DISCUSSION & IMPLICATIONS

- Parents who actively respond to discrimination may engage more in ERS, shaping teens' understanding
- Most parents recognize importance of action against racial discrimination
- Future studies should explore what factors influence ERS practices (e.g., immigrant status, prior discrimination)

LIMITATIONS:

- Sample mostly consisted of English-speaking Chinese families, which may not accurately represent the whole population
- Data may not fully reflect dyadic responses in a real-life situation due to potential social desirability bias

Action

"So I would **reach out to the school** and let them know my concern and I would request them to do something about it. Maybe have a separate communication with this particular student or in a broader group and let the school know that **this is not a situation to blame a particular ethnic group...**"

"**If I talk to the administrator and they don't even respond...** then I think I know enough that this is not a good school. And **I would take action to get you out of that school** because I think it says a lot about the culture of the school."

Inaction

"I think that's good that you would tell me. **But I don't think there's anything that you could do in this situation.** Like, I think being frustrated is fine, but you're not going to get physical with someone--"

"**[I] will monitor** this to see if this person will continue to harass my daughter. So if that situation continues, **I definitely will try to get the teachers or even the principal involved** and see what they can do about the situation."



REFERENCES & DRCR POSTERS

Funding: NIH 1R21 HD115355-01; 1R21 HD107512-01A1; 1R01 MH129360-01 (PIs Liu & Yip).



References



DRCR Lab Posters