



# Child Impact Evaluation Study of ADL's Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute

## Overview

From 2009–2010, Barry University School of Social Work designed and conducted a Child Impact Evaluation Study measuring the effectiveness of The Miller Childhood Initiative's anti-bias training and curriculum resources with children whose preschool teachers completed the training (a full-day Educator Workshop and a half-day Follow-Up Educator Workshop) and used its curricular resources in their classrooms. The study augmented a previous evaluation conducted by Media Transformations Inc. from 2001–2005 which focused on the impact of the program on participating educators and family members.

The Barry University study involved 150 preschool children from four preschools in the Belle Glade, Boca Raton, Delray Beach and Lake Worth areas of Florida. Teachers in three of the preschools completed The Miller Early Childhood Initiative training during the course of the impact study, and the fourth school served as the control group. The study employed both quantitative and qualitative methods and a quasi experimental pretest/posttest intervention control design to evaluate the efficacy of The Miller Early Childhood training and curricular resources.

## Summary of Findings

The evaluation data provided evidence of the positive impact of ADL's Miller Early Childhood Initiative on children's development of self-concept and respect for themselves and others and on the effectiveness of the program to reduce the development of biases and their impact on children's thinking and behavior.

**Self-Concept and Self-Respect.** Children whose teachers participated in The Miller Early Childhood Initiative exhibited higher levels of self-concept and self-respect in comparison with the control group. Participant children demonstrated increased self-concept scores, and also cited significantly more positive attributes in themselves than children in the control group.

**Mutual Respect.** Children whose teachers participated in The Miller Early Childhood Initiative showed less biased attitudes and behavior than children in the control group. Participant children showed significantly increased levels of respect towards children they perceived as different from themselves and reduced levels of bias towards them. In comparison with the control group, they showed a significant increase in helping, playing with and bringing home children of different races and abilities.



All in all, the study data provided evidence of the positive impact of The Miller Early Childhood Initiative on preschool children, adding to the earlier evaluation findings which recognized the program's positive effects on the teachers and family members. Further study with reduced limitations could potentially increase and substantiate the findings among the preschool children.

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