

An Evaluation of Boys Council

Final Report

September, 2008

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Acknowledgements

Numerous individuals participated and contributed to this study. First, we would like to thank all of the boys and young men who participated in the study, both in completing the survey and participating in the focus groups. Second, we would also like to thank all group leaders who participated in the focus groups. Third, we would like to thank all of the staff persons who administered the surveys to the youth and mailed the completed surveys to the research team. Fourth, we would like to acknowledge Laura Lenseigne for her support with the preparation of the final report. Finally, we would like to thank Beth Hossfeld, MFT, Associate Director and Founder of Girls Circle and The Council for Boys and Young Men and Giovanna Taormina, Executive Director of Girls Circle Association for the opportunity to evaluate their program.

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Executive Summary

The following report summarizes findings from a study that evaluates the effectiveness of Boys Council conducted by Eric Mankowski Ph. D and his research team, Department of Psychology, Portland State University (PSU). In this report, we briefly review the need for programs and organizations that support boys. Next, we describe Boys Council theory and curricula, the purpose of the study, and outline the research methods employed. Finally, we present preliminary findings, interpretations, and implications.

Background

Traditional views of masculinity have been associated with serious risk behaviors including reckless driving, violence, and suicide (Sabo, 1999). A large number of boys and young men encounter serious levels of adversity, in areas such as bullying, violence, crime, school drop out rates, learning disabilities, injuries from accidents, and binge drinking (Park, Paul, Irwin, & Brindis, 2005). Furthermore, in recent studies, boys have fared poorly in areas of education, mental health, access to health care, bullying, violence, and substance abuse (Hossfeld, Gibraltarik, Bowers, & Taormina, 2008). Boys Council emerged as a curriculum designed to offer pre-teen and adolescent young men a solid pathway toward healthy masculine identity development (Hossfeld, et al.).

Project Objectives and Research Design

Beth Hossfeld, Associate Director of Boys Council, approached Eric Mankowski Ph. D in November, 2007 and a partnership was formed to work collaboratively on the Boys Council Pilot Study project. The purpose of the collaboration research pilot study was to investigate the effectiveness of the Boys Council. In particular, the main research aim was to determine whether Boys Council has a positive impact on boys social connection and engagement, masculine and ethnic identity, self-efficacy, collective identity, resilience, motivation, and decision making with relation to school engagement, substance use, sexual activity, and relational behaviors. Secondly, we were interested in assessing the boys' satisfaction in participating in Boys Council. Thirdly, we investigated the relationship between boys' reported satisfaction with Boys Council and their

outcomes in the aforementioned areas. Lastly, we examined how the Boys Council's curricula and its implementation could be improved.

Preliminary Findings

- In general, boys report a positive overall satisfaction with Boys Council.
- Pre- to post-survey changes occurred in the expected direction, although many of the differences were not large enough to be considered reliable (statistically significant) and could have occurred due to chance and factors other than participation in Boys Council.
- Significant pre- to post-survey changes were found for School Engagement indicating a higher level of attendance and positive behavior in school.
- Suggestions for improvement are provided based on our analyses of qualitative data collected during focus groups with facilitators and boys participating in Boys Council.

Limitations

There are several limitations to the possible interpretations of the results of this study. Most importantly, this study does not make use of an experimental design. The boys who participated in this study have not been randomly selected or assigned to experimental groups. Because no comparison group has been evaluated, it is unclear if the changes from pre- to post-survey are the direct results of their participation in Boys Council, or simply a side-effect of participation in any youth serving program.

The selection process of boys who participated in Boys Council varied from site to site and may be biased for several reasons. For these reasons, results may represent changes in boys with recognized behavioral problems only. In addition, boys without recognized behavioral problems could have benefited from participation in Boys Council in different ways than the boys who were selected. Moreover, as was previously discussed, problems arose in matching the pre- and post-survey data. As a result, the sample size ($n = 93$) of matched participants is small which restricts our ability to detect reliable and generalizable findings.

Finally, the data collected in the pre- and post-survey was self-reported and may be biased. As a result caution is needed when interpreting these findings. Many of the boys in this study have been selected and/or targeted by their school leaders as having behavioral problems.

In addition, since the pre- and post-surveys were administered in a setting (i.e., school) in which the boy's attitudes and behaviors are evaluated, the boys may not have completely trusted that their responses to the survey items would be confidential. Consequently, the boys may not have been completing the surveys, which would limit the statistical ability to detect pre- to post-survey changes.

Introduction

Summary

The following report prepared for Boys Council summarizes findings from a study that evaluates the effectiveness of Boys Council conducted by Eric Mankowski Ph. D and research team, Department of Psychology, Portland State University (PSU). The report begins with a brief review of the need for programs and organizations that support boys, then describe Boys Council theory and curricula, the purpose of the current study, outline the research methods employed, and present preliminary findings and interpretations.

Background

Traditional views of masculinity have been associated with serious risk behaviors including reckless driving, violence, and suicide (Sabo, 1999). Boys and men have been taught to suppress their emotions and feelings in order to achieve an ideal sense of masculinity (Kilmartin, 2007). For example, boys and men are encouraged to be aggressive, competitive, in control, tough and successful (Kivel, 2007). Boys and men step outside that ideal masculine box (“act-like-a-man” box; Kivel) they are often verbally insulted or physically abused. In fact, according to the social learning theories, boys are punished for cross-gender behavior that are outside the five gender norms (Brannon, 1985; Doyle, 1995) and rewarded for adhering to male gender specific behavior (Kilmartin, 2007). When these role expectations and norms conflict with the naturally occurring tendencies of the person, the boy or man experience gender role strain (O’Neil, Helms, Gable, David, & Wrightsman, 1986). As a result of gender role strain, a boy or man may experience negative emotions, stress or poor coping behaviors, such as turning to substance abuse or aggression (O’Neil, et al.). Furthermore, a large number of boys and young men encounter serious levels of adversity, in areas such as bullying, violence, crime, school drop out rates, learning disabilities, injuries from accidents, and binge drinking (Park, Paul, Irwin, & Brindis, 2005). In recent studies, boys have fared poorly in areas of education, mental health, access to health care, bullying, violence, and substance abuse (Hossfeld, Gibraltarik, Bowers, & Taormina, 2008). Boys Council emerged as a curriculum designed to offer pre-teen and adolescent young men a solid pathway toward healthy masculine identity development (Hossfeld, et al.).

Boys' Council

Boys Council, a structured support group for boys' age 9-18 years, is a strengths-based group approach to promote healthy masculinity (Hossfeld, et al., 2008). Boys Council is based on Relational-Cultural Theory (Miller, 1991) and Resiliency principles (Bernard, 2004), incorporating theories of masculine identity formation rooted in cross-cultural traditions (Hossfeld, et al.). Boys' Council recognizes boys' strengths and capacities, challenges stereotypes, questions unsafe attitudes about masculinity, and encourages solidarity through personal and collective responsibility (Hossfeld, et al.). It aims to promote boys' natural strengths and to increase their options about being male in today's world. Specifically, Boys' Council challenges myths about how to be a 'real boy' or 'real man', increases boys' emotional, social, and cultural literacy by promoting valuable relationships with peers and adult facilitators through activities, dialogue, and self-expression (Hossfeld, et al.). The model intends to respond to boys' increased rates of violent crime, bullying, substance abuse, and risky sexual behaviors. Boys Council works to enhance boys' skills and options for ways to respond to social, emotional, cultural and economic conditions that may impact their lives (Hossfeld, et al.). Although several programs have been established in many youth-serving organizations aimed to specifically support boys, it is unclear to what extent these programs are effective as a gender-specific model to support pre-teen to adolescent boys' development.

Boys Council Curricula

Boys' Council follows a structured, gender-relevant support group curriculum for boys and young men from nine to eighteen years of age. Boys Council support groups are designed to meet in a group of six to ten boys of similar age and development with one or two facilitators, for one and a half to two hours, each week for a series of ten weeks. At the time of the pilot study, Boys Council facilitators had not received specific Boys Council Facilitator Training nor did they have access to the Boys Council Facilitator Manual. The facilitators did however, utilize one or more of the three distinct Boys Council curriculum guides; Standing Together: A Boys Council Journey into Respect (for Ages 9 – 14), Growing Healthy, Growing Strong (for Ages 9 – 14), and Living a Legacy: A Boys Council Rite of Passage (for Ages 14 – 18). The curricula differ only in their respective ten week themes and activities (see Table 1).

Table 1. Boys Council Themes and Activities

	<i>Standing Together: A Boys Council Journey into</i>	<i>Growing Healthy, Growing Strong</i>	<i>Living a Legacy: A Boys Council Rite of Passage</i>
Week 1	Creating Our Council	Creating Our Council	Creating Our Council
Week 2	Similar and Different	Getting Connected	Creating Our Council
Week 3	Put Downs – Part 1	Healthy Competition – Part 1	Strength Through Diversity
Week 4	Put Downs – Part 2	Healthy Competition – Part 2	Mentors, Role Models, and Heroes
Week 5	Space Invaders	Bullying	Unlocking the Code
Week 6	Boys’ Rights	What’s Your Choice? Boys and Their Emotions – Part 1	Healthy Relationships
Week 7	E-motions – Part 1	What’s Your Choice? Boys and Their Emotions – Part 2	Who’s the Man? Boys and the Media
Week 8	E-motions – Part 2	Boys’ Unspoken Rules	Conflict Resolution: Squash it Before it Starts
Week 9	Boys & Power	Male & Female: Roles and Expectations	No One Walks Alone
Week 10	Community & Recognition	Staying Connected	Living and Leaving a Legacy

The general format is designed to be the same for each of the three curricula. Each of the group sessions are expected to proceed in order with the following: an opening ritual, theme introduction, warm-up activities, a ‘council’ type check-in opportunity, experiential activities that address gender relevant topics, a reflection and group dialogue component, and a closing ritual. The opening ritual is intended to mark the beginning of the council process and invite the boys into council time while setting a strong positive tone. For example, each boy may ring a bell before taking his place in the council or engage in a special hand-shake with a pledge before

joining the council. The facilitator then introduces the group to the chosen theme of the week, including a short description and synopsis of what is planned for the meeting. The warm-up activity is a brief physical activity that follows the introduction of the weekly theme. The warm-up provides the boys with an opportunity to connect and interact physically to build a sense of teamwork. Following the activity, the check-in is a time designed for the boys to express whatever they wish or say something about the theme for the week.

At this point the purposeful activity (see Table 1) is introduced and implemented as the main component of the group session. The weekly purposeful activities are intended to engage the boys' awareness and skill building in a safe and protected environment without the danger of losing connection with others. For example, the theme for week nine in the Growing Healthy, Growing Strong curricula for 9-14 year olds is "Male & Female: Roles and Expectations". During this activity the boys are asked to brainstorm together to generate a list of qualities that are male and female and list them on the board. In this activity the boys are encouraged to think about their gender and their bodies, minds, roles, relationships, and the ways they express themselves. Following the purposeful activity time, the council is asked to reconvene to allow time for personal reflection. For example, following the activity described above, the boys are asked to reflect on the differences and similarities between men and women, differences in power between men and women, friendships between and within genders, qualities they most like about males and females, and the qualities that the boys feel are most important to grow into a happy and successful man. Throughout this activity, the facilitators carefully encourage the boys to share responses and feelings, interpret themes, explore commonalities, and make the connection between the theme and their experiences in the real world. The group ends with a closing ritual that brings closure to the experience and sends the members out safely with a positive tone, gratitude, and respect. The closing ritual is much like the opening ritual and is designed to unite the council together for a final moment to bring awareness to the community spirit. The same closing ritual is used after each group session.

History and Purpose of the Current Study

Beth Hossfeld, Associate Director Boys Council, approached Eric Mankowski Ph. D in November, 2007 with the hope of developing a collaborative research program on the Boys Council Pilot Study project. A partnership between Boys Council and PSU was formed, as

documented in a memorandum of understanding (Appendix A), and plans were made for the collection of both qualitative and quantitative data regarding the pre-post survey changes among boys who participated in Boys Council.

The purpose of the present study was to investigate the effectiveness of the Boys Council. In particular, the main research question of the present study is to find out whether Boys Council has a positive impact on boys social connection and engagement, masculine and ethnic identity, self-efficacy, collective identity, resilience, motivation, and decision making with relation to school engagement, substance use, sexual activity, and relational behaviors. A second research question addresses whether boys are satisfied with their participation in Boys Council. Thirdly, we investigate whether boys who are more satisfied with Boys Council are more positively impacted in the aforementioned areas. Lastly, we ask how Boys Council's curricula and its implementation could be improved.

In the remainder of the report, we describe findings from pre- and post-surveys and from four focus groups conducted with boys who completed the Boys Council and their facilitators. The focus groups were conducted with the goal of better understanding the boys and facilitators' experiences with Boys Council. In addition, the knowledge we gain from the focus groups enhances the interpretation of the survey findings. First, we will discuss the two different research methods implemented, then report our quantitative and qualitative findings and lastly address our conclusions and implications of the research findings.

Research Methods

Survey Participants

Approximately two-hundred boys participated in this Boys Council Pilot Study, during either the pre-Council assessment, post-Council assessment, or both. Informed consent (see Appendix B), which accompanied an information sheet about Boys Council, was obtained at the beginning of the study from both the boy and their parent/guardian. The information sheet for the boys (see Appendix C) described the purpose of the study, where the study will take place, why they were chosen to participate, their level of involvement, their rights as participants in the study, and what will happen with the data and their answers after they return their survey. The information sheet for the parents (see Appendix D) informed them of the purpose of the study, where to study will take place, why their son was chosen, what his expected level of involvement would be, their right to refuse their son's participation in the study, and what will happen with the data and the answers collected of their son.

Difficulties arose in matching pre- to post-survey data due to administrative errors, missing data, and missing survey pages. We successfully matched 93 cases using either a coversheet and/or boys' demographic information. The difference represents the number of surveys ($n = 117$) that we were unable to match pre- to post- data. The following analyses are based on the 93 pre-post matched surveys.

Ninety-three boys ranging in age from 11-22 years ($M = 15.22$, $SD = 1.92$) participated in one of 9 separate Boys Council support group programs from across the United States. Based on the number of surveys returned and information gathered during the focus groups, we believe that the Boys Council groups consisted of 4-13 boys.

Detailed information regarding ethnicity, primary language, primary guardian, and sexuality are displayed below in Table 2.

Table 2. Participant Characteristics

Variable		%	N
Ethnicity	Caucasian	48%	45
	African American	25%	23
	Latino	16%	15
	Other	10%	9
Primary Language	English	79%	85
	Both English and Spanish	10%	10
Primary Guardian	Mother only	41%	38
	Both Mother and Father	21%	20
	Other family member	5%	5
	Father only	4%	4
Sexuality	Heterosexual	92%	86
	Missing data	7%	6
	Unsure	1%	1

Focus Group Participants

Focus group participants were boys and facilitators who participated in the Boys Council pilot study. Two focus groups were conducted with the boys participating in Boys Council at two different middle schools in Central Oregon. In addition to the signed informed consent previously mentioned, boys who participated in the focus groups were asked for verbal consent to participate and to be audio recorded. Six boys participated in the first focus group and ten boys participated in the second group. Two additional focus groups were conducted with the Boys Council facilitators from each of these two middle schools. There were two facilitators per group, one female and one male each. One of the female facilitators was also the school counselor and the other three facilitators worked for the County Juvenile Justice Department.

Survey Materials

The survey completed by the boys included measures of demographic characteristics, criminal justice involvement, school engagement, positive self image and social engagement, masculine identity, drug and alcohol use, aggression, ethnic identity, self-efficacy and satisfaction with Boys Council (see Appendix E).

Demographic Characteristics of Boys (Items A1-A6, A8-A12): The demographic items included 11 questions about various aspects of boy's lives including age, ethnic identity, guardian status, sexual identity, language, and a few questions regarding boys' involvement with the criminal justice system. Demographic items were used to gather a richer description of the sample population.

School Engagement (Items A14-A16): The three items that assess school engagement ask about behavior in school, attitude about school, and school attendance. The three questions; 'I follow the rules at school', 'I feel good about my school', and 'I attend all of my classes' are rated on a 5-point Likert scale ranging from always to never and includes a sixth option N/A. Two of the three items assessing school engagement, one of which was reworded to emphasize a strengths based approach, were taken from the Quantifying School Engagement: Research Report (2006). Internal consistency of the school engagement scale for the current study was established using Cronbach's alpha (see Table 3).

Positive Self-Image and Social Engagement (Items B1-B8): The positive self-image items included two questions about boys' opinions about themselves. For example, 'I am proud to be a boy/young man' and 'I'm okay with myself no matter what I feel'. The social engagement items included six questions regarding boys' relationships with others including having things in common with other boys, having good role models in their lives, being good role models, and sharing their feelings with others. Positive self-image and social engagement items were rated on a 4-point Likert scale that ranged from strongly disagree to strongly agree. Internal consistency of the positive self-image and social engagement scale was established using Cronbach's alpha (see Table 1). The average response to all 8 of the questions was computed for each boy, with higher scores indicating more positive self-image and higher social engagement.

Adolescent Masculine Identity in Relationships Scale (Items C1-C4): The Adolescent Masculinity Ideology in Relationships Scale (AMIRS; Chu, Porche & Tolman, 2005) consists of 10 items that are rated on a 4-point Likert scale from strongly disagree to strongly agree. The AMIRS has four major themes: emotional stoicism, heterosexual dominance, sexual drive and physical toughness. Internal consistency has been established across different ages of adolescents (seventh grade: Cronbach's alpha = .71; eighth grade: Cronbach's alpha = .67; high school: Cronbach's alpha = .70) and also for the samples combined ($\alpha = .70$) (Chu, Porche & Tolman). For the current study four of the ten items were selected, one to represent each of the four major

themes. The average response to each question was computed with higher scores indicating stronger belief in a convention masculine gender ideology.

Drug, Alcohol, and Tobacco Use (Items D1-D3): The drug, alcohol, and tobacco use was assessed using three questions adapted from the Youth Tobacco Survey developed by the Centers for Disease Control and Prevention (CDC, 2006). Each question asks about use of substances in the last 30 days. Higher scores represent more frequent drug, alcohol, or tobacco usage.

Sub-survey of the Modified Aggression Scale (Items E1-E8): The Modified Aggression Scale (MAS; Bosworth & Espelage, 1995) consists of 22 items that are rated on a 5-point scale indicating the number of times a boy engaged in the activity or task during the last 30 days: no opportunity, never, 1 or 2 times, 3 or 4 times, or 5 or more times. The MAS is composed of four subscales: fighting, bullying, anger, and cooperative/caring behavior. For this study, only the 8-item cooperative/caring subscale was used. Internal consistency of the subscale cooperative/caring has been established using Cronbach's alpha ($\alpha = .60$) (Bosworth & Espelage). An average score on the items was computed for each boy, with higher scores indicating more caring/cooperative behavior.

Ethnic Identity – Teen Conflict Survey (Items F1-F4): The Ethnic Identity – Teen Conflict Survey (EI-TCS; Bosworth & Espelage, 1995) consists of 4 items that are rated on a 5-point Likert scale ranging from “never” to “always”. The EI-TCS measures ethnic pride and respect for differences. Internal consistency has been established using Cronbach's alpha ($\alpha = .73$) (Bosworth & Espelage). The average response to the set of questions was computed for each boy, with higher scores indicating more respect for diversity and greater ethnic pride.

Self-Efficacy Scale (Items G1-G7): The Self-Efficacy Scale (SES; Prothrow-Stitch, 1987) consists of 6 items that are rated on a 4-point Likert scale ranging from strongly disagree to strongly agree. A seventh item added to the measure (DeJong, Spiro, Brewer-Wilson, et al., 1992) was also included in the current study. The SES measures boys' confidence in attaining educational and career goals and in avoiding fights. Internal consistency of the six original items has been established using Cronbach's alpha ($\alpha = .70$) (Prothrow-Stitch). The average response to the set of questions was computed for each boy, with higher scores indicating greater confidence in one's ability to finish school, get a job, and avoid violent encounters.

Satisfaction with Boys Council (Items S1-S11): The satisfaction with Boys Council post survey consists of 7 items that are rated on a 4-point Likert scale ranging from “never” to “always” and 4 open-ended questions. The Satisfaction survey is only completed during the post-Council survey. The average response to the seven questions was computed for each boy, with higher scores indicating more positive experiences in Boys Council. The open ended questions were evaluated separately and were used to further evaluate boys’ experiences in the Council.

Survey Procedure

A pretest – posttest design was employed to evaluate the effectiveness of the Boys’ Council curriculum. Prior to the beginning of the first meeting, an administrative staff person at each Council site administered the pre-test questionnaire packet containing the measures described above, excluding the post-survey. Concluding the tenth Boys Council session¹, an administrative staff person administered the post-survey questionnaire packet containing all of the materials described above. For both the pre-survey and the post-survey participants were given approximately 30 minutes to fill out and complete the packet.

Focus Group Procedures

During the ninth Boys Council sessions, facilitators informed the boys about the opportunity to participate in the focus group at the completion of the Boys Council curriculum. The boys were told that the focus groups would be conducted for an hour session during their regularly scheduled Boys Council meeting time and that the group would be lead by researchers from Portland State University who are interested in learning about their experiences in Boys Council. All boys at the participating organization were invited to participate and all agreed.

Two researchers from Portland State University conducted the focus groups in June 2008. Two focus groups were held with the two facilitators at each site and later the same day with the boys from each site. The researchers first introduced themselves following a semi-structured script (see Appendix F) then proceeded to follow a semi-structured focus group discussion topic guide (see Appendices G and H). The focus groups took about an hour to complete. Pizza was provided for the two boys groups. The researchers ended each group by thanking the participants for their time and provided the boys with Portland State University key chains as a token of their appreciation.

Research Findings

The main research question of this study concerned the effectiveness of Boys Council curricula. Specifically, with regard to boys' level of school engagement, positive self-image and social engagement, masculine identity and relationships, drug, alcohol and tobacco use, aggression, ethnic identity, and self-efficacy. The average pre-Council and post-Council score for each of the scale variables are presented in Table 3a.

Table 3a. Pre- and Post-Survey Descriptive Statistics

<i>Scale</i>	<i># of cases</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Cronbach's alpha</i>
School Engagement (<i>Pre-Survey</i>)	86	1.67	5	3.77	.91	.68
<i>Post-Survey</i>	80	2	5	4.06	.70	.61
Positive Self-Image and Social Engagement (<i>Pre-Survey</i>)	71	1	4	3.04	.52	.72
<i>Post-Survey</i>	72	1.38	4	3.10	.48	.76
Sub-survey of the Adolescent Masculine Identity in Relationships Scale (<i>Pre-Survey</i>)	86	1	3.75	2.26	.71	.63
<i>Post-Survey</i>	88	1	4	2.19	.61	.52
Drug, Alcohol, and Tobacco Use (<i>Pre-Survey</i>)	87	0	18	1.78	3.82	.77
<i>Post-Survey</i>	88	0	18	1.69	3.85	.83
Sub-survey of the Modified Aggression Scale (<i>Pre-Survey</i>)	84	.88	4	2.25	.78	.79
<i>Post-Survey</i>	87	0	4	2.33	.74	.78
Ethnic Identity – Teen Conflict Survey (<i>Pre-Survey</i>)	86	1	4	3.28	.76	.77
<i>Post-Survey</i>	87	0	4	3.31	.79	.77
Self-Efficacy Scale (<i>Pre-Survey</i>)	85	1.71	4	3.03	.60	.80
<i>Post-Survey</i>	84	1	4	3.10	.56	.83

How boys changed during Boys Council

Our main research question concerned whether boys changed during their participation in Boys Council. To address this question, we computed a paired-samples *t* tests to compare pre- and post-Council scores on all variables (see Table 3b).

Table 3b. Paired-samples t test

<i>Scale (pre- to post-survey difference)</i>	<i># of boys reporting ¹</i>	<i>t statistic</i>	<i>degrees of freedom</i>	<i>Significance</i>	<i>Effect Size (d statistic)</i>
School engagement	79	-3.15	78	.002**	-.37
Positive Self-Image and Social Engagement	59	-.33	58	.74	-.07
Sub-survey of the Adolescent Masculine Identity in Relationships Scale	83	.99	82	.33	.12
Drug, Alcohol, and Tobacco Use	86	.23	85	.82	.02
Sub-survey of the Modified Aggression Scale	80	-1.2	79	.24	-.16
Ethnic Identity – Teen Conflict Survey	82	-.29	81	.77	-.03
Self-Efficacy Scale	80	-.94	79	.35	-.12

* Significance at the .05 level. **Significance at the .001 level.

1. The number of boys reporting varies as a result of missing data. Lower numbers indicate more missing data.

The analyses indicate that pre- to post-survey changes occurred in the expected direction, although many of the differences were not large enough to be considered reliable (statistically significant) and could have occurred due to chance and factors other than participation in Boys Council. However, the mean score for school engagement at the pre-survey ($M = 3.77, SD =$

.91) was significantly lower than the mean score at the post-survey ($M = 4.06$, $SD = .70$), $t(78) = -3.15$, $p < .001$. The standardized effect size index, d , was $-.37$, indicating a small effect size. Positive Self-Image and Social Engagement, the Sub-survey of the Adolescent Masculinity in Relationships Scale (AMIRS), Drug, Alcohol, and Tobacco Use, the Sub-survey of the Modified Aggression Scale, Ethnic Identity-Teen Conflict Survey, and the Self-Efficacy Scale all changed in a predicted direction but non-significantly.

Although many of the quantitative results discussed above were non-significant, several aspects of the Positive Self-Image and Social Engagement scale were discussed during focus groups with boys participating in Boys Council validating that some change was made. For example, the scale asks boys if they share feelings with others and how they relate with others. This component is addressed in the following responses to the question regarding what boys liked about Boys Council;

“...I learned about other people’s lives... well you could hear about people’s stories-“ [Boy1 – group1]

“-like, what they think about it and stuff-“ [Boy 2 – group 1]

“-like, what happens in our life.” [Boy 1 – group 1]

“Why did you like that?” [Focus group facilitator]

“I don’t know cause, I hear, I don’t know it’s just cool to hear someone else’s opinions on things” [Boy 2 – group 1]

*“What I learned was [indistinct] we could all come together even though we don’t really like each other, we can learn about each other and all come back in together and be friends, it helped.”
[Boy – group 2]*

In addition, the Positive Self-Image and Social Engagement scale asks both if boys are good role models to others and if they have good role models in their lives. The following quotes were taken from focus groups to highlight this concept;

“Well we kind of talked about like family stuff and like I have always have been like this but I have a younger brother, to protect him, because I want him to be smarter than me and don’t make stupid choices like me. So I tell him what I did and stuff like when I go home and I get suspended or something. I will tell him

what happened and tell him to never do it do something like that cause I don't want him to be like me and be all stupid. And if someone is bugging you you don't get into a fight just tell me and I'll talk with them." [Boys – group 1]

"And we touched the subject on that and we learned to be a little more respectful to teachers. Because they are like our second mothers or like second dad"
[Another boy disagrees: "no. no way. We never said that!"] "Well that's what I think. Like they take care of us when we are in school, they teach us, so basically they are like our second dad or second mom." [Boys – group 1]

Furthermore, several boys discuss how Boys Council helped them be more respectful towards others, avoid getting in fights and how to get along well with others. Quantitatively speaking, this is addressed in The Modified Aggression Scale (MAS; Bosworth & Espelage, 1995). Although the pre- to post-survey changes for the MAS were non-significant, the following quotes highlight these changes;

"Cause like I said, they the [Boys' Council facilitator] helped me a lot with my attitude and that's why I think and my ways with other people. That's why I'm saying that they should get people that hate each other and bring them in Boys group and see if they help each other and be friends afterwards and that's what I think well I think that's a good chance for Boys group to do it." [Boy – group 1]

"That kinda helped me in like in real life too like in public with everything. Like not to judge people so much, like right I have been not like mad all the time. I've been more happier and just hanging out, just being myself. In class, I didn't get in trouble, lately, at least, in Mr. [teachers name] because that's usually like where I get into trouble."

[Boys – group 1]

"It is like okay to express your feelings, even though you're a guy, just like don't bottle them up. Cause I think guys who do that, they get in fights and stuff." [Boys – group 2]

The drug, alcohol, and tobacco use scale changed in a negative direction, but non-significantly, indicating lower rates of use during the post-survey assessment than at the pre-survey. To highlight this change, the quote below was taken from a boy who participated in a focus group responding to the question ‘how did you change after being a part of Boys Council?’

“And like my mom, like you know how you are allowed to drink like if you just want to drink a beer, if your parents give it to you, I don’t even do that anymore.”

[Boy – group 1]

Interestingly, the internal consistency (see Table 1, $\alpha = .63$ pre, $.52$ post) for the AMIRS is much lower than those cited in Chu, Porche & Tolman (2005, $\alpha = .70$). This notably low internal consistency in the AMIRS subscale may seriously limit our ability to detect pre- to post-survey changes.

Were boys satisfied with their participation in Boys’ Council?

Our second research question concerned whether boys were satisfied with their participation in Boys Council. To address this question we computed descriptive statistics on the Satisfaction with Boys Council Scale (see Table 4).

Means for the survey response items were all above 2, indicating positive overall satisfaction with Boys Council. In particular, 52% reported that people *always* kept things confidential in the council ($M = 2.30, SD = .87$), 48% reported that they could *always* trust their Boys Council leaders ($M = 2.16, SD = .97$), and 45% of boys noted that Boys Council was *always* worth their time ($M = 2.06, SD = 1.04$). The aspect of confidentiality in Boys Council was discussed during the focus groups. In support of the quantitative findings above, the following quotes were taken from focus groups with boys participating in Boys Council;

“I liked it. It was like cool because like I don’t have to worry about anyone telling anything that I tell in the group. I could just say like whatever, like, to get something off my chest or something. Yeah it’s pretty cool.”

[Boys – group 1]

“It’s like whatever you talk about in the group, stays in the group.” [Boys – group 1]

Table 4. Satisfaction with Boys Council

<i>Item</i>	<i>Number of Boys Reporting</i>	<i>Always (3)</i>	<i>Usually (2)</i>	<i>Sometimes (1)</i>	<i>Never (0)</i>	<i>Mean (SD)</i>
1. I could say what I was thinking in Boys Council.	88	36	29	17	6	2.08(.94)
2. I could trust Boys Council leaders.	88	42	25	14	7	2.16(.97)
3. People were fair in Boys Council.	87	37	33	11	6	2.16(.90)
4. Everyone respected me in Boys Council.	88	46	22	14	6	2.23(.96)
5. Boys Council leaders focused on what I’m good at.	86	37	26	17	6	2.09(.95)
6. Boys Council was worth my time.	87	39	24	14	10	2.06(1.04)
7. People kept things confidential in Boys Council.	88	46	26	12	4	2.30(.87)

Note. Cell values indicate percent of respondents.

In addition, several boys indicated that they enjoyed their time in Boys Council and that they could say what was on their mind. In response to the question, ‘what did you enjoy about Boys Council’ one boy responded in the following way;

“Um, that it was really fun, um... Well, I did get to get away from class, but that’s not really it cause I like the class that I’m in right now. Um, it was fun cause I could say mostly what I was thinking about, and like I wouldn’t get judged or anything. Cause mostly it feels like, just a normal school day, and I said what I thought, I’d probably get in trouble or something.” [Boy – group 1]

Additionally, boys tended to report positively that people were fair in Boys Council ($M = 2.16, SD = .90$), that they were respected in Boys Council ($M = 2.23, SD = .96$), they could say what they were thinking ($M = 2.08, SD = .94$), and that they believed Boys Council leaders focused on what they were good at ($M = 2.09, SD = .95$). It is worth noting that a small number of boys appear to have had unsatisfactory experiences with Boys Council. In particular, ten boys report the lowest satisfaction on at least one variable.

Do boys who are more satisfied with Boys' Council change more than boys who report being less satisfied?

Our third research question concerned whether boys who report being more satisfied with Boys Council changed more between pre- and post-Council than the boys who report being less satisfied. First we computed a pre- to post-survey change variable, so that a larger number represented more change in the expected direction. Second, we averaged across the satisfaction scale for each participant and created an average satisfaction score, a higher number representing greater satisfaction. Then we computed a correlation analysis to determine the validity of a boy's level of satisfaction with Boys Council in relation to pre- to post-positive survey change. Correlations between boy's level of satisfaction with Boys Council and pre- to post-survey change were not large enough to be considered reliable (statistically significant) on most measures. However, positive changes in Ethnic Identity-Teen Conflict over time was related to greater satisfaction with Boys Council, $r = .33, p < .05$. Such that more satisfied youth gained greater ethnic identity and respect for diversity over the course of the program. Additionally, changes in tobacco, alcohol, and drug use was related to satisfaction with the program, $r = -.30, p < .05$, though in the direction opposite to the one predicted. Boys who reported greater satisfaction with the program, reported an increased use of tobacco, alcohol, and drugs over the course of the program.

How can Boys Council's curricula and its implementation be improved?

During focus groups many suggestions were made by both facilitators and boys participating in Boys Council on how the curricula and the implementation of the curricula may be improved. In light of being succinct for this report, we will highlight eleven of the most prominent suggestions.

1. Facilitators suggest working in smaller groups with no more than six boys per group.

“...So even if you do have [a boy who is very disruptive] and you have a smaller group, it’s more manageable. And then the other peers, being a smaller group, will feel comfortable surrounding this young man emotionally and saying, ‘You know what? That’s not appropriate.’” [Facilitator- group 1]

2. Facilitators suggest thinking about the language used. Refer to boys as ‘young men’ to instill more respect and higher expectation of the boys.

“When [we] spoke with them, we didn’t go in thinking, ‘You’re in here because you got in trouble,’ we rephrased it in a more positive manner.” [Facilitator- group 1]

“[These boys] don’t get respect, their self-esteem...is through the floor, so when we address them...as ‘You young men’...you can tell...you can feel it, the aura just kind of glowing...that speaks volumes to them... ‘Well, okay, young men, that equates me to someone who’s older, more mature, more responsible, like my dad, like my big brother.’” [Facilitator- group 1]

3. Facilitators reported that some of the warm-ups and activities may not be age-appropriate. Specifically, facilitators suggested that some were too elementary and others (e.g. some of the role-playing) asked for an unrealistic level of maturity.

“A couple of [lessons] had the potential of presenting a great message, but the message was truly skewed by the activity itself, which is frustrating as a facilitator because you know what the curriculum’s trying to say...but it’s not the right way to tackle this population.” [Facilitator- group 1]

4. Both groups of boys provided positive feedback on their experiences with Boys Council. Many of the boys indicated that they wanted to meet in their council groups more often than their scheduled 10 sessions. These boys suggested having more sessions per week.

“I think you should [have the group] like three days a week instead of two, cause two, it felt like it was way too short and I felt like I didn’t get to spend enough quality time with all these people.” [Boys-group 2]

... "yeah but like you know how we only had it like twice a week, we should have it like three times a week." [Boys-group 1]

5. Facilitators and boys indicated that they would like to meet as a group both before and after the conclusion of Boys Council. In particular, one of the facilitator groups suggested that facilitators organize and meet for a pre-session before the official beginning of Boys Council. This would be a meeting for the boys to familiarize themselves with each other, begin building trust and relationships, and for the facilitators to identify challenges and strengths of the group. Furthermore, it would allow for the pre-survey to be administered without taking time out of Boys Council curricula.

"We had a neutral person come in [to do the pre-survey], so that person played the role of the bad guy...and then we come in and save the day." [Facilitator-group 1]

"You kind of get a feeling for what the kids are going to be like...That allows us [facilitators] to re-group...go through their backgrounds, ask [each other] questions...try to make it meaningful for the kids so that they're going to leave here with some more tools in their tool chest to be able to go on to flourish." [Facilitator- group 1]

"We were able to bring down the barriers, talk and communicate and laugh...and giving those positive reinforcements and affirmations...and then transitioning into our first day. So all that's accomplished before you even start the group. That was our goal." {Facilitator- group 1]

The facilitators and boys also suggested that Boys Council offer a post-session meeting to provide a follow-up and check in with the boys. Furthermore, boys and facilitators both recognized that importance of some boys continuing in the council for additional sessions.

“There should almost be some type of ... aftercare...It doesn't matter how good or how expensive the program is, if things don't change at home...within 6 weeks they're going to relapse.” [Facilitator- group 1]

“We planted seeds...I think there needs to be follow-through; these are kids that this is maybe their first shot at being in a group...it's like peeling an onion, you peel one layer, then another.” [Facilitator- group 1]

“If you guys are going to do another one, put my name in there, cause I want to be in the boys' group again.” [Boys- group 1]

“I was thinking that...our group...can go to elementary school and talk to them about it...cause I want to talk to the kids about stuff.” [Boys- group 1]

6. Ninety minutes to two hour Boys Council sessions is too long for some schools. Often this means that boys may have to miss more than one class to participate. Facilitators suggested that the sessions meet for 60 minutes instead.

7. Facilitators were concerned with the general format of the Boys Council sessions as being too “head” oriented. For example, they felt the boys were bored during some of the activities and believed their reading and writing skills may have limited their understanding and interaction.

“Because they are really high energy. And it was hard to – we could keep them focused primarily for probably the first half. And then they just, someone would start screwing around. And then another couple kids would fall into it. It's just, it's hard for that age group and that type of kid that we had in the group to keep them focused and on track for the whole hour” [Facilitator- group 2].

“It seems like sometimes they had a hard time doing the ones that they had to sit down and had to write... Some of them just can't do that. They just don't have those skills...” [Facilitator- group 2]

8. All four of the facilitators interviewed believed that the warm-up activity part of the meeting was not necessary and took time and attention away from the theme. Both groups that participated in the focus groups indicated that they got rid of the warm-up activity and replaced it with the check-in piece, which they thought was really important.

“And we also switched things around. Because what was happening was that the warm up activity was taking up too much of the time. And then the kids were not ready to focus in on what was the theme or what the real activity was for the day”. [Facilitator- group 2]

“The two things that I thought were awesome though was that by week two, they surprised me that they, they were right in to the check in thing. Which was amazing, because I didn’t think they would get that at all. But they came prepared everyday, every time for the check in”. [Facilitator- group 2]

“I think its good if you can, actually maybe even incorporating more time to that [focus groups] in the group. Because, I mean, a lot of times these kids just don’t have anyone to talk to and then when you get a kid who probably normally wouldn’t talk, but is out there saying this is what happened to me yesterday or just last week. Wants to kind of, you know, talk about it with the other kids, you know, the other kids I thought were overall pretty good about listening... Well it gave them a voice”. [Facilitator- group 2]

9. Facilitators in both focus groups participated in the Boys Council activities and check-ins. They believe this contributed to a higher level of openness, honesty, respect and trust than would have otherwise been present.

“I think the facilitator participation is critical. Cause, you know, it’s that trust thing again. If you’ve got kids who have nothing to model off of, they need, they need that. Or it helps give them direction of what we, it is we are asking them to do, or what it is we are trying to get from them”. [Facilitator- group 2]

“You gotta be an active participant to get the kids to buy in. I mean that is my own personal opinion. If they see that you are willing to do something and it’s ok with you then they are going to be more willing too”. [Facilitator- group 2]

“I think what it really comes down to is meeting them at their level...Expressing to them that yes, we have education, yes, we’re the leadership role, the adult...doesn’t mean that we’re not human.” [Facilitator- group 1]

“Some people... are afraid to expose themselves... but you know what, that’s better than anything that’s in writing. It’s just connecting, you know. Friendship, rapport...whatever you call it.” [Facilitator-group 1]

“It’s just kinda cool that we could tell [the facilitator] something and he’ll tell us the same question back...And like we could ask him anything...it was pretty cool.” [Boys- group 1]

10. Many of the boys who participated in Boys Council suggested incorporating more physical movement and activity into the activities and less sitting.

“We just sat there and just talked about stuff. I think we should be more active.”
[Boys- group 1]

“What we were talking about was fun but it was boring at the same time because we were sitting down...” [Boys- group 1]

“Like maybe go outside and pass the ball around while you are talking. That would be pretty fun.” [Boys- group 1]

“[One facilitator] said there was going to be a lot of physical activities and there was like only one thing that was physical...so I think it was way [more] fun when we did physical stuff.” [Boys- group 2]

“Instead of being inside a room, we could be outside in the forest by a campfire, go camping.” [Boys- group 2]

11. The facilitators in one of the focus groups discussed the need to incorporate empathy into the lessons more.

“I think if I could name one of the top things that’s [in this interview] is...about empathy...I think it really needs to be addressed.” [Facilitator- group 1]

“Empathy is important and how do you convey that message?...Whatever the curriculum is, there has to be activities that are geared around that...Regardless of what it is that you’re working with...there’s going to be empathy in all of them.” [Facilitator- group 1]

Discussion and Implications

This study was designed to explore the effectiveness of Boys Council curricula. In particular, the aim of the study was to find out whether Boys Council has a positive impact on boys social connection and engagement, masculine and ethnic identity, self-efficacy, collective identity, resilience, motivation, and decision making with relation to school engagement, substance use, sexual activity, and relational behaviors. The impact of Boys Council was assessed by implementing a pre- and post-survey design and analyses. Furthermore, satisfaction with Boys Council was measured at post-survey only. Lastly, we conducted focus groups with boys and facilitators who participated in Boys Council to learn more about their experiences and to enhance our understanding of the quantitative survey results.

Pre- to post-survey changes occurred in the expected direction, although many of the differences were not large enough to be considered reliable. Furthermore, pre- to post-survey changes could have occurred due to chance and due to factors other than participation in Boys Council. Nonetheless, the mean score for School Engagement at the pre-survey was significantly lower than the mean score at the post-survey indicating change in a positive direction. Specifically, higher scores at post-survey indicate that boys are participating in school at greater levels. However, Positive Self-Image and Social Engagement, the Sub-survey of the Adolescent Masculinity in Relationships Scale (AMIRS), the Sub-survey of the Modified Aggression Scale, Ethnic Identity-Teen Conflict Survey, and the Self-Efficacy Scale all changed in a predicted direction but non-significantly. Additionally, the drug, alcohol, and tobacco use scale changed non-significantly, but in the expected direction, indicating less drug, alcohol and tobacco use during the post-survey assessment than at the pre-survey.

Our second research question concerned whether boys were satisfied with their participation in Boys Council. Analysis of the quantitative survey response revealed a positive overall satisfaction with Boys Council. In particular, most boys reported that Boys Council was worth their time, that they could trust their Boys Council leaders, that people kept things confidential in the council, that people were fair in Boys Council, that they were respected in Boys Council, that they could say what they were thinking, and that they believed Boys Council leaders focused on what they were good at. It is important to note that a small number of boys reported unsatisfactory experiences in Boys Council.

Our third research question concerned whether boys who report being more satisfied with Boys Council changed more between pre- and post-Council than the boys who report being less satisfied. Most correlations between boy's level of satisfaction with Boys Council and pre- to post-survey change were not large enough to be considered reliable. However, greater satisfaction with Boys Council was related to increases in Ethnic Identity-Teen Conflict use of tobacco, alcohol, and drug over the course of the program.

Lastly, during focus groups many suggestions were made by both facilitators and boys participating in Boys Council on how the curricula and the implementation of the curricula may be improved. Facilitators suggest working in smaller groups with no more than six boys per group and using specific language with the boys that garners more respect and higher expectations. For example, the facilitators referred to the boys in their group as 'young men'. Furthermore, facilitators' reported that some of the warm-ups and activities may not be age-appropriate. Specifically, facilitators suggested that some were too elementary and others (e.g. some of the role-playing) asked for an unrealistic level of maturity. Reflecting a positive experience with Boys Council, many of the boys indicated that they wanted to meet in their council groups more often than their scheduled 10 sessions. These boys suggested having more than two sessions per week. In this same light, facilitators and boys indicated that they would like to meet as a group both before (pre-session) and after the conclusion of Boys Council (post-session). In particular, one of the facilitator groups suggested that facilitators organize and meet for a pre-session before the official beginning of Boys Council. This would be a meeting for the boys to familiarize themselves with each other, begin building trust and relationships, and for the facilitators to identify challenges and strengths of the group. Furthermore, it would allow for the pre-survey to be administered without taking time out of Boys Council curricula. The facilitators and boys also suggested that Boys Council offer a post-session meeting to provide a follow-up and check in with the boys. Moreover, boys and facilitators both recognized that importance of some boys continuing in the council for additional sessions. However, on the other hand, facilitators indicated a concern for the school time the boys missed to participate in Boys Council. These facilitators believe that ninety minutes to two hour sessions are too long for some schools because this often means that boys may have to miss more than one class to participate.

In terms of the format of Boys Council, facilitators were concerned that the general format of the Boys Council sessions were too "head" oriented. For example, they felt the boys were bored during some of the activities and believed their reading and writing skills may have

limited their understanding and interaction. In addition, many of the boys who participated in Boys Council suggested incorporating more physical movement and activity into the sessions to combat boredom and restlessness. In addition, all four of the facilitators interviewed believed that the warm-up activity part of the meeting was not necessary and took time and attention away from the theme. Both groups that participated in the focus groups indicated that they typically ignored warm-up activity and replaced it with the check-in piece, which they thought was really important. Facilitators in both focus groups actively participated in the Boys Council activities and check-ins alongside the boys. They believe this contributed to a higher level of openness, honesty, respect and trust than would have otherwise been present.

Limitations and Conclusions

There are several limitations to the possible interpretations of the results of this study. Most importantly, this study does not make use of an experimental design. The boys who participated in this study have not been randomly selected or assigned to experimental groups. Because no comparison group has been evaluated, it is unclear if the changes from pre- to post-survey are the direct results of their participation in Boys Council, or simply a side-effect of participation in any youth serving program. For this reason, we cannot make causal statements regarding the effectiveness of Boys Council. To address this limitation, future research should be conducted with Boys Council participants as well as with a comparison group.

The selection process of boys who participated in Boys Council varied from site to site and may be biased for several reasons. For example, we learned from the focus group sites that boys were selected for Boys Council based on reported behavioral problems from both the principal and school counselor. For these reasons, results may represent changes in boys with recognized behavioral problems only. In addition, boys without recognized behavioral problems could have benefited from participation in Boys Council in different ways than the boys who were selected. Moreover, as was previously discussed, problems arose in matching the pre- to post-survey data. As a result, the sample size ($n = 93$) of matched participants is not large thus increasing noise in that data and restricting our ability to detect reliable results.

In addition, participating Boys Council facilitators had not yet received specific Boys Council Facilitator Training at the time of this study. Nor did they have access to the Boys Council Facilitator Manual, which was not available to them at the time. Instead, Boys Council

facilitators utilized the Activity Guides which may have been unclear in its instruction and lacked information about facilitating Boys Council groups, than when supplemented with Boys Council Facilitator Training and Boys Council Facilitator Manual. For these reasons, Boys Council groups participating in the pilot study may have differed significantly in the way they were implemented by each facilitator. Therefore, pre- to post-survey changes may differ in each research site as influenced by the implementation style and format used to facilitate the groups.

Finally, information collected in the pre- and post-survey was self-report in nature and as a result caution is needed when interpreting these self-reports for several reasons. Many of the boys in this study have been selected and/or targeted by their school leaders as having behavioral problems. As such, these boys may feel encouraged to participate in Boys Council to avoid further disciplinary action. In addition, since the pre- and post-surveys were administered in a setting (i.e. school) in which the boy's attitudes and behaviors are evaluated, the boys may not have completely trusted that their responses to survey items would not be used against them or held confidential. Consequently, the boys may not have been completely truthful when filling out the surveys, which would limit the power to detect the expected pre- to post-survey changes. However, when we asked boys about their experiences filling out the surveys during the focus group we found the responses to be positive and several of the boys replied that they had filled out the survey honestly. The following quote highlights this;

“I think it’s all right. Because they ask you if you go back thirty days, how many times have you smoked, well I’ve only done it twice, three to five times, or three to six times. And like you can tell the truth on the survey like they say, like no one will know. It will just stay in the survey and it’ll be safe and no one else will know what you did this and that.” [Boy – Group 1]

Though several limitations to interpreting the results of this study have been recognized, the information gained through this research may be an invaluable starting point for future research. Furthermore, in conducting focus groups for this study, we have gained insight on how Boys Council curricula and implementation may be improved.

Appendix A: Consent Forms

Form 4

Boys Consent Form and Parent/Guardian Consent Form

FOR BOYS: BOYS COUNCIL Study Participant Consent Form

_____ **Yes**, I want to participate in the Boys Council study. I know I can change my mind at any time.

_____ **No**, I do not want to participate in the Boys Council study.

FOR PARENTS/GUARDIANS:

Parent/Guardian 1:

_____ **Yes**, my son has my permission to participate in the Boys Council study. I know I can change my mind at anytime.

_____ **No**, my son cannot participate in the Boys Council study.

Name of Parent/Guardian: _____

Signature: _____

Date: Mo/Day/Year ____/____/20__

Phone Number: _____

Boy's Name: _____ Boy's Signature: _____

Date: Mo/Day/Year ____/____/20__

Phone Number:

Parent/Guardian 2: *(optional)*

_____ **Yes**, my son has my permission to participate in the Boys Council study. I know I can change my mind at any time.

_____ **No**, my son cannot participate in the Boys Council study.

Name of Parent/Guardian 2: _____

Signature: _____

Date: Mo/Day/Year ____/____/20__

Phone Number: _____

Appendix B: Information sheet for boys and young men

Form 2 Information Sheet for Boys and Young Men

The Boys Council Study

We are starting a research project and would like your help. Take the time to read this sheet and talk about it with your parent or the person giving you the survey.

Why is this study being done?

We want to understand whether Boys Council groups make a difference for the boys that participate.

Why did you choose me?

We want to survey everyone who participates, and also survey other boys who may or may not join a Boys Council group.

What will my involvement be?

We would like you to complete surveys now as well as when the Boys Council groups end. If you are interested, we may also ask to interview you or have you participate in a focus group.

What will happen to the survey and interview data?

The researcher will complete a report that will be shared with the Boys Council developers at GCA/Tides, your facilitator, any organizations that are interested in Boys Council, and your guardian(s), if they request it. Study results will be available to you, as well. Email support@boyscouncil.com to request a report.

Who will know what answers I give?

Only the researcher will see what answers you give on the survey or hear what answers you give in an interview.

He will not know who completed each survey because you will only report your birthdate. He will not be able to use any names when he reports the results.

What if I choose not to take part?

You may refuse to take part. If you do decide to complete a survey or an interview, you may stop at any time without giving a reason. Your participation will not affect your experience in Boys Council or any other services that you receive.

What are the possible risk of participating in this study?

The surveys may ask questions that you do not feel comfortable sharing. In which case, you can skip that particular question or set of questions on the survey.

What are the possible benefits of participating in this study?

You may not personally benefit from participating in this study. However, through your participation, you may help us learn about improving the boys council curriculum in the future.

Thank you for reading this sheet and considering this study. If you have any questions, call:

Boys Council Study, c/o: Eric Mankowski, PhD, Dep't of Psychology, Portland State University, phone (503) 725-3901; e-mail: mankowskie@pdx.edu;

HSRRC in the Office of Research and Sponsored Projects (ORSP), 600 Unitus Bldg., Portland State University, Portland, OR, 97207. Phone: (503) 725-4288

Appendix C: Information Sheet about Study

Form 3 Information Sheet for PARENTS/Guardians

The Boys Council Study

We are starting a research project and would like your help. Take the time to read this sheet and talk about it with your son or the person who will be administering this survey to him.

Why is this study being done?

We want to understand whether Boys Council groups make a difference for the boys that participate.

Why did you choose my son?

We want to survey everyone who participates, and also boys who don't participate in Boys Council programs, so that we can learn whether these groups have value for participants.

What will his involvement be?

We would like your son to complete surveys before and after the Boys Council groups run. If he is interested, we may also like to interview him or have him participate in a focus group.

What will happen to the survey and interview data?

The researcher will complete a report that will be shared with the program's facilitator and organization, the developers of Boys Council at GCA/Tides, and any organizations that are interested in Boys Council. Study results will be available to you, as well. Email support@boyscouncil.com to request a report.

Who will know my son's answers?

Only the researcher will see what answers your son gives on the survey or hear what answers he gives in an interview. He will not know who completed each survey because your son will only report his birthdate. He will not be able to use any names when he reports the results.

What if I say no to participation for my son?

You may refuse to permit your son to take part. If you do decide to permit him to complete a survey or an interview, you may change your mind at any time without giving a reason. His participation will not affect his experience in Boys Council groups or any other services that he receives.

What are the possible risk of participating in this study?

The surveys may ask questions that your son does not feel comfortable sharing. In which case, he can skip that particular question or set of questions on the survey.

What are the possible benefits of participating in this study?

Your boy may not personally benefit from participating in this study. However, through his participation, he may help us learn about improving the boys council curriculum in the future.

Thank you for reading this sheet and considering this study. If you have any questions, call:

Boys Council Study, c/o: Eric Mankowski, PhD, Dep't of Psychology, Portland State University, phone (503) 725-3901; e-mail: mankowskie@pdx.edu.

HSRRC in the Office of Research and Sponsored Projects (ORSP), 600 Unitus Bldg, Portland State University, 97207. Phone: (503) 725-4288.

Appendix D: Survey

Boys Council Survey Cover Sheet

Please circle:	pre-test post-test
Birthdate:	
Name of city that the Boys Council was located in:	
Name of Organization that sponsored the Boys Council:	
Length of time from pre-test to post-test in number of weeks: <i>(Facilitator complete)</i>	
Number of Boys Council sessions attended by this participant: <i>(Facilitator complete)</i>	

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Boys Council Survey

Please answer these questions about yourself and your life at school and in Boys Council. Please be as honest as possible, and remember if you don't want to answer a question you don't have to. **Please circle the answer that best applies to you. You can circle more than one answer.**

A1. age (fill in the blank)

A2. ethnic identity White Asian Latino/-a Native American African American Other:_____

A3. guardian mother father other family foster parent group home other:_____

A4. sexual identity heterosexual/straight homosexual/gay bisexual transgender unsure

A5. languages Spanish English Other: (fill in the blank) _____

A6. zip code (fill in the blank)

A7. Do you attend school regularly? yes no not sure

A8. Do you tell your parents or other adults what is going on in your life? yes no not sure

A9. Do you avoid parts of your neighborhood and/or surrounding neighborhoods to stay safe? yes no not sure

A10. Have you ever been removed from your home by a social worker or police officer for family reasons? yes no not sure

A11. Have you ever lived in a foster home or a group home? yes no not sure

A12. Have you ever been held in juvenile detention, residential treatment, or another secure facility? yes no not sure

A13. How many days did you miss school in the last 10 weeks? 0 1 2 3 4 5 6 7 8 9 10+

A14. I follow the rules at school. Always Often Half of the time Not Often Never N/A

A15. I stay out of trouble at school. Always Often Half of the time Not Often Never N/A

A16. I attend all of my classes at school. Always Often Half of the time Not Often Never N/A

Please go to next page

Page 2

Boys Council Survey

Please circle the number that shows how much you agree or disagree with the statement

		Strongly Disagree	Disagree	Agree	Strongly Agree	Does not apply to me (N/A)
B1.	I am proud to be a boy/young man.	1	2	3	4	N/A
B2.	I have things in common with other Boys in Boys Council.	1	2	3	4	N/A
B3.	I have good role models in my life.	1	2	3	4	N/A
B4.	I share my feelings with adults.	1	2	3	4	N/A
B5.	I share my feelings with my friends.	1	2	3	4	N/A
B6.	I'm okay with myself no matter what I feel.	1	2	3	4	N/A
B7.	I am a good role model to boys who are younger than me.	1	2	3	4	N/A
B8.	I participate in sports, in a volunteer program, in a church group, etc.	1	2	3	4	N/A

C1.	I can respect a guy who backs down from a fight.	1	2	3	4
C2.	It's ok for a guy to say no to sex.	1	2	3	4
C3.	I think it's important for a guy to go after what he wants, even if it means hurting other people's feelings.	1	2	3	4
C4.	I think it's important for a guy to talk about his feelings, even if people might laugh at him.	1	2	3	4

D1.	During the past 30 days, on how many days did you use tobacco (cigarettes or chew)?	0 days	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	All 30 days
D2.	During the past 30 days, on how many days did you drink alcohol (beer, wine, liquor)?	0 days	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	All 30 days
D3.	During the past 30 days, on how many days did you use drugs/get high?	0 days	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	All 30 days

Please go to next page

Page 3

Boys Council Survey

This section asks about caring and cooperating

Circle how many times you did this activity or task in the last 30 days.

	In the last 30 days.....	No	1 or 2 times	3 or 4 times	5 or more times	I didn't have the chance to do this
E1.	I helped someone stay out of a fight.	1	2	3	4	0
E2.	I told other kids how I felt when they did something I liked.	1	2	3	4	0
E3.	I cooperated with others.	1	2	3	4	0
E4.	I told other kids how I felt when they upset me.	1	2	3	4	0
E5.	I protected someone from a "bully".	1	2	3	4	0
E6.	I gave someone a compliment.	1	2	3	4	0
E7.	I helped my peers solve a problem.	1	2	3	4	0
E8.	I avoided getting in trouble at home, school, or in the community.	1	2	3	4	0

Please go to next page

Boys Council Survey

This section asks about ethnic pride and respect for differences.

Please circle the answer that tells us how often you would make the following statement.

		Rarely	Sometimes	Often	Always	Never
F1.	I am proud to be a member of my racial/cultural group.	1	2	3	4	0
F2.	I am accepting of others regardless of their race, culture, or religion.	1	2	3	4	0
F3.	I would help someone regardless of their race.	1	2	3	4	0
F4.	I can get along with most people.	1	2	3	4	0

This section asks about confidence in reaching goals and staying out of fights.

Please circle the number that shows how much you agree or disagree with the statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
G1.	I will graduate from high school.	1	2	3	4
G2.	I will finish college.	1	2	3	4
G3.	I will get a job I really want.	1	2	3	4
G4.	I am confident in my ability to stay out of fights.	1	2	3	4
G5.	If someone called me a bad name, I would ignore them or walk away.	1	2	3	4
G6.	I don't need to fight because there are other ways to deal with anger.	1	2	3	4
G7.	I can get along with most people.	1	2	3	4

For Post Test Only
Boys Council Satisfaction Survey

Please read the following statements and circle the number that represents how you felt when you were in Boys Council.

		Sometimes	Usually	Always	Never
S1.	I could say what I was thinking in Boys Council.	1	2	3	0
S2.	I could trust Boys Council leaders.	1	2	3	0
S3.	People were fair in Boys Council.	1	2	3	0
S4.	Everyone respected me in Boys Council.	1	2	3	0
S5.	Boys Council leaders focused on what I'm good at.	1	2	3	0
S6.	Boys Council was worth my time.	1	2	3	0
S7.	People kept things confidential in Boys Council.	1	2	3	0

S8. What have you learned in Boys Council?

S9. What have you learned about being male?

S10. What have you liked and/or disliked about Boys Council?

S11. Have you changed in any way after being a part of Boys Council?

THANK YOU

Appendix E: Focus Group Script

Welcome to this focus group. Thank you for coming.

Introduce moderators and explain their activities. “I am [Researcher 1’s name] and this is [Researcher 2]. We are students at Portland State University in Portland. We are working with Boys Council as researchers trying to understand your experiences in the group. We hope to learn from each of you how Boys Council works and how to make it better.

We are very interested in what you think and feel about the group. This is an interview, not a test and there are no right or wrong answers. All of your opinions, positive or negative, are important. You may agree or disagree with the opinions of other people in this group. We want to hear everyone’s opinion either way. I am interested in learning from each of you as you talk about your ideas.

_____ will be assisting me with some of the questions we would like to ask you, and _____ will be recording the group so that we don’t have write down everything you say. We will only use first names so that everything you say here stays here in the group. Please do not tell anyone else about what people say while they are in this group.

Review the groundrules (below), that are written on the flipchart.

Groundrules (To be written in advance on the flipchart)

1. When you have something to say, please do so.
2. Everyone gets a chance to speak
3. Speak one at a time
4. You don’t have to raise your hand to talk
5. Use first names only
6. Everything said here stays here.

Any questions?

OK, let’s start!

(Begin topic guide)

Appendix F: Facilitator Focus Group Discussion Topics

Boys Council Facilitator

1. What was your experience of facilitating the Council?
2. How did you prepare for facilitating the groups?
 - a. What did you do to get ready?
3. What do you think was the boys' experience of the Council?
4. How do you think the boys were affected by the Council?
 - a. In what ways or areas, if any, did they change?
5. What about the Council was responsible for this effect or change?
6. What could be improved about the Council?
7. What are the strengths of the Council's approach to working with boys?

Appendix G: Boys' Focus Group Discussion Topic Guide

Boys Council - Boys

****The boys may not use “Boys Council” to refer to their group/meeting. Before asking questions about BC we should find out what language they are familiar with****

1. Could you tell us about your experiences in Boys Council?
 - a. What are two things you really enjoyed about the council?
 - b. What do you think could be different or improved?
2. Could you share a couple things that you learned in Boys Council?
 - a. In terms of...
 - ...school engagement
 - ...social interactions with peers, adults, in groups?
 - ...self-efficacy (i.e. future goals, directions, and plans)
2. What have you learned about being a guy?
4. How have you changed after being a part of Boys Council?
 - a. Do you think you are different now?
 - b. How has Boys Council affected you?
 - c. How has BC affected your relationships both inside and outside the group?
 - ...Do you plan to continue to hang out with the boys in this group?
5. Is there anything else you would like to share about your experiences in Boys Council?
 - a. Thoughts and reactions to the survey completed at the beginning and end of BC
 - b. Thoughts and reactions about your facilitators. In what ways could your facilitators improve BC?

Appendix H: Recommendations for Survey Protocol

1. Mail the Boys Council packet to ensure that the most current draft with no missing components or pages are received.
2. Color code the packet
 - a. Use colored paper to distinguish the different components of packet (i.e., information sheets, consent form, and survey)
 - b. If the survey section is all in one color it will help ensure that the coversheet remains intact.
3. Print the survey section of the packet double-sided to ensure that all pages of the survey are complete and attached.
4. Print on the cover-sheet of the survey “KEEP ATTACHED TO SURVEY” to ensure the cover sheet + survey remains intact.
5. Add an identifying question that is unlikely to change over the course of 10 weeks to the mid-section of the survey.
 - a. Because we had problems with matching pre- and post-data that were missing cover-sheets, we should add another identifying question to the mid-section of the survey.
 - b. Example questions:
 - i. What city were you born?
 - ii. What is your mother’s maiden name?