

Ronald Ferguson

2/14/91

Lack of oppy for funding fulfillment in conventional ways

Human behav - motivated by a fairly short list of sources of satisfaction

{ see David McClelland }

Achievement Affiliation <sup>Avoid</sup> <sup>discont.</sup>  
Influence Self-esteem?

Black males are presented with a restricted list of options

Expected benefits vs expected payoffs —  
are out of alignment for inner-city youths

(eg, get beat up regularly if not in a gang)

Striving for acad achievement are ~~not~~ not valued  
by peers, who then express retribution — say are "acting white"

3 ~~1~~ Inner-city youth don't realize that race + sex ~~are~~ stereotypes  
+ are responsible for strangers' feelings of fear  
of them (x affiliation)

~~Black people have low exp~~  
Black teachers have low expectations for success of  
black students ? (middle class vs lower class)

Forces beyond individual recipients control

Experiences resulting from personal choices + exogenous events

Other people's beliefs + attitudes

Messages about recipient

messages about R's race, family, friends

Msgs about R's environment

Interpretation & causal attributions that give meaning to msgs + exp

Revised self concept

Revised perceptions

Expectations regarding options + payoffs

Choices + Behav.

Need to monitor and modify the messages

1) Feedback to the message givers to modify

eg - don't act proud  
- smile  
- encourage  
- be patient

2) Resources to kids - eg supplemental parenting

Kids need adults they trust + who cares for them  
who can broker relationships betw. child + environment.  
That adults can correct distorted perceptions.

Big gap between w + b student achievement occurs  
betw. 5th + 9th grade.

Programs typically attempt to deal with w + b options:  
options for:  
Managing risks, feelings, recreation

Find one thing child can do well (<sup>esp</sup> recreational) and  
leverage on that.

options of which youth is aware (knowl.)

" " " Knows the recipes ~~(skills)~~ strategies  
" " " feels qualified (~~competence~~) (skills) reward struct.  
" " " reward structure is attractive - payoffs

Affiliation, achievement, influence

The above can be applied to both conventional and unconventional  
options.

[subculture may devalue choices that have low short term  
value but provide a stepping stone]

Positive media images of black males

## Marquis Ewe

The  
Male's  
Place

Free physicals for males as a way of getting ~~men~~  
boys + men into family planning

Incl. classroom teaching on ♂ + ♀ anatomy  
contraception, services, STD's — and encouragement  
to come back, call, ... to estab. a relationship.

Teen role model all ~~star~~ class — to <sup>recognize</sup> students  
who are doing well in school, not necessarily outstandingly,  
— identify w+b students, w+b adult role models  
to play sports — positive message.

Rap contest — had to send it in writing in advance

Violence Prevention Curriculum for Adolescents  
Deborah Holmow St. 4? 617 969 7100

Teaching ~~that~~ teens ways to manage conflict situations

Role play

Also done with parents

focus gr. →  
10  
Student 3

Recognition, individualized attn, rewards,  
effective black role models, interesting learning

Mentoring program

Male role models in home + neighborhood + schools

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# Advisory Board meeting

Ron ~~STW~~ EPID at CDC

Introductions

① Tony Morris' proposed pilot study  
presentation

questions

Advisory Board discussion

② Questions, comments, suggestions abt current studies

③ Questions, comments, suggestions abt overall program

④ Dinner at 6:30 pm at Marco Polo Rest

For Consultants — Bill Parry, Gay King, Tracy Orleans  
+ investigators  
9:00 AM at LCCC

For all interested — Noon panel discussion at 335 Roseman