

What happens to student behavior of five students when they participate in a Young Men's Group that provides ongoing mentoring?

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As we walk to the Chicago Auto Show after school one day, a new member of our Young Men's Group (YMG) yells, "Demonte! Faggot!" Surprised, I jump back, wondering how this mild mannered 12-year-old turned from a "good boy" in class to this venom-spewing mean kid.

I tell Trey that I like Demonte and that I wouldn't want my guys calling anyone names. I also remind him that a girl in class was suspended earlier in the year for continued teasing of him and calling him the same hateful name. Trey explains matter-of-factly, "Mr. D'Abell, I have a school personality and an outside personality. This is my outside personality."

I wasn't pleased to see this part of Trey and I told him. He replies, "So what you're saying is you want me to change my personality." I did not think I would be asking my students to change their personality, but if this truly was part of his personality, then, yes, I wanted it to change. He repeated, "So you want me to change my personality. No problem."

These and many other episodes of hurtful behaviors and other inappropriateness crept up over my last few years of teaching. I have been mentoring one of my former students for three years now so I knew that when I have a personal relationship with a student outside of school, he is much more likely to accept guidance and behave in more socially acceptable ways.

I created the Chicago Young Men's Group, a mentoring group at school comprised of students from my various classes. While all of the members of the group were not as reflective as Trey, they all learned to call each other out when one was making poor decisions. My journey over the year would include many detentions,

suspensions, and angry outbursts, but it would also include seeing great growth in students who felt pigeon-holed into a Troublemaker role.

Introduction, Background, and Rationale

The National Teachers Academy – Professional Development School (NTA) is a public school in Chicago. NTA opened its doors in 2001 with a dual mission: To serve as a neighborhood public school for students in grades pre-k through eighth; and to model excellence in pedagogy, and to train student teachers and interns. The second part of the mission appeared to change over time and morphed into a goal of providing professional development to teachers within the school with the hope that eventually we teachers would be able to offer professional development in best practices to teachers at other schools in the city.

As the school was intended to serve as a best practices school, cooperative learning is required. One will find no individual desks in a classroom. Students in grades kindergarten through eighth sit at variously configured trapezoidal group tables. There is no personal space for students in classrooms except for mailboxes that may or may not be provided by teachers. In middle school, this was one thing that students complained about – causing frustration and competition between classes that shared classroom space throughout the day.

The state of the art school campus sits amid, and draws its students from a sprawling housing project within the city. Ninety-nine percent of the students are African American and 98% live within the federal poverty guidelines so that free breakfast and lunch are served daily.

Within its five years of operation, NTA has had 4 administrations and over a 50% teacher turn over. On a national achievement test measure given in the first year, 2001, 11% of students were reading at grade level. In 2005, the scores had risen to 24% reading at or above grade level. Needless to say, the school seems to be in a constant state of change.

Before accepting a position at NTA, I had a very successful year in another school, but was willing to move on the promise of teaching in a school that valued professional development, that reduced the number of transitions sixth grade students would make, and that valued student-teacher relationships that extended beyond the classroom.

My first year at NTA included a new administration. With the new administration came a new curricular model for reading. The entire NTA staff used Success For All, a highly structured reading program with established lesson plans for 39 weeks.

My teaching load was reasonable: two sections of social studies/language arts and two sections of the Success for All reading program. My homeroom class, from which half of the members of the YMG were drawn, is the class I saw least often. Because of preparation periods falling in the middle of an instructional period, my homeroom class transitions in and out of the classroom as many as eleven times during a day (See Appendix C1).

The population in the area is generally mobile because of uncertainties surrounding public housing. Many housing complexes are being demolished and residents are being relocated or are forced to find a place on their own. Our school has

focused funding on small class sizes and as such, my homeroom class stayed around 20 students for the entire year.

Students in my homeroom class tend to be only slightly below grade level in reading ability while students in my afternoon class are often several years below grade level. All of the students in my classes are black. I teach 8 boys and 11 girls in my homeroom and similar divisions in my other classes.

I was trained through the Academy for Urban School Leadership – an education reform group whose purpose is to recruit, train, and retain school teachers in some of the city’s toughest schools – all of which score below national norms, most of which are on probation for scoring so low. In my previous placement, I was witness to only a handful of fights. The neighborhood was rough. We had to keep students in the school on at least two occasions when a gang-related gunfight had erupted outside the school when we were about to release students for the day. I thought I was prepared for anything. I was sadly mistaken.

I am a new teacher to NTA and came from a predominantly Hispanic school prior to accepting this position. In the beginning of the year our school asked us what activities we would like to volunteer to host. I have a passion for journalism and writing and that was my first choice as a volunteer advisor.

On the first day of school I had arranged the trapezoid tables we were to use as work areas into a horseshoe. The arrangement is typically seen as somewhat teacher-directed with a bent toward student inclusion. I thought this would be a good happy-medium start to assess the class and instill some order before jumping completely into group work. On each table I placed a bin that contained markers, pens, pencils, and

rulers. Day one went smoothly. On day two, the war began. I found that some students would be leaders and others would be followers. On day two, Monte decided the markers would be better suited as airplanes than writing utensils. I saw Monte throw a marker at someone across the room and seconds after I said “stop,” every marker from the desks had been thrown across the room. I had a real riot on my hands. I dimmed the lights, students tried to run out of the room, screaming ensued. Security was summoned to the room and order was restored. No one would take responsibility for taking part in the fight, yet every marker from every desk had mysteriously left its bin and ended up on the floor, a shelf or in the garbage. We had a serious issue of personal responsibility.

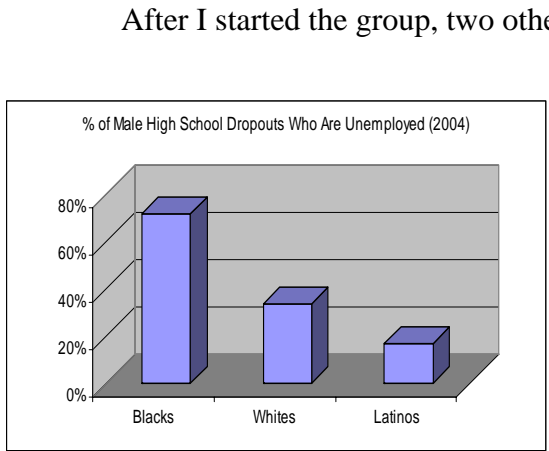
After seeing the unstructured lives of my students and seeing that most of my male students had no father in the picture, I decided that my time would be best spent making a focused effort on improving the lives of a small group of students.

Some questioned why I was working only with adolescent males and not including females as well. First, there is some research to suggest that when peer pressure is used to motivate positive change, single-sex environments provide for more lucrative changes than do co-ed environments (Singh & Vaught, 1998). Riordan (as cited in Singh & Vaught), wrote:

Teachers, counselors and classmates model gender-appropriate behavior for all students.... In terms of academic outcomes, single-sex schools may be particularly advantageous for girls and minority males since the top students in all subjects and all extra-curricular activities

will be of their own gender, and hence, capable of serving as successful role models. (p. 183).

My second reason for choosing only male students is that I am a male teacher. I know from experience the trials a young man experiences. I do not even have a sister, so I felt less than capable of providing guidance to adolescent females on what their roles in our society should be.



mentoring programs: another young men's group (grades 4-8) and a young ladies' group (grades 6-8).

Finally, I was moved to begin the group because statistics describing the potential futures of Black youth are bleak,

while their hopes are uplifting.

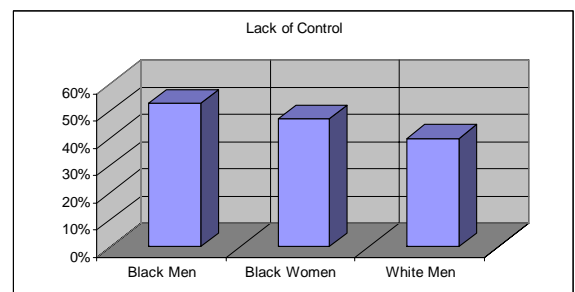
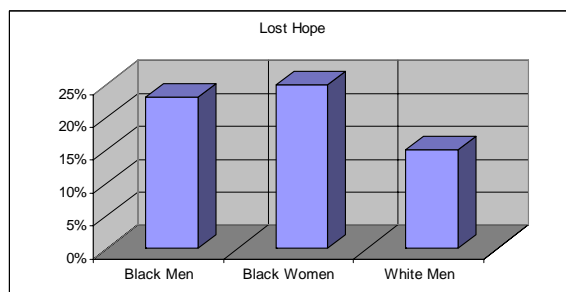
- 21% of Black males in their 20s who did not attend college were incarcerated in 2004.
- A Black boy born today will have a 1 in 3 chance of spending time in jail or prison in his life.
- 94% of Black men believe career success is important
- 92% of Black men believe being respected is important
- 64% of Black men believe being wealthy is important

Literature Review

History & the Problem identified

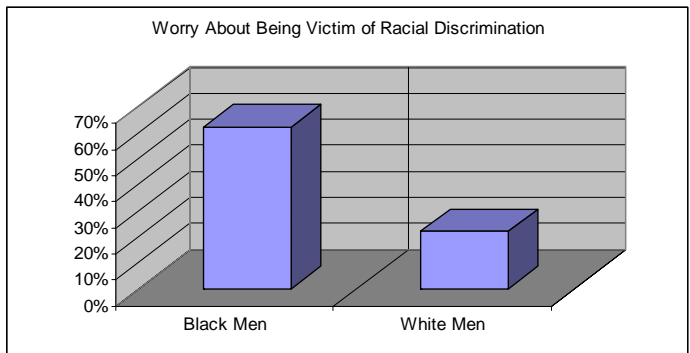
Much research has shown the success of peer tutoring in writing and reading (Juel, 1996; Marcus, 1984; Green et al., 2004;), but little research has been performed to examine whether peer tutoring in character building and conflict avoidance is beneficial. When I moved from a school where 97% of the students are Hispanic to a school with a 99% Black population, I began to notice the negative effects of peer pressure on my sixth grade students, especially the boys. What causes the disparity between Black and Hispanic boys who are otherwise similarly situated? Hale argues that academic failure in Black boys is no accident and that Black students and their teachers actively pursue this failure. Arnett-Ferguson (2001) posits that teachers are often predisposed to expect that their Black children are less capable than other students because of the Black children's physical appearance. But Winbush asserts that Black male role models serve as effective instruments of change for these Black boys who are already predisposed to failure.

A June, 2006 national survey conducted by the Washington Post, Kaiser Family Foundation, and Harvard University revealed that Black men do have very different perceptions about their lives than do White men and even different perceptions about their futures and abilities than Black women. Fifty-three percent of Black men surveyed felt like they were unable to control important parts of their lives while 47% of Black women and 40% of White men answered the same way. Similarly, 23% of Black men and 25% of Black women felt like they were "losing hope" while only 15% of White men reportedly felt that way.



When it comes to beliefs about how others will perceive us, at least 62% of Black men were reportedly worried about being the victim of racial discrimination or worried about being treated unfairly by police, compared to White men, of whom only 22% shared the same worries. Winbush suggests that Black boys grow up with this knowledge. He writes that Black boys grow up knowing that White society believes Black boys are inferior. These beliefs and confirming statistics make it urgent for teachers and other appropriate role models to take a stand and help our young Black boys.

Adolescence is often defined as a time when young men begin to step into their sexual identities. Pollack writes that



mentoring programs should address or combat homophobia. The Washington Post survey confirms that Black adults are much more opposed to same sex relations (75% of Black men and 69% of Black women oppose) than are their White counterparts (62% of White men and 50% of White women oppose).

Combatting the Problems

Hale and Winbush caution against schools and caregivers acting in a militaristic manner, perpetuating an incarceration-like mentality. At NTA we instituted a concerted effort for teachers and staff to build relationships with students in the second semester. Hale believes academic success for Black boys will result in social success. While most researchers agree that home life is an important factor in determining the future of Black children, but Hale and Winbush go a step further and suggest that teachers must step up

and fill in where the home leaves off. Providing appropriate role models in ways such as mentoring will help to fill this gap (Hale, Pollack, Winbush).

Pollack (2000) outlines 15 key goals for mentors of boys.

1. Create safe, “shame-free” zones.
2. Ensure that boys have at least one reliable adult mentor.
3. Understand how boys communicate differently than girls.
4. Help boys understand and combat the “Boy Code.”
5. Teach boys that there is more than one way to be a “real man.”
6. Build trust by helping the boys understand that their mentor will not break their confidence unless breaking confidence would save a life.
7. Show the boys as well as tell them you care.
8. The boys should learn to become mentors themselves.
9. Have play time.
10. Use art and creative expressions.
11. Educate about and combat homophobia.
12. Create bully-free schools and neighborhoods.
13. The mentor should talk about his feelings, too.
14. Encourage spiritual connections.
15. Help students be happy with their “real selves.”

In the early 1900s, middle class Black men in North Carolina understood the need for good Black male role models to help instill “community based, institutional lessons of pride, etiquette and industry among boys and young men” (Hornsby, 2001). She wrote that middle class Black men “demand[ed] that every [B]lack, regardless of class

background, assume responsibility for his/her own behavior and self improvement. Individuals' successful policing of the self determined the image of the race as a whole." The North Carolina Baptist Sunday School Convention believed the church was the place in which Black boys would learn to be respected citizens. The joint effort of middle class Black men and the Church gave rise to the marked increase in the number of Black Young Men's Christian Association (YMCA) clubs in predominantly Black areas.

In contemporary times, groups like Posse Foundation (Posse, 2006), provide solid peer-mentoring opportunities for students who faced an uphill battle in early adolescence. Posse pulls students who worked together in high school with an opportunity to continue their network of support at the same college or university. According to their website, Posse uses the Dynamic Assessment Process (DAP) to recruit potential future leaders for top-tier universities.

Unfortunately, it seems students like those in the YMG might not exhibit even the minimum requirements to be in a "posse" without some sort of intervention and guidance long before high school.

Methods and Tools

I wondered: Would the behavior of students and the related outcomes (referrals to administration, attendance, grades) improve if they were tutored by near-age students. Based on this premise, I created the Young Men's Group (YMG). We would meet at least once each week and spend at least one Saturday each month together using cooking as a bonding tool.

A permission slip was sent home with and returned from a group of six students. The letter accompanying the slip (Appendix D1) indicated the major purposes of the group:

Fewer than 10 sixth grade students have been invited to join the group because a small group will help us better meet the group's goals. The goals of the group are both academic and social. Your son will have some time to get help on homework or school concepts in addition to social time – through which we'll learn new strategies to solve problems, cope with stress, etc.

I did not conduct interviews with the students, parents, former teachers, or anyone else. The selection was based solely on three weeks of in-class observations.

The main tools used to measure improvement are a behavior logging system utilized by the school (Appendix A), student surveys, a teacher journal, and student responses to each other during scheduled activities.

Data & Analysis

Initially, the rationale behind the selection of the students, age 11 to 13, was simply that we should have at least one student from each class who is a “schoolboy” and one “troublemaker” (Arnett-Ferguson, 2001). Arnett-Ferguson describes Schoolboys as those who are deemed to be “doing well” while Arnett-Ferguson’s Troublemakers were those boys who had been suspended and were deemed “at-risk.” With the exception of one outlier (Monte) in the class whose behavior warranted his temporary attendance at a therapeutic day school I chose the student in each class with the most occurrences and most egregious behaviors as well as the student with the least occurrences and with no known behavior problems during the first three weeks of school. I did not invite Monte to join the group because he was such a strong negative influence in school, I did not

believe even the strongest schoolboy could outweigh Monte's influence. Throughout the year Monte was suspended for more than 40 days and was referred for expulsion. One of the peripheral members (boys who were not officially invited to join the group but who genuinely seemed to benefit make changes when invited to join certain activities like dinner group or a sporting event) recounted a story about a sleepover with his "friend," Monte. On this sleepover, our peripheral member (Darius) woke up as Monte was pouring catsup in Darius's ear. Perhaps this was intended as an innocent fraternity-type prank, but Darius wasn't amused. After washing the catsup out of his inner ear, he returned to sleep. A short while later, he woke up to a gun pointed to his head. Monte had a gun aimed at Darius and Monte yelled "get up nigger." Monte eventually put the gun down and Darius found out the weapon was a B.B. gun, but this type of activity was none-too-surprising from Monte. Monte certainly needed (and most likely still needs) serious help, but I was not in the position to sacrifice what I thought was best for the entire group to bet on the long shot. In hindsight, I wish I would have been able to find some other resources for Monte.

Of the six students initially invited, four (Perseus, Dowdy, Martin, Marcus) immediately accepted the invitation, one was unable to join at that time because of responsibilities for younger siblings (Trey), and another (Mitchell) reported that his mother would not allow him to join. I found out several weeks later when Mitchell wanted to join the group, that he initially did not want to join and never gave the invitation to his mother. Martin was required to bring his third grade brother to the group. We decided initially to include the younger brother in our activities. Trey was able to join

the group in October after we were able to arrange for childcare for his younger brothers. At this time, we arranged for Martin's younger brother to be cared for as well.

When the group first met, I described my purpose for the group and my selection process. Each of the students, I said, was seen as a potential leader. This was true. I did not divulge the perceptions of some students as "School Boys" and others as "Troublemakers," though I do not believe any of the students would be surprised to discover their category.

YMG Member Backgrounds

Perseus

Perseus is a 13 year old Black student in my homeroom class. He was initially classified as a "troublemaker" because of his angry outbursts and the difficulty teachers and staff had in trying to redirect him. He was retained one year in a primary grade and is thus one year older than most students in the group. This is his second year in this school. He is considered very popular and is considered to be a leader. He lives in a private apartment tower near the school with his mother and sister.

Dowdy

Dowdy is a 12-year-old Black student in my homeroom class. He was initially classified as a "School Boy" because of his willingness to participate in class discussions and his apparent abhorrence of class disruptions. This is his first year in this school. He initially claimed he came from a "rough school". This evaluation changed throughout the course of the year when he placed "rough" in context. He believed his old school was rough because of students cheating and disrupting class. His prior school didn't seem to have

much of a problem with physical or verbal aggression. He lives with his mother and grandfather in the same private apartment tower as Perseus.

Martin

Martin is a 12-year-old Black student in my social studies class. He was initially classified as a “School Boy” because of his willingness to participate in class discussions, his willingness to help clean the classroom, and his helpful nature toward other students. If others would try to tease him, he let it roll off his back, turning the interaction into a game – effectively disarming the attackers. This is his second year in this school. He lives in a private apartment tower separate from Perseus and Dowdy, with his mother and younger brother.

Marcus

Marcus is a 12-year-old Black student in my social studies class. He is tall for his age and loves basketball and is very popular among male students in the school because of his proficiency in the game. He was initially classified as a “Troublemaker” because of his disrespectful exchanges with teachers, students, and administration. His negative interactions often began as playful disruptions and escalated into heated arguments. He lives in the public housing project in which most of the school’s students reside.

Trey

Trey is an 11-year-old Black student in my social studies class. He was initially classified as a “School Boy” because of his avoidance of chaos and his participation in class activities. He was homeless when the school year began and has since moved into a town house on the city’s south side. He rides multiple trains and buses each day to get to and from school with his two younger brothers.

School Behavior Logs

Behavior logs are an important part of the way we do business in this school this year. This is a new system on which all teachers have been trained. The system received several overhauls in the first few months of school and ended with a robust information-full software package that provides information to teachers, administrators and parents at any time.

I was interested in determining the level of occurrences of behavior problems with each of the members of the Young Men's Group. Because the lives of the students are often like a roller coaster – up and down – I wanted to track the number of days in which students had negative incidents. Each entry was categorized:

VASP – Violation Against Student – Physical: This was an incident that was logged in which one of the young men physically assaulted or intimidated another student.

VASV – Violation Against Student – Verbal: VASV incidents are logged when a young man verbally assaults or intimidates another student.

VAT – Violation Against Teacher (All were Verbal):
These incidents theoretically could have been verbal or physical assaults or intimidation against teachers or staff. All of the violations against teachers, however, were only verbal. Physical assaults on teachers and staff did occur in our middle school, but none were perpetrated by members of the YMG.

Dis – Disruption: General logs describing a disruption in class that was not apparently intended as an assault on an individual.

In addition to logged disruptions and assaults, I also recorded the number of detentions or suspensions each member of the group accumulated.

If a student accumulated more than one violation on a given day, only the most egregious violation was logged as I was concerned with determining the number of days a student had mishaps. For example, two shootings in the community this year resulted in the deaths of two men who were family friends of several students in my class. I believe it would be unreasonable to count 5 disruptive actions on the day after the shooting as if the actions were unrelated. Thus, I calculated only the number days in which violations occurred rather than the actual number of violations. Appendix A includes sample data from Perseus. September data was not analyzed as we had not fully implemented the tracking system and the group did not begin meeting until September 22.

Our Routine

During our first few meetings we discussed the purpose of the group. We brainstormed how we would like to be seen in the school. The most common response was something to the effect of “we want to be seen as leaders”. YMG members expressed this in terms of “People should think we got their backs,” or “They can come to us.”

Throughout the course of the 39-week school year, we met 30 times after school for at least 2 hours each time plus two parent-teacher conferences for which the group volunteered to serve as hosts.

Our routine did not change much over time. Our first task was to clean the classroom to make for a brighter place to meet and eat. Next, we'd discuss events of the week or the day. Students would report actions that other members of the group did that were particularly courageous or helpful. Some would report concerns they had about a fellow member who may have teased them or not had their back. Finally we would have snacks and talk in a more casual manner. This last part of our meeting usually lasted about 45 minutes to an hour and included either game playing or homework time.

This weekly discussion time was the formal time in which peers could interact and congratulate each other for a job well-done. This was a time in which they acted as mentors to one another without a defined master-apprentice relationship. There was no clear leader who emerged from these meetings and arguments did occur, but we were able to resolve differences by talking through the problem.



Dinner Group

Our first out-of-school adventure was a cooking day at my home. This was fashioned loosely after Real Men Cook (Moyo, 2005), a tradition started in Chicago to help bring fathers and sons closer together through

the art and practice of cooking.

Our dinners are typically formal multi-course dinners using proper table settings, etiquette and discussion. The full day of cooking begins with a few of the group members shopping with me for our ingredients. After shopping, we would meet the rest of the group at my home to begin preparation. This was as much of an exercise in leadership and cooperation as it was in simple food preparation. For this first dinner we had invited a Black banker from a large banking corporation who had grown up in the housing projects and made his way to success. Unfortunately he had to cancel at the last minute and we continued our dinner with the group. This proved to be our model for dinners throughout the year. While we did have a generally cooperative full day (usually lasting from 10 a.m. until 9 or 10 p.m.), we did sometimes run into conflict. This was an ideal environment in which to deal with some issues. At our first dinner, each young man took lead on a particular course in the meal. They each had pride in their course and when some refused to even try a particular course, feelings were hurt. Dowdy created a Brie-en-croute and a couple of the others refused to try it. Dowdy walked out, nearly in tears. I went into the office where he was taking a break to talk with him. He explained why he was upset and I validated that his feelings were on target. I went back to the group at the

upset and I validated that his feelings were on target. I went back to the group at the table and explained why he was upset. They apologized to me and I asked what they thought the next step should be. They said they should apologize to Dowdy as well. The apology and explanation that ensued was flawless. Martin explained that he doesn't eat cheese. He said that he's tried other things Dowdy made before and they were great. Not eating this one dish was no reflection on Dowdy as a person. Dowdy accepted the apology and we all made a toast with sparkling apple cider.

Outings

In addition to Real Men Cook about every six weeks, we also went on outings. Outings were a chance to do an activity the guys wanted to do while



being able to invite some peripheral members. We had three off-schedule outings: the Chicago Auto Show, A Chicago Bulls basketball game, and a sixth grade teambuilding event the group created and hosted for the entire sixth grade.

As time went on, we had many teachable moments – both for me as a mentor and



for the students as mentees. At the Auto Show I was particularly impressed with Marcus's ability to take a back seat. Usually requiring an inordinate amount of attention, Marcus encouraged group

pictures, allowed others to sit in cars while knowing that he would not be able to take a turn if he allowed Trey to sit, and in helping us coordinate our food order at Burger King after the show.

We also used Pollack's Real Boys' Voices to start discussions of interest to pre-teens and teens. We discussed the virtues of abstinence and the hazards if one doesn't. Toward the end of the year we used Pollack's list of 15 mentor's goals to informally assess our program. The young men expressed that we did a good job of a creating a reliable mentor to whom the young men can turn for support (#2), talking candidly about gender stereotypes (#4), Creating Trust (#6), Showing I care in addition to saying I care (#7), educating about homophobia (#11), Giving a chance to share feelings (#13) and helping young men to feel good about their real selves (#15). Martin commented that, "We're able to tell you stuff that we can't even tell our own daddy. You're not going to trick [tell] on us."

They suggested we attempted but didn't quite hit the mark on creating a safe zone (#1), teaching the different ways to be a "real man" (#5), Being physically active with the guys (#9), Encouraging artistic and creative expression (#10), and bully proofing the school and neighborhood.

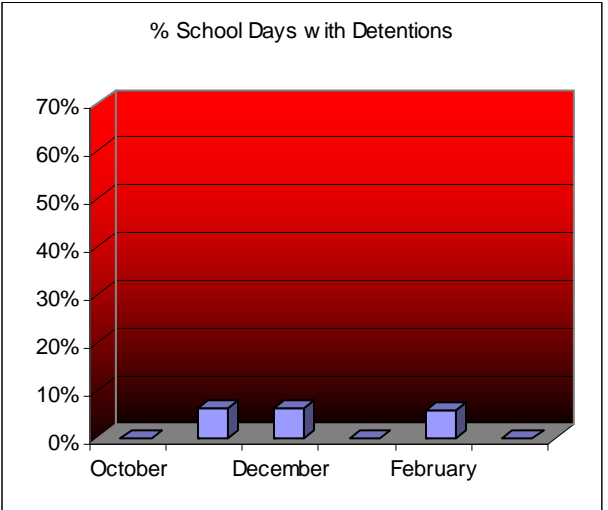
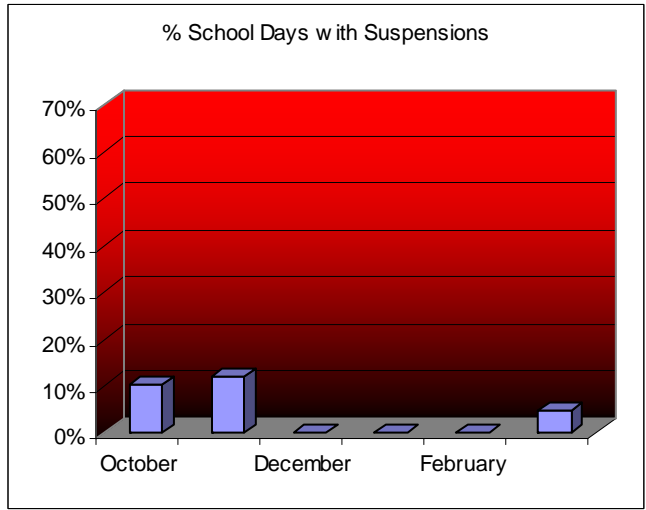
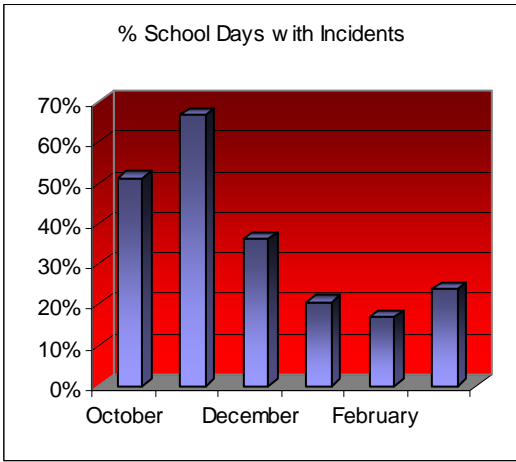
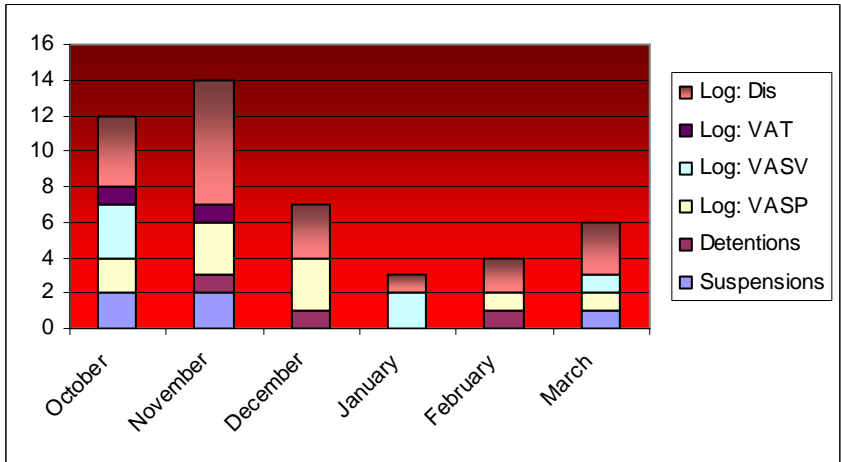
The other goals, we all agreed, were not attempted. While the young men said that we did a decent job of discussing homophobia, I have to realistically say that I did not have a good grasp of how to effectively address this concern. It crept its ugly head into our lives quite often. One girl called Trey a faggot after teasing him in the halls for several weeks. Trey called another student a faggot on the street. In April, the boys reluctantly brought up to the group that two of the girls in our homeroom class had been

spreading rumors about several of them being gay because they hang out with all boys in the group.

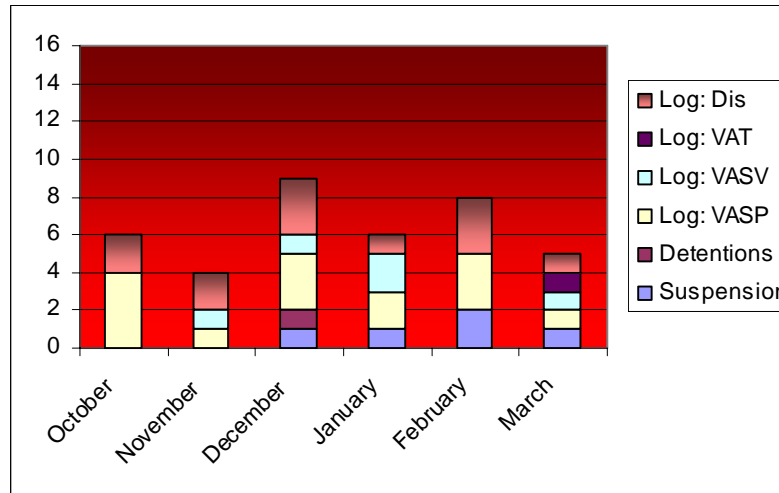
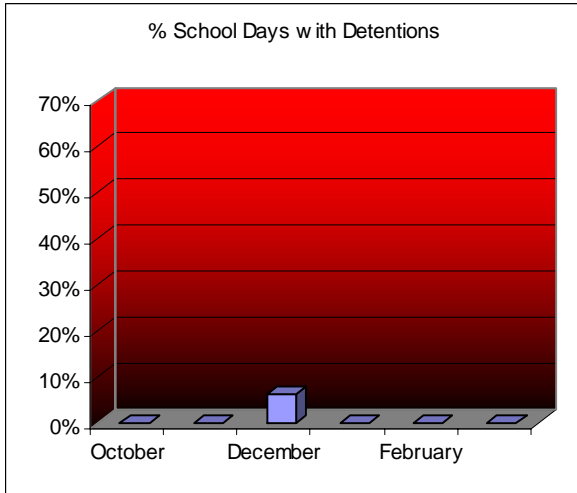
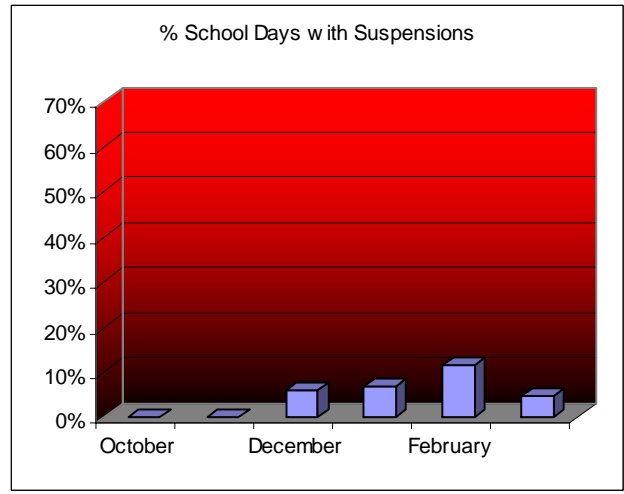
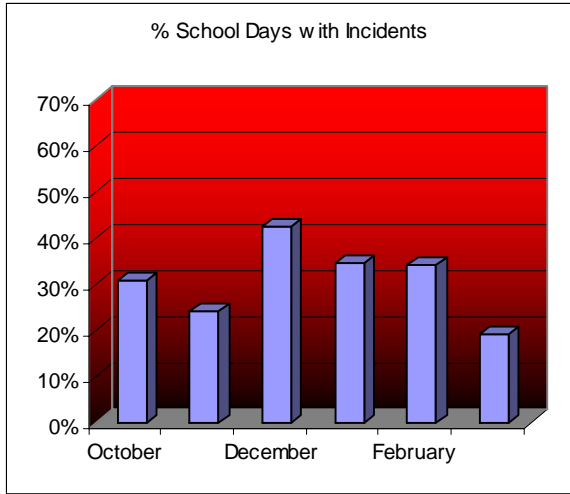
One of the two girls who had started the rumors, an emotionally disturbed girl who also spent time in a therapeutic day school during the year, apparently got graphic in her fantasies about the group. When I asked the guys what they thought about this talk, two of them were able to use examples from a unit on fables we had been discussing in class. Martin said it was like “Sour Grapes” while Perseus said it was like “the Fox and the Crow,” both fables describing jealousy. The young men’s analyses were right on target, but I feel like I should have been able to add more to the discussion.

Behavior Logs

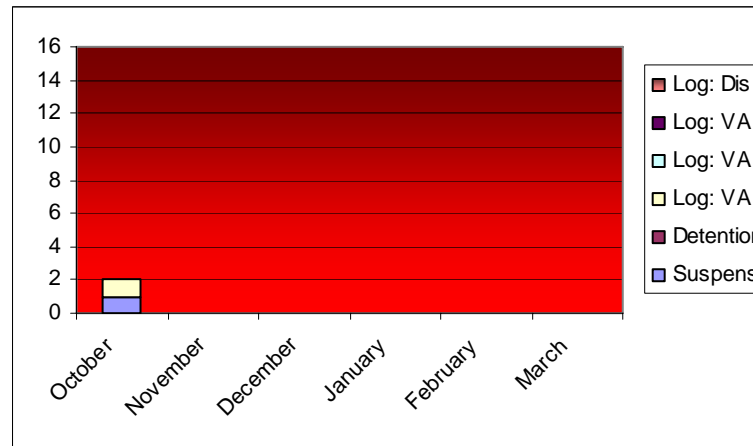
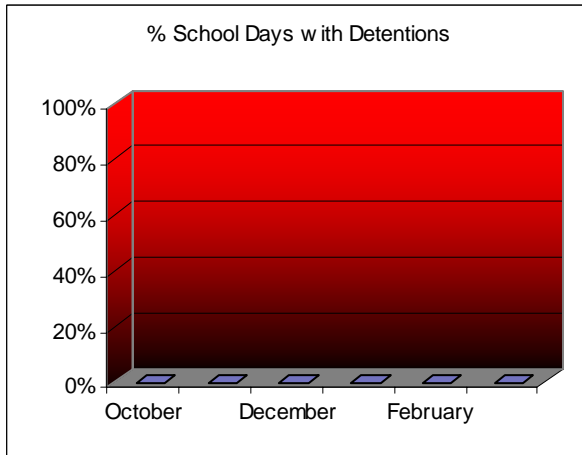
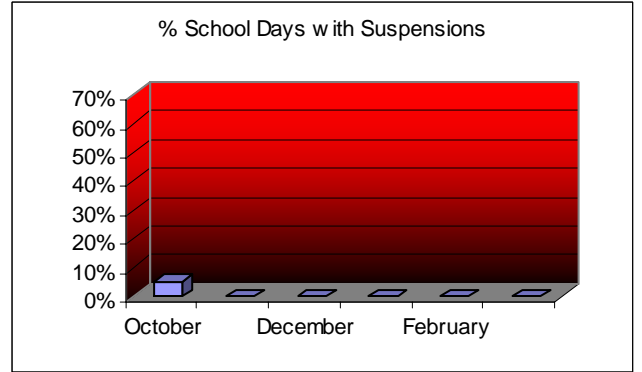
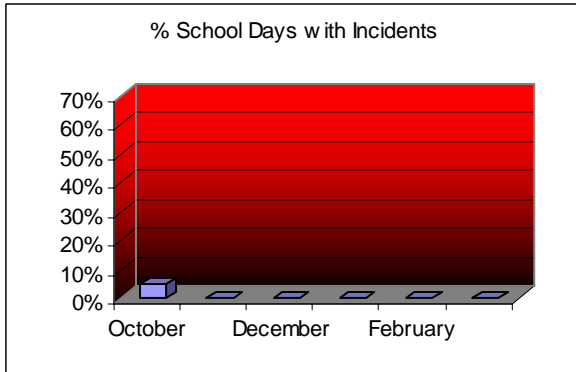
After analyzing behavior logs, Marcus, our basketball hero, turned out to be the biggest success story. In October and November, Marcus racked up an incident, on average, every other day. In November, he reached nearly 70% of his school days with some infraction. By January, his days with incidents dropped below 20% and in March – where he regressed a bit – his incidents were only back up to about 24%.



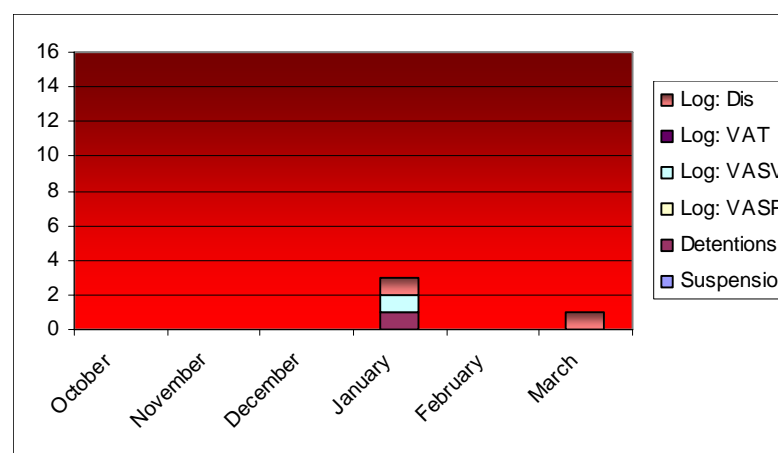
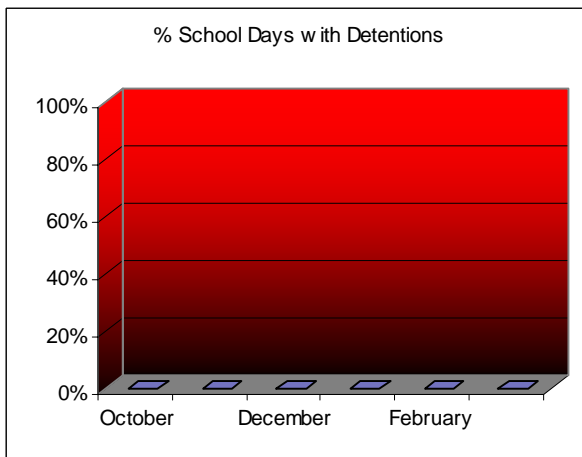
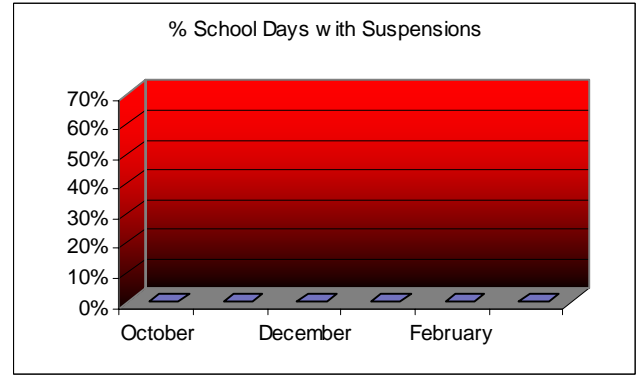
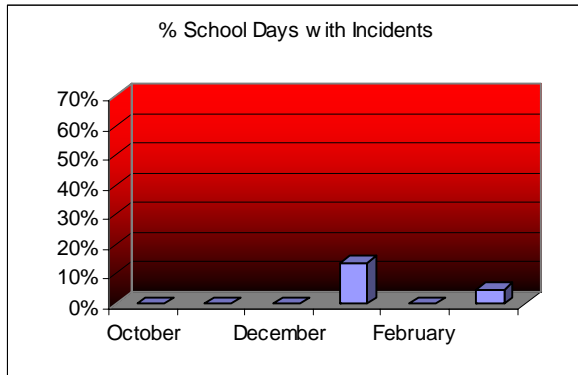
Perseus showed no real gain or loss. His days with incidents ranged from 20% to 40%. His incidents with physical aggression (VASP) did drop a bit though, and were replaced with general disruptions and verbal aggression (VASV).



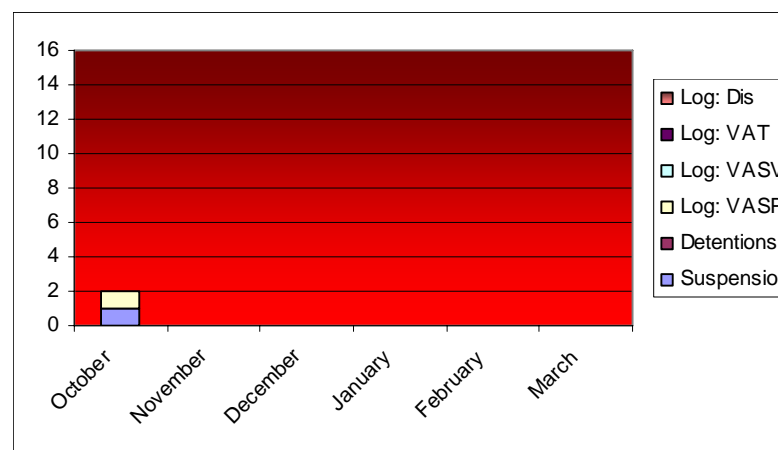
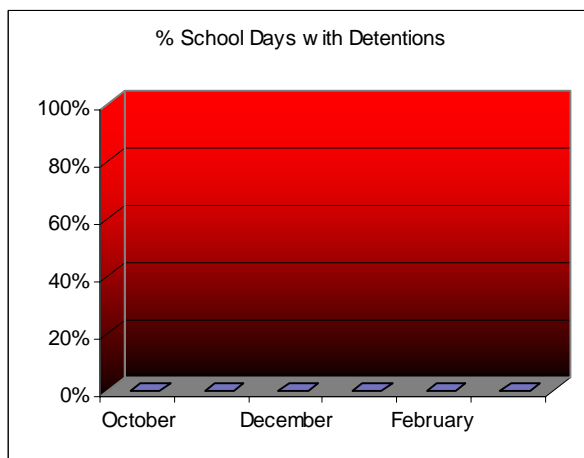
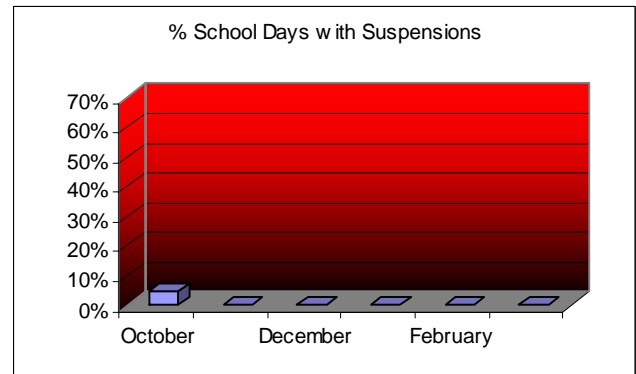
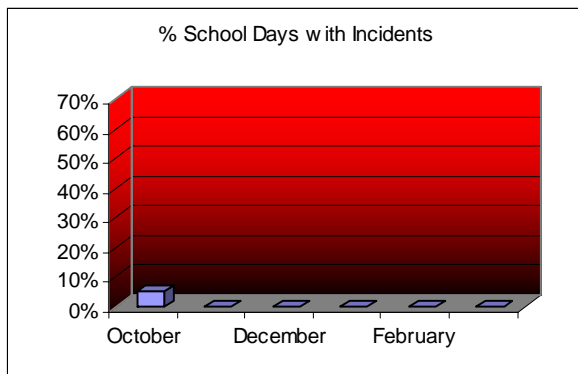
Dowdy's behavior deteriorated. In October, he had no incidents. As time went on, he was unable to withstand the pressures of teasing and decided to "go with the flow". By April, Dowdy had been suspended twice.



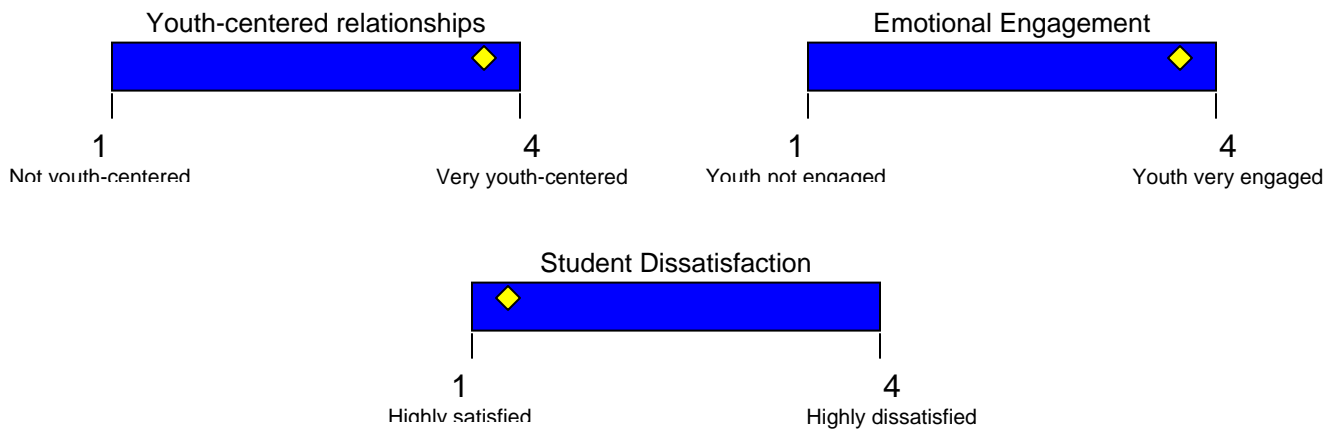
Martin was able to maintain his schoolboy ways and had almost no incidents throughout the year. He had one incident of verbal aggression when he was part of a group of boys who called another girl fat.



Trey had one incident of fighting in the beginning of the year just after joining the Young Men’s Group. When he first joined the group, he displayed some negative behaviors outside of class like making fun of others. When confronted with this change, he said, “So what you’re saying is you want me to change my personality” I replied that I didn’t like seeing these behaviors and he said, “So you want me to change my personality. No problem.” And scarily, he did. When confronted with negative aspects of his behavior, Trey is always able to adjust immediately and get back on course. I am concerned in his particular case that he is able to adjust for me but that the visible behaviors for which I’ve asked are not persistent in other situations where I’m not around.



After meeting with the young men for the entire school year, I asked them to complete a mentor relationship survey (Appendix E) provided by the National Mentoring Center (Jucovy, 2002). The surveys gauged the effectiveness of our program in three key areas: Youth-centered relationships, emotional engagement of students, and student dissatisfaction. Students rated the program 3.8 out of 4 for being youth-centered, 3.79 out of 4 for emotionally engaging, and 1.5 out of 4 for being dissatisfied (suggesting students were satisfied with their involvement in the program).



As a result of our program’s success, the dean of the University of Illinois college of education has asked us to partner with them to attract minority students into the field of teaching. These types of long-term arrangements are ones that we can only assume will be positive for our members in the long run.

Obstacles

Throughout this project, we encountered several obstacles. We were able to overcome many of the obstacles because of resources available in the community and at the school. Three of the main obstacles were financing, transportation, and sibling care.

Financing. Our total expenditures this year ran into the thousands. We received cash funding from Chicago Foundation for Education for our sixth grade team building event and we received a kind donation of tickets for the Chicago Auto Show from John Williams, the afternoon host of WGN Radio in Chicago. Several teachers and staff at NTA provided supervision for us at group outings at no cost. While I was happy to provide the remaining financing for this group of six, I would not be able to support a group of any larger size (or even the logical growth of this group as we intend to keep the existing group and simply add the new group of sixth graders this year). Some sort of school funding (they provided none this year) or other outside support would be needed to continue the program.

Transportation. With a group size of six we were able to creatively solve our transportation problems. One or two parents volunteered to bring other children to my home for some of our Real Men Cook days. On our Chicago Bulls outing, we used public transportation (at student expense). And for the Chicago Auto Show, we were lucky enough to be within walking distance. Next year when the group size increases to accommodate incoming sixth graders, many of these options will no longer be feasible.

Sibling Care. This was potentially the largest unexpected obstacle. Two of our six members had younger siblings for whom they were responsible after school each day. Initially we allowed the younger siblings (all boys) to be part of the group. This caused our group to act more as a babysitters club than as an open forum to discuss our issues. The Chicago Park District stepped up to help us and allowed us to enroll the younger siblings into their after school program on days that the Young Men's Group met. This

would not be an option in most cases. It was available to us because the park district is housed in a building connected to ours.

Other obstacles included time constraints (students wanted to meet two or three times per week and my schedule did not permit that) and the physical/energy needs of the students. Especially in the winter, it is difficult to find physically active activities that can be accomplished indoors or nearby.

Policy Recommendations

- Resources (human, financial, physical) should be provided at the federal, state and local levels to create after school peer-led and teacher-led mentoring groups for middle school children. Resources are needed as early interventions in addition to programs already aimed at students who have proven they are able to “make it”
- Appropriate accommodations should be made for younger siblings for whom the older students are responsible.
- When designing mentoring groups, leaders should consider the physical needs of young men to expend energy. Activities should include both observation and energy-burning tasks (sports, adventure ed, etc.)
- Leadership opportunities outside of the group should be created for the students.
- Organizers should examine potential partnerships to enhance the experience for the students (local media, universities, professionals, businesses, etc.)
- Students should have a method to monitor their own progress.
- Engage students with in-school and out-of-school activities as their demeanor will be different.

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PERSEUS (***)	Phone: ***-***-****
Local Address, City, State, Zip	Guardian (Relationship): Martina Smith (M)
(SchoolID: *****) Emer. Contact: Rose Smith Search for Family Members	

[Logs Only](#) | [Tardies Only](#) | [All](#)

Data Summary

Quarter	Absences			Tardies				Behavior Logs		
	Total	Unexcused	Hours Lost	Number	Minutes Lost	Hours Lost	Avg Min Late	Incidents	Communications	Discipline Actions
First Quarter 2005	3	3	17.3	9	70	1.2	11.7	4	0	0
Second Quarter 2005	1	1	5.8	0				10	3	3
Third Quarter 05-06	2	2	11.5	1				7	2	9
Fourth Quarter 05-06				0						

Title:	LI - leaving classroom
Date:	9/6/2005 2:34:00 PM
Log Type:	Other (O)
Comments:	Left classroom several times without permission. Left again after being reminded twice. (imported from PS)
Logged by Teacher 1	
Title:	LI - called home
Date:	9/7/2005 3:08:00 PM
Log Type:	Other (O)
Comments:	Called home -****. "Mom" - cell phone. did not leave message, not sure if it's the right number. Perseus is having problems with (Female Student). He's shooting staples at her and hitting her while she threatens him with large three-hole puncher. Called her home as well. (imported from PS)
Logged by Teacher 1	
Title:	BI TP
Date:	9/8/2005 5:20:00 PM
Log Type:	Behavior Incident (BI)
Comments:	Called mom. Perseus wears an extra shirt every day that is not part of the uniform (did not discuss this with mom yet). Today he made the right choice and left it in his locker after much reluctance. He's having problems with some self control - going to his locker several times during the day after being told he needs to stay in the room to work. Mom said he's diagnosed H/A and has another appt on 9/15 but that he has some meds left and she will administer them starting Friday morning. (imported from PS)
Logged by Teacher 1	
Title:	BI
Date:	10/12/2005 12:19:00 PM
Log Type:	Behavior Incident (BI)
Comments:	In (Non-HR Class), he threw Perseus's pencil in the garbage from 10 feet away. He was told to

	stop and still threw it again. (imported from PS)
Logged by Teacher 1	
Title:	behavior
Date:	10/12/2005 2:36:00 PM
Log Type:	Other (O)
Comments:	Fighting in hallway with (Male Student 1) (room ***). Boys said they were playing. The two of them were hitting and punching each other with fists and caused a major disruption in hallway. (imported from PS)
Logged by Teacher 2	
Title:	BI
Date:	10/13/2005 8:51:00 AM
Log Type:	Behavior Incident (BI)
Comments:	In (Non-HR Class) on 10/12, Perseus hit (Male Student 2) who punched him back. They were taken to Admin. (imported from PS)
Logged by Teacher 1	
Title:	BI
Date:	10/14/2005 2:25:00 PM
Log Type:	Behavior Incident (BI)
Comments:	In (Non-HR Class), he was constantly out of his seat. Then, he got into a yelling match with Female Student 2. They were both cursing and threatening each other. She said he choked her when I wasn't looking. Later, he was yelling at Female Student 1 saying she hit him on the head. (imported from PS)
Logged by Teacher 1	
Attached Logs:	
Title:	behavior
Date:	10/25/2005 11:45:00 PM
Log Type:	()
Comments:	Engaging in fight with Male Student 2 in hallway. Separated the two of them and conferenced with both. They agreed to stop.
Logged by Teacher 2	
Attached Logs:	
Title:	behavior
Date:	10/31/2005 4:35:00 PM
Log Type:	()
Comments:	Continues to be disruptive in class. Called home and left message for parent to call school.
Logged by Teacher 2	
Title:	out of room without permission
Date:	11/14/2005 10:49:50 AM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	left room following Female Student 1 without permission
Logged by Teacher 1	
Title:	Lunch Bunch
Date:	11/17/2005 11:15:00 AM
Log Type:	Behavior Agreement (BA)
Comments:	First session of lunch bunch. Perseus thought he was in trouble when I got the group together. He says he has been in trouble for fighting. Very immature behavior during the session. Next week we agreed to talk about the ways other students make us mad.
Logged by Admin 3	

Title:	Profanity	VASV
Date:	11/23/2005 1:40:00 PM	
Log Type:	Behavior Incident - Request Support (BI-S)	
Comments:	Perseus swore in the hallway and Student Teacher brought him to Student Support. I talked with him and he admitted that Male Student 3 had made him mad and he said something inappropriate. He discussed it in an appropriate manner with Student Teacher and I and was sent to art.	
Logged by Admin 3		
Title:	Lunch Bunch	
Date:	12/1/2005 10:50:00 AM	
Log Type:	Behavior Agreement (BA)	
Comments:	Group needed to talk about an incident that occurred between (HR Class) and (Unrelated Class) boys after swimming. There seems to be an ongoing issue between the boys.	
Logged by Admin 3		
Title:	Class fight	
Date:	12/1/2005 10:55:00 AM	VASP
Log Type:	Discipline Action - Detention (DA-D)	
Comments:	Boys from (HR Class) and (Unrelated Class) have been having class conflicts. This erupted again today in the locker room after swimming. All boys were assigned a detention as an alternative to suspension.	
Logged by Admin 3		
Title:	Swearing,	
Date:	12/13/2005 10:40:53 AM	VASP
Log Type:	Behavior Incident - Log – no action (BI-L)	
Comments:	Called Male Student 2 "Pussy Ass" and threatened him in line on the way to gym. He continued to swear using the F-word. He was very angry and took several minutes before he'd leave to come back to the classroom to call mom.	
Logged by Teacher 1		
Attached Logs:		
Title:	LM for mom	
Date:	12/13/2005 10:46:17 AM	
Log Type:	Conversation/Communication - Phone Message (BC-PhM)	
Comments:		
Logged by Teacher 1		
Title:	behavior	VASP*
Date:	12/13/2005 1:44:08 PM	
Log Type:	()	
Comments:	Perseus hit Female Student 3 (says he was playing, she kicked him. I saw Perseus throw his pencil case at her and the two of them ran around the room. She was chasing Perseus.	
Logged by Teacher 2		
Title:	behavior	
Date:	12/13/2005 1:47:20 PM	VASP*
Log Type:	()	
Comments:	Students were hitting each other on stair case. I saw Female Student 4, Male Student 4, and Perseus hitting at each other with their fists. Female Student 3 and Darius were wrestling in lunch room. Female Student 4 threw Darius on floor.	
Logged by Teacher 2		
Title:	Talked to mom	
Date:	12/13/2005 4:48:42 PM	

Log Type:	Conversation/Communication - Phone Conversation (BC-Ph)
Comments:	Talked to mom about the non-characteristic behavior of Perseus this week. I asked if there was anything out of the ordinary since his behavior the last few days has been very different (he's confrontational, not focusing, much more angry than usual). She said he stopped taking his medicine for the last few days because he said he's been doing better. She will talk with him tonite and he'll be taking meds again.
Logged by Teacher 1	
Title:	Argument
Date:	12/14/2005 12:06:00 PM
Log Type:	Behavior Incident - Log – no action (BI-L) VASV
Comments:	Perseus and Male Student 4 were brought to student support because security had witnessed them having an argument in the hallway. Security was concerned because there had been a serious incident between the two earlier in the year, and it appeared that this might be heading in the same direction. Both students said it was nothing serious, and assured security that the other stuff was "old business". They were sent back to class.
Logged by Admin 3	
Title:	behavior
Date:	12/15/2005 12:07:24 PM DIS
Log Type:	()
Comments:	Continues to throw paper baskets(balls up paper and throws baskets in garbage across class) Behavior is disruptive to instruction.
Logged by Teacher 2	
Title:	behavior
Date:	12/20/2005 12:02:31 PM DIS
Log Type:	()
Comments:	Perseus continues to throw paper baskets in class
Logged by Teacher 2	
Title:	fighting
Date:	12/21/2005 8:51:45 AM VASP
Log Type:	Behavior Incident - Request Support (BI-S)
Comments:	Male Student 4 and Perseus came in to class today a little wild. I asked them to sit while several students were coming into the room. Male Student 4 kept trying to hit Dowdy and I stopped him and told him to sit several times. Each time he would sit and then I would see him up again. He tried to tell me there were students playing outside to get me out of the room and when I turned NTAghtly he was about to hit Dowdy again. Finally I saw Male Student 4 hit Dowdy. Perseus had apparently hit Dowdy also while many students were coming in. I did not see this but Perseus said to Male Student 4 that when he (Perseus) hit Dowdy in the back, Dowdy said it didn't hurt. Other students said Perseus hit Dowdy in the back
Logged by Teacher 1	

Attached Logs:	
Title:	Perseus & Dowdy
Date:	12/21/2005 9:30:00 AM
Log Type:	Behavior Incident (BI)
Comments:	I spoke with each boy involved seperately. Dowdy stated that he was playing with Male Student 4 and Darius and that neither of them actually hit him, but that someone hit him three times in the back and it hurt to the point of tears. Perseus admitted hitting Dowdy in the back and was very sorry. He didn't think he was hitting him hard enough to hurt. He also said that Male Student 4 hit Dowdy too and he should get suspended as well. According to Teacher 1's log, He saw Male Student 4 hit Dowdy. I will follow up with Dowdy and Male Student 4 tomorrow.
Logged by Admin 2	
Title:	Male Student 5 and Perseus playing games
Date:	12/23/2005 10:29:06 AM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	Male Student 5 brought a game boy to class today and allowed Perseus to play with it during class. Perseus was told to put it away and continued to play so it was taken.
Logged by Teacher 1	
Title:	disruptive in class
Date:	1/10/2006 10:45:07 AM
Log Type:	Conversation/Communication - Phone Conversation (BC-Ph)
Comments:	Perseus had to be redirected many times during instruction. His disruptions continued throughout class. I called home and spoke with mom, She assured me that behavior will improve on Tuesday.
Logged by Teacher 2	
Title:	inappropriate touching
Date:	1/11/2006 11:40:00 AM
Log Type:	Behavior Incident (BI)
Comments:	Perseus was seen by (Female Teachers Aid) groping Female Student 1 on the buttocks as they were walking down the hall. Perseus says that Female Student 1 hit him and nothing was said. Female Student 1 did not appear to be upset that Perseus had touched her inappropriate. Female Teachers Aid told Perseus that his touching was inappropriate.
Logged by Teacher 2	
Title:	Male Student 6 and Perseus Ready to fight outside
Date:	1/11/2006 2:30:00 PM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	Male Student 6 and Perseus were yelling at each other outside. I separated the boys as they were poised to fight after calling each other names. Perseus said MS6 called him a bitch. MS6 said there was no problem and wouldn't discuss the situation. I told MS6 to go home and he said he would. Right after saying that he ran back toward Perseus who was coming back into the school for YMG.
Logged by Teacher 1	
Title:	Lunch Bunch
Date:	1/12/2006 11:15:00 AM
Log Type:	Behavior Agreement (BA)
Comments:	Boys discussed that they were unhappy that sometimes they don't get to go swimming because (according to them) the girls talk too much and they are too late to go swimming. Then they said that they had come up with the idea to have all the boys walk with one teacher and all the girls walk with the other teacher. The boys said that they discussed this with Teacher 3 and she agreed. They were "empowered" by their solution. We also discussed the way the girls "flirt" with them, which involves physical interactions and ways to keep that only

	at appropriate times, since the boys actually "enjoy" the attention, but don't like getting in trouble.
Logged by Admin 3	
Title:	almost to playfight
Date:	1/24/2006 10:18:00 AM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	Male Student 7 was in the (HR Class) line at the top of the 4th floor stair well as we were about to go to gym. He, Male Student 4, and Perseus postured as if they were about to start a class fight. I removed MS7 from the line and told the boys if there was a fight I would hold them personally responsible for it. When we got to the 2nd floor, (Unrelated Class) boys were ready and were walking across the bridge while Male Student 4 had Male Student 8 in the (HR Class) line and pushed him against a wall. I removed MS8 and told him to move up with his line. Male Student 4 laughed and told his crew "we got MS8". When we arrived at gym I told Gym Teacher the boys were acting as if they were trying to start their class fights again and he should be aware of it. Male Student 4 said something like "you're a grown up liar".
Logged by Teacher 1	
Title:	Refusal to complete work
Date:	1/24/2006 1:49:59 PM
Log Type:	Discipline Action - Detention (DA-D) DIS
Comments:	Female Student 5, Perseus and Darius were sent to student support for refusing to complete work. They were assigned a one-day detention.
Logged by Admin 3	
Title:	Lunchroom disturbance
Date:	1/25/2006 11:45:00 AM
Log Type:	Discipline Action - Reintegration (DA-R) VASP
Comments:	Attendance Clerk referred Male Student 4 and Perseus to student support for fighting in the lunchroom. Perseus said that it really was "playing" and that Male Student 4 wouldn't stop. Perseus showed me a scrape on his leg, but said he would tell an adult next time instead of continuing to play. Male Student 4 was also referred for another matter, so Perseus returned to class.
Logged by Admin 3	
Title:	conflict
Date:	1/31/2006 8:56:10 AM
Log Type:	Behavior Incident - Request Support (BI-S) VASV
Comments:	Perseus was out of his seat near Male Student 5. Then Male Student 5 picked up a chair and held it up to Perseus. I told him to put the chair down. He looked really upset and told Perseus to stop playing with him and that he was going to beat his ass. The two boys confronted each other so I sent them both out.
Logged by Teacher 3	
Title:	Lunch without class - (hallway behavior)
Date:	1/31/2006 11:10:00 AM
Log Type:	Discipline Action (DA) DIS*
Comments:	Students were told they would be able to get 1 warning if they could not walk in the halls without disturbing others. Perseus, Female Student 6, Darius and Male Student 5 all exceeded the warning and will receive a day of lunch not sitting with the class.
Logged by Teacher 1	
Title:	disruptive
Date:	1/31/2006 7:42:41 PM
Log Type:	Behavior Incident (BI) DIS*
Comments:	Perseus continuously disrupted class today. He threw "play dough" at other students whenever I was not looking. There were pieces of play dough throughout the room and near Perseus's

table. When I asked Perseus to stop playing, hollering or talking across room, he would not accept my redirections and told me he was not the only one. He broke two rulers across the table, in the heat of being angry, playing and refusing to accept my redirections. (parts of the broken rulers flew across the room, he said the first ruler was an accident). After telling him that I was sending him to Administration, he went to door and hit the door with his fist in a fit of anger.

Logged by Teacher 2

Attached Logs:

Title:	one day suspension
Date:	1/31/2006 7:52:00 PM
Log Type:	Discipline Action - Suspension (DA-Susp)
Comments:	One day suspension for attached incident. Suspended 2/1, to return on 2/2.
Logged by Admin 1	

Title:	Good transition / line to gym
Date:	2/2/2006 10:15:00 AM
Log Type:	Positive (P)
Comments:	All of these young men did a good job of transitioning to gym today. This is a big improvement over recent days. There were some other boys disrupting the line, but these young men kept it together and focused on a good transition that was respectful of other classes we passed on our way to gym.

Logged by Teacher 1

Title:	Lunch Bunch
Date:	2/2/2006 11:15:00 AM
Log Type:	Behavior Agreement (BA)
Comments:	Group agreed that they would be uncomfortable with adding two students from another room to this group.

Logged by Admin 3

Title:	Book Fight
Date:	2/6/2006 11:15:00 AM
Log Type:	Discipline Action - Support Referral (DA-S)
Comments:	As we were lining up for lunch, students were loud and a few students were throwing things. I observed Female Student 4 throw a book at Perseus. Perseus then threw a book back at Female Student 4 that hit Female Student 2 and caused a scratch on her forehead. Female Student 2 did not retaliate. Darius at this time also was throwing books. I warned Darius to stop throwing things. I told the entire class to sit back down. Darius grabbed another book from the table by the door and was about to throw it when I told him to put it down. When he returned to his seat, he took a book from the class library and threw it across the room.

Logged by Teacher 1

Title:	Lunch Bunch
Date:	2/16/2006 11:15:00 AM
Log Type:	Behavior Agreement (BA)
Comments:	Discussed a situation where students are telling these students not to "trick" about a situation. The boys are very concerned about being believed and not getting in trouble because of the situation. They also seem to fear reprisal from other students if they tell the truth.

Logged by Admin 3

Title:	Disrupting class
Date:	2/16/2006 1:45:00 PM
Log Type:	Discipline Action - Suspension (DA-Susp)
Comments:	Teacher 2 sent Perseus to student support for disrupting class. She said that she was very concerned about the physical way (kicking a chair) that Perseus was expressing his anger.

	Perseus had shared the truth behind the locker room situation (his version with names) earlier in the afternoon. He said that students were kicking his brush around and then took his wrist bracelet. He indicated that Male Student 4 was part of that situation. Since Male Student 4 was apparently the person who told the boys not to trick, this may be part of the problem. Administration said that Perseus would be suspended for one day due to the physical nature of his outburst. Admin 2 also talked with Perseus.
Logged by Admin 3	
Title:	violent rage
Date:	2/16/2006 9:46:28 PM
Log Type:	Behavior Incident - Request Support (BI-S)
Comments:	I am requesting a conference with administration and a parent before Perseus returns to class. This is the second time that Perseus has shown a violent rage after being redirected in class. Perseus continuously disrupted class today by shouting out comments that were unrelated to instruction. Today Perseus got out of his seat to retrieve a wristband that was being tossed between students. I intervened and took the band. Perseus starts shouting "Thats my band.....Why do you always take my stuff" He then starting kicking chairs....and shouting about a hair brush that students were kicking. He walked out of class and continued shouting in the hallway. I had to walk out in the hall and ask Security to remove him from hollering outside of the classroom. Perseus's behavior is very threatening to the entire class. I have spoken to his mom about his unpredictable behavior in class. Some days he participates in class with no disruptions and other days he comes to class unprepared and participates in disrupting class.
Logged by Teacher 2	
Title:	Perseus & Male Student 9 Fight
Date:	2/21/2006 1:30:00 PM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	Female Student 7 was annoying Perseus who told Male Student 9 to "get his girl." This bothered MS9, as he does not go with Female Student 7, and Perseus and MS9 got to "play arguing." The play arguing got into a play fight that turned real. The fight went from the art room out into the hall and it had to be broken up by Security. Male Student 9 resisted being separated and in that struggle, he broke Security's walkie-talkie. Each boy received one day suspension and Female Student 7 received one morning of detention.
Logged by Admin 2	
Title:	Rush Male Student 5
Date:	2/23/2006 10:20:00 AM
Log Type:	Discipline Action - Support Referral (DA-S)
Comments:	Male Student 4, Darius and Perseus all approached MS5 who was working at a front desk and jumped on MS5. I yelled at all of them to get off and all but Darius stopped. I walked over to Darius and told him to let go (he was holding Male Student 5) and he looked at me then grabbed Male Student 5 harder. He grabbed Male Student 5 from behind and tried to lift him from the chair. I had my hand on Darius's arm this entire time and he refused to let go. I used more force and removed him and called security. Male Student 4, about 5 minutes later went up to Male Student 5 and said what appeared to be threatening words. I told Male Student 4 if he approached Male Student 5 again he'd be out.
Logged by Teacher 1	
Title:	Talked with mom about behavior
Date:	2/24/2006 11:10:00 AM
Log Type:	Conversation/Communication - Phone Conversation (BC-Ph)
Comments:	Talked with mom about Perseus's behavior and lack of work. She said she gave him money this morning but didn't yesterday so she's not sure where he's getting food. I suggested not giving him money since he spends it on junk food and eats it in class after being asked not to. I explained that he spends much of his time talking to the girls and not doing work. He wrote down the work he hasn't done over the last 2 weeks and will work on it this weekend. Ms. L.

	referred him to School Therapist and we can hopefully get some help on his anger issues. He was on anger meds but was taken off this year.
Logged by Teacher 1	
Title:	Leaves classroom without permission
Date:	2/28/2006 10:11:57 AM
Log Type:	Behavior Incident - Log – no action (BI-L)
Comments:	Several students left the classroom without permission. Male Student 10 and Male Student 11 found a note apparently written by someone in (Non-HR Class) - possibly Female Student 8. Students said they believe the letter was from Female Student 8 about Female Student 4, Female Student 1, Female Student 7, and Female Student 5 who were talking about Female Student 2 (who apparently is Female Student 8's friend).
Logged by Teacher 1	
Title:	Battery of Perseus & Burns
Date:	2/28/2006 2:15:00 PM
Log Type:	Discipline Action - Suspension (DA-Susp)
Comments:	<p>Describe behavior: Perseus and Female Student 9 were arguing in SFA over points. Female Student 9 thought that Perseus had tricked Teacher 3 into taking points away from her team. Female Student 9 stated that she didn't like Perseus's sister and told Perseus to "wait until after school." After school Male Student 4 and Male Student 12 pretended that they were going to someone else and then surrounded Perseus and started slamming, kicking, and hitting him. Two other boys jumped in. Perseus's sister tried to break up the fight and Male Student 12 swung, but missed her. Then he slammed her to the ground. She took out mace. It is not yet determined whether or not she used it. The mace issue will be dealt with separately. All four offenders received a 5 day suspension and were arrested.</p> <p>Staff intervention:</p> <p>Result/Outcome of Intervention:</p>
Logged by Admin 2	
Title:	Psych Referral
Date:	3/2/2006 8:11:05 PM
Log Type:	Referral for Student Services - Individualized Support Services (R-I)
Comments:	I referred this student to School Therapist for poor impulse control and to rule out ADD.
Logged by Admin 2	
Title:	constant redirections
Date:	3/8/2006 9:13:44 PM
Log Type:	Conversation/Communication - Conference (BC-C)
Comments:	<p>I had a conference today with Perseus, his mom, Administration and Teacher 1. Perseus continues to be playful in class, off task and disrupts class with frequent outburst. He seldom accepts my redirections and often responds saying, "what about the other students" "why you always saying something to me."</p> <p>Today, Special Ed Teacher came to pick-up Perseus for resource, however, Perseus decided that he wanted to stay and finish group work. After redirecting him several times I told him to go to Special Ed Teacher's class since he was not serious about working in the class. He then shouts "shut-up talking to me" "get out of my face"</p> <p>Perseus apologized for his disrespect. During the conference we discussed that Perseus may start feeling tired in the afternoon and may be more irritable. Mom says that he is exhausted when he gets home and takes a nap. I told mom that I would move Perseus's seat so that he is less distracted and that I would take more notice to triggers that may cause him to lose focus.</p>
Logged by Teacher 2	

Title:	too many disruptions	
Date:	3/24/2006 3:41:00 PM	DIS
Log Type:	Discipline Action - Detention (DA-D)	
Comments:	I called Administration to (Non-HR Class) after continuous disruptions during class. (HR Class) was unprepared to begin instruction when they entered the class. Students came unprepared, no pencil, no paper, no books and had to be told repeatedly to stop social talking and/or playing. (class procedures have to be reiterated everyday) It was a continuous battle to get students focused. Today is one of the days that students have 7 transitions in the morning with one hour of SFA, Art Prep, then followed by lunch. (there was a substitute for Art.) This afternoon was an example of how students come unprepared for focused instruction in the afternoon on the days there are so many transitions in the morning. Students were given 1 day detention.	
Logged by Teacher 2		
Title:	one day suspension	
Date:	3/27/2006 10:20:32 AM	VASP
Log Type:	Discipline Action - Suspension (DA-Susp)	
Comments:	While transitioning for gym, I witnessed Perseus slap Male Student 5. As I walked toward them, Male Student 5 looked at me, then ran over to Perseus and kicked him, then cursed at him. Both boys are suspended on 3/28 and can return on 3/29.	
Logged by Admin 1		
Title:	cursing, disruptions	
Date:	3/30/2006 10:08:52 AM	VASV
Log Type:	Discipline Action - Support Referral (DA-S)	
Comments:	Male Student 9 threw some index cards into his bin and accidentally hit Female Student 7 who was standing at the counter. She said she was okay and he apologized. Later, Female Student 7 started trying to carry around the large hole puncher to threaten Male Student 9 and Perseus. Perseus was sitting in his chair while Female Student 7 walked around the room yelling. I asked her to sit. She began to swear at Perseus who responded with profanity as well. I told them both to stop. Female Student 7 continued and Perseus continued to respond. I sent them to Administration because the rest of the class was participating in class and these two were a disruption	
Logged by Teacher 1		
Title:	screaming in class	
Date:	4/4/2006 12:22:00 PM	VASV
Log Type:	Behavior Incident (BI)	
Comments:	<p>Describe behavior: Female Student 10 screamed out in class "I want to go to Admin 1's office" I told her that she does not have permission to go unless I send her. I then told her to sit outside the door. I went in the hall to talk to Female Student 10 and she said that Perseus was talking about her. I asked her if she was also talking about him and she said no. However, I do know that there is an ongoing conversation at her table and across to Perseus's table. I called Female Student 2 and Female Student 3 in the hallway individually to tell their version. Both students said the same thing in front of Female Student 10. "Female Student 10 and Perseus were both talking about each other"</p> <p>Staff intervention: I then moved students from the front table to sit at Perseus's table and moved Perseus to the front of class and told Perseus and Female Student 10 to not talk to each other in class. Female Student 10 entered class and neither student spoke to the other.</p>	
Logged by Teacher 2		

Marcus

Spring Anonymous Comments about Marcus

I like about my stuff is I am smart.
[I don't like that] I like to play.

I like it when you help me with my work on the computer.
I don't like it when you bully me sometimes.

I like that he is a leader and not a follower.
I don't like it when he bullies people.

I like it when you show how smart you are by working hard.
I don't like it when you whisper and tell secrets about people in front of them.

I like his determines [determination]
I don't like his attitude.

Perseus

Spring Anonymous Comments about Perseus

Perseus was absent on this day and we did not compile comments about him.

Dowdy

Spring Anonymous Comments about Dowdy

He likes to play
[I don't like that] he likes to cry when I play with him.

I like it when you don't act childish and dumb.
I don't like it when you act slow.

I like it when I get a question right.
I don't like it when I brag that I'm smart.

I like his clothes.
I don't like his bossiness.

I like it when you're helpful to other people.
I don't like it when you blame others for things that go wrong.

Martin

Spring Anonymous Comments about Martin

I like that Martin likes to play.
[I don't like that] he do not know how to act.

I like what a good friend he is.
I don't like it when you act silly sometimes.

I like it when he has my back and also keeps me out of trouble sometimes.
I don't like it when he critsazes [criticizes] me at Risk [the board game].

I like my shoes.
I don't like how I act.

I like it that you don't let stuff get to you. You're good at laughing about stuff when people say stupid stuff to try to make fun.

I don't like it that sometimes you play around and can hurt yourself or others. Trey

Spring Anonymous Comments about Trey

I like about Trey is we both like to play sports.

He do not know how to act.

I like my personality.

I don't like me home life sometimes.

I like that he keeps me out of trouble too (sometimes).

I don't like when he eats most of the food.

I like that you're responsible and take care of your little brothers.

I don't like when you complain about things.

I like his personality.

I don't like his hungriness.

Sample Monday / Wednesday / Friday Schedule for Homeroom

Time	Activity
8:25	Enter Building / Go to Lockers
8:30	Enter Homeroom Class / Writing Prompt
8:42	Go to Success For All Reading
9:45	Go to Lockers for Swim Gear / Supplies
9:50	Enter Homeroom Class for Social Studies / Language Arts
10:05	Begin Transition to P.E. Building
10:15	Gender separated Gym / Swimming
10:55	Gym / Swimming Finished (A little later for swimming students to get ready)
11:00	Recess or Journey back to lunch via indoors
11:15	Lunch
11:35	Math / Science
2:00	Go to lockers / Prepare for dismissal
2:15	Dismissal

9/22/05

Dear Ms. Smith,

Your son, Martin, has been invited to join the Young Men’s Group sponsored by Mr. D’Abell, one of your student’s sixth grade teachers, one of your student’s sixth grade teachers. The group will meet every Wednesday from 2:30 – 4:00 p.m. after school, beginning this Wednesday, September 28.

Fewer than 10 sixth grade students have been invited to join the group because a small group will help us better meet the group’s goals. The goals of the group are both academic and social. Your son will have some time to get help on homework or school concepts in addition to social time – through which we’ll learn new strategies to solve problems, cope with stress, etc.

Every 4 – 6 weeks we will go on an out-of-school outing (like a baseball game, movie, bowling, etc.). When these events happen, we will send a separate permission NTAp because the time and day may be different.

During our first two meetings, the group will devise a contract that outlines the goals and expectations of the group. One mandatory expectation is attendance. Members of the group must have appropriate in-school attendance as well as attendance at most of the group meetings.

If you have any questions, feel free to call me at school at (773) 534-9970 or send a note in with your son.

Best,

Mr. D’Abell

YOUNG MEN’S GROUP PERMISSION SLIP

_____ I have read the enclosed letter from Mr. D’Abell and give permission for Martin to join the Young Men’s Group that meets on Wednesdays from 2:30 – 4:00 p.m. after school at National Teachers Academy. I understand that regular attendance in school and attendance at the meetings is an essential part in making the group successful and that students who cannot meet group expectations may be asked to leave the group

_____ I have read the enclosed letter from Mr. D’Abell and my son, Martin, will not be able to participate because _____ (optional).

Parent/Guardian Signature

Date

Home Phone

Other Phone

YOUTH SURVEY

(For Ages 9 and above)

What is today's date? Month _____ Day _____ Year _____

1. Are you a girl or a boy? 1 Boy 2 Girl

2. How old are you? _____

3. What is your birth date? Month _____ Day _____ Year _____

4. What grade are you in at school? _____

5. Put an **X** in the box next to all that you use to describe yourself, your race, or ethnicity. Are you....

1 Black or African American

4 Asian/Pacific Islander

2 White, not Hispanic

5 American Indian or Alaskan Native

3 Hispanic or Latino/a

6 Other _____

On the next page are some things kids say about their mentors. Please circle one number for each statement to say how true it is for you and how you feel. For each sentence, circle if the statement is not true at all, if it's not very true, if it's sort of true, or if it's very true of you.

For example, if your mentor always remembers your name, you would circle "4" (Very True) to question 0. Don't worry that the numbers in a column differ among the questions. Now start with Question 1.

(continued on next page)

		<i>Not True At All</i>	<i>Not Very True</i>	<i>Sort of True</i>	<i>Very True</i>
0.	My mentor knows my name.	1	2	3	4
1.	My mentor makes fun of me in ways I don't like.	1	2	3	4
2.	My mentor almost always asks me what I want to do.	1	2	3	4
3.	When I'm with my mentor, I feel special.	1	2	3	4
4.	Sometimes my mentor promises we will do something; then we don't do it.	1	2	3	4
5.	My mentor is always interested in what I want to do.	1	2	3	4
6.	When I'm with my mentor, I feel excited.	1	2	3	4
7.	When my mentor gives me advice, it makes me feel stupid.	1	2	3	4
8.	My mentor and I like to do a lot of the same things.	1	2	3	4
9.	When I'm with my mentor, I feel sad.	4	3	2	1
10.	I feel I can't trust my mentor with secrets—my mentor would tell my parent/guardian.	1	2	3	4
11.	My mentor thinks of fun and interesting things to do.	1	2	3	4
12.	When I'm with my mentor, I feel important.	1	2	3	4
13.	When I'm with my mentor, I feel bored.	4	3	2	1
14.	I wish my mentor asked me more about what I think.	1	2	3	4
15.	My mentor and I do things I really want to do.	1	2	3	4
16.	When I'm with my mentor, I feel mad.	4	3	2	1
17.	I wish my mentor knew me better.	1	2	3	4
18.	When I'm with my mentor, I feel disappointed.	4	3	2	1
19.	When I'm with my mentor, I feel happy.	1	2	3	4

From *Measuring the Quality of Mentor-Youth Relationships: a tool for mentoring programs*
 Technical Assistance Packet #8, National Mentoring Center