

Series Editor's Foreword

Every once in a great while, a handful of dedicated mental health professionals discover that they have a shared vision. Stephen Grant, Howard Hiton, and Peter Mortola enjoyed such a discovery after each of them, in their own, separate ways, had devoted much of their careers to helping boys. In his role as a consultant to several school districts in the Portland, Oregon, area, Howard had been examining data related to academic achievement, and, in the process, he became acutely aware of the particular problems boys tended to have with their educational experiences. Meanwhile, Stephen was leading school-based counseling groups for boys and serving as an advocate for male students, and Peter was running a group for boys in a Portland elementary school and teaching a course on lifespan development at Lewis and Clark College, which had included extensive coverage of gender issues. A fourth professional, Lois Orner of Portland Impact, an organization providing mental health services to youths and families, was aware of the overlapping interests of Howard, Stephen, and Peter, so she suggested to the three men that they consider getting together so that they could learn about what each other was doing. Fortunately for us, the three men heeded Lois's suggestion. They began to share their observations with one another about the developmental needs of boys and the difficult challenges they had encountered when trying to help boys in schools. As they tried to devise new ways to serve boys in a gender-sensitive manner, they realized that there was no curriculum especially designed for doing enhancement groups with boys. They decided that both they and other professionals could benefit from a hands-on book that describes the difficulties boys experience and the process of helping young men through strategies that tap into the ways boys relate to the world. So, they poured their energy and their extensive knowledge and wisdom about boys

into writing a manuscript that would be devoted to teaching others about how to facilitate strengths-based groups with school-aged boys. *BAM! Boys Advocacy and Mentoring: A Leader's Guide to Facilitating Strengths-Based Groups for Boys* is the wonderful product of that collaboration.

I am proud to introduce *BAM!* as the second volume in *The Routledge Series on Counseling and Psychotherapy with Boys and Men*. One of my goals as editor of this exciting new series is to develop the most comprehensive set of books on helping boys and men that has ever been assembled. Concern about the emotional lives of boys and men permeates our society and has created a tremendous need to understand the male socialization process and the hardships of boys and men, and how to utilize male ways of relating and male strengths during the helping process. Because *BAM!* addresses these issues by providing innovative and male-friendly group activities for boys, it is a perfect book to follow *Counseling Troubled Boys: A Guidebook for Practitioners*, which is the first book in the series.

I invite you to enjoy the marvelous work of Stephen Grant, Howard Hiton, and Peter Mortola and to keep your eyes open for future books in the series, which will be focused on many different special populations of boys and men whose concerns warrant our compassionate attention and assistance.

Mark S. Kiselica, Editor

The Routledge Series on Counseling and Psychotherapy with Boys and Men

The College of New Jersey

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