

## **Study Rationale**

One major psychological task for adolescents is to develop an identity. Erikson (1965) discussed the importance of understanding identity development of adolescents within the societal context, and Bronfenbrenner (1974) outlined the importance of understanding distal and proximal contexts of development, including the effects of sociopolitical, cultural, and legal concerns. Specifically, African American young men face unique challenges that impact their gendered-racial identity development. These young men are developing a sense of self in a society that does not always affirm their identities. It is important for African American youth to develop the ability to critically deconstruct images and critically reflect on themselves in context. African American young men, living in an urban area, were interviewed about their experiences of being Black and male in this society. From these discussions, we designed an intervention, P.R.I.D.E. - Boys, that tackles the unique stressors facing young African American young men. Thus, the aim of the current study is to test the effectiveness of the P.R.I.D.E. curriculum by exploring outcomes such as racial identity, collective self-esteem, critical consciousness, stereotypical roles, and civic engagement.

## **Methods**

African American male youth ( $n=21$ ) between the ages of 11-14 participated in the 6-week curriculum. Pre-intervention surveys including the following measures were administered to all participants: Multidimensional Inventory of Black Identity-Teen (MIBI-T; Schottham, Sellers, & Nguyen, 2008), collective self-esteem with the Collective Self Esteem Scale (CSES; Luthanen & Crocker, 1992), critical consciousness with the Critical Consciousness Inventory (CCI; Thomas, A., Barrie, R., Bruner, J., Clawson, A., Hewitt, A., & Rowe-Johnson, M, 2013), stereotypical roles with the Stereotypical Roles of Black Young Men Scale (SRBYM; Hewitt, 2013) and civic engagement with an adaptation of the Participatory Citizen, Political Efficacy, and Justice Oriented Citizen scales (Flanagan, Syvertsen, et al., 2007).

The 6-week P.R.I.D.E. curriculum includes group discussions, display of video and music clips, and group activities. The curriculum addresses topics such as historical and contemporary stereotypical roles and images, black masculinity and hip-hop, academic achievement, coping with violence, and social action. The P.R.I.D.E. intervention was implemented by research assistants and the Primary Investigator. Post-intervention measures including the same scales as above were administered one week post intervention.

It is also hypothesized that there will be a significant difference between pre-test and post-test scores of those exposed to the P.R.I.D.E.- Boys curriculum.. It is also hypothesized that there will be an increase in critical consciousness collective self-esteem, civic engagement, and racial identity scores and a decrease in stereotypical role scores.

## **Anticipated Completion Date**

The current research project is part of a larger, ongoing study examining the effectiveness of the P.R.I.D.E.-Boys curriculum. The data for this pilot study is expected to be completed by March 15, 2014.

### **Discussion**

This study implicates the need for more culturally relevant prevention and intervention programs for African American male youth. Specific implications for action researchers, clinicians, and educators are presented.