

Dr. Sandra (Chap) Chapman

community + education + equity



**SANDRA CHAPMAN**  
CONSULTING



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chapequity.com

Where are you in your understanding, feelings and attitudes about your  
\_\_\_\_\_ (insert your racial-ethnic identity) at this moment?

Use the opening prompts below to help start some statements.

I am . . .

I never/sometimes/often . . .

How do I . . .

I don't . . .

They need to . . .

I feel . . .

I would like . . .

I don't know . . .

We need . . .

Are there . . .

When I . . .

*Using racial identity models, this section was modified by Mark Silberberg, Director of Innovation & Learning at LREI*

**Color Blind Racial Ideology** – Color-evasion: the belief that race does not matter in one's personal life or have an impact on interpersonal relationships (Sullivan & Cross, 2016).

**Racial Self-Schema** – Distinct generalizations, thoughts, feelings, and emotions about one's racial-ethnic self (Oyserman et al., 2003).

Use the prompts below to reflect and write about your journey of **Bi-racial awareness**

1. Think of a moment in your life when you believed that race was not a big deal or had an impact on your personal goals and sense of self. (personal identity)
2. How did your appearance and level of cultural knowledge about your groups impact your ability to associate with one or more aspects of how you identify? (choice of group categorization)
3. Can you recall a moment this past year when you experienced tension, stress, shame, embarrassment, or guilt about choosing one of your identities? Who did you talk to? How did you (or how do you regularly) overcome moments like this? (enmeshment/denial)
4. Do you feel bi-ethnic and/or bi-racial pride? What are ways you reconnect with members of your ethnic groups or learn more about your racial heritages and culture? (appreciation)
5. What are ways you translate your understanding of yourself as a biracial person? (integration)

Framework	My Race Journey
1. No group awareness - <b>Personal Identity</b>	
2. Society says I am _____ - <b>Choice of Group Categorization</b>	
3. Shame, blame, guilt - <b>Enmeshment/Denial</b>	
4. I think this is what it means to be _____ - <b>Appreciation</b>	
5. Empowered sense of multiple identities - <b>Integration</b>	

## **Five-Stage Model of Biracial Identity Development**

**Poston (1990)**

In Renn, K. A. (Fall 2008). *New Directions for Student Services*. No. 123. Research on Biracial and Multiracial Identity Development: Overview and Synthesis. DOI: 10.1002/ss.282

### **Personal identity:**

Young children hold a personal identity that is not necessarily linked to a racial reference group.

### **Choice of Group Categorization:**

Based on personal factors (such as appearance and cultural knowledge) and factors defining perceived group status and social support, an individual chooses a multicultural existence that includes both parents' heritage groups or a dominant culture from one background.

### **Enmeshment/Denial:**

Guilt at not being able to identify with all aspects of his or her heritage may lead to anger, shame, or self-hatred; resolving the guilt and anger is necessary to move beyond this level.

### **Appreciation:**

Individuals broaden their racial reference group through learning about all aspects of their backgrounds, though individuals may choose to identify with one group more than with others.

### **Integration:**

This level represents a multicultural existence in which the individual values all of her or his ethnic identities.

