

Child TRENDS[®] FACT SHEET

Publication #2012-22

4301 Connecticut Avenue, NW, Suite 350, Washington, DC 20008
Phone 202-572-6000 Fax 202-362-8420 www.childtrends.org

WHAT WORKS FOR MALE CHILDREN AND ADOLESCENTS: Lessons from Experimental Evaluations of Programs and Interventions

Tawana Bandy, B.S.

August 2012

OVERVIEW

As young people transition through childhood to adolescence, they often face developmental challenges that can impede their quest to become flourishing, healthy adults. While both males and females experience difficulties, there are certain risk factors to which males are more susceptible. Compared with females, males tend to be more likely to drop out of school, engage in delinquency, use alcohol, smoke cigarettes, and act out. They are also less likely than females to go to college. While a number of evidence-based programs have been found to be effective at reducing risk factors for children and adolescents, many programs have differential impacts for females and males. Understanding *what works* for male children adolescent is critical to improving outcomes for youth. This *Fact Sheet* and its companion *Fact Sheet*, focused on female children and adolescents¹, examine programs and strategies that work, as well as those that don't work.

This literature review synthesizes findings from 115 random assignment intent-to-treat evaluations of interventions that targeted male children and adolescents, or coed interventions that provide impact data specifically for male children and adolescents. Interventions were excluded from the review if they did not include at least 100 males in the evaluation sample.

Overall, 57 of the 115 programs had a positive impact on at least one outcome reviewed, 27 had mixed findings, and 31 did not have any positive impacts for the males studied. While several themes emerged, we did not find any one program or practice that worked across all outcome areas.

INTRODUCTION

The 115 random assignment experimental evaluations that provided data on the impacts of non-school social intervention programs for male children and adolescents were drawn from Child Trends' database of random assignment, intent-to-treat studies of social interventions for children and adolescents – LINKS (Lifecourse Interventions to Nurture Kids Successfully).²

Programs were categorized as *found to work*, *mixed findings*, and *not found to work*. Below are detailed descriptions for each category.

Found to Work. Programs in this category have *positive and significant*³ impacts on a targeted child or adolescent outcome for male children and adolescents.

¹ Bell, K., Terzian, M., and Moore, K. A. (2012). *What works for female children and adolescents: Lessons from experimental evaluations of programs and interventions*. Washington, DC: Child Trends

² <http://www.childtrends.org/links>

³ Reported impacts are those reported by the evaluators to be significant at the $p \leq 0.05$ level. Note that this literature review does not focus on the magnitude or duration of the impact, though this information is generally included in the LINKS program

Mixed Findings. Programs in this category have *varied impacts* for males either on particular outcomes, particular subgroups or at different times. For example, a program that results in significant improvements in risky sexual behaviors at post-test, but has no impact at a one year follow-up would be rating as having mixed findings. A program that works for African American males, but not for Caucasian or Latino/Hispanic males would also receive a “mixed findings” rating.

Not Found to Work. Programs in this category have *statistically non-significant* or *marginally significant* impacts on a particular child or adolescent outcome as it relates to male children and adolescents.

Eight outcome areas were identified for this synthesis:

- Academic Achievement (such as school performance, grades)
- Delinquency (violence, crime, arrests, juvenile detention, recidivism)
- Externalizing or Acting out behaviors (behavior problems such as aggression, hyperactivity, or violence)
- Mental Health/Internalizing (Depression) Outcomes (depression symptomatology, social rejection, and suicide)
- Physical Health and Nutrition (dietary habits, BMI, weight or physical activity)
- Reproductive Health & Sexuality (such as sexual activity, condom and contraceptive use, impregnation or births)
- Social Skills (getting along with others, conflict resolution, or empathy)
- Substance Use (such as alcohol, cigarettes, marijuana or illicit drugs)

ACADEMIC ACHIEVEMENT

The LINKS database contains **32** rigorously evaluated out-of-school time social intervention programs that targeted and/or measured academic achievement and/or school engagement among male children and adolescents. Sixteen were found to work, nine had mixed findings, and the remaining seven programs had no positive impacts.

Found to Work

Adult tutoring and/or mentoring services. Eight of 12 programs that offered some form of tutoring or mentoring services by adult volunteers or teachers to improve academic outcomes, had a positive impact.⁴

Inclusion of parent-centered activities and trainings. Seven of 12 programs that offered parent-training, parenting assistance or parent-child relationship skill-building improved academic achievement in male children and adolescents.⁵

summaries. A research brief called “Improving the Lives of Adolescents and Young Adults: Out-of-School Time Programs That Have Significant Positive Impacts” reports on interventions for school-aged youth that have moderate to large impacts.

⁴ [Big Brothers/Big Sisters \(BBBS\)](#), [Check and Connect](#), [Children's Aid Society \(CAS\) Carrera, Department of Education Student Mentoring Program](#), [Early Adolescent Helper Program](#), [SAFEChildren](#), [Schools and Homes in Partnership \(SHIP\)](#), [Study of Mentoring in the Learning Environment \(SMILE\)](#)

⁵ [Children's Aid Society \(CAS\) Carrera](#), [Early Adolescent Helper Program](#), [Incredible Years Series](#), [Parent Management Training and Social Skills Training](#), [SAFEChildren](#), [Schools and Homes in Partnership \(SHIP\)](#), [Self Sufficiency Project \(SSP\)](#)

Mixed Findings

Teacher-facilitated interventions. Programs that were facilitated by classroom teachers were found to improve academic outcomes, only half of the time. Specifically four of eight programs worked.⁶

Connections with community members and organizations. Of the 13 programs that were administered by a community service organization, or included community members in efforts to improve academic outcomes, seven worked,⁷ four did not work, and two resulted in mixed findings.

Not Found to Work

Multi-service interventions. Multi-service programs, those that offer academic services in addition to other services, were not often found to have positive impacts on academic outcomes. Of the ten programs that offered multiple services, such as health services, counseling, and coaching, only two had significant impacts on academic outcomes.⁸

Vocational training or employment assistance. Of the 11 programs that provided vocational training or employment assistance, only two had positive impacts.⁹

DELINQUENCY

The LINKS database contains **20** rigorously evaluated social intervention programs that targeted or measured delinquency among male children and adolescents. Seven worked, five had mixed findings, and eight did not work for boys.

Found to Work

Intensive and high dosage programs. Of the seven programs that resulted in positive impacts on delinquency outcomes, six were programs that met several days per week and were administered 30 minutes or more.¹⁰

Manualized curricula. Five of the six programs that had positive impacts on delinquency and/or recidivism utilized manuals.¹¹

Family inclusion. Interventions that included family members in activities, such as counseling and therapy sessions, tended to result in positive outcomes for delinquency. Six of the eight programs with this approach worked.¹²

⁶ [CAS-Carrera, Early Adolescent Helper Program, Incredible Years Series, Leadership Education Through Athletic Development \(LEAD\)](#)

⁷ [Big Brothers/Big Sisters \(BBBS\), Check and Connect, Children's Aid Society \(CAS\) Carrera, Department of Education Student Mentoring Program, Early Adolescent Helper Program](#)

⁸ [Children's Aid Society \(CAS\) Carrera, JobStart](#)

⁹ [CAS-Carrera, Job Training Partnership Act \(JTPA\), JOBSTART, New Chance](#)

¹⁰ [Aban Aya Youth Project, Montreal Prevention Experiment, Parent Management Training and Social Skills Training, Parenting Through Change, The Coping Power Program, The Insiders Juvenile Crime Prevention Program](#)

¹¹ [Aban Aya Youth Project, Montreal Prevention Experiment, Parent Management Training and Social Skills Training, Parenting Through Change, The Coping Power Program](#)

¹² [Aban Aya Youth Project, Montreal Prevention Experiment, Parent Management Training and Social Skills Training, Parenting Through Change, Restorative Justice Conferencing, The Coping Power Program](#)

Mixed Findings

Program duration/length. Programs lasting for as few as 45 minutes, and as long as three years were found to reduce delinquency rates among non-violence males.¹³

Not Found to Work

Unconventional or non-certified staff persons. Of the seven programs that worked, only two utilized untrained or uncertified program administrators.¹⁴ In contrast, five of the eight programs that did not work were administered by unconventional persons, such as inmates.

Peer-facilitated interventions. Interventions that were led by peers were not found to produce positive outcomes on delinquency for male adolescents. Of the four programs, none using this strategy were found to work.

EXTERNALIZING OR ACTING OUT BEHAVIORS

The LINKS database contains 22 rigorously evaluated social intervention programs that targeted or measured externalizing among male children and adolescents. Of these, 16 worked, two had mixed findings, and four did not work.

Found to Work

School-based interventions. Of the 16 programs that were administered in a school setting, 11 worked to reduce externalizing and bullying behavior.¹⁵

Trained professionals. Extensive training for program administrators and facilitators generally worked to significantly reduce externalizing in male children and adolescents. Of the total 13 programs that employed trained professionals, nine worked.¹⁶

Structured curriculum-based interventions. Nine of the 11 programs that were carried out by facilitators who delivered curriculum-based sessions in a timely and structured manner worked.¹⁷

Family-cohesion components. Programs that incorporated activities or counseling sessions to improve how well families communicate and get along with each other tended to result in positive impacts on externalizing in male children and adolescents. Five of seven worked.¹⁸

¹³ [Aban Aya Youth Project](#), [Restorative Justice Conferencing](#)

¹⁴ [The Insiders Juvenile Crime Prevention Program](#), [Restorative Justice Conferencing](#)

¹⁵ [Aban Aya Youth Project](#), [BrainPower](#), [The Family Bereavement Program \(FBP\)](#), [Incredible Years Series](#), [Montreal Prevention Experiment](#), [Parent Management Training and Social Skills Training](#), [Resolve It, Solve It](#), [SAFEChildren](#), [School-Based Intervention to Reduce Aggressive Behavior in Maladjusted Adolescents](#), [Schools and Homes in Partnership \(SHIP\)](#), [Steps to Respect Bullying Prevention Program](#)

¹⁶ [Aban Aya Youth Project](#), [BrainPower](#), [Busselton Health Study](#), [Family Check-Up](#), [Incredible Years Series](#), [Montreal Prevention Experiment](#), [Parent Management Training and Social Skills Training](#), [Resolve It, Solve It](#), [Untitled Aggression Reduction Program for Boys](#)

¹⁷ [Aban Aya Youth Project](#), [BrainPower](#), [The Family Bereavement Program \(FBP\)](#), [Incredible Years Series](#), [Montreal Prevention Experiment](#), [SAFEChildren](#), [School-Based Intervention to Reduce Aggressive Behavior in Maladjusted Adolescents](#), [Schools and Homes in Partnership \(SHIP\)](#), [Steps to Respect Bullying Prevention Program](#)

¹⁸ [Incredible Years Series](#), [Montreal Prevention Experiment](#), [Parent Management Training and Social Skills Training](#), [SAFEChildren](#), [Schools and Homes in Partnership \(SHIP\)](#)

Mixed Findings

Conflict-resolution and social skills training. Interventions that focused on improving how children and adolescents resolve conflicts and build social skills produced mixed impacts on externalizing behaviors. Nine of fifteen worked, with the remaining programs not having significant impacts.¹⁹

Not Found to Work

Given the major differences in intensity, facilitation, target population, and frequency among the four programs that did not work, it is not possible to identify a strategy or program type that did not work.

MENTAL HEALTH/INTERNALIZING (DEPRESSION) OUTCOMES

The LINKS database contains **12** rigorously evaluated social intervention programs that targeted or measured externalizing among male children and adolescents. Six worked, one had mixed findings, and five did not work.

Found to Work

Parent-focused interventions. Four of six programs that targeted parent issues and/or parent skills successfully worked to reduce mental health issues in male adolescents and children.²⁰

Not Found to Work

Video-based interventions. Of the two programs that used video-based technology to improve mental health outcomes, one worked.²¹

Therapy. Programs that reported employing cognitive behavioral therapy techniques did not often result in positive impacts on mental health outcomes for boys. Out of four programs, only one worked.²²

PHYSICAL HEALTH AND NUTRITION

The LINKS database contains **12** rigorously evaluated social intervention programs that targeted and/or measured physical health and nutrition among male children and adolescents. Of these, four were found to work, one had mixed findings, and the remaining seven programs had no impacts.

Found to Work

High frequency and high intensity programs. Programs that were delivered several times a week, and over a 4-month period or longer were more likely to have positive impacts on physical health and nutrition outcomes for boys than shorter duration or less intense programs. All three high-intensity programs were found to work.²³

Combining physical health education with exercise. Of the six programs that provided nutritional information, promoted healthy eating and incorporated physical exercise, four were found to work.²⁴

¹⁹ [Aban Aya Youth Project](#), [Big Brothers/Big Sisters \(BBBS\)](#), [BrainPower](#), [Montreal Prevention Experiment](#), [Parent Management Training and Social Skills Training](#), [Resolve It](#), [Solve It](#), [SAFEChildren](#), [Schools and Homes in Partnership \(SHIP\)](#), [Untitled Aggression Reduction Program for Boys](#)

²⁰ [Clinician-Based Cognitive Psychoeducational Intervention for Families](#), [Early Adolescent Helper Program](#), [Guiding Good Choices](#), [Moving to Opportunity](#)

²¹ [Signs of Suicide Prevention Program](#)

²² [Clinician-Based Cognitive Psychoeducational Intervention for Families](#)

²³ [Children's Aid Society \(CAS\) CarreraKnow Your BodyStanford Adolescent Heart Health Program](#)

²⁴ [Children's Aid Society \(CAS\) Carrera, Know Your Body, Stanford Adolescent Heart Health Program, Untitled Fitness and Nutrition Intervention](#)

Mixed Findings

Multi-year programs. Only two of four programs that were offered for more than one year were found to work.²⁵

Not Found to Work

Infrequent or sporadic contact. Although the numbers are small, programs that did not meet on a consistent or frequent basis did not result in positive impacts for physical health and nutrition outcomes.

REPRODUCTIVE HEALTH AND SEXUALITY

The LINKS database contains 27 rigorously evaluated social intervention programs that targeted and/or measured reproductive health and sexuality among boys. Eleven were found to work, while eight had mixed findings. The remaining eight had no impacts.

Found to Work²⁶

Experiential-learning activities. Of the fifteen programs and interventions that included some form of role-playing, rehearsal, knowledge demonstration, and/or group discussion, nine worked for pregnancy prevention, STD prevention, and/or contraceptive use.²⁷

Community- or clinic-based programs for male adolescents. Interventions located in a community setting or clinic frequently have impacts on the reproductive health outcomes of male adolescents. Of the eight programs that were administered in a clinic or at a community-based organization, five worked.²⁸

Mentoring for African American males. Of the three programs that included mentoring as an intervention component and had an all-African American sample, two worked.²⁹

Video- and/or audio-infused curriculums. Of the seven programs that infused video- or audio-curricula in their interventions, five had at least one significant impact on reproductive behaviors for male children and adolescents.³⁰

Mixed Findings

Male-only programs. One of the two interventions that were male-only, one resulted in significant positive impacts on reproductive health outcomes.³¹

Peer counseling and/or peer teaching. Of the two programs that used trained peers as the sole or primary facilitators, one had positive impacts.³²

²⁵ [Children's Aid Society \(CAS\) Carrera, Know Your Body](#)

²⁶ For a synthesis of what works for reproductive health for adolescents in general, see Ball and Moore.

(http://www.childtrends.org/Files/Child_Trends-2008_05_20_FS_WhatWorksRepro.pdf). See also

(<http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>)

²⁷ [Aban Aya Youth Project](#), [Be Proud! Be Responsible!](#), [Enhanced Managing Pressures Before Marriage \(MPM\)](#), [Reach for Health Service Learning Program](#), [Real Men](#), [Teen Outreach Program \(TOP\)](#), [Project AIM \(Adult Identity Mentoring\)](#), [TeenSTAR](#), [Teen Talk](#)

²⁸ [Be Proud! Be Responsible!](#), [Teen Outreach Program \(TOP\)](#), [Reach for Health Service Learning Program](#), [Real Men](#), [Video-Based STD Patient Education](#)

²⁹ [Project AIM \(Adult Identity Mentoring\)](#), [Real Men](#)

³⁰ [Condom Promotion Videos for College Students](#), [Culturally Appropriate STD/AIDS Education in a Clinic Setting](#), [Project AIM \(Adult Identity Mentoring\)](#), [Saving Sex for Later](#), [Video-Based STD Patient Education](#)

³¹ [Real Men](#)

³² [Be Proud! Be Responsible!](#)

What Has Not Been Found to Work for Sexuality and Reproductive Health

School-based interventions. Of the twelve school-based programs, only four had significant positive impacts on reproductive health outcomes for male children or adolescents.³³

Non-reproductive health interventions. Interventions that do not focus primarily on reproductive health outcomes generally were not found to have positive impacts on reproductive health outcomes for male children and adolescents.

SOCIAL SKILLS

The LINKS database contains **16** programs that targeted and/or measured social skills among male children and adolescents. Ten were found to work, four were found not to work, and the remaining two had mixed findings.

Found to Work

Parent education and training. Of the five programs that administered parent training and/or education, four had positive impacts on social skills.³⁴

Adult mentoring. Of the four programs that offered adult mentoring services, three worked to improve social skills.³⁵

Group sessions for elementary school-aged boys. Of the eight programs that implemented group sessions in the intervention, six worked.³⁶

Mixed Findings

Governmental demonstration projects. Of the two government demonstration projects offered to low-income and disadvantaged families, only one worked.³⁷

Not Found to Work

No concrete conclusions could be drawn about what does not work for social skills. The components, strategies, duration, and length of the four programs were too varied.

SUBSTANCE USE

The LINKS database contains **26** rigorously evaluated out-of-school time social intervention programs that targeted and/or measured substance use among male children and adolescents. Fifteen were found to have at least one positive impact, three had mixed findings, and eight were not found to have any positive impacts.

³³ [Aban Aya Youth Project, Enhanced Managing Pressures Before Marriage \(MPM\), Project AIM \(Adult Identity Mentoring\), Saving Sex for Later](#)

³⁴ [Incredible Years Series, Parenting Through Change, Schools and Homes in Partnership \(SHIP\), The Coping Power Program](#)

³⁵ [Big Brothers/Big Sisters \(BBBS\), Study of Mentoring in the Learning Environment \(SMILE\), The Coping Power Program](#)

³⁶ [Anger Coping Program, Early Adolescent Helper Program, Incredible Years Series, Parenting Through Change, Schools and Homes in Partnership \(SHIP\), The Coping Power Program](#)

³⁷ [New Hope Project](#)

Found to Work

Manualized interventions for male children and adolescents. Manualized programs were frequently found to have positive impacts on substance use outcomes. Of the 13 manualized programs targeting substance use outcomes, 10 worked.³⁸

Heavy focus on health consequences of substance use. Nine of 13 programs that placed heavy emphasis on raising awareness on the negative impacts of substances and alcohol use were effective regarding boys' substance use outcomes.³⁹

Self-esteem building activities. A majority of the programs that emphasized development of self-esteem had positive impacts on tobacco, illicit drug, and alcohol use. Seven of 12 worked.⁴⁰

Brief interventions for college-age adolescents. Albeit only two programs, low intensity programs that met infrequently or sent information through the mail seem to work to reduce negative substance use outcomes for college-age students.⁴¹

Mixed Findings

Programs that target multiple risky behaviors. Programs that target multiple risky behaviors, such as reproductive health, delinquency and academics, resulted in mixed impacts on substance use outcomes. Of the fourteen programs, only seven worked.⁴²

Not Found to Work

Multi-tier programs. Interventions that target multiple outcomes, such as job training, health care, and residential living tend to not have positive impacts on substance use outcomes for male children or adolescents. Out of all fifteen programs that worked, none were multi-tier interventions. More importantly, of the six multi-tier programs, none worked to improve substance use outcomes.

DISCUSSION

The results from this *Fact Sheet* suggest that, across all outcome areas, many programs work for males. Indeed, half of the programs and interventions had at least one significant impact on one or more of the eight identified outcome areas for males. Furthermore, at least one or more rigorously evaluated social intervention program was found that had positive impacts for each of the outcome areas.

Although few strategies or practices stood out as *always* effective, the most effective interventions tended to be structured, intense, high dosage, and facilitated by trained staff persons. For example, interventions that were manualized, met frequently on a scheduled basis, and were implemented by teachers,

³⁸ [Aban Aya Youth Project, Adolescent Community Reinforcement Approach, Adolescent Training and Learning to Avoid Steroids Program \(ATLAS\), Big Brothers/Big Sisters \(BBBS\), Children's Aid Society \(CAS\) Carerra, Guiding Good Choices, Know Your Body, Life Skills Training \(LST\), Project Toward No Tobacco Use \(Project TNT\)](#)
[The Coping Power Program](#)

³⁹ [AlcoholEdu, Adolescent Community Reinforcement Approach, Adolescent Training and Learning to Avoid Steroids Program \(ATLAS\), Brief Alcohol Screening and Intervention of College Students \(BASICS\), Know Your Body, Life Skills Training \(LST\), Motivational Brief Intervention for High-Risk College Student Drinkers, Project Toward No Tobacco Use \(Project TNT\), Tobacco Policy Options for Prevention \(TPOP\)](#)

⁴⁰ [Aban Aya Youth Project, Adolescent Community Reinforcement Approach, Adolescent Training and Learning to Avoid Steroids Program \(ATLAS\), Big Brothers/Big Sisters \(BBBS\), Children's Aid Society \(CAS\) Carerra, Know Your Body, Life Skills Training \(LST\)](#)

⁴¹ [Brief Alcohol Screening and Intervention of College Students \(BASICS\), Motivational Brief Intervention for High-Risk College Student Drinkers](#)

⁴² [Aban Aya Youth Project, Big Brothers/Big Sisters \(BBBS\), Children's Aid Society \(CAS\) Carerra, JobStart, Know Your Body, Life Skills Training \(LST\), The Coping Power Program](#)

psychologists, or other trained professions were likely to have positive impacts. In contrast, programs that met less frequently, and those that were facilitated by peers or untrained staff, tended to less often result in positive impacts for boys.

Importantly, we found some similarities between strategies that work and do not work for males, and those identified as working and not working for females in the companion *Fact Sheet*. Specifically, we found that mentoring led to positive impacts for males' and for females' academic outcomes. On the other hand, there were meaningful differences between what worked for females and males in certain outcome areas. For example, for reproductive health, while one-on-one interventions led to positive impacts for females, we found that experiential learning activities that included group activities were often effective for boys. Similarly, while social skills training interventions were not successful for female children and adolescents in reducing externalizing behaviors, in many cases for males, these types of interventions were successful.

Given these findings, exploring and assessing which strategies work best for both males and females seem important and critical in continuing to improve development outcomes among youth.

© 2012 Child Trends. *May be reprinted with citation.*

We gratefully acknowledge the support of the Edna McConnell Clark Foundation and the Alexander and Margaret Stewart Trust Foundation.

Child Trends is a nonprofit, nonpartisan research center that studies children at all stages of development. Our mission is to improve outcomes for children by providing research, data, and analysis to the people and institutions whose decisions and actions affect children. For additional information, including publications available to download, visit our Web site at **www.childtrends.org**. For the latest information on more than 100 key indicators of child and youth well-being, visit the Child Trends DataBank at **www.childtrends.org/databank**. For summaries of over 575 evaluations of out-of-school time programs that work (or don't) to enhance children's development, visit **www.childtrends.org/WhatWorks**.

Summary Table: Review of the Research Literature on Programs Oriented Toward Male Children and Adolescents

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
Academic Achievement & School Engagement	<u>21st Century Community Learning Centers</u> is a program funded by Congress to increase the availability of after-school programs. There were no impacts on academic outcomes among males. <u>Job Training Partnership Act</u> is a program designed to improve the employment status of disadvantaged young adults, dislocated workers, and individuals facing barriers to employment. No significant impacts were found for academic outcomes for males. <u>Quantum Opportunities Program (QOP)</u> is an after-school program providing intensive case management, mentoring, supplemental education, developmental activities, community service activities, support services, and financial incentives for at-risk youth entering high school. There were no impacts on improvements in test scores, academic grades, or credits earned. There were also no impacts on either enrolling or completing postsecondary education or training for males. <u>School Attendance Demonstration Project</u> is a multi-component service delivery program designed to improve teens' school attendance. No long-term significant impacts were found for males. <u>Summer Career Exploration Program</u> is a summer jobs program that emphasizes the	<u>Busselton Health Study</u> is a parent-training program for mothers with infants. At 20 year follow-up, significant differences in degree attainment were found, but not for school attendance. <u>Career Academies</u> is a program designed to provide information, technical and academic skills, enhance engagement and performance in school, and, overall, enable participants to make a successful transition to postsecondary education and, later, a career. Career Academies had mixed impacts on high school completion, post-secondary education enrollment, or educational attainment in the young male subgroup. <u>Job Corps</u> is a program designed to help disadvantaged youth between 16 and 24 to become "more responsible, employable and productive citizens." Mixed impacts were found for male participants. <u>Mastery Learning for Children</u> is a teaching method that encourages mastery of the material using a group-paced approach in order to improve reading achievement. Significant improved reading achievement was found among low-achieving boys, only.	<u>Big Brothers/Big Sisters (BBBS)</u> is an intensive, community-based mentoring program for at-risk school-aged children and adolescents. There were significant impacts for males on academic outcomes, including scholastic competence, number of times skipped class, and number of times skipped school. <u>Check and Connect</u> is a program designed to increase high school engagement and completion through a mentor/advocate. A significant increase in attendance and goal-setting and a decrease in school mobility were found for males. <u>Children's Aid Society (CAS) Carerra</u> is an intensive, year-round, multi-year after-school program that is designed to promote youth development in high-risk 13- and 15- year old adolescents. Significant increases in academic skills were found for males. <u>Department of Education Student Mentoring Program</u> is a federal grant program that supplies funding to schools and community and faith-based organizations to establish school-based mentoring programs that aims to improve academic achievement. Significant impacts for males on future orientation were found. <u>Early Adolescent Helper Program</u> is a school-based program that requires students to participate in community service activities. The program

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	importance of academic achievement in order to promote career success in low-income high school students. There were no significant impacts on class effort, types of courses elected in high school, the likelihood to graduate, or the likelihood of taking a college entrance exam for males. Team Assisted Individualization (TAI) for Math is a program specifically designed to teach math to students in grades 3 through 6 or to teach older students who are not ready for algebra. No significant impacts were found for male math achievement. Untitled School Detention Experiment was an intervention designed to decrease tardiness. No impacts were found for males.	Metropolitan Area Child Study (MACS) is a research trial program which is made up of several component programs all designed to prevent aggression in children and early adolescents. The program had limited impacts on academic achievement outcomes for males. Moving to Opportunity is a program that enables disadvantaged families with dependent children to move into better, lower-poverty neighborhoods. There were mixed findings on academic outcomes for males. Parent-Child Home Program is an intervention that attempts to increase parent-toddler verbal interaction through home-based reading and playing. There were mixed findings due to high attrition rates. Project SPARK is a physical education program designed to use physical activity and improve academic achievement. Academic achievement improved for some male students. Youth Corps is a full-time paid service work program for young adults out of school designed to promote a strong work ethic, a sense of public service, educational and employment prospects. Impacts varied for male subgroups.	was found to have significant impacts on commitment to school for males. Incredible Years Series is a prevention and intervention program intended to enhance children's social and emotional competencies. The program significantly enhanced academic competence among males. JobStart was a program designed to improve educational, employment, and various other outcomes in high school dropouts (17 to 21) with poor reading skills. Male participants were significantly more likely than males in the control group to receive any education or training, and to earn a GED. Leadership Education Through Athletic Development (LEAD) is a school-based martial arts training program intended to increase students' self-regulation skills. Significant impacts on math achievement outcomes were found male students. New Hope Project was a welfare reform demonstration project in Milwaukee, Wisconsin, that was designed to raise the incomes of poor families above the poverty level. Males were significantly more likely to receive higher teacher ratings on academic achievement. Parent Management Training and Social Skills Training is a dual-component intervention that aims to prevent delinquent behavior in boys by teaching disruptive boys prosocial skills

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			and self-control and training their parents to properly manage their sons' behavior. A positive impact on academic achievement was found for males. SAFEChildren is a family-based preventive intervention with support for the child entering the first grade that seeks to address and negate risk factors in low-income inner city neighborhoods. There were significant impacts on reading level among males. Schools and Homes in Partnership (SHIP) is a home- and classroom-based, conduct problems prevention program that targets children in the first through fourth grades with reading and behavioral problems. There were statistically significant impacts on word attack, oral reading fluency, reading comprehension, and vocabulary among males. Self Sufficiency Project (SSP) is a program aimed at reducing the number of families who are reliant on welfare. The program was found to increase school achievement among males. Social Skills and Academic Skills Training for Rejected Boys is a programs designed to improve academics outcomes of socially isolated or rejected children. Significant increases in reading comprehension were found for males. Study of Mentoring in the Learning Environment (SMILE) is a school-based

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			adult mentoring for students 10-18 years of age. Significant impacts were found. Teen Outreach Program (TOP) is designed to prevent adolescent problem behaviors by enhancing normative processes of social development. Significant decreases in school suspension and course failure were found for males.
Delinquency	21st Century Community Learning Centers is a program funded by Congress to increase the availability of after-school programs. There were no impacts on delinquency outcomes among male participants. Cambridge-Somerville Youth Study is a community based treatment program established in 1935. A 30-year follow-up data collection found that the program had no impact on delinquency on juveniles or when children in the program aged into adulthood. Job Training Partnership Act is a program designed to improve the employment status of disadvantaged young adults, dislocated workers, and individuals facing barriers to employment. The program had negative impacts on male arrest rates. Responding in Peaceful and Positive Ways is a school-based program that strives to reduce violent situations and behavior by promoting peaceful alternatives. No positive impacts were found on delinquency among males.	Boot Camp are interventions attempting to rehabilitate juvenile offenders through military-style residential treatment. Mixed impacts were found for delinquency outcomes. Intensive Supervision Program in Detroit, Michigan was an intervention for juvenile offenders who were eligible for commitment to the Department of Social Services but who were free of psychiatric disturbances, had a potential home in the community, and had not been charged with a very violent offense. The program had positive and negative impacts on delinquency outcomes. Moving to Opportunity is a program that enables disadvantaged families with dependent children to move into better, lower-poverty neighborhoods. Mixed impacts were found on delinquency outcomes for males. Resolve It, Solve It is a community- and school-based media campaign designed to reduce violence	Aban Aya Youth Project is a program designed to reduce rates of risky behaviors among African-American children in 5th through 8th grades. Significant impacts were found on delinquency for males. Montreal Prevention Experiment was an intervention designed to reduce antisocial behavior among elementary school boys exhibiting disruptive behaviors. Male participants were significantly less likely to engage in criminal behaviors. Parent Management Training and Social Skills Training is a dual-component intervention that aims to prevent delinquent behavior in boys by teaching disruptive boys' prosocial skills and self-control and training their parents to properly manage their sons' behavior. The program was found to have a significant impact on fighting and delinquent behavior. Parenting Through Change is a program that teaches parenting techniques to recently separated or divorced mothers. Male participants exhibited

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	<u>San Quentin Squires Program</u> is a juvenile delinquency deterrence program that brings delinquent youth to San Quentin Prison in California and exposes them to the realities of prison life. No significant differences were on delinquent behaviors, number of subsequent charges, type of charges, or severity of charges. <u>Students for Peace</u> is a multi-component violence-prevention program for middle school students. No impact on fights in school, being injured in a fight, perceived school safety, threatening to hurt others, or overall aggression among male participants. <u>Supporting Adolescents with Guidance and Employment (SAGE)</u> is a community based violence prevention program targeted toward African American males. There were no significant impacts on carrying a knife, fighting, receiving treatment for intentional injury, using a gun or knife to hurt someone, using drugs, or damaging property. <u>Teen Court</u> is an alternative to regular juvenile justice processing. The program resulted in negative impacts. Participants were significantly more likely to be delinquent.	and aggression. The program was found to mixed impacts on delinquency outcomes. <u>Safe Dates</u> is a program developed to prevent adolescent dating violence. The program had mixed findings regarding its impact on dating violence among males.	significantly greater reduction in delinquency and deviant peer affiliation. <u>Restorative Justice Conferencing</u> is an intervention that involves a meeting between youth offenders, victims of their offense, and family members or others who have been affected by the offense. The program was to significantly reduce the incidence of re-arrest in non-violent male offenders. <u>The Coping Power Program</u> is a multifaceted prevention and intervention program designed to target children with aggression problems. The program resulted in a significant reduction in the incidence of re-arrest in male offenders. <u>The Insiders Juvenile Crime Prevention Program</u> is a juvenile delinquency deterrence program for delinquent youth. The program resulted in significantly fewer court intakes and significantly lower delinquency involvement scores.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
Externalizing	Metropolitan Area Child Study (MACS) is a research trial program which is made up of several component programs all designed to prevent aggression in children and early adolescents. There were no significant positive impacts on aggression behaviors among males. Moving to Opportunity is a program that enables disadvantaged families with dependent children to move into better, lower-poverty neighborhoods. Negative impacts were found on behavior problems for males. Students for Peace is a multi-component violence-prevention program for middle school students. No impact on fights in school, being injured in a fight, threatening to hurt others, or overall aggression were found for males. Supporting Adolescents with Guidance and Employment (SAGE) is a community based violence prevention program targeted toward African American males. There were no significant impacts on fighting.	Catch 'Em Being Good was an experimental design prevention study on early childhood aggression. Positive were found for white males only. Youth Matters is a school-based bullying prevention program that uses a curriculum to teach upper elementary school students skills for dealing with bullying and promotes positive norms within the schools. A significant reduction in reported victimization by bullying, but no impact on reported bullying behaviors were found for males.	Aban Aya Youth Project is a program designed to reduce rates of risky behaviors among African-American children in 5th through 8th grades. Significant impacts were found on externalizing for males. Big Brothers/Big Sisters (BBBS) is an intensive, community-based mentoring program for at-risk school-aged children and adolescents. Significant impacts were found for physical violence among males. BrainPower is a theory-driven, conduct-problem prevention program that seeks to minimize the tendency to misattribute the intents of peers in various social situations and reduce peer-directed aggression. The program was effective in significantly reducing aggressive behavior among males. Busselton Health Study is parent-training program for mothers with infants. Male participants were found to be significantly less likely to demonstrate problem behaviors. The Family Bereavement Program (FBP) was an intervention designed for families with children ages 8-16 who had experienced the loss of a caregiver in the past 2 ½ years. The program resulted in significantly increasing positive coping mechanisms among males.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			Family Check-Up is a family-centered intervention designed to motivate mothers to promote more consistent parent management practices and increase their involvement in caregiving. Significant reductions in disruptive behavior were found for toddler-age boys at-risk for conduct problems. Incredible Years Series is a prevention and intervention program intended to enhance children's social and emotional competencies. Montreal Prevention Experiment was an intervention designed to reduce antisocial behavior among elementary school boys exhibiting disruptive behaviors. Male participants were significantly less likely to engage in misbehavior. New Hope Project was a welfare reform demonstration project in Milwaukee, Wisconsin, that was designed to raise the incomes of poor families above the poverty level. Improved behavior outcomes were significant for male participants. Parent Management Training and Social Skills Training is a dual-component intervention that aims to prevent delinquent behavior in boys by teaching prosocial skills and self-control and training their parents to properly manage their sons' behavior. A significant impact on fighting was found for males. Resolve It, Solve It is a community- and school-based

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			media campaign designed to reduce violence and aggression. The program was found to have positive impacts on verbal aggression. SAFEChildren is a family-based preventive intervention with support for the child entering the first grade that seeks to address and negate risk factors in low-income inner city neighborhoods. Significant impacts on externalizing behaviors were found for males. School-Based Intervention to Reduce Aggressive Behavior in Maladjusted Adolescents was an intervention for maladjusted adolescents. Significant decreases in negative behavior were found for male participants. Schools and Homes in Partnership (SHIP) is a home- and classroom-based, conduct problems prevention program that targets children in the first through fourth grades with reading and behavioral problems. The program was found to significantly reduce aggressive and coercive behaviors. Steps to Respect Bullying Prevention Program is designed to decrease bullying problems by increasing bullying awareness in both school staff as well as students. The program was found to reduce bullying behavior and victimization among males. The program resulted in a significant reduction in aggressive,

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			coercive or antisocial behavior among male participants. Untitled Aggression Reduction Program for Boys was an interactive intervention. The program resulted in significantly lowered hostile attributions among male participants.
Mental Health & Internalizing	Busselton Health Study is parent-training program for mothers with infants. The program resulted in increased neurotic symptoms. There were no impacts on depressive symptoms. Care, Assess, Respond, Empower (CARE) is a high school-based suicide prevention program that targets high-risk adolescents and youth. No long term significant impacts were found for mental outcomes. The Family Bereavement Program (FBP) was an intervention designed for families with children ages 8-16 who had experienced the loss of a caregiver in the past 2 ½ years. Positive long-term impacts were limited to girls. The program resulted in increased positive coping mechanisms among males. FRIENDS Program is designed to teach clinically anxious students ways to cope with their anxiety through cognitive-behavioral individual or group sessions. There were no significant, long-term impacts on mental health outcomes. Untitled Behavioral Treatment for ADHD is a multi-component intervention	Problem Solving for Life is a program designed to prevent adolescent depression with teacher-implemented classroom-based sessions. The program resulted in short-term impacts for males.	Clinician-Based Cognitive Psychoeducational Intervention for Families is a home or community-based program aimed at influencing children's understanding of and attitudes towards parental depression. Significant decreases in internalizing symptoms were found for male participants. Early Adolescent Helper Program is a school-based program that requires students to participate in community service activities. The program was found to have positive and significant impacts on self-esteem and depressive affect among males. Everybody's Different is a program designed for secondary school students to improve their body image and self-esteem. Significant declines in body dissatisfaction, importance of social acceptance, and increases in perceived physical appearance were found among males. Guiding Good Choices is a skills training program designed to decrease a child's likelihood of using drugs and alcohol. Significant positive impacts were found for depressive symptoms among males.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	that was developed for children with ADHD. There were no significant, long-term impacts on mental health outcomes.		Moving to Opportunity is a program that enables disadvantaged families with dependent children to move into better, lower-poverty neighborhoods. Significant positive impacts on mental health outcomes were found for male participants. Signs of Suicide Prevention Program was an intervention designed to combat increasing rates of suicide among high-school youth. The program resulted in significantly decreased suicidal ideation and suicide attempts among male participants.
Physical Health and Nutrition	Busselton Health Study is parent-training program for mothers with infants involves pediatricians having regular discussions with mothers about their child-rearing attitudes, feelings, and practices. No significant impacts were found for body-mass index among male infants.. Planet Health is a two-year, school-based obesity prevention and weight reduction program for middle school students. No positive impacts on obesity prevalence or fruit and vegetable consumption were found for males. Project SPARK is a physical education program designed to be implemented by physical education specialists for elementary students in the 4th and 5th grades. Project SPARK was not found to significantly impact skinfold measurements (body fat) among males.	Fit for Life Boy Scout Badge is an intervention designed to increase physical fitness among Boy Scouts. There were mixed findings on physical activity outcomes for male participants.	Children's Aid Society (CAS) Carerra is an intensive, year-round, multi-year after-school program that is designed to promote youth development in high-risk 13- and 15- year old adolescents. Significant increases in positive health behaviors were found among male participants. Know Your Body is a program designed to teach smoking prevention to students in fourth through ninth grades. Six years after the intervention, male participants maintained a diet significantly lower in saturated fat and higher in carbohydrates and fibers. Stanford Adolescent Heart Health Program is a school-based program designed to help high school students develop a heart healthy lifestyle in order to prevent the risk of cardiovascular disease. The program had significant positive impacts on self reported risk behaviors, and physiological risk factors

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	Reducing Children's Television Viewing to Prevent Obesity is a school-based intervention designed to prevent obesity through the reduction of child television viewing. There were no significant differences in physical fitness or nutrition among male participants. Superkids/Superfit is a school-based program designed to promote cardiovascular health and prevent obesity in young children. No significant differences were found for changes in BMI or skinfold thickness among male participants. Triple A Program is a school-based peer-led asthma education program in which 11th grade students teach 10th grade students about asthma and asthma management, and the 10th grade students then teach 7th grade students. Positive impacts were limited to girls. Untitled School-base Physical Activity Intervention is a school-based physical activity intervention intended to foster healthy food choices and physical activity in middle school students. No long-term significant impacts were found for total physical activity among males.		among male participants. Untitled Fitness and Nutrition Intervention is a school-based program geared at preventing obesity risk factors in children and adolescents. Males in the program made significant improvements in dietary choices and significant increases in endurance fitness.
Reproductive Health	Children's Aid Society (CAS) Carerra Is an intensive, year-round, multi-year after-school program that is designed to promote positive youth development. No significant impacts were found for	Condom Promotion Videos for College Students was an intervention based on two videos developed to promote condom use among college students. Subgroup impacts were found on condom use among males.	Aban Aya Youth Project is a program designed to reduce rates of risky behaviors among African-American children in 5th through 8th grades. Significant impacts were found on reproductive health outcomes for males.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	reproductive health outcomes for males. Job Corps is a program designed to help disadvantaged youth between 16 and 24 to become "more responsible, employable and productive citizens." The program had no impact on reproductive outcomes for males. JobStart was a program designed to improve educational, employment, and various other outcomes in high school dropouts (17 to 21) with poor reading skills. The program had no impacts on fathering children. Peer-led HIV Prevention Education is an intervention that employed high school peers to educate high school students around a variety of HIV-related topics, including HIV transmission and prevention knowledge, risk perception, and prevention, communication, and negotiation skills. There were no impacts on attitudes, risk perception, and prevention skills. There were also no impacts on condom usage or number of sexual partners within the past 3 months. Postponing Sexual Involvement (PSI) is a middle school sex education curriculum that focuses on delaying sexual activity. No significant impacts were found on sexual initiation, pregnancy, STD infection, or contraceptive use.	Culturally Appropriate STD/AIDS Education in a Clinic Setting were comprised of two education interventions developed for use with African American male adolescents in clinic settings - one was a short videotape; the other was a brief presentation by a health educator. Short-term impacts were found on reproductive health outcomes for males. Draw the Line/Respect the Line is a 3-year, school-based program for 6th, 7th, and 8th graders, designed to prevent HIV, other STDs, and pregnancy. Boys from schools that taught the Draw the Line/Respect the Line curriculum were significantly less likely to start having sex than were boys from control schools. Further, boys from Draw the Line/Respect the Line schools had sex less frequently and with fewer partners than did boys from control schools. The program failed to impact condom usage among boys. Project RESPECT is a counseling program for teens and adults designed to prevent sexually transmitted diseases (STDs), including HIV, through condom use. Mixed impacts were found on male reproductive health outcomes. Reproductive Health Counseling for Young Men is an intervention designed to help reduce pressure for young men to become sexually active and improve use of contraceptives if they	Be Proud! Be Responsible! is an intervention developed to lower the prevalence of HIV/AIDS within inner-city, African American communities. Significant positive impacts were found on sexual behaviors among male adolescents. Enhanced Managing Pressures Before Marriage (MPM) was an enhanced version of the Managing Pressure Before Marriage designed to increase parent-child communication about sex. Significant impacts were found sexual initiation among males. Project AIM (Adult Identity Mentoring) was developed to steer adolescents away from risky behavioral choices. Male AIM students were significantly more likely than male control students to report having abstained from sex during the one-year follow-up period. Reach for Health Service Learning Program is an intervention designed to help youth develop the skills and knowledge they need to make positive health choices and avoid high-risk behaviors, such as early sexual initiation. Significant positive impacts were found on sexual initiation among males. Real Men is a seven-week program intended to prevent HIV acquisition among adolescent boys. Boys in the reported significantly greater rates of abstinence at the six-month follow-up.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	Quantum Opportunities Program (QOP) is an after-school program providing intensive case management, mentoring, supplemental education, developmental activities, community service activities, support services, and financial incentives for at-risk youth entering high school. There were no impacts on reproductive health outcomes. Supporting Adolescents with Guidance and Employment (SAGE) is a community based violence prevention program targeted toward African American males. No significant impacts were found on sexual intercourse. The McMaster Teen Program is a primary prevention program for students in grades 7 and 8 based on a cognitive-behavioral model for preventing unwanted adolescent pregnancy. The program actually had a negative impact on boys; boys in schools that taught the McMaster curriculum were actually significantly more likely to start having sex than were boys in control schools.	do choose to become sexually active. Mixed impacts were found on reproductive health outcomes for males. Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth. Subgroup impacts were found on male reproductive health outcomes. Untitled AIDS Educational Film is a school-based intervention that informed adolescents about AIDS using a film. Short-term impacts were found for males. Untitled AIDS Educational Lecture is a school-based intervention that informed adolescents about AIDS using a film. Short-term impacts were found for males.	Saving Sex for Later is a parent-focused intervention which aims to delay sexual initiation among young adolescents who are at risk for early sexual initiation. Positive and significant impacts on reproductive outcomes were found for males. Teen Outreach Program (TOP) is designed to prevent adolescent problem behaviors by enhancing normative processes of social development. Significant impacts were found fathering children. TeenSTAR is a 14-session, abstinence-centered, pregnancy prevention program that delivers sex education to adolescents, during the course of one year. Significant positive impacts were found on reproductive health outcomes for males. Teen Talk is a teen pregnancy prevention program based on the health belief model and on social learning theory. Among teenagers who had never had intercourse prior to participation in the study, males assigned to the Teen Talk program were significantly more likely to maintain abstinence over the next year than were males assigned to existing programs. And among teenagers who became sexually active before entering the study, males assigned to the Teen Talk program became significantly more consistent users of effective contraception over time than did males assigned to existing programs.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			Video-Based STD Patient Education was designed to improve the health behaviors of patients seeking treatment from a STD clinic. The intervention had a significant positive impact on condom coupon redemption.
Social Skills	Comprehensive Child Development Program is an intervention that aims at enhancing child development and ensuring the delivery of early and comprehensive services to low-income families. No positive impacts were found for male participants. Department of Education Student Mentoring Program is a federal grant program that supplies funding to schools and community and faith-based organizations to establish school-based mentoring programs that aims to improve interpersonal relationships. There was a negative impact on prosocial behavior for male participants. Moving to Opportunity is a program that enables disadvantaged families with dependent children to move into better, lower-poverty neighborhoods. Negative impacts were found on behavior problems for males. Team Assisted Individualization (TAI) for Math is a program specifically designed to teach math to students in grades 3 through 6 or to teach older students who are not ready for algebra. There no long-term significant impacts on negative peer behavior.	Social Problem-Solving (SPS) was an intervention designed to give children in elementary school with deficits in social problem-solving the skills necessary to succeed in daily social interactions. Positive impacts were found based on observations, but not teacher reports for males. Social Skills and Academic Skills Training for Rejected Boys is a program designed to improve academics outcomes of socially isolated or rejected children. Mixed impacts were found on social skills outcomes among male participants.	Anger Coping Program is an intervention aimed at aggressive/rejected youth. Significant long-term impacts on aggressive behaviors were found for male participants. Big Brothers/Big Sisters (BBBS) is an intensive, community-based mentoring program for at-risk school-aged children and adolescents. Significant impacts were found among males, including: parental relationship, family trust, and family communication. Early Adolescent Helper Program is a school-based program that requires students to participate in community service activities. The program was found to have significant positive impacts on problem behaviors for males. Incredible Years Series is a prevention and intervention program intended to enhance children's social and emotional competencies. The program was found to significantly enhance male children's social competence. Leadership Education Through Athletic Development (LEAD) is a school-based martial arts training program intended to increase students' self-regulation skills. Significant impacts on social skills

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			outcomes were found male students. New Hope Project was a welfare reform demonstration project in Milwaukee, Wisconsin, that was designed to raise the incomes of poor families above the poverty level. Parental ratings of male children's social skills significantly increased. Parenting Through Change is a program that teaches parenting techniques to recently separated or divorced mothers. Significant reductions in deviant peer affiliation were found for males Schools and Homes in Partner (SHIP) is a home- and classroom-based, conduct problems prevention program that targets children in the first through fourth grades with reading and behavioral problems. Significant decreases in negative social interactions were found for male participants. Study of Mentoring in the Learning Environment (SMILE) is a school-based adult mentoring for students 10-18 years of age. Significant positive impacts on empathy and cooperation were found among males. The Coping Power Program is a multifaceted prevention and intervention program designed to target children with aggression problems. The program resulted in improved social competence among males.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
Substance Use	21st Century Community Learning Centers is a program funded by Congress to increase the availability of after-school programs. There were no impacts on substance use outcomes among males. Adolescent Transitions Program - Comprehensive is a comprehensive, multi-tiered intervention, designed to reduce risk for substance use in middle school students of varied risk levels. Marginal impacts were found for males. Busselton Health Study is a parent-training program for mothers with infants. No significant impacts were found for substance use among males. Hutchinson Smoking Prevention Project (HSPP) is a multi-year, school-based smoking prevention program, focused on the social influences of cigarette use from grades 3 to 10. No impacts on smoking prevalence were found for males. Job Corps is a program designed to help disadvantaged youth between 16 and 24 to become "more responsible, employable and productive citizens." The program had no impact on tobacco, alcohol, or illegal drug use for males. Quantum Opportunities Program (QOP) is an after-school program providing intensive case management, mentoring, supplemental education, developmental	Alcohol Misuse Prevention Study (AMPS) is a five-day, school-based education and skills-building program designed to decrease alcohol abuse among children and adolescents. Short-term decreases were found for substance use outcomes among males. Spit Tobacco Intervention for High School Athletes is a behavioral intervention program designed to target male high school athletes. Short-term impacts were found on tobacco use. Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth, such as substance use. Significantly less positive attitudes for substance use were found, but no overall significant impacts on the likelihood of having initiated drug use were found for males.	Aban Aya Youth Project is a program designed to reduce rates of risky behaviors among African-American children in 5th through 8th grades. Significant impacts were found on substance use outcomes for males. Adolescent Community Reinforcement Approach is a behavioral, outpatient intervention aimed at providing continuing care for adolescents, youth, and young adults who have received residential treatment for substance use disorders. Significantly longer abstinence from marijuana was found for males. Adolescent Training and Learning to Avoid Steroids Program (ATLAS) is a program designed to lower the use of anabolic steroids among high school athletes. The ATLAS program was found to reduce the use of steroids. AlcoholEdu is a web-based program for first-year college students designed to educate students about the effects of alcohol and reinforce positive decision making regarding alcohol. Positive impacts were found on alcohol use among males. Big Brothers/Big Sisters (BBBS) is an intensive, community-based mentoring program for at-risk school-aged children and adolescents. Initiating drug use was significantly lower among males in the program.

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
	activities, community service activities, support services, and financial incentives for at-risk youth entering high school. There were no impacts on substance use or binge drinking for males. Sembrando Salud is a community-based tobacco and alcohol prevention program. No impacts were found for males. Supporting Adolescents with Guidance and Employment (SAGE) is a community based violence prevention program targeted toward African American males. No significant impacts were found for alcohol consumption.		Brief Alcohol Screening and Intervention of College Students (BASICS) is a preventive intervention program to reduce drinking and enhance awareness about alcohol-related issues. BASICS targets college students who are considered at risk because of heavy drinking behaviors. The program resulted in significant reductions in drinking rates and drinking consumption were found for males. Children's Aid Society (CAS) Carerra is an intensive, year-round, multi-year after-school program that is designed to promote youth development in high-risk 13- and 15- year old adolescents. The program significantly reduced the likelihood of males to initiate marijuana use. Guiding Good Choices is a skills training program designed to decrease a child's likelihood of using drugs and alcohol. Positive impacts were found for substance use among males. JobStart was a program designed to improve educational, employment, and various other outcomes in high school dropouts (17 to 21) with poor reading skills. JOBSTART had positive impacts on substance use among male participants. Know Your Body is a program designed to teach smoking prevention to students in fourth through ninth grades. Six years after the intervention, male students six years were found to

OUTCOME AREA	NOT FOUND TO WORK	MIXED REVIEWS	FOUND TO WORK
			significantly smoke less. Life Skills Training (LST) is a school-based drug use prevention program. The program resulted in significantly lower rates of cigarette, alcohol, and marijuana use among male participants. Motivational Brief Intervention for High-Risk College Student Drinkers is a school-based program aimed at reducing and preventing heavy drinking among college students. Significant impacts were made on binge drinking and alcohol-related problems. Project Toward No Tobacco Use (Project TNT) is a school-based, informational, social influence program designed to deter high school students from using tobacco. A significant reduction in tobacco use was found for males. The Coping Power Program is a multifaceted prevention and intervention program designed to target children with aggression problems. The program resulted in significant reduced rates of substance use among males. Tobacco Policy Options for Prevention (TPOP) is a community-based intervention, which aims to mobilize members of a community into rallying for better enforced local ordinances against the sale of tobacco products to minors. The intervention showed significantly slower increases in tobacco usage among males.

