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Reconceptualizing the Achieving Success Everyday Group Counseling Model to Focus on the Strengths of Black Male Middle School Youth

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Abstract

Scholarship focused on Black male students in school counseling has been intermittent despite being well documented in the larger field of education and other disciplines. In this article, we conducted a systematic review of the school counseling literature that focused on Black male students. We used critical race theory (CRT) to examine the programs and interventions that have been published with Black male participants in school settings within the school counseling literature and examined the role that school counselors took when supporting Black male students' academic, social emotional, college and career identity development. We reconceptualize the Achieving Success Everyday (ASE) group model (Steen et al., 2014) and call for others to use the ASE group model to combat racism and foster Black excellence.

Keywords: group counseling, Black males, Black excellence, research

In the larger educational literature, it has been well-documented that Black male students are being underserved in American school systems and that issues of race, racism, sexism, classism, and oppression significantly impact them (Dyce et al., 2021; Howard, 2014; Polite & Davis, 1999). Schools are guided by policies, procedures, and practices that favor White students and marginalize Black students rooted in racism and white supremacy (Pasque, et al., 2022). However, most of the discourse focused on Black students starts from a deficit lens that blames them and their families for the challenges they face while failing to acknowledge the racist system that violently causes harm with little to no accountability (Byrd, 2021; Dyce et al., 2021). This negative lens has perpetuated the disproportionate focus on the underachievement of Black male students across the academic spectrum without challenging or interrogating issues of race and racism (Williams et al., 2020). Scholars have posited that school counselors can play a significant role in addressing and eradicating problems of race and racism that Black male students' experience in education (Appling & Robinson, 2021; Bradley, 2001; Henfield & Washington, 2015; Mayes & Byrd, 2022; Moore et al., 2009; Washington, 2021).

In this article, we use critical race theory (CRT) to conduct a systematic review of the school counseling (SC) literature that focuses on Black male students, in general, and interventions focused on Black male students in the field, in particular, to inform a reconceptualization of the Achieving Success Everyday (ASE) group model (Steen et al., 2014). We examine the programs and interventions that have been published with Black male participants in school settings within the SC literature. We specifically focus on gathering findings that provide successful outcomes for Black males in public schools. We examine literature that reflects the role school counselors (SCs) take when supporting Black male students' academic, social emotional, college and career identity development. We believe uncovering ideas to capture Black males' experiences in school settings could shed light on how to foster Black excellence. Gaining an understanding of programs and interventions for Black male students through a CRT lens could inform future research, policy, and practice in SC while combating ongoing racism that continues to persist.

Critical Race Theory in the School Counseling Field

CRT is an outgrowth of and a separate entity from critical legal studies of the 1970s that represents a paradigm shift to center race and racism (Ladson-Billings, 1998; Tate, 1997). CRT emerged from discontent with how race and racism were framed and addressed in critical legal studies (Ladson-Billings, 1998; Tate, 1997). Advocates of CRT insist on historical and contextual examinations of the law and society and challenges ahistorical and decontextualized accounts. CRT operates from the premise that racism is a prevailing, natural part of American society and its institutions. From a CRT perspective, social constructions of race are important to understanding how racism functions in society, its institutions, and the law (Ladson-Billings & Tate, 1995). CRT recognizes mainstream legal claims of objectivity, neutrality, color blindness, and meritocracy as disguises for the self-interest of White people in power. CRT challenges and reinterprets the limitations of civil rights laws and how laws intended to remedy racial inequality are undermined before

they are fully executed. CRT centers on the experiential knowledge of people of color in the law and society. CRT recognizes the importance of crossing epistemological boundaries to understanding race in the law and society. Critical race theorists are committed to achieving racial justice in the law and society.

In the early 1990s, CRT emerged in the field of education through the scholarship of William F. Tate, IV, and Gloria Ladson-Billings. In 1993, Tate published the first article on CRT in education in an educational journal, but he credits Derrick Bell with being the first to use CRT to examine educational issues with his critique of school desegregation (Bell, 1975; Davis & Jett, 2019). CRT became popularized in education with Ladson-Billings and Tate's (1995) seminal article "Toward a Critical Race Theory of Education" in *Teachers College Record*. Their scholarship accentuates the importance of understanding the intersection of race and property rights to understanding societal and educational inequity. In their seminal article, Ladson-Billings and Tate (1995) introduced new CRT tenets and transposed many of the foundational CRT in law tenets to the field of education. They introduced the field of education to intellectual property and transposed whiteness as property to education (Ladson-Billings, 1999; Tate, 1995).

Since CRT entered the education field, research and publications have been produced that focus on K-12 education, higher education, people of color, and different disciplines. Many scholars have used CRT in education to understand the experiences of Black male students (Berry, 2008; Howard, 2014; Jett, 2019). Soloranzo and Yosso (2002) asserted that there are five defining elements of CRT in education: (a) race and racism are endemic and permanent features of American society and structures; (b) challenges the dominant ideology; (c) commitment to social justice; (d) centralizes the experiential knowledge of people of color; and (e) uses an interdisciplinary approach to better understand racism, sexism, and classism.

The development of CRT in law and education is vital to understanding it in the field of SC. Critical race scholars recognize the importance of understanding the law, critical race theory in the legal arena, and education to fully understand how race, racism, and oppression operate in educational disciplinary fields. The use of CRT in the field of SC is limited. In fact, very few scholars in SC have applied CRT to their research, and of those who have deployed the framework, they used it to understand the experiences of Black male students (Appling & Robinson, 2021; Moore et al., 2009). To reiterate, while the larger field of education has utilized CRT more extensively, it has not been examined much in SC and it lacks a theoretical grounding for the field. The following highlights this work.

Professional School Counseling and Critical Race Theory

Even though there are very few studies using CRT to frame SC research there are three articles that did. First, Moore and colleagues (2008) used CRT in education to understand the experiences of ten African American males in special education and their attitudes and perceptions toward and experiences with high school counselors and counseling services. They conducted this study because African American males often have negative or limited experiences with SCs who are often the gatekeepers for keeping them out of advanced courses and curricula. Moore et al. (2009) reported three themes: (a) the perceived role of the school counselor; (b) the actual experiences with the school counselor; and (c) the comfort level with the school counselor. Second, Appling and Robinson (2021) applied CRT to K-12 education, highlighting how K-12 SCs can support and enhance the academic experiences of African American males through racial identity development. They argued that SCs can assist in dismantling race and racism to support African American students by giving voice to race-related issues impacting them. The article called for school-based counseling interventions for African American male students that are student-centered. Third, Harris et al. (2021) studied the experiences of current and former Black male student-athletes at the high school and college Division I levels. Using CRT, they argued that SCs should be knowledgeable of Black male students' lives and how they are exploited in sports and work to disrupt specific policies, practices, and the status quo fueling this racism and discrimination. These three publications span over ten years and do not represent a consistent use of CRT in the SC field.

Purpose of the Study and Research Questions

The purpose of this current article is to use CRT as a lens to conduct a systematic review of the SC literature that centers on Black male students in general, and interventions that focus on Black male students specifically. The analysis of interventions will inform a reconceptualization of the Achieving Success Everyday (ASE) group model focusing on Black male students. The research questions are as follows:

1. To what extent does the school counseling literature in North America address the needs of Black males in public schools?
2. Using the lens of CRT, what does the intervention research on Black boys in school counseling reveal?
3. What recommendations can be gleaned from this body of literature to inform a reconceptualization of the ASE group model to be used with Black middle school boys?

Our Positionality

We are Black men with personal and professional commitments to Black boys and men. As Black men, we have family members, including sons, brothers, cousins, uncles, fathers, grandfathers and so on that compels our personal commitment to Black boys and men. Professionally, we have committed a significant portion of scholarship to Black boys from our different educational disciplines (Brooks & Steen, 2010; Davis, 2014; Davis & Jett, 2019; Hines et al., 2020;

Hines & Steen, 2020). The first author is a Black male tenured faculty member in school counseling and principal investigator (PI) for a National Science Foundation (NSF) funded grant focused on Black boys in school counseling and Algebra I access. The first author's experiences as a Black male student, a school counselor, and counselor educator within public school education are riddled with a range of racial microinsults, microaggressions, barriers, misunderstandings, and support. Messages about work ethic and success were received from his parents and engaging in math with an "I can" attitude fostered resiliency that was needed transitioning through advanced level math courses. Currently, conducting the present study, the choice is made to focus on positive and transformative ways to present Black males in the literature in order to counter that lack of representation and to inform school counselor research, policy, and practice.

The second author is a tenured Black male mathematics educator with an active research and scholarly agenda focused on Black boys and men and CRT in education and mathematics education. He grew up, taught, and conducted research in his West Baltimore neighborhood in Maryland to better understand how issues of race, racism, and oppression impact Black people in his community. Reflecting on his personal and professional experiences led him to critically examine the experiences of Black male students, in general, and through a CRT lens, specifically, which also grounds his focus on race, racial justice, and Black liberation. He is also the father of three Black boys which give prominence to him centering race, racism, Black males, and liberation in his scholarly pursuits (Ture & Hamilton, 1992). The third author is an educational psychology doctoral candidate who racially identifies as a Black male Christian cis gender heterosexual man. He was raised as a Baptist Christian. After growing up, he continues to believe in God. Another contributor to his positionality is his family. He came from a very tightly knit family of two parents and nine children. His mother homeschooled him and all his siblings. Being homeschooled with so many siblings contributed to the third author having a collectivistic rather than individualistic worldview. Stereotypes regarding Black men in America contribute to him experiencing stereotype threat. In his experiences, some of the stereotypes of Black men were directed towards him. His mindset to dismantle negative unfounded stereotypes trickles into his research lens. Collectively, we bring our personal and professional commitment to Black boys and men to bear on this systematic review shaped by CRT.

Systematic Review Methodology

We conducted this review using CRT as the framework to unapologetically examine the SC literature focused on Black boys broadly and interventions involving school counselors that focused on benefiting those who identify as Black and male in school settings within North America (Noel, 2016). CRT is useful to critique the published articles especially considering that the body of SC literature focusing on Black males is limited in volume and the studies that do exist offer areas for improvement when challenging the perpetuation of racism (Hallinger & Bridges, 2017; Pasque, et al., 2022). Furthermore, the CRT framework provides a lens to foreground and examine race, gender, and racism in the SC literature as it applies to Black boys. With the CRT lens, research challenges dominant perceptions of Black boys, works to achieve racial and social justice for Black boys, centralizes Black boys' experiences, and uses interdisciplinary approaches to better understand Black boys' perspectives.

The following steps were applied to complete our comprehensive and exhaustive systematic literature review (Poirier & Behnen, 2014). First, we clarified our research questions and search terms in line with the Where and How to Search for Evidence in the Educational Literature (WHEEL) approach to completing education literature searches. Second, we determined the appropriate educational scholarship databases to search (Poirier & Behnen, 2014). The search began on EBSCOHost, accessed from George Mason University's Library homepage. After accessing these databases, we utilized the first three databases: Education Research Complete, APA PsycInfo (EBSCO), and Education Database. These search engines are sufficient for educational literature reviews (Poirier & Behnen, 2014). Third, specific search terms and key journals were considered.

The results from the three databases using the search terms yielded the following results. The first search was "Black males" and "school counseling intervention" on the Education Research Complete Search engine which resulted in 13 publications. The next search on the Education Research Complete Search engine was "Black males" and "school counselor intervention." This search led to the discovery of four manuscripts. The third search on the Education Research Complete Search engine was "Black males" and "counselor interventions." This search led to the discovery of one article.

The second search engine that we utilized was the APA PsycInfo search engine. When we utilized the search terms "Black males" and "school counseling intervention;" a book about Black males' school counseling experiences was found. This seminal book entitled, *School Counseling for Black Male Student Success in 21st Century Urban Schools* edited by Malik S. Henfield and Ahmad R. Washington (2015) offers insights in Black male students' academic experiences and identity development in urban environments from a school counseling perspective, however, it was not a journal publication. The search terms "Black males" and "school counselor intervention" and "Black males" and "counselor interventions" did not yield any new articles on the APA PsycInfo search engine. The third search engine we utilized was the Education Database, but did not find any new articles on this database to report.

Next, we used Google Scholar to search for literature using the same search terms used in the previously mentioned databases. When we searched for "Black males" and "school counseling intervention" we discovered seven articles. The

next search on Google scholar was "Black males" and "school counselor intervention" and led to the discovery of two articles. The third search on Google scholar was "Black males" and "counselor interventions" and resulted in three articles.

During our search process, we noticed that there was a special issue within the *Professional School Counseling*, which is the flagship outlet for SC scholarship, that focused on males of color. Many of the articles included in the special issue were conceptual in nature due to the nascent stage of the body of research addressing males of color in SC. Due to the large number of conceptual articles we examined them all closely to take ideas that could inform our understanding of interventions focused on Black male students to enhance the ASE group model. While the primary focus of our literature search was on interventions for Black male youth that have been published, there were articles that contained valuable information useful to inform the ASE group model. This special issue published a total of 19 articles. Of these articles in this special issue, 15 of the articles focused solely on school counseling with Black males. Nine of these articles were already discovered in our search, therefore we added six more publications from the PSC special issue.

The next step in our review process was to consider citations within the articles that we found and to consult with experts in the field to identify articles focused on Black male students in SC (Poirier & Behnen, 2014). Publications that matched our search aims were briefly reviewed to see if any citations/references could be used to increase our sample of literature. From this strategy, we were able to discover one intervention focused on any aspect of development for Black males. Finally, we consulted with expert education researchers via email to request recommendations. This strategy led to receiving four more publications. In sum, a total of 45 manuscripts regarding Black males in counseling were then evaluated in this systematic review. Of the 45 articles that address counseling experiences, strategies, or implications for Black males, 12 articles contained counseling interventions facilitated or proposed by school counselors and/or school counselor educators. We believe that this systematic review has discovered an exhaustive list of SC literature that focused on Black males. Publications that included participants that were not Black males were not included in our systematic literature review (e.g., Black females, other racial/ethnic groups, college-aged students) nor publications that included interventionists who were not SCs (e.g., school psychologists, social workers, teachers, etc.).

Table 1 shows the 12 publications that provide a counseling intervention designed for Black males, along with identifying information for these interventions that were included. Our focus for this systematic review was on interventions that centered Black male students. The criteria used to include the publication was (a) exclusive focus on K-12 Black male students, (b) an intervention that was conceptual or research based, and (c) a school counselor was involved in the intervention.

Overview of Scholarship Focused on Black Male Students in School Counseling

To reiterate, our review of the literature has yielded over 45 articles that focus on Black male students in SC. This body of work has sought to address culturally responsive practices, hip hop, bibliotherapy, opportunity gaps, achievement, college preparation, empowerment, academic resilience, parental involvement, and student athletes as it relates to Black male students to get more SCs to address their needs. The majority of the scholarly works were not research studies, but conceptual, theoretical, practical, or literature reviews. A small body of literature has centered the voices of Black male students to better understand their perspectives of their SCs (Brooms, 2021; Moore et al., 2009). In this body of SC literature, the voices and experiences of Black male students are noticeably absent from conversations about how SCs impact them. While this body of literature is informative, we were concerned with the interventions that sought to impact the schooling experiences of Black male students. These concerns include the lack of volume, the limited published interventions, and within the interventions published, the mediocre or absent research design.

A Systematic Review of Interventions for Black Male Students in School Counseling

Our systematic review presented below consists solely of the interventions that have been facilitated by SCs for Black males. Scholarship focused on interventions for Black male students in SC has been sparse and intermittent throughout the field. In the early years of the 21st century, academics started producing written works to share information about interventions focused on Black male students. Some of the articles described interventions that were conducted, some illustrated interventions that have not been implemented with Black male students in the SC literature and others were theoretical or conceptual arguments about proposed interventions for Black males in SC. Most of the interventions focused on Black male students at the elementary and high school levels, with minimal attention focused on their middle school experiences. For the twelve published articles that present an intervention focused on Black males the creators and implementers for some were White and others were Black. Overall, it appears that Black men and women school counselors and/or counselor educators have been the main creators and implementers of interventions focused on Black male students in academic settings based on information presented within the articles. We examine these published articles focused on Black male students created by SCs and counselor educators by briefly describing an overview of the intervention (e.g., focus, goals/objectives, number of sessions), key findings (if applicable), and any unique features.

Franklin and Pack-Brown (2001) developed a group counseling intervention for nine Black males in grades 3-5. The intervention called Team Brothers stands for Together

Table 1
Results of Research for Interventions focused on Black Males in School Counseling

Authors Year	Participants	Research Methods	Leaders	Intervention Name Implemented Timeframe	Key Intervention Components
Franklin Pack-Brown (2001)	9 African American boys, grades 3 to 5	Quantitative - Teacher Evaluation of Student's Classroom Behaviors (Pre/Post-test)	Afrocentric group leader	-TEAM Brothers -Yes -12-week period 1-hour bi-weekly 24 sessions	-Restructure thought process -Improve knowledge of cultural heritage -Appreciation of self as an African American male -Positive reinforcement and encouragement -Afrocentric worldview -Bicultural social skills development -Nguzo Saba
Muller (2002)	7 African American 9th-graders (close to middle school age)	Self-report of program (no research methods)	2 European American women school counselors	-Human development and life management skills for African American males -Yes -12 sessions/weeks 45 minutes (during the school day)	-Identify and discuss feelings related to being African American men (i.e., anger, pride, worry, frustration, hope, joy); -Discuss expectations for themselves, expectations of others, and their feelings about these expectations; -Discuss relationships with other males, females, teachers, parents, siblings, friends, and neighbors; -Discuss feelings, experiences, and the effects of racism and prejudice; and -Identify goals and dreams for the future. -Issues of unequal racial treatment.
Baggerly Parker (2005)	22 African American elementary boys (5 to 10 years old)	Self-report of program (no research methods)	White female school counselor	-Play Therapy -Yes -1 or 2 times per week	-Self-confidence -African worldview -Play therapy, i.e., following the child's lead; avoiding judgmental statements; creating a safe, accepting atmosphere; reflecting feelings; facilitating decision making; enhancing self-esteem; setting therapeutic limits; and providing therapeutic toys.
Bailey Bradbury-Bailey (2007)	No. of African American males not identified	None	African American male counselor And White female science teacher	-Gentlemen on the Move -Yes -3 Saturdays per month ELI - entire weekend	Saturday Academy -Positive relationship building -African history -Traditional African American culture -Boundary establishment with consequences and exam Lock-in Intensive (ELI) weekend-long state exam preparation -Tutoring in math and science *17-year program
White Rayle (2007)	African American males in grades 10-12	None		-The Strong Teens Curriculum -Yes -12 sessions 1 hour per week (rotating schedule)	-The STC is competence-based, social-emotional classroom learning curriculum designed to promote the personal, social and emotional resilience, psychological wellness,and coping skills of all high school adolescents. -The STC specifically targets "internalizing behaviors and emotional problems" such as depression, anxiety, social withdrawal, and somatic problems. -Culturally relevant factors (i.e., role models, peers, family, school, church, and community members) and addressing individual students' experiences. -Culture and race-based activities
Wyatt (2009)	307 Black male high school students (*n*s = 35, 57, 82, 62, 71)	Quantitative Questionnaire (*n* = 33)	Adult coordinator and student leaders	-The Brotherhood - Yes -30 weeks (Fridays after school)	-ASCA standards -Nguzo Saba -Empowerment theory (1. Increase personal, interpersonal, and political power; 2. School counselors are active in promoting academic success) -Male development, Monthly college or cultural field, Student leadership training and opportunities, Informational presentations and discussions, Yearly goals and objectives, Team-building activities, and Journaling

Table 1 (Continued)
Results of Research for Interventions focused on Black Males in School Counseling

Authors Year	Participants	Research Methods	Leaders	Intervention Name Implemented Timeframe	Key Intervention Components
Gibson Sandifer Bedford (2019)	8 African American 8th grade boys	Descriptive	African American woman school counselor	-Men on the move -Yes -6-week intervention 40 min sessions	-Improve student behavior -Cultural identity -Social/emotional skill development -Goal setting -Perceptions of self and others -College and career preparation
Hines, Hines Moore III Steen Singleton II Cintron Golden Traverso Wathen Henderson (2020)	No more than eight 10th grade African American males	None	Any school counselor	-Achieving Excellence: College Readiness Curriculum for African American Males -Yes -5 sessions 50-minute sessions	-Career interest -College major selection -College exams -College applications -African American male professionals
Nelson Morris Brinson Stahl (2020)	15 to 25 African American male eighth grade	None	African American male and white female school counselor	-School community model -Yes -15 Sessions 50-minute sessions (during the day - 30 minutes class before lunch) -1 academic year	-Strength-based open support group for primarily African American male adolescents identified as academically needing support. -Positively affect academic, social-emotional, and career development. -Intentionally promote greater resiliency, academic engagement, and motivation grounded in student group members' individual values, lived experiences, and racial identities. -Fostering an empowering and healing environment.
Grimmett Rowley Regina Gavin Williams Cory Clark (2021)	36 Black males; 9-12th grade; 91% Heterosexual3% gay; 6% asexual	Research - mixed method (e.g., quant and qual research questions)	Black Counselor Educator and Doctoral Student	instructions, prefilm survey, watched film, postfilm question and answer session, completed the postfilm survey. participated in an open-format discussion.	My Masculinity Helps (MMH), a film exposing rape myths, bystander intervention and illustrates understanding and support needed for survivors of sexual violence. Engaging boys in deconstructing gender roles, masculinity, and power Prevention of sexual violence
Byrd Washington Williams Lloyd (2021)	Not identified	None	Any School Counselor	"Reading Woke" Bibliotherapy Yes	Therapeutic Reading/Bibliotherapy uses stories, literature, and literacy to explore the cultural context within stories. This strategy also explores the impact of the stories on the lives of Black people. Bibliotherapy is a culturally sensitive approach for Black boys. The first tenet of CRT, the permanence of racism, as a lens to guide deep questioning within the therapeutic process.
Washington (2021)	Black boys in middle and High school	None	Any School Counselor	Critical Hip-Hop Counseling	Used strategies, resources, and ideas in small group and individual counseling interactions with Black boys to discuss academic status, social/emotional well-being, racial consciousness, hip-pop culture, and postsecondary possibilities.

Empowering African American Males, Building Responsibility and Opportunity Through Honor, Excellence, Respect, and Self-awareness. This intervention took place after school and was led by school counselors who were considered diversity-competent (Franklin & Pack-Brown, 2001). Team Brothers consists of 24 bi-weekly sessions that lasted for about an hour each. Team Brothers focused on the Nguzo Saba, most commonly known as the seven principles of Blackness used during Kwanzaa. The group sessions addressed lessons that help students appreciate themselves as males and as African Americans. Four sessions (i.e., 1, 2, 16, and 18) focused on the principle labeled Nia, which is purpose. Four sessions (i.e., 3, 5, 12, and 15) focused on the principle Ujima, which represents collective work and responsibility. Sessions 5 and 7 focused on Umoja, which stands for unity. Three sessions (i.e., 5, 8, and 23) focused on Imani, which means faith. Three sessions (i.e., 9, 10, and 11) focused on Kujichagluia, which means self-determination. Sessions 19 and 20 focused on Kuumba, which means creativity. Finally, sessions 21 and 22 focused on Ujamaa, which means cooperative economics. The goal of the intervention was to improve students' knowledge of their cultural heritage and decrease students' disruptive behaviors. Additionally, the intervention was designed to address issues of powerlessness that can develop in children as young as three- to seven-years-old.

Before and after the intervention, the students completed a 23-item evaluation, titled Teacher Evaluation of Students' Classroom Behavior (TESCB), that measured their classroom behavior (Franklin & Pack-Brown, 2001). The authors did not provide a clear methodology and analysis section describing the statistical methods and analysis conducted. They provided a table of TESCB scores with percentage changes and data about session attendances without any meaningful explanation. According to the authors, each student - except one - scored higher on the post-test than they did on the pre-test. They reported that the intervention seemed to have improved the students' behavior. The students had less disciplinary actions after the intervention than they had before the intervention (i.e., a decrease from 134 disciplinary actions before the intervention to 75 after the intervention). This suggests that the intervention positively impacted student behavior.

Next, Muller (2002) created a group counseling intervention for seven Black male ninth-graders that took place over the course of 12 sessions. Two White female SCs (e.g., school counselor and director of guidance) led the groups. The group aimed to promote human development and life management skills for Black males. Throughout the article, the authors provided an overview of the sessions, followed by Muller's self-reporting of how the sessions impacted the Black males. The first sessions focused on goals, rules, and introductions. The middle sessions focused on self-awareness, cohesion, and support. The ending sessions focused on hope and using lessons learned from the intervention to progress, and members discussed academic pursuits and goals for ten years into the future. According to the author, the intervention sessions helped the group members express their feelings, and the students developed more confidence in speaking up as they realized they had good things to say. Six weeks after the intervention, Muller reported that the group helped the students feel that they were not alone when navigating school-related issues. The group members also reported developing friendships and receiving good advice from the group leaders and other students. However, the article did not represent the students' voices nor did the author provide a clear methodology section. Muller suggested she could not draw valid and reliable conclusions from subjective interpretations of the participants' experiences. Given that Muller identifies as a White female school counselor, she acknowledges the racial limitations of her whiteness and the lack of involvement of Black school counselors.

Baggerly and Parker (2005) presented a play therapy group intervention focusing on honoring an African worldview and strengthening the participants' self-confidence. Honoring an African worldview entailed promoting emotional vitality, interdependence, and collective survival. The intervention objectives were to provide group play therapy that would help young Black males improve behavior and mitigate emotional difficulties. There were 9 to 11 sessions facilitated, once or twice per week depending on students' availability, by a White female school counselor. There were 22 Black male elementary participants in this study whose ages ranged from five- to ten-years old. Each participant was referred by a teacher or parent due to the adults' concern about the students' emotional or behavioral well-being. The school counselor met with the students in pairs. The play therapy principles implemented included: "following the child's lead; avoiding judgmental statements; creating a safe, accepting atmosphere; reflecting feelings; facilitating decision making; enhancing self-esteem; setting therapeutic limits; and providing therapeutic toys" (Baggerly & Parker, 2005, p. 390). During play sessions, the participants were given real-life items (e.g., doll family, cardboard box), aggression release items (e.g., knife, toy soldiers), and items for creative expression (e.g., Play-Doh, construction paper). The authors did not provide a detailed methodology section, however, they anecdotally reported that teachers indicated students were more attentive and helpful in the classroom, more confident, and in tune with an African worldview. The group interactions also led to positive growth in their racial and cultural identity.

Bailey and Bradbury-Bailey (2007) developed an intervention that focused on utilizing a group format to improve academic achievement for Black males in high school and therefore improving their post-secondary trajectory. This intervention titled, Gentlemen on the Move (GOTM), was multifaceted and focused on developing and nurturing academic and social excellence in Black adolescent males. The program consists of components that include a Saturday Academy and an Exam Lock-In (ELI). The Saturday Academy was a weekly meeting where participants come in to receive mentoring, tutoring, and peer support. The ELI was an intense overnight studying and bonding retreat that took place the week before exams during the fall and spring semesters. The ELI is made up of group and individual

components. In the article, the ELI was considered a group approach to exam preparation because the emphasis was on the sessions used to prepare students for the state level end of course exams. The ELI intervention consisted of 24 sessions. Sixteen of the sessions were one hour study sessions. Eight of the sessions were 30-minute quiz sessions. Within these sessions there were team building and icebreaker activities. One unique feature was that these activities were completed over the course of two days and two nights while the students were on a retreat together from 5 pm on Friday until 3 pm on Saturday. The authors did not include a detailed methodology section. Moreover, there were no specific key findings included in this article.

White and Rayle (2007) created a group intervention based on the Strong Teens Curriculum (STC) that was adapted to fit the students' racial and cultural context. The purpose of the intervention was to increase Black male students' social interactions and improve students' psychological well-being. The goals and objectives of the intervention were to promote students' personal/social development and to address their unique experiences as Black adolescent males. Ten to 12 Black male students between 9th and 12th grade participated in this study. The intervention was facilitated over 12 sessions and each session lasted for approximately one hour. It was not clearly presented who led the group sessions and the authors did not provide a method section. However, they did provide details on the intervention. Some unique features within the intervention included the use of popular music, films, and a panel of older African American guests to explore issues relevant to the communities in which the students lived. Further unique features included a follow up session that took place one month after the group ended whereby the students met together to attend a sporting event and to discuss things they learned from the group experience as well as any current struggles they were facing.

Subsequently, Wyatt (2009) conducted a study that included a school-based mentoring program for Black males. The focuses of the program were to close the achievement gap, help promote collaboration and academic success, leadership, team building, student advocacy, and male development. The objective of the Brotherhood mentoring program was to improve the graduation rate of Black males within Chicago Public Schools. The Brotherhood met every Friday throughout the school year for approximately 30 sessions with monthly college and cultural field trips. The program developed was heavily influenced by the ASCA National Standards, which presently represent the ASCA Student Standards: Mindset and Behaviors for Students Success (ASCA, 2021), Nguzo Saba (Johnson, 2001), and empowerment theory. Wyatt provided a methods section lacking explanation for data analysis. The findings reported in the study included grade point averages (GPA) comparisons for the program participants between 2004 through 2008. The authors reported a 16% increase in cumulative GPAs during this time.

Gibson et al. (2019) utilized discipline data to create a group counseling intervention for Black males. The intervention was growth-oriented with three main goals including improving student behavior, promoting cultural identity and social emotional skill development, and making relevant connections for postsecondary preparation. The participants were eight Black eighth-grade boys. The intervention consisted of six 40-minute sessions led by an African American female school counselor. The session topics were goal setting, perception, college/career preparation, responsibility, preparing for success and conclusion/evaluation. The authors used descriptive statistics to analyze discipline and grade data and to compare pre/post intervention survey item averages to gauge the impact of it. The students that participated in this study saw improvements in their behavior, social skills, and emotional skills. One major outcome included the overall group average rate of discipline referrals decreased by 74% which may have been influenced in part by the focus on establishing trusting relationships throughout the intervention. The authors reported an improvement in African American boys' social/emotional skill development once they developed a sense of mattering. However, the student voices were not included.

The next study was a college and career readiness group counseling intervention to prepare sophomores at their current stage of development for college (Hines, et al., 2020). The intervention consisted of five sessions that lasted 50 minutes each. The sessions addressed the eight components of college and career readiness which are (a) college aspirations; (b) academic planning for college and career readiness; (c) enrichment and extracurricular engagement; (d) college and career exploration and selection processes; (e) college and career assessments; (f) college affordability planning; (g) college and career admission processes; and (f) transition from high school graduation to college enrollment (College Board, 2010). In the first lesson, the students learned to connect their interests to their career goals. In the second session, students learned to align their high school classes, college majors, and career aspirations. In the third session students focused on preparing for college entrance exams. In the fourth session, the students focused on the college application process. In the fifth and final session, students met African American professionals that had career paths that matched some of the students' interests. Hines and colleagues asserted that group counseling is a valuable approach for preparing Black males for college. School counselors can use this group intervention as a supplement for postsecondary education for Black males. The authors presented a conceptual article to share ideas about how to prepare Black male students for postsecondary education.

Nelson et al. (2020) presented a conceptual school community group model. This proposed intervention was a strength-based open support group for Black male adolescents identified as needing additional academic support. This model utilized a co-facilitated group counseling intervention with a White female school counselor and a Black male community leader. The goal was to create a strengths-based group for Black male students. Trust and cohesion were focal points of this intervention. A range of 15 to 25 students attended each group session. The participants in the

study reported were 8th grade Black males. Group sessions lasted 50 minutes. The intervention consisted of 15 sessions. In the first session, the facilitators explained their rationale, hopes, and goals for the group. In the second and third sessions group members explored similarities and differences as they explained why they joined the group. In the fourth through seventh sessions leaders shared their personal and career experiences. During these sessions, the students also completed career exploration and academic planning activities. The 8th through 12th sessions focused on racial identity, academic engagement, and motivation. The 13th, 14th, and 15th sessions gave the group members opportunities to share their personal, academic, and work aspirations along with how these areas discussed within the intervention impacted them.

A compelling program assessed the impact of the My Masculinity Helps (MMH) intervention for Black males (Grimmett et al., 2021). The intervention utilized a short documentary to expose Black male students to situations that involved sexual misconduct such as rape and perspectives from survivors of sexual violence. The goal of the intervention was to create training in line with the #MeToo movement to make Black males more aware of what behavior is inappropriate. This was a mixed methods study. The intervention helped Black males avoid inappropriate behavior and discourage their peers from participating in unacceptable behavior. A total of 36 Black male high school students participated in the study. The participants' ages ranged from 15- to 18-years old. The study and intervention consisted of a 10-minute introduction, a 20-minute prefilm survey, a 30-minute portion to watch the film, a 20-minute post film question and answer session, and a 20-minute post film survey. After completing the post film survey, the students participated in an open-ended conversation with the lead author that lasted for 30 minutes. This discussion served the purpose of helping the students to process and understand the film. The instruments used in the pre- and post-test were the Updated Illinois Rape Myth Acceptance Scale (UIRMA; McMahon & Farmer, 2011) and the Intent to Help Friends Scale (ITHF-Brief; Banyard et al., 2014). The study found significant mean increases in the students' responses for 16 of the 22 questions from the measurements. These mean increases signify students had a greater rejection of misinformative myths about rape. Student voices and comments were reported within a table. The findings showed that the Black male participants were ready to help their friends if they encountered dangerous situations, even before this intervention. However, this intervention increased the likelihood that the students would act if/when they sense that their friends are in danger.

Byrd et al. (2021) described a conceptual model of bibliotherapy as a counseling intervention that utilized books, stories, and narratives to teach students how to navigate difficult situations. It was recommended as a counseling intervention specifically for Black males because positive narratives can be utilized to dismantle negative stereotypes about Black males including anti-Black narratives that portray Black people as violent and ignorant, and other negative experiences, stereotypes, and destructive beliefs about themselves (Challenger et al., 2020). Culturally relevant pedagogy and stories that showcased Black people's success can empower Black males' identity development and combat negative narratives about Black people (Byrd et al., 2021). The tenets of CRT were proposed to guide narratives in bibliotherapy sessions for Black boys. This approach can help Black boys gain knowledge about potentially detrimental situations that they are likely to face and be empowered to pursue academic excellence. Unique features stemmed from the opportunity that various media platforms provide. Access to novels, short stories, poetry, memoirs, essays, fables, plays, short films, and movies through media platforms can help students learn appropriate ways to handle challenging situations. These mediums help to foster culturally responsive identity development, emotional development, and assistance to overcome psychological trauma and violence.

Washington (2021) created a Critical Hip-hop School Counseling Framework that was conceptualized to increase consciousness among Black males, resulting in increased academic performance. Critical hip-hop counseling can be utilized to reconnect Black males with their educational experiences. Hip-hop scholarship "represents the mobilizing of critical knowledge derived from the lived experiences of predominantly Black, Brown, and urban communities that reflect political desires and projects of liberation" (Tinson & McBride, 2013, p. 7). This approach can accentuate the learning of Black history for Black males in middle school and secondary school. Rather than learning in ways that encourage conserving what is, students can learn to deconstruct social order. Instead of using hip-hop to explore and trivialize Black peoples' experiences, hip-hop can be utilized to explain Black history while developing racial, cultural, and historical consciousness. SCs using hip hop as a mode to explore racism and antiBlackness first check their own attitudes and beliefs. Following this exploration, SCs must gain a better understanding about Black people. Knowing the core principles of hip-hop culture (e.g., peace, love, unity, and having fun) and earlier iterations of Black cultural and intellectual genius across the Black diaspora can lead to a deeper understanding. Next, skills and actions were suggested based on the author's experiences facilitating this framework. Washington shared some areas that could be used to guide discussions during individual or small group sessions with Black middle and secondary male students. These topics include (a) incremental multiculturalism; (b) critiquing whiteness; (c) the perils of privatization; (d) the myth of education as the great equalizer; (e) an examination of the purpose of education; and (f) whether schools can be safe spaces for Black boys. In sum, we examined these articles above that were focused on Black male students created by SCs and counselor educators. This body of work is promising, but there is plenty of room for improvement.

A Critical Race Analysis of School Counseling Interventions for Black Male Students

We use aspects of the CRT outlined by critical scholars within education (Soloranzo & Yosso, 2002) to consider the extent to which the reviewed body of work: (a) acknowledge the reality of race and racism in the lives Black male students; (b) challenge the dominant ideology about deficits and inferiority of Black male students; (c) commit to racial and social justice for Black male students; (d) center the experiential knowledge of Black males; and (e) use interdisciplinary perspectives to better understand issues of race, racism, oppression, and their experiences and perspectives. This critical analysis is discussed in more detail in the following section.

First, issues of race, gender, class, racism, and oppression have not received adequate attention in SC, in general, and as it pertains to Black male students, specifically. Scholarship about race, gender, class, racism, and oppression in SC has been sparse and the field lacks the theoretical tools to examine these constructs. CRT is one of the most developed theoretical frameworks for addressing these oppressive constructions, but it is underutilized in SC. Black scholars have been leading the charge to address racialized issues in the field and bring racialized, gendered, classed, and oppression issues impacting Black males to the fore in SC. In so doing, they have highlighted the need to address how issues of race and racism impact Black male students' experiences with predominantly White teaching and school counseling staff. Many interventions have emerged because of the racialized experiences of Black male students in education, SC, and society, but have failed to adequately address racism and other forms of oppression. From a CRT lens, social constructions of race and the intersection of race, gender, and class are important to understanding the experiences of Black male students in SC interventions claiming to support them.

Second, Black male students or their experiential knowledge have not been centered in the SC field. These interventions that have been published have done little to challenge the deficit lens that blames Black male students for the problems they experience in schools without acknowledging or accounting for the role of racism. The main reasons for creating these interventions centered around problems Black male students were having in schools and changing something within them and not the school system producing problems for them. In our view, the problems impacting Black male students in school settings and SC are rooted in racism/white supremacy, but the scholarly works or interventions in school counseling have not adequately acknowledged or addressed it. Simply put, the literature largely suggests that Black males need remediation or that they are to blame for their lack of success.

Third, the body of literature that studies Black males, in general, and participating in interventions, specifically within SC is so small that the dominant ideology focused on deficits, failures and inadequacies of Black male students remains uncontested. While the intervention articles focused on Black male students that have been published offer some hope based on recognition that representation matters, there lacks a critical mass of published manuscripts to offer any sustained commitment. Most of the asset and strength-based scholarship about Black male students in SC is being produced by Black male scholars in the academy but does not necessarily translate to interventions. It is impossible to counter racism/white supremacy for Black male youth in SC if the interventions and practices do not directly address or challenge it. Most of the SC interventions and scholarship do not offer culturally grounded or race-based theoretical and asset and strength-based perspectives to challenge the deficit lens, whiteness, racism/white supremacy.

Fourth, the majority of publications on Black male students and interventions are conceptual/theoretical arguments or self-reports with no scholar/researcher emerging as an authority on interventions focused on Black male students. The manuscripts purporting to use qualitative or quantitative research to examine Black male students' experiences in interventions or the impact of the intervention on them neglected to use culturally grounded theoretical frameworks and were poorly designed methodologically, leading to a lack of valid and reliable empirical knowledge and understanding of the interventions or Black male students' participation in them. While these articles that are published could be seen as encouraging, this body taken as a whole signifies clearly a lack of dedication to committing to achieving racial and social justice for Black males within SC.

Finally, we strongly believe that to explicitly focus on Black males within SC is imperative as others have demonstrated within the educational literature outside of SC that systemic inequities exist over the course of the education pipeline that lie at intersection of racial and gender discrimination (Howard, 2014; Johnson & Strayhorn, 2022; Polite & Davis, 1999). To combat ongoing and systemic racism for Black males within SC will take a concerted effort. Scholars and practitioners must work together to produce interdisciplinary interventions, programs, policies, practices, and studies to counter the ongoing legacy of racism. Racism is so deeply rooted within the fabric of our society, in education, and SC that comprehensive, sustained, and multifaceted strength-based approaches will be necessary.

The Achieving Success Everyday Group Counseling Model

In order to reconceptualize the Achieving Success Everyday Group Counseling Model (ASE group model), it is important to have a brief summary that describes how it currently stands. The ASE group model is an intervention framework that emerged while the first author was a school counselor. In other words, it was created within a school setting to be used by school counselors. The original version of this intervention was conducted as part of the first author's dissertation study (Steen, 2007). This intervention framework continued to develop as a group counseling model based on clinical practice and training and preparing others for implementation. The following studies cited here conducted in school settings used the ASE group model (Rose & Steen, 2014; Shi & Steen, 2010; Shi & Steen, 2012; Steen, 2011; Steen et al., 2018). Recently, the ASE group model

was used as an intervention in a study fostering resilience and self-regulation for low-income students attending a boarding high school in Southern Xinjiang, China. The researchers discovered that the group counseling intervention they created based on the ASE group model improved students' resilience and had a significant effect on improving the core self-evaluation and coping styles with outcomes remaining stable three months post intervention (Li et al., 2021). The authors asserted that more research needs to be implemented and published by other researchers/authors using the ASE group model acknowledged as a promising intervention to address social/emotional (e.g., social skills) and academic objectives (e.g., attending to tasks, completing homework; Lenz et al., 2021).

One important content area of school counseling not explicitly studied to date using the ASE group model as an intervention or program is college and career development and STEM preparation. This line of inquiry is ripe for development and will be pursued in future studies. Furthermore, the ASE group model has not been used with Black males solely, with one exception. Prasath et al. (2023) in an early iteration of the ASE group model used creative methods to support the third grade Black boys attending summer school. Another study based on the ASE group model included both Black boys and girls in elementary schools (e.g., grades 3, 4 & 5; Steen, 2009). The rest of the articles published using the ASE group model consisted of students of color.

An important element is that the ASE group model attends to cultural issues by being intentional about the potential cultural differences within the group amongst the members and between the leader(s) and students, even if racially matched (Holcomb-McCoy, 2005). To illustrate, racial identity development occurs over time, and therefore people achieve certain milestones at various times, even if their race is a shared demographic. Within the ASE group model, SCs make intentional efforts to broach race, ethnicity, and culture broadly as a way to foster inclusion (Day-Vines et al., 2018). Another way in which the ASE group model has been culturally responsive is with its flexibility with the use of assessments. When necessary, the language used in the assessment tools have been modified to be age-appropriate (Steen, 2009), to match students' reading comprehension level (Shi & Steen, 2010), and to include translations of the group activities (e.g., journal writing) or assessments as appropriate (Shi & Steen, 2012; Steen et al., 2018).

A unique yet difficult task is the ASE group model also aims to involve students' parents/guardians in their students' school life (e.g., keep parents/guardians informed of their children's progress in groups, encourage students or teachers to share students' experience at school with parents/guardians). Finally, as the ASE group model currently stands, student outcomes are evaluated using both quantitative tools (e.g., GPA, standardized scores) and qualitative strategies (e.g., teacher interviews, student reflections on their group experience, perceptions of and parents/guardians about the changes they see in their students' behavior or school performance) to present a more complete picture of the findings.

Reconceptualizing the ASE Group Model

In the current systematic literature review, we searched for SC literature that was focused on Black males and from this corpus, SC literature that included interventions for Black males. Some of the interventions included outcome data, some did not, and other interventions that were specific to Black males were conceptual, theoretical, or lacked clarity to be neatly categorized. Table 1 contains descriptive information found for the 12 articles that focused solely on Black males. The information found in these articles is used to redesign the ASE group model which will be used with middle school Black boys as a group counseling intervention model based on the relevant literature. In addition to centering Black male youth, criteria included: school counselors had to provide the intervention, the participants needed to be preK-12 grade, and outcomes needed to be presented. Published studies that did not include outcomes or findings as evidence for the intervention for Black male youth were reviewed for valuable information to inform the ASE group model even though the major emphasis was on those specific articles that reported any outcome data. For this review, the published articles within SC focused on Black males in general, interventions, and associated outcomes, and demonstrates an urgent need to grow this body of work. That said, the information gleaned from these articles is valuable and offers many important broad considerations across these articles and unique distinctions individually.

These 12 articles offer insight to improve the ASE group model in practice, and the total body of published intervention studies that centered Black male youth, as well as the obvious dearth, fuels a need to produce more robustly designed interventions for Black males in schools. With this knowledge, the ASE group model is reconceptualized for Black males, and important key intervention components are as follows. First, across these articles, for the sake of clarity, Afrocentrism is generally defined as an acknowledgment, acceptance, appreciation, and intentional view of Black culture as a positive aspect of the student's lives. Further, exploring aspects of Black history, contemporary Black leaders, and current societal events involving the Black community within the intervention offers a form of critique and resistance to racism experienced within schools and society. The ASE group model will use the term Blackness as a synonym for Afrocentrism to simplify the language and increase understanding while keeping the individual and collective strengths and insight on how to be resilient when facing obstacles at the forefront. Blackness, in this case, will include both the cultural heritage that Black people offer, an appreciation for self as Black and male, and offer a strengths-based approach that avoids blaming the students for their school experiences or performance but provides a platform for honest engagement to explore their thoughts, feelings, and actions that can lead to more favorable outcomes.

Second, these articles offer tangible examples of bringing Black male youth together and the benefits of these collective and communal experiences. The young Black males are brought together to engage in interpersonal learning that

leads to feelings of belonging, connection, and being understood as having the potential for greatness. When Black male youth are comfortable, they can express themselves in more authentic ways (Bailey & Bradbury-Bailey, 2007). It is critically important to understand that in practice, the behaviors that Black male youth demonstrate are seen as normal and not divergent from any standard.

Third, across these 12 articles, another key component is the emphasis on being successful in school, and while this was already embedded as an important tenet of the ASE group model, a more concerted focus on college preparation, college knowledge, or life in the future emerged as important aspects to be more intentionally infused into the intervention. These articles spanned elementary, middle, and high school and therefore the college and career focus need not be explicitly based on school level. For example, Black boys in grade 3, 4, and 5 engaged in an intervention that prepared them to improve school performance (e.g., grade improvement; Franklin & Pack-Brown, 2001) whereas Black male youth in junior high school examined their hopes and dreams for the future (e.g., goals; Muller, 2002). Other examples include high school students attending monthly college/career field trips (Wyatt, 2009) or discussing college and career preparation (Gibson et al., 2019). These conversations about college and career can be done at any level, but sophomore year provides a unique opportunity for Black males (Hines et al., 2020).

Fourth, positive identity development, racial pride, and discussing self socially and academically are important intervention components that the ASE group model can draw upon. Because identity development occurs overtime and through different phases, one's academic, racial, and social self is not stagnant. The group environment provides a place for Black males to explore what it means to be Black as an individual and collectively. Students can explore what it means to hold certain academic, social, or gender identities and how these are connected with race (e.g., Black, gifted, and queer). There is strength in knowing oneself both as a racialized individual, as a member of a larger Black community, and as holding potential for greatness. In fact, racial and cultural competence, which begins with gaining a deeper awareness and understanding of self, leads to both mental health and intercultural competence. These are necessary skills when living in a society that often discriminates against the Black community and other marginalized people. The ASE group model can offer discussion and activities to help young Black males explore their academic and social identities, racial identity, and gender identity as well as the intersection of these identities which promotes an accepting of oneself and discovering areas for growth.

Fifth, another consideration to strengthening the ASE group model to be both a positive contribution to the SC interventions for Black males and a force leading to growth and development of Black male youth, involves the assessment of the intervention and the outcomes for the student participants. Across the 12 articles that studied interventions for Black males used a number of different ways to determine the effectiveness of the intervention and the impact on students' development. In some cases, there was a clear research design (e.g., type of study, research questions, goals, objectives, measures, data analysis, procedures, intervention description, findings, and implications), in other cases, there were some components missing that made it difficult to determine either what was actually done (e.g., procedures) or how findings or reported results were analyzed (e.g., data analysis). The lack of information reported made it very challenging to know what actually occurred or the true benefits of the intervention. There are examples where the readers are left wondering what in fact was used to determine the effectiveness (e.g., measures), what were the findings when not explicitly stated (e.g., results) and what process was used to increase the chances that the findings were reliable, valid, or presented in the most useful manner for others to build upon. The ASE group model is well positioned to offer an intervention for Black male youth that uses data when conceptualizing the intervention (e.g., planning), delivering the intervention (e.g., implementing), and assessing (e.g., evaluating) the intervention. In fact, SCs can use the ASE group model and the phases outlined in Table 2, to more intentionally understand how to use data to inform the intervention. The reconceptualized ASE group model compels scholars to include Black male representatives to assist in the process of creating an intervention based on the ASE group model and offering insight into the goals, objectives, topics, and other germane considerations that are unique to the Black male experience within schools and communities.

Sixth, an emphasis on collaboration (i.e., creating partnerships between school personnel within school) and school family community partnerships (i.e., connections spanning school and community) are duly noted within this body of scholarship. For some of these articles, students are provided a voice to co-create the goals and offer creative ideas to meet these goals (e.g., Muller, 2002). As mentioned above, a specific focus on Blackness, maleness, and their own unique intersections of identity is vital and discussed within many of the articles and collaborations with the community by the use of guest speakers were commonly presented in the articles (e.g., Wyatt, 2009). Strategies to engage parents/guardians include the use of text messages and culminating activities to provide an opportunity to celebrate success.

The next major insight gained from the body of SC intervention literature for Black males in addition to the information presented above is regarding the duration of the intervention. The articles reviewed were mixed and no clear sense could be captured from the information reported across the publications. In fact, the range spanned six sessions (e.g., Gibson et al., 2019) to the entire school year during an after-school program (e.g., Nelson et al., 2020). The inconsistency in the durations of the intervention raises concerns about the impact of the intervention on Black male students. The ASE group model aims to offer the intervention for at least 12 sessions with the ultimate goal being 20 sessions. The recommended range of sessions stems from a previous systematic review conducted by the first author and colleagues whereby the findings suggested that group

interventions with medium to high effect sizes took place for at least 12 sessions, and the group intervention that demonstrated the largest effect size took place for 20 sessions during a school year (Steen et al., 2021).

In summary, the SCs facilitating the interventions as group leaders will require training on the protocols that include appropriate evaluation of the outcomes. Below we provide examples of group leader tasks that include strategies to lead group sessions and group stages that are essential when creating and implementing an ASE group model for Black male middle school youth.

Conclusion

We believe the ASE group model is more comprehensive and more developed than before. This reconceptualization is informed by the literature that described interventions for Black males within SC. This literature also strongly suggested that these interventions must confront racism (Byrd et al., 2021; Day-Vines & Day-Hairston, 2005; Franklin & Pack-Brown, 2001; Washington, 2021). As noted earlier, this charge to confront racism spanned the past 20 years, with a 10-year gap between 2009 and 2019 along the way. We are calling for scholars to engage in combating racism using creative interventions that can challenge systemic racism while not blaming students. The reconceptualized ASE group model is one venue for Black male middle school youth, their families, and SCs to come together to successfully engage in conversations about their experiences in school using the lens of Black culture. The reconceptualized ASE group model can also promote culturally and racially grounded school family community partnerships to help ensure the programs are culture specific by drawing upon caretakers and extended family members as cultural brokers.

Table 2
Overview of ASE Model Phases

ASE Model Phases	Group Leaders' Goals/Tasks	Group Stages
Assessment	Gather pre- and post-program data from students and stakeholders; identify students' strengths and areas for improvement using appropriate assessments (Multi Ethnic Identity Measure, The Growth Mindset Scale, Academic measure (e.g.., Mathematical Identity scale); and review attendance and GPA. Student and stakeholder voice is critical to establishing a strong foundation.	This usually occurs before the group begins. Typically, this stage occurs during pre-screening and as needed.
Review	Identify and review the purpose of the group, the ground rules, students' individual goals (academic and social-emotional), and any group goals; review feedback (e.g. perceptions) provided by the stakeholders; collectively explore how the group sessions will start and end; discuss expectations during the sessions such as student and facilitator responses; define Blackness and the emphasis on community engagement.	This likely occurs during the first session. This is typically the early stage of the group.
Acquaintance	Establish group cohesion by discussing students' experiences in school and in relation to their race, class and gender. Discuss identity development; model appropriate behaviors, interactions, and communication skills applicable in group and in the classroom; discuss ways to express emotions verbally and/or in their journals; discuss ways to establish safety in the group sessions. Discuss Blackness throughout this process.	This can occur during and after session 2. Typically, this is considered the transition stage.
Challenge	Provide Black males the opportunity to give and receive feedback; identify any barriers that they might be experiencing to being successful in their school experiences; explicate negative self-talk, thoughts, and insecurities; facilitate activities that challenge students to gain greater personal insight.	This occurs during the middle sessions. This is considered the transition and working stage.
Empowerment	Teach Black male youth information and skills to overcome difficulties and build on their strengths; Bring in guest speakers; have students identify and acknowledge their personal strengths, assets, resiliency, and racial identity; process ways to use these strengths to overcome the barriers and difficulties specifically related to their unique experiences as Black male youth (e.g., realistic and current).	This occurs during the middle sessions. This is considered the transition and working stage.
Support	Students support each other's goal accomplishment; help them identify Black people in their families, schools, and communities who could support them in their racial identity development; students complete post- assessments; evaluate outcomes (e.g., GPA; attendance, MEIM, The Growth Scale and the Academic measure (e.g., Math Identity scale); celebrate the groups' accomplishments.	The final sessions are the closing and termination stages. This stage occurs during the last few sessions and includes booster sessions that could occur following the conclusion of the group intervention.

Exploring current issues and realistic solutions can happen if students' and their families' input is provided throughout the process. Getting families and students involved when the program is being developed is an important endeavor. These intervention design components offer new insights for intervention development for Black male students. The ASE group model can help SCs engage in a fight for equity and inclusion for Black male youth in school settings. The ASE group model will be used with Black male youth to determine the validity of our redesign.

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