



Book Series

# *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling*

Series Editors

Adriel A. Hilton, *Southern University at New Orleans*

The African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling explores the Black male student experience from kindergarten to graduate and professional education. In particular, works within the series include information on persistence, representation, achievement, and other factors, and a presentation of emergent themes in the scholarly literature on Black males.

Given the paucity of literature in some areas, authors/editors may need to draw upon research from Black male experiences in these areas and try to establish logical connections. If an individual has conducted primary research, this series can be utilized as an opportunity to present work and make recommendations for practice and policy to which concrete ideas are presented for putting research and theory into practice. In addition, recommendations for future research is warranted. The tone of works ought to be scholarly in nature; however, authors/editors should keep both a practitioner and research audience in mind when framing their work.

Book proposal submissions, showcasing Black male studies in education, are requested for the series.

## **Books in this series:**

- Counseling African American Males
- Mentoring African American Males

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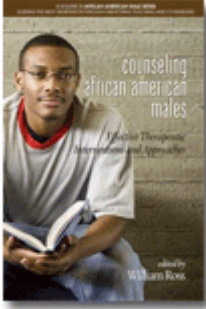
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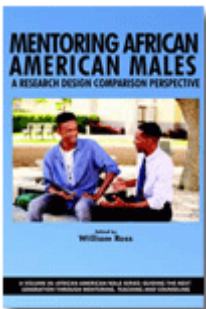
## Counseling African American Males Effective Therapeutic Interventions and Approaches

Dr. William Ross, Prairie View A&M University

2016. Paperback 9781681235493 \$52.99. Hardcover 9781681235509 \$94.99. eBook 9781681235516 \$85.

There is no one method for doing culturally alert counseling. Instead, culturally alert counseling consists of intentionally adapting existing ways to help clients (1) understand their socially constructed worldviews through culture, (2) appreciate their various cultures, (3) to make choices about adherence to cultural norms, and (4) to recognize and respond to external bias relating to their cultural group membership.

**CONTENTS:** Introduction, *William Ross*. Counseling African American Males Utilizing Nontraditional Clinical Treatment Approaches, *Delila Owens, John Queener & Tiffany Stewart*. Black Masculinity and Identity Development as Foundation for Counseling African American Males, *Steven D Kniffley*. Community Violence Exposure and Racial Discrimination as Barriers to Treatment: Implications for African American Males in Counseling, *Broderick Sawyer, Ryan DeLapp & Monnica Williams*. Ubuntu: A Framework for African American Male Positive Mental Health, *Derek Wilson & Veeda Williams*. Humanistic Theories and African American Males in Counseling, *Yolanda Hamilton*. Utilizing the Empathy Wheel to Counsel African American Male Students, *David Ford*. Socially Conscious Rap Music as a Therapeutic Intervention to work with African American Males, *Ahmad R. Washington*. African American Male Suicide: An Eco-system Framework to Understand, Assess and Intervene, *Darron Garner*. Resilience Theory and the Health Belief Model as Interventions for African American Males with Depression, *Mallory Struggs & Sandra Harris*. African American Graduate and Undergraduate Male Students' Attitudes Regarding Counseling: A Comparative Analysis, *Candy Ratliff, Joyce Finch & Jessica Davis*. Theories of Rehabilitation and Principles of Effective Intervention for African American Male Offenders, *Karla Sapp*. Strategies and Interventions for White School Counselors working with African American Male Students, *Lauren Moss, Christy Land & Matthew Rozzi*. Social Learning Theory and Strength Based Approaches to Counseling Adolescent African American Males, *Donald Grant*. A Trauma-Informed Approach to Play Therapy Interventions with African American Male Children, *Josephine Olson*. White Racial Framing and Its Impact on African American Male Mental Health, *Derek Wilson & Veeda Williams*. A Clinical Deconstruction of the Negative Archetypes & Complexes of African American Masculinity, *O'Shan D. Gadsden & Lionel Howard*.



## Mentoring African American Males A Research Design Comparison Perspective

Dr. William Ross, Prairie View A&M University

2014. Paperback 9781623968014 \$52.99. Hardcover 9781623968021 \$94.99. eBook 9781623968038 \$85.

Mentoring African American Males provides important black male research and student performance data to guide the efforts of those who accept the enormous task of standing in the gap to increase black male achievement. Dr. Ross provides guidance for individuals and institutions embracing the important role of developing mentoring programs or serving as a mentor to youth. However, what makes Dr. Ross' work such a critically important book for any individual or institution considering such a role is its insight into the social-cultural framework within which mentoring must occur at every level from elementary school through college. Equally insightful is the structure that such programs must take in response to the socio-cultural constructs of the families, communities, and institutions where they will occur.

There are far more quantitative studies than qualitative on the topic of mentoring. This text addresses that discrepancy and provides the results of several qualitative studies on African American males. There is hardly any that offer a mixed method perspective that combine quantitative and qualitative methodological approaches. This text reports on the research results that are qualitative in nature in addition to some that are from a quantitative and mixed method approach.

**CONTENTS:** Acknowledgements and Dedication. Forward, *William Ross*. Introduction, *Lucian Yates, III*. **SECTION 1: QUANTITATIVE RESEARCH.** A Mentoring Model to Increase Diverse Educational Leaders: The Effectiveness of Mentoring for Novice Educational Leaders, *Pamela Barber-Freeman*. Necessary Partnership: Mentoring and Academics,

*John Gray*. The Impact of Mentoring on African American Males Who Test into Remedial Courses at a Predominantly White Community College, *Leonard C. Bass*. **SECTION 2: QUALITATIVE RESEARCH.** A Phenomenological Investigation on the Role of Mentoring in the Academic Development of African American Male Secondary Students, *Jillian Inge*. "Can You Help Me?" Exploring the Influences of a Mentoring Program on High School Males of Color Academic Engagement and Self-Perceptions in School, *Curtis Lewis*. African American Males, Mentoring, Sense of Community, and the Strength of Fictive Kinships, *John Leonard Mason, Jr.* Paying It Forward: Black Men in a Predominantly Latino Community, *James McKeever*. The Rising Tide Lifts All Boats: Uncovering the Experiences of Academically Successful African American Male High School Students, *Nicole Patrice Allain*. A Case Study of Mentor-to-mentee Program to Help African American Males Graduate from High School, *Mary E. Jenkins-Williams and Peter P. Kiriakidis*. **SECTION 3: MIXED METHODS RESEARCH.** Implementing a Mentoring Program for African American Males to Improve Student Satisfaction at a Predominantly White Institution, *Curtis C. Coonrod*. Conclusion: Mentoring African American Male Students, *Pamela Barber-Freeman*. About the Authors.



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