Hear Our Cry:
Boys in Crisis
Paul D. Slocumb, Ed.D.

Presented by:
Jim Littlejohn
Ruben Perez

Quiz for Teachers

- Read the question and choose one response that aligns as closely to what
  you think you might do in that situation, and circle that letter. There is no right or
  wrong response.

- We will return to this later in the day.

Describe the characteristics of the “ideal” student in class.
- Identify the physical characteristics.
- Identify the emotional characteristics.
- Identify the cognitive characteristics.

Implications for Boys

Cognitive
Social
Emotional
Physical

The Boy Crisis
Fact or Fiction

Introductory Questions

1. Do you believe there is a “boy crisis?” Why or why not?
2. How would you compare boys’ and girls’ performance in your school?
3. Identify a boy who struggled this school year.
Statistics

• For every 100 girls suspended from public elementary and secondary schools, 250 boys are suspended.
• For every 100 girls expelled from public elementary and secondary schools, 335 boys are expelled.
  http://nces.ed.gov/programs/digest/d04/tables/dt04_144.asp
• For every 100 girls diagnosed with a special education disability, 217 boys are diagnosed with a special education disability.
• For every 100 girls diagnosed with a learning disability, 276 boys are diagnosed with a learning disability.
• For every 100 girls diagnosed with emotional disturbance, 324 boys are diagnosed with emotional disturbance.
  http://www.iteachilearn.com/uh/miesgeier/statsgov20gender.htm

Boys' Statistics

• From elementary school through high school, boys tend to receive lower grades than girls do.
• Eighth-grade boys are retained 50% more often than eighth-grade girls.
• By the time they reach high school, boys account for more than two-thirds of the students in special education.

Humble ISD Data

Currently we have:
• 1,977 students classified as Retained for At-Risk –
  714 females and 1,263 males.
• 3,026 students classified as Special Ed –
  955 females and 2,076 males.
• 196 students classified as Emotional Disturbed –
  49 females and 147 males.
• 41,499 discipline write ups –
  13,451 females and 28,048 males.
• 395 students enrolled at DAEP this year –
  84 females and 311 males.

Key Point #1

Stereotypical myths inhibit any group from developing its full range of potential.
Gender Stereotypes

Girls
"Sugar-n-spice"
Sweet
Dependent
Arts vs. science and math
Can’t be smarter than boys

Boys
"Snips-n-snails"
Tough
Leaders
Don’t cry!
Aggressive

Myths of Boyhood
Shape the Realities of Manhood

Girl thing? Guy thing?

- Food
- Cursing
- Fighting
- Academics
- Reading books
- Playing sports
- Art, dancing, music
- Expressing feelings
- Acknowledging physical pain
- Being neat

- Tears
- Being strong
- Being sexually active
- Winning
- Housework
- Cars
- Tall vs. short
- Stocky, muscles

Review the factors and circumstances that increase the probability that boys will have difficulty in school on pages 7 and 8.

Place a check mark next to the statements you believe to be correct in your school, work, or home environment.

- 59% of all master’s degree candidates are women.
- In every racial and ethnic group, women outnumber males in acquisition of college degrees.
  - 133 females getting a B.A. to every 100 males
  - 3:2 ratio of females to males at University of North Carolina, Boston University, and New York University

College Statistics

- For every 100 American women who earn an associate’s degree, 67 American men earn the same degree.
- For every 100 American women who earn a bachelor’s degree, 73 American men earn a bachelor’s degree.
- For every 100 American women who earn a master’s degree, 62 American men earn the same degree.
- For every 100 American women who earn a doctoral degree, 92 American men earn the same degree.

http://nces.ed.gov/programs/digest/d04/tables/dt04_268.asp
“There’s going to be a cold shower when the country realizes that women are completely dominating the numbers in professional schools. We can’t have a country of women in white collar jobs and men in blue collar jobs. That’s not going to be good for this society.”


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Paul D. Slocumb, Ed.D.
1943–2010

Author’s Afterword
Read pages 151–152

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**Key Point #2**

Males significantly outnumber females in acts of aggression.

Chapter 1, Appendix A

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**Testosterone**

Levels of testosterone vary as a result of aggression. Testosterone is not the cause of the aggression.

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Source: Bureau of Justice Statistics
Lifetime Likelihood of Going to State or Federal Prison

- At the current rate, 1 of every 15 people (6.6%) will serve time in a prison during their lifetime.
- Lifetime chances of a person going to prison are higher for:
  - Men (11.3%) than for women (3.4%)
  - Blacks (18.6%) and Hispanics (10%) than for whites (3.4%)

10.4 million adults will have experienced probation, jail, prison, or parole by 2020.

Results:

- Greater difficulty in finding work because of felony record.
- More likely to have family or emotional problems.
- More single moms raising children.
- If all 10.4 million adults with criminal records were put in one geographic location, they would be the seventh-largest state in the United States.
- Forty-three states have fewer than 10 million residents.

What is a “real man?”

Where does a boy learn to be a “man” in today’s world?

A look at what it means to be a man:

- Warrior
- Loves adventure
- Fearless
- Good deeds
- Hero

Historically
A look at what it means to be a man:

Media
- Destroy your enemy
- Need sexual conquests
- Cry alone
- Cruel, dangerous world
- Family man, comedy

In today's world:
- Fighter (corporate)
- Head of household
- Fearless
- Be tough (stiff upper lip)

Cultural Examples of Males

Male image via movies, television, computer, and video screens
- Pro athletes fighting on/off field
- “Stars” breaking the law
- Music videos—anger, profanity, degrading women, violence
- Video games—show no mercy
- “Reality shows”—win at all costs

Modern Day Man

The modern day man must be successful:
- On the job
- On the athletic field
- In relationships

Goal:
Strong, authentic individuals who are capable of acting heroically and of maintaining strong, affectionate relationships with spouses, children, parents, coworkers, neighbors, and friends.

Fathers and Sons

(The Stats)

Sample: 7,000 men.
Findings: Almost none of them said they were close to their fathers.

—Shere Hite, Sociological Researcher

Sample: 71 clients.
Findings:
- One-quarter had physically absent fathers.
- Forty percent had fathers who were psychologically or emotionally absent.
- Fifteen percent had fathers they found frightening or dangerous.

—Jack Sternback, Psychologist, Massachusetts
Fathers and Sons

Fathers who had the poorest self-control, who lost their tempers, and who acted out in impulsive ways had sons who demonstrated significant difficulties in almost all areas of their lives.

—Case Western Reserve, D'Angelo Study of 80 Adolescent Boys

Results

- Poor grades in school
- Poor at resolving conflicts
- Difficulty in getting along with peers
- Problems with drugs and alcohol
- Inept at handling intimate relationships
- Tended to be sexually promiscuous

Effects of Father Absence

- According to the U.S. Census Bureau, 24 million children in America—one out of three—live in biological father-absent homes.
- A study of 1,977 children ages 3 and older living with a residential father or father figure found that children living with married biological parents had significantly fewer externalizing and internalizing behavioral problems than children living with at least one nonbiological parent.


Effects of Father Absence

- Children in father-absent homes are almost four times more likely to be poor. In 2011, 12% of children in married-couple families were living in poverty, compared with 44% of children in mother-only families.

- In 2008, American poverty rates were 13.2% for the whole population and 19% for children, compared with 28.7% for female-headed households.


Effects of Father Absence

- Father involvement in schools is associated with the higher likelihood of a student getting mostly A's. This was true for fathers in biological parent families, for stepfathers, and for fathers heading single-parent families.


Effects of Father Absence

- A study revealed that youth who have experienced divorce, separation, or a nonunion birth have significantly higher levels of behavioral problems in school than do youth who have always lived with both biological parents. In contrast to previous GPA findings, youth living in stepfamilies or single-parent families are more susceptible to school-related behavioral problems than youth who have always lived with both biological parents.


Effects of Father Absence

- Students living in father-absent homes are twice as likely to repeat a grade in school; 10% of children living with both parents have repeated a grade, compared with 20% of children in stepfather families and 18% in mother-only families.

Effects of Father Absence

- A study revealed that youth who have experienced divorce, separation, or a nonunion birth have significantly higher levels of behavioral problems in school than do youth who have always lived with both biological parents. In contrast to previous GPA findings, youth living in stepfamilies or single-parent families are both more susceptible to school-related behavioral problems than youth who have always lived with both biological parents.


Fathers and Sons

Fathers who are actively involved with their sons from infancy are less aggressive, less overly competitive, and better able to express feelings of vulnerability and sadness. Boys generally were more empathetic.

–Boston University (Brody), Morehead State University (Hardesty), Santa Clara University

The more time fathers stayed close to their boys, the better the boys did in high school, college, and in the workplace.

–Pollack, Real Boys
The Brains Behind the Man

Key Point #3

Male and female brains have similarities and differences.

Brain Development

2006 Neuroscientist (NIMH) MRI scans 12 year study:

- Regions of the brain develop with different sequence, tempo, and pace

Brain Development

2006 Neuroscientist (NIMH) MRI scans 12 year study:

- Girls maybe two years ahead of boys in the development of the parietal gray matter, which helps integrate all of the senses.
- Boys are ahead of the girls in the development of the temporal gray matter, which creates spatial perception and object recognition.

Male vs. Female Brain

Boys
- Gross motor skills develop faster.
  - Examples include running, walking, lifting, not sitting still, and throwing.

Girls
- Fine motor skills develop faster.
  - Examples include refined movements of the hands, fingers, and thumbs (draw, write, and button a shirt).

What Does It Look Like in the Classroom?

- Struggle to control a pencil or paintbrush
- More impulsive
- Prefer not to sit for long periods of time
- High physical energy
- Lack of fine motor skills; lagging behind as late as fifth grade
- Reluctance to do pencil-paper activities
Spatial Ability: A Plus for Boys

- “Perceptions of the relationships of objects that determine our understandings of place” (Nabhan & Trimbe, 1994, p. 184)
- Can get mental pictures of shape of things, dimensions, coordinates, proportions, movement, geography (Pease & Pease, 2000)
- Testosterone before birth creates this gap between males and females, and it continues into adulthood (Cole, 2007)

Fetal Life: Brain and Nervous System Development

- **Female cortex:** Develops faster than in males; left side, which controls thinking, develops faster than the right.

- **Male cortex:** Right side, which controls spatial ability, develops faster than the left.

Making Connections

When the male’s right side decides to hook up to the left side, the connecting nerve fibers don’t exist, so the brain goes back to the right side and makes extremely enriched connections.

Result: preference for toys and games that require mechanical skills.

(Gurian, 2006)

Prefrontal cortex (just behind forehead) = executive control center.

- Controls higher-order thinking and problem solving, and interfaces with the emotional system.

Making Connections

Prefrontal cortex:
- Controls tasks such as getting started on something, sustaining attention, remembering critical information, monitoring one’s own actions, and memory.
- Develops over the years; however, puberty slows down the growth of the prefrontal cortex.

Brain Structure

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td><strong>Deductive</strong></td>
<td><strong>Inductive</strong></td>
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<tr>
<td>They begin with the general and apply it to an individual case.</td>
<td>They look at examples and then build generalizations and theories from them.</td>
</tr>
<tr>
<td><em>Example:</em> Literature viewed as a set of problems to be solved, not as life experiences to be savored.</td>
<td><em>Example:</em> Look at literature as a series of individual experiences to be understood.</td>
</tr>
<tr>
<td>More impulsive</td>
<td>Less impulsive</td>
</tr>
<tr>
<td>Enjoy the problem solving</td>
<td>More competitive</td>
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Pages 15–18
**Group Experiences**

**Boys**
- Tend to have to be directed to small group experiences—naturally motivated to small group experiences
- Team-oriented but migrate to larger group teams
- Slower to form bonds; may make competing with peers more difficult ("If I’m his friend, can I really beat him?")
- Wired not to seek help

**Girls**
- Tend to gravitate toward small group learning experiences—self-motivated to small group experiences
- Tend to develop an *esprit de corps*, a spirit of cooperation
- Form friendships more easily
- Hardwired and soft-wired to call attention to their distress as quickly as possible in order to alleviate the distress

**Abstraction and Language**

Based on the research of Dr. Michael Gurian, *The Wonder of Boys*

**Boys**
- Reason more abstractly
- Better at spatial relationships; external and internal space (math and abstraction)
- Use more abstract language (male culture has produced language of the disciplines of law and medicine; males love the jargon and puzzle of "legalese")

**Girls**
- Tend to reason in concrete terms
- Better at concrete, emotive, and sensory tasks

**Applications to Reading**

Based on the research of Dr. Michael Gurian, *The Wonder of Boys*

**Boys**
- Better at symbolic language, diagrams, and abstractions rather than emotive data
- Prefer logic and problem solving rather than long narrative
- Need more help in reading to be on par with girls

**Girls**
- Use more words when they talk
- Read more
- Write more
- Read and write better than boys on average
- Girls may develop verbal skills as much as one year before boys

**Too many words, way too many words, lots and lots of words, an abundance of words creates a need to reboot the brain!**

**Rest State**

*As left, scan of a girl’s brain. As right, scan of a boy’s brain. Both are at rest. Note significantly greater activity in the female brain. Brain scans courtesy of Dr. Daniel Amen. Used by permission.*
Male Brain:
Specialized rooms; some are difficult to access.

Female Brain:
Feelings are an integral part of every room.

Strategies for boys’ success

- White board or camera projector (ELMO)
- Multisensory hands-on activities
- Movement makes things physically concrete, movement makes memory, and memory makes learning
- Incorporate the use of manipulatives

Helping boys in the classroom

- Allow boys more physical space (twice body width)
- Speak in a louder voice for males
- Visual cortex different in males
- Leave space between important wall mounts.
- Wiggling, pencil tapping, thumping fingers, desk becomes drum

I Dunno. I’m Fine!
Boy’s Emotional Angst

Key Point #4

Without an emotional vocabulary, a boy runs the risk of getting lost in his own EMOTIONAL ABYSS.
Nature (biology) versus Nurture (parenting)

- Nature – the impact of physical development
- Nurture – the impact of how we are raised

Male
- Emotions are stored in the amygdala, which is located in the medial temporal lobes. Processing takes place in the cerebral cortex, located in the front of the brain.
- Emotions must travel a greater distance for processing.

Female
- Emotions are stored throughout the brain.
- Less distance is required for processing.

Anger and Aggression vs. Emotional Vocabulary

Biology and experience are linked. Environmental factors affect the structures of our brains.

Anger = Default Emotion for Boys

- Cortisol, a stress hormone, is secreted in the brain.
- Water dilutes the cortisol.
- Result: calming effect.

From birth to adolescence, boys are emotionally reactive.
- Verbal expressions improve impulse control.

Post-adolescent boys become emotionally unresponsive.
- They learn to internalize the cultural edict that men don’t talk about feelings.
- The result is that emotional energy becomes action.

Empathy and making emotional connections are essential to the development of a conscience.
How Boys Behave!

Male Behavior in School/Work

“Male activity” is often a substitute for emotions that males can’t express because of their lack of language skills and problem solving options.

RESULT

Disciplinary problems/action

Shame, anger, sadness = emotional turmoil = high activity and impulsiveness

Symptoms of Emotional Pain

Hostility

Aggression

Withdrawn Behavior

Boy Behaviors

1. Distractibility
2. Impulsivity
3. Hyperactivity

Disciplining Boys

✓ Understand
✓ Coach
✓ Guide

Punitivmeasures = increased aggression

“No matter how concrete your message, if you rebuke a boy in anger he will focus on your emotions, not the content of what you say. Wait to speak until you have more perspective.”

-Pollack, Real Boys workbook

Effects of Diagnosis

ADD/ADHD

Detour from the complex issues of:

- A boy’s emotional life
- Parenting issues
- Teaching styles

in favor of a drug, a quick fix.

What are the adult substitutes?
Boys tend to communicate best through action rather than words. Chapter 3, pages 29–37

Two factors that shape boys’ every experience and the ways others perceive them:

1. Boys lag behind girls verbally and mature more slowly than girls.
2. Boys tend to be more physically active, moving faster and staying in motion longer.

Kindlon, Dan, & Thompson, Michael. (1999). Raising Cain.

Boys from Poverty: The Double Whammy!

- Poverty is a concrete, sensory, emotional world.
- School is verbal and abstract.
- Without language, one does not have the tools necessary to negotiate and manipulate his position in the world.

_ROOTS OF LANGUAGE_

Frozen Language that is always the same. For example, wedding vows, the Pledge of Allegiance, the Lord’s Prayer.

Formal The standard sentence syntax and word choice of the business and school community. Word choice is specific and precise. Explicit language.

Consultative Formal register when used in a conversation. In English, discourse pattern is not as direct.

Casual Language between friends and is characterized by a 400- to 800-word vocabulary. Word choice is general and not specific. Conversation is dependent upon nonverbal assists. Sentence syntax often incomplete. Implicit language.

Intimate Language between lovers or twins. Language of sexual harassment.

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Male Language

Love, affection, and empathy are communicated through action. Love and empathy emerge from a shared game, a joint building project, a walk around the block.

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Registers of Language

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<th>Description</th>
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<tr>
<td>Formal</td>
<td>The standard sentence syntax and word choice of the business and school community. Word choice is specific and precise. Explicit language.</td>
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<tr>
<td>Consultative</td>
<td>Formal register when used in a conversation. In English, discourse pattern is not as direct.</td>
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<tr>
<td>Casual</td>
<td>Language between friends and is characterized by a 400- to 800-word vocabulary. Word choice is general and not specific. Conversation is dependent upon nonverbal assists. Sentence syntax often incomplete. Implicit language.</td>
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<tr>
<td>Intimate</td>
<td>Language between lovers or twins. Language of sexual harassment.</td>
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Research About Language in Children, Ages 1 to 4, in Stable Households by Economic Group

<table>
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<th>Affirmations (strokes)</th>
<th>Prohibitions (discounts)</th>
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<td>Welfare</td>
<td>1 for every</td>
<td>2</td>
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<tr>
<td>26 million words</td>
<td>Working class</td>
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<tr>
<td>45 million words</td>
<td>Professional</td>
<td>6 for every</td>
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Words of Discouragement vs. Encouragement

- **Professional group**: 500 vs. 3,200
- **Middle class group**: 700 vs. 1,200
- **Welfare group**: 1,100 vs. 500

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WHAT
When you cross the street ...

HOW
Look both ways twice ...

WHY
So you don’t get hit by a car.

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Fathers and Sons: Where Are the Words?

Film clips:
- **Grease**: Display friendship with put-downs; intimacy is clumsy, and deep emotions are pushed away in front of others.
The “Boy Code” sets the stage for a boy’s pain, anger, and rage.

Boy Code

• The Sturdy Oak
  Boys learn that men are not to show weakness but are to be stoic, stable, and independent.

• Give ‘Em Hell
  Boys learn that males are supposed to be high energy, violent superhumans, and that even their wildest, worst behavior may be excused because “boys will be boys.”

• The Big Wheel
  Boys learn early that they need to work to attain status, dominance, and power and that they should avoid any sense of shame.

• No Sissy Stuff
  Boys learn that real men do not show feelings.
The Role of Resources

The extent to which a boy has access to resources contributes to the degree and dimension of his strength or pain.

Key Point #7

What resources does a “real man” need to stand on his own two feet?
What about the boy?
What about the parent?
What about the educator?

Sources of Pain

Financial
Emotional
Physical
Relationships/Role Models
Mental
Support Systems
Knowledge of Boy Code

Financial Resources
Having money to purchase goods and services.

Emotional Resources
Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.

These are internal resources and show themselves through stamina, perseverance, and choices.
The Brain: A Sensory-Based Machine

- The brain is not a thinking machine.
- The brain is a feeling machine that thinks.
- Words are essential to label the thoughts, feelings, and ideas.

Range of Feelings

- Powered
- Aware
- Proud
- Respected
- Appreciated
- Important
- Empowered
- Surprised
- Successful
- Valuable
- Discerning
- Confident

Support Systems

Having friends, family, and backup resources available in times of need. These are external resources.

Mental Resources

Having mental abilities and acquired skills (reading, writing, facility with language, and computing) to deal with daily life.
Physical Resources

Having physical health and mobility.

Relationships/Role Models

Having frequent access to adults who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.

Role Models

Sports figures
Media personnel

Knowledge of Boy Code

Knowing the expectations of boys; the unspoken habits and rules of boys as a gender group.
Resources

The degree and dimension of a boy’s resources determine the degree and dimension of that boy’s emotional pain.

Shame on You!

Girls are shame-sensitive; boys are shame-phobic.

The Deep Emotion of Shame

- When you don’t fit in and you are an atypical male, you feel the emotion of shame.
- Support systems are crucial for these boys.
- They need relationships and role models to develop their own definitions of manhood.
- They need validation of their self-worth—of who they are, as they are.

Girls are shame-sensitive.
Boys are shame-phobic!

Control Mechanisms:
- Taunting, crybaby, sissy, nerd, chicken, momma’s boy, geek

Result:
- Disconnected emotionally: Be tough!
- Don’t cry! Don’t show fear!
- Be cruel, tease others, be physically aggressive!
- Reject academics—BE COOL!

Four Key Factors Necessary to Develop Emotional Stability

1. Parental acceptance, especially father’s
2. Religion or spirituality
3. Community acceptance (including school community)
4. Tolerance within the workplace

Young men who aren’t accepted by their parents, their family of faith, their community, or their workplace frequently use drugs and alcohol, are depressed, engage in promiscuity, and are suicidal.

(Johnson & Johnson, 2000; Kitts, 2005)
Shame-Free Zone

“A space where you and your boy are together in an atmosphere free from judgments, criticism, and fear.”

—Pollack, Real Boys workbook

Doing-/Action-Centered:

Shooting basketball
Fishing
Going for a walk
Fixing things
Volunteering in a political campaign
Carpentry projects

Conflict

- Timed-silence syndrome: “What’s wrong? Talk to me.”
- Feelings intensify, sense of shame, retreats further, becomes angrier.
- The wounded animal must have time to nurse his pain in his cave.

Voices

Parent (telling)  Child (whining)  Adult (asking)

- You shouldn’t do that.
- It’s wrong to …
- That’s stupid, immature.
- You are good, bad, worthless, beautiful.
- Quit picking on me!
- You don’t love me!
- I hate you!
- You’re ugly.
- It’s your fault.
- You made me do it.
- I need …
- What’s your plan?
- What are your choices?
- If you did know, what would you say?

Take the HEAT

Hear: “What I hear you saying is …” (Watch for the nonverbals.)

Empathize: “If I were in your situation, I would also be upset.”
- You are obviously upset, and I understand why you are upset.”

Apologize: “I’m really sorry this happened to you.” “I can’t take back what has been done, but perhaps I can …”

Take action: “What I’d like to offer to help you do is …”
- Would it help if I … ?” “What would you like for me to do to help you in this situation?”
All people seek validation:

Validation as a person whose feelings are real and true.

Validation as a person whose ideas, thoughts, and feelings have merit.

When this does not occur, overt behaviors are used to get the attention of those from whom we seek validation. This could occur “on the street.”

Take the child out of the middle.

- Adults talk to adults.
- They don’t use children.

“I want to be a rock star when I grow up.”

Parents and educators do not have to validate his dream, but they must validate his right to dream.

Don’t make children/students color inside the lines of your life.

Key Point #9

Bullying is a behavior learned from:
- Family members
- Educators
- Media

Chapter 7

Bullies and Victims

“Bullying is a behavior learned from:
- Family members
- Educators
- Media”

-- Dan Olweus, Bullying at Schools: What We Know and What We Can Do

Bullies and Victims

“A student is being bullied or victimized when he or she is repeatedly exposed to negative actions by one or more students/adults … It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort on another.”

-- Dan Olweus, Bullying at Schools: What We Know and What We Can Do
Self-imposed isolation from family and peers, avoiding all social occasions and invitations.

Self-imposed perfection as the ultimate standard. Only task that is enjoyed is one done perfectly.

Deep concern with personal powerlessness to affect adult situations and world events.

**Bullying:** A form of harassment, a violation of human rights.

**Warning signs that a boy is being bullied:**
1. Shows signs of depression.
2. Stops talking about school or about a particular class or activity at school.
3. Tries to go to school late every day, takes an alternate route, or misses a class.
4. Makes sudden or radical changes in his group of friends.
5. Appears to have few friends or no friends.
6. Becomes moody or acts irritable, aggravated, or frustrated.
7. Acts tired, withdrawn, or sullen.
8. Becomes aggressive with peers, friends, or family.
9. Begins to act like a bully himself, teasing or taunting younger siblings or children.

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**Three Types of Authority:**

**Parents**
- Authoritative, rigid, rules, order, well-defined power structure.
- Children often ignored, ridiculed, negated, criticized, and/or taunted.
- Physically and psychologically punish children.
- Love and affection given only when child complies.
- Uses strong parent voice almost exclusively.

**Educators**
- Brick Wall
- Jellyfish
- Backbone

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**Quiz for Teachers Results**

- By the question number of the quiz we took at the beginning of the session, locate the response you circled on the inventor. Place an X on top of that letter.
- Count the total number of responses you mark in each column and record that number at the bottom.
- Your highest number column indicates what type of authority you have.

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_Pollack, Real Boys_ workbook
Jellyfish
Parents and Educators

Type 1:
No structure, chaos, bribes, threats, manipulation, lax discipline, no boundaries.

Type 2:
Physically/psychologically absent, substance abuse, career-focused, aloneness, despair, hopelessness.

What does the jellyfish, rescuing parent produce?
When a parent protects a young person from consequences, the young person becomes convinced he is not responsible for his actions. He then becomes convinced:

- He has no power.
- He has no ability to change his world.
If you’ve convinced him he is powerless, you’ve also convinced him he is purposeless!

Backbone
Parents and Educators

- Democratic, negotiators, model respect through actions, listen to different viewpoints, peaceful family structure.
- Rules are consistent, firm, and fair. Infractions are explained by giving the what, how, and why.
- Dignity and respect are always present. Children are not rescued but assisted in solving their own problems.

The Role of the Media

Key Point #10
The media are family members.

Chapter 9, pages 97–105
The Family

- Nuclear Family: Parents, brothers, sisters
- Extended Family: Grandparents, godparents, neighbors, friends
- Community Entities: School, church, media

Television is a family member.

People become family when we frequently invite them into our lives and the lives of our children.

- The average American household has its TV on for 6.5 hours a day. Average amount of time per week that parents spend in meaningful conversation with their children: 3.5 minutes.

- By the time a child is 18, he/she will have spent 22,000 hours watching television—nearly double the amount of time he/she will spend in a classroom, and more than any other activity except sleeping.
- 65% of all households have a TV on while eating dinner.
- The #1 drug prevention strategy is having the entire family sit for dinner together without any TV or media devices playing.

The 21st-Century Family

- Nuclear Family: Single parent or grandparent, Brothers/sisters, Stepchildren, Half brothers/sisters
- Media
- Community Entities: Service organizations, Church, Gangs
- Extended Family: Grandparents, Friends, School

Self-Identity Through Storytelling

- The Bible
- The Brothers Grimm
- Tribal elders (African, Asian, Native American)
- Traveling minstrels
- Town criers

Grandma, Grandpa, Mom, Dad
Machines have become the vessels for most of the stories our children hear, absorb, and tell. Without knowing the what, how, and why, the media define an adolescent’s perception of reality.

Key Point #11

Adolescent: Processes stimulation without evaluating

Adult: Processes stimulation and evaluates

Results:
- High rates of depression
- Thought disorders (schizophrenia)
- Brain disorders (ADHD)

The Power of Media Stimulants

Images move faster than the brain can evaluate them. The brain processes but does not have the time to analyze in order to throw out the stimulant.

Media and technology environments are often too stimulating for the adolescent’s brain.

The Power of Media Stimulants

Media are usually visual and rely on "fixated eye movements" that create a visual consciousness. This lulls the brain into a state of relaxation, making it go "off guard."

Being "Zoned Out"
Birth through adolescence is a child’s most impressionable period.

Media makes imprints on the brain.

- Sex
- Violence
- Degradation

Brain bombardment makes imprints on the brain, making things experienced through media real. Experiencing this during a period of high cognitive development leaves a lasting imprint.

“The brain’s self-protective mechanisms don’t work when the stimulant is more powerful. Every brain seeks to protect itself, but when the stimulant is more powerful than the mechanism, the mechanism must adapt to the stimulant.”

–Michael Gurian,
A Fine Young Man

Media makes imprints on the brain.

- Sex
- Violence
- Degradation

Brain bombardment makes imprints on the brain, making things experienced through media real. Experiencing this during a period of high cognitive development leaves a lasting imprint.

What Teachers/Administrators Can Do to Help Parents/Students

- Talk with youth and parents about monitoring television viewing and what media do to the brain.
  - Play sports.
  - Be with friends.
  - Participate in family activities.
- Age 10: one hour of TV.
- Age 13: two hours of TV.

What Teachers/Administrators Can Do to Help Parents/Students

- Restrict TV as you would coffee, alcohol, and tobacco. Addiction is less likely if you grow up with TV being a controlled substance.
- Don’t watch TV during meal time.
- Media are nothing to be reverent about.
  - Talk about TV at the dinner table; discuss its absurdities.
  - Laugh at stereotypes while talking about TV.
  - Ask …
    • What are they trying to sell us this time?
    • Do we need it?

If there is no childhood, what is adulthood? Adult secrets are now on big screen TV.

Chapter 10

Key Point #12

If there are no adult secrets, there is no childhood.

Loss of Childhood/Innocence

If there are no adult secrets, there is no childhood.

Disappearance of Childhood

- Erosion of boundaries
- Addressing adults by first name
- Adult fashion—consumer $$
- Adult language
- Access to adult information
- Children committing “adult crimes”
- Adult consequences for children
- Technology-driven toys
- Absence of adult role models

“‘It’s not that I don’t respect you. I am your equal. I know what you know.’

Chapter 10
Batter Up!
What Will You Do?

Key Point #13

“It is just a phase; he’ll outgrow it” is a myth. There are no phases, only symptoms of causes. We must respond to the needs of “real boys,” not react to the mask hiding the real boy.

Chapter 12

Messages to Avoid Communicating

- Big boys don’t cry.
- If you’re not sure of the answer, don’t raise your hand.
- Chin up; tough it out.
- If you can’t play well, maybe you shouldn’t be playing.
- Real men are big and strong.
- Boys don’t play with girls.
- Give ‘em hell!
- Be cool.
- Stay in control.
- Don’t break the code of silence.
- Don’t ask for help.

Hear My Cry!

I am in your classrooms.
I am in your alternative schools and boot camps.
I am in special education and in your gifted classes.
I am in your detention halls and your office.
Hear my cry.
I am in your home.
I am the boy next door.
I am in your workplace.
I am your son, stepson, grandson, nephew, or friend.
Hear my cry.
My tears are behind my silence.
My tears are masked in my pain of anger.
My tears are buried in my shame.
My tears have no words.
I am alone in the silence of the night.
Hear my cry!

–Paul D. Slocumb, Ed.D.

What Can You Do?

1. Talk about the Boy Code.
2. Teach others about the problem of the Boy Code.
3. Teach boys about masculinity by teaching them about the men you admire and why you admire them.
4. When a student hurts, ask him if he would like to talk.
5. Avoid shaming a boy if he refuses to talk with you.
6. Honor a boy’s need for timed silence.
7. When a boy seeks reconnection, try to be there for him.
8. Experiment with connection through action.

Follow Up Activity

- Each participant will complete a follow-up activity to be presented to the campus principal by October 1, 2014.
- Since Boys in Crisis is a 6 hour training, it required a 2 hour follow-up activity.
- More information will be given to you when you get back in the fall.