North American MenEngage Webinar Conference Series:
Men Supporting #MeToo: Taking Action to the Next Level

Part II: Dialogue on Theories of Change for Men.

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Thursday, April 26, 2018
Boys to men.....
Cognitive Behavioral Model

Crooks 2007

- Goal Setting
- Core Beliefs
- Strategies for Change

#MeToo: outcomes, role-models, practical approaches
2000 National Study
Peter Hart Research, 1000 Men

- 21% not actively involved in community efforts to stop violence against women because no one had asked them
- 16% didn’t have the time
- 13% reported they didn’t know how to help
- 13% identified reluctance – vilified and perceived as part of the problem
- 11% thought domestic violence was a private matter and were uncomfortable to get involved
Cognitive Behavioral Model

*Crooks 2007*

- **Goal Setting**
  - Identifiable end state of intervention for the average man
  - Public verses Private steps
  - Lack of small steps for making change
  - Solutions: building roadmaps for men/boys
  - Stories: no one single pathway or series of steps to become engaged
  - Outcome: new notions about masculinity
Cognitive Behavioral Model

Crooks 2007

▪ Core Beliefs:
  – Operating principles that influence their interpretations, emotional reactions and response to daily events (not always aware)
  – Cognitive authority: views the source of information at credible and knowledgeable
  – VAW is publically owned by feminist community
  – Cultural inoculation: need for education
Cognitive Behavioral Model
_Crooks 2007_

- **Strategies for Change**
  - Reinforcements, behavioral skills and self-efficacy (Bandura, social learning theory, SBT)
  - Societal lack of inherent reinforcement for men to be engaged in violence prevention
  - Use groups to create reinforcement and to build opportunities for practice and success.
  - Need confidence and skill building
  - Observing models successfully complete a behavioral response is one effective way to increase self-efficacy
Information-Motivation-Behavioral Skills Model of Change
Fisher, 2002

 Likely to initiate and maintain health-promoting behaviors and to experience positive health outcomes if:

- Well informed
- Motivated to act (personal & social)
- Possess the requisite behavioral skills for effective action – health behavior performance

*E.g., Coaching Boys into Men research*