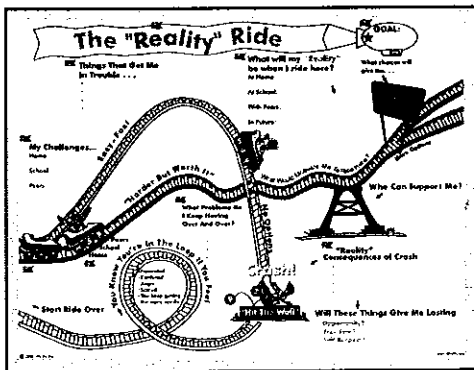




What is WhyTry?

The WhyTry Program is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on sound, empirical principles, including Solution Focused Brief Therapy, Social and Emotional Intelligence, and multi-sensory learning.

The idea is straight-forward: Teach social and emotional principles to youth in a way they can understand and remember. This is accomplished using a series of ten pictures (visual analogies). Each visual teaches a discrete principle, such as resisting peer-pressure, obeying laws and rules, and that decisions have consequences. The visual components are then reinforced by music and physical activities. The major learning styles—visual, auditory, and body-kinesthetic—are all addressed.



This simple idea has reduced truancy, improved academics, and changed the climate of schools throughout the US. A recent analysis showed that it tripled the graduation rate of at-risk students in one district.

The Program is generally funded by Positive Behavioral Support (PBS) and Safe and Drug Free Schools (SFDS) grants.

Our Mission

To help people achieve opportunity, freedom, and self-respect using education and interventions that motivate and create positive change. We offer hope and an answer to the question "Why Try in life?"

To achieve its mission, WhyTry counts on the support of thousands of professionals around the world who share our commitment to helping youth reach their potential. The key to the WhyTry Program's success in changing lives is the power in the relationship between someone who cares, and a youth who needs help.

Who uses Why Try?

WhyTry is currently used in over 5,000 schools, mental health, and correctional facilities in all 50 states, Canada, the UK and Australia. The program is used by counselors, social workers, special education teachers, and administrators to change the lives of students with a wide variety of backgrounds and challenges.

The "Reality" Ride

GOAL: What choices will give me...

Things That Get Me In Trouble...

My Challenges... Home School Peer

What will my "Reality" be when I ride here? At Home? At School? With Peers? In Future?

What choices will give me...

Who Can Support Me?

Will These Things Give Me Lasting Opportunity? Five A's? Six B's? Eight E's?

Crash! Consequences of Crash

You Know Advice In The Loop It's Your Turn

What Problems Do I Skip Hoping Over And Over?

Start Ride Over

Hit The Wall!

"The Reality Ride" teaches that decisions have consequences in a way that relates to the specific circumstances of each individual's life. It helps youth understand and change their decision-making process to "get on the right track."

Tearing Off Your Label

Four Steps to Tear Off Your Label:

- Stop Living Up To Your Label. Prove Your Label Wrong!**
 - Believe in the real you... not the label
 - How has living up to my label affected the past, today, & future?
 - When the label is off how will it affect me, family, friends, school?
- Remember: It's EASY to Prove that your Label is True**
 - Just keep doing the same things over and over
 - To tear off the label you must do something different, and use Self Respect, Better Time, and Effort
 - When I prove the label wrong why will I have more opportunity and freedom?
- Your Label is From The Past, Today "YOU" Decide To Keep It Or Start...**

"TEARING IT OFF!"

Imagine...

 - You wake up tomorrow and your label is gone, what would be different?
- Let "The Real Me" Stand Out So Much That The Post Label Must Be Torn Off!**
 - What observable behaviors do I need to use more to show I am bigger and better than a label?

Every night ask yourself:

- What did I do today to tear off the label?
- How can I do more of this tomorrow?

How Much Do I Believe In This Label?

1	2	3	4	5	6	7	8	9	10
It's Staying On!					Some				

"The Label Is Not The Goal!"

Labels:

- Failure, Druggie, L.S., Dumb, Lazy, Rebellious, Dropout**
- Gang Member, Ungeivable, Bad Example**
- The Real Me**
- Justine, Outspoken, Thief, Lie, Attitude Problem, Trouble Maker, Angry, Outcast, Others:**

Why is it Easy To Give Up When You Have A Label? Are There Ever Any Exceptions?

What do I like about myself?

- What do others like about me?
- My accomplishments
- My strengths, goals and dreams
- If I had to label myself what would a best (Must be positive)

Negative labels can come from many sources, including peers, teachers, parents, and society. To change, youth must learn to tear off their negative labels and find their real worth. "Tearing Off Your Label" teaches a simple, memorable process for overcoming negative labels.

Defense Mechanisms

What is a Defense Mechanism?

Situation: How do you respond (act) when:

- Disrespected
- Talked At
- Put Down
- Laughed At

Choice: Who chooses the defense? How do I protect my feelings?

- You're Hit
- Embarrassed
- Make A Mistake
- Feel Pressure
- You Lose
- Get Caught
- Hurt
- Frustrated
- Angry

Four Steps to Control Your D.M.

- Notice...** When you are in a pressure situation these are the signs: You feel Angry, Frustrated, Nervous. What outward behaviors can I use to help control the pressure?
- Feeling "Identify It"...** "Calm It"..."Express It Controlled!" What are the situations I need to practice this?
- Don't Let other people choose (or control) how you will respond.** The signs are: someone is yelling at you, you are physically attacked, or you're put down. What could happen when I stay in control?
- Select a positive solution** What would motivate me to do the "tougher" (harder) thing?

Choice: Who chooses the defense? How do I protect my feelings?

Defense: How do you know when you've selected a positive Defense Mechanism? ...

"When you are feeling and thinking you are not alone."

"Defense Mechanisms" teaches youth to recognize and control their own Defense Mechanisms, and to recognize the Defense Mechanisms other people use. Everyone has Defense Mechanisms, the problem is that sometimes people use Defense Mechanisms that are destructive, and instead of protecting them, they just get them into more trouble.

Climbing Out

What is the "POI" that you are in?

How do Friends (others) affect me in both Positive ways and Negative ways?

When I get in Trouble (or in the pot) Am I Keeping others in, or myself? How?

Who wants to see "Me" climb out? Why?

What are the reasons for staying "IN" the pot?

What will my future be like if I don't get out?

What are the reasons for getting out of the "POI"?

What will my future be like when I climb out?

What are the tools I can use to get out?

Warning: If you try to get out you will be Attacked... Why?

Explain The Overall Concept!

"Climbing Out" teaches youth that sometimes people around them will try to keep them from changing. This simple message on peer pressure is both powerful and memorable. It provides some tools for helping youth differentiate between the people that pull them down, and those that help them out.

Jumping Your Hurdles

What Have I Jumped Over?

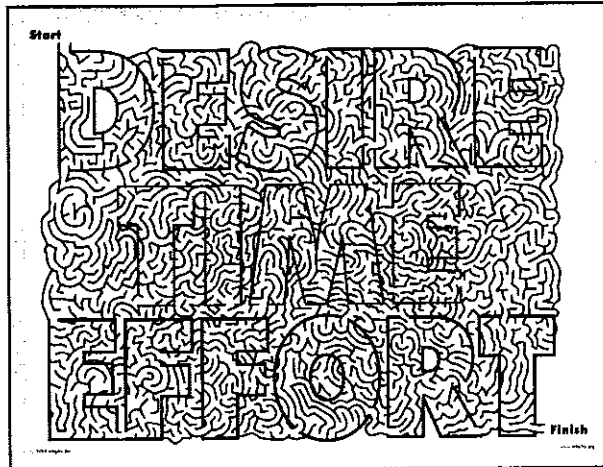
What Can I Jump Over?

Why Should I Try To Jump My Hurdle?

- Identify Problem:** What problem do I really want to overcome?
- Create Options:** What are some options I can create?
- Get Help:** Who can help me get over my hurdle? Who can I help?
- Take Action:** What specific behaviors (actions) do I need to stop or add to jump my hurdle?
 Stopped Behaviors: _____
 Added Behaviors: _____
- Believe In Change:** On a scale from one to ten, circle where you are in believing change will happen.
 "I can't change" "Maybe" "I know I have the strength"
 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
- Jump Back Up:** If I trip how will jumping back up make me stronger?

My Problem: _____

What Should My "Self Talk" Be Telling Me As I Try To Jump My Hurdle?



"Jumping Your Hurdles" provides a problem solving model for people who might be accustomed to giving up when confronted by challenges. There are two critical components to this problem solving model: Getting Help; and Jumping Back Up. To "Jump Back Up" is to have resilience in the face of failure and setbacks.

"Desire, Time, & Effort" teaches youth that hard work is the key to achieving anything they want. Contemporary culture teaches youth that they must be naturally gifted to succeed. Three simple things can change anyone's destiny: Desire, Time & Effort.

Lift The Weight

What Makes Me Strong?

Discuss picture... Why do I need resistance to become stronger?

What is expected of me?
 From Parents: (rules)
 From Society: (norms)
 For Myself: (Self Discipline)

Choice: "Hard" A lot of Resistance vs. "Easy" No Resistance

Challenge: What things get me into the most trouble?

Character: Why does giving up make me weak?

What are three things that I put most of my time and effort into?

What are three new options you could do with your time that will make you stronger?

Do any of these things give you Opportunity, Freedom, and Self-Respect?

→ If Yes: Keep Living ... If No: Create a New Workout

Get Plugged In

Parent/Care Giver
 -How much time are I spending with a parent or care giver? If you're not spending at least 30 minutes a day then create and demand more time!
 -What is one "openly", "argued", or "power struggle" that I can give up today that won't hurt me but will help lower my parents anxiety about me!

Positive Friend
 -Remember - You know you have a "real" friend, when you are hanging out and they are doing things that help (and hurt) themselves or you
 -What would I do to help a friend overcome peer pressure and deal with challenges at home and at school?

Teacher/Counselor/School Official
 -Make sure that someone at school knows the real you and what you can become with their help. Ask how they will help you reach your dreams and potential!
 -Let them know what you are willing to do and work together with them - Identify three things you're willing to do!

Positive Mentor
 -Who can I identify that has accomplished goals and dreams similar to those that I want to accomplish?
 -What are three things (qualities) about them that I respect and admire. What I would like to develop about?
 -Take a risk - If possible ask them how they can help you achieve the same thing.

Something that inspires or motivates you to do good
 -What motivates me to not hurt myself or others?
 -What do I do with my time that "I can" give me self respect and doesn't get me into trouble? (I can't do more of that!)

That's a Connection - Let help turn on and "glow" to see your future more clearly.

"Lift the Weight" teaches youth why they should obey laws and rules. Youth are often highly resistant to this idea. This image makes a cognitive link between the way the resistance of lifting weights makes someone stronger, and the way the resistance of keeping laws and rules gives someone more freedom and opportunity in society.

"Get Plugged In" illustrates the power that comes from connecting with other people. The analogy not only suggests the kinds of connections to make, but also offers ideas for how to make and maintain those connections.



Research on the WhyTry Program

WhyTry Inc. is committed to on-going research into the efficacy of the WhyTry Program, and to applying that research to the development and enhancement of the Program. WhyTry encourages all professionals using the Program to track their outcomes and share their results here and in professional publications.

South Los Angeles Resiliency (SOLAR) Project, April 2008

The South Los Angeles Resiliency (SOLAR) Project is an elementary counseling demonstration grant funded for three years by the US Department of Education, Office of Safe and Drug-Free Schools. A Resilience Scale was formed combining the survey items. A paired t-test was used to compare pre-post test scores. A significant difference was found between the scores indicating that student resiliency increased for participants of "Why Try?" Specifically, a significant positive change was found in the students' willingness to "keep trying to succeed;" a significant decrease in the desire to be "mean to others" when provoked; and a slight improvement in the areas of "asking for help" was noted. Results presented at the SSWAA Conference, April 5, 2008, by Alejandra Acuña, LCSW, Lorena Vega, LCSW, Joyce Meza, MSW, Martha Marquez, LCSW, and Deyanira Vera, LCSW.

Piedmont, Missouri Study, Winter 2007

"The WhyTry Tutoring has proven to be a vehicle for working toward student success. By coupling Christian Moore's multi-sensory, strength-based program with tutoring, we have seen more students take positive steps toward academic success than we have experienced through tutoring alone." Wymore, Sherie, "WhyTry? A report of an After-School Tutoring Program," (Winter 2007) The Counseling Interviewer, Vol. 39, No. 2, Pp. 9-13.

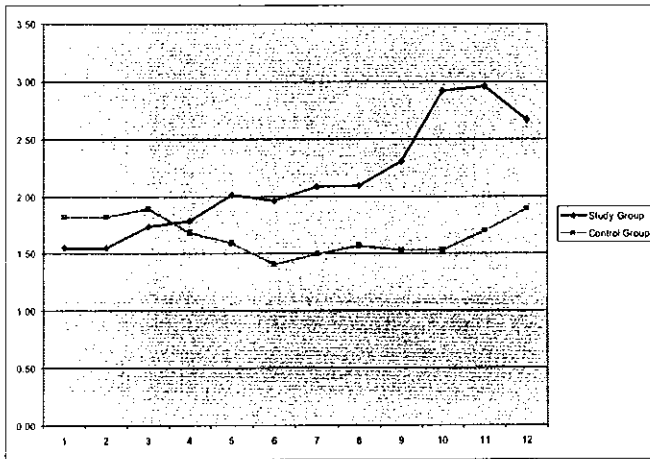
Yakima School District Learning Center Results, March 2007

Norm Walker, an instructor at the Yakima School District Learning Center, tracked the results of his WhyTry class from October, 2006 through March 2007. He documented a 33% increase in the cumulative GPA of students participating in the WhyTry Program. The alternative education students he was working with rated the WhyTry class experience 7.96 out of 10.

Alpine School District Longitudinal Study

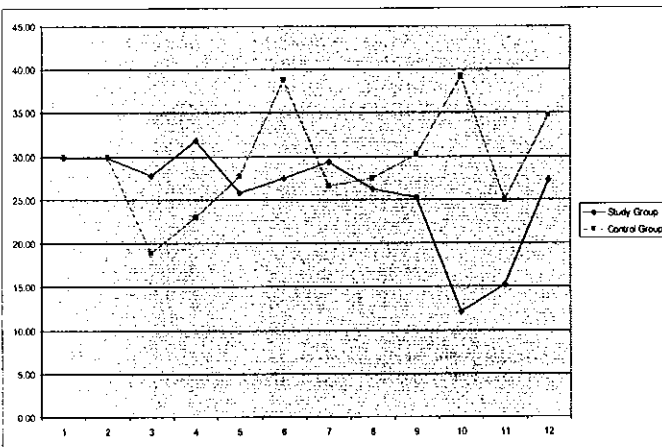
December, 2003

The data summarized is based on 114 students who completed WhyTry Program at Pleasant Grove High School starting with the first WhyTry class in August, 2000. The control group consists of 88 students selected with the same academic and attendance profile as the WhyTry students at the start of each class. Both groups have been tracked since the WhyTry class was completed, for up to 12 terms.



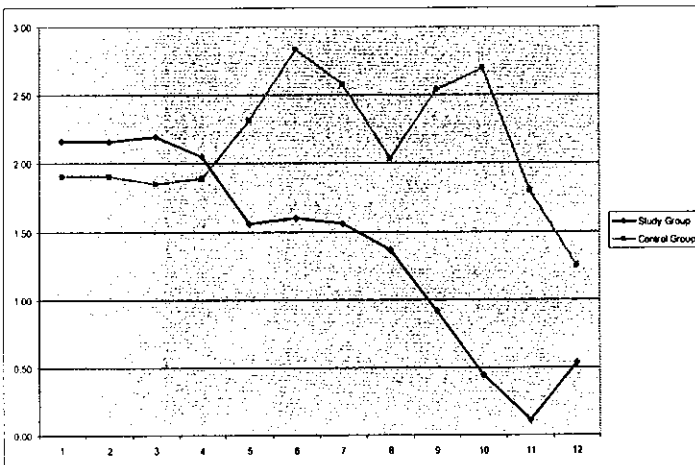
GPA

Students who completed the WhyTry Program showed a significant improvement in GPA, completing their high school careers with GPA's 0.62 points higher than the control group.



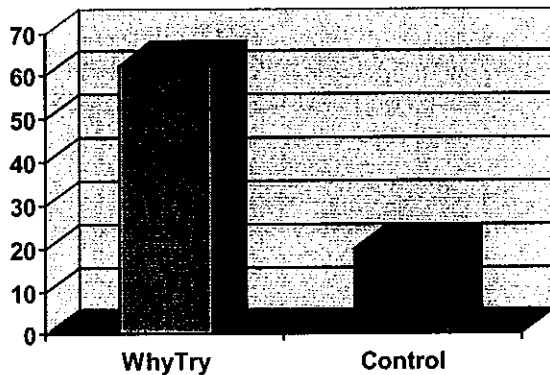
Attendance

Students who completed the WhyTry Program had fewer absences than the control group, both cumulatively, and on average.



Failure

Students who completed the WhyTry Program exhibited a significant reduction in failed courses as compared to the control group.



Graduation Rate

The WhyTry students and the control group were drawn from the same pool of at-risk students. At the end of their high school careers, the WhyTry participants were 3 times more likely to graduate than the control group.

Summary

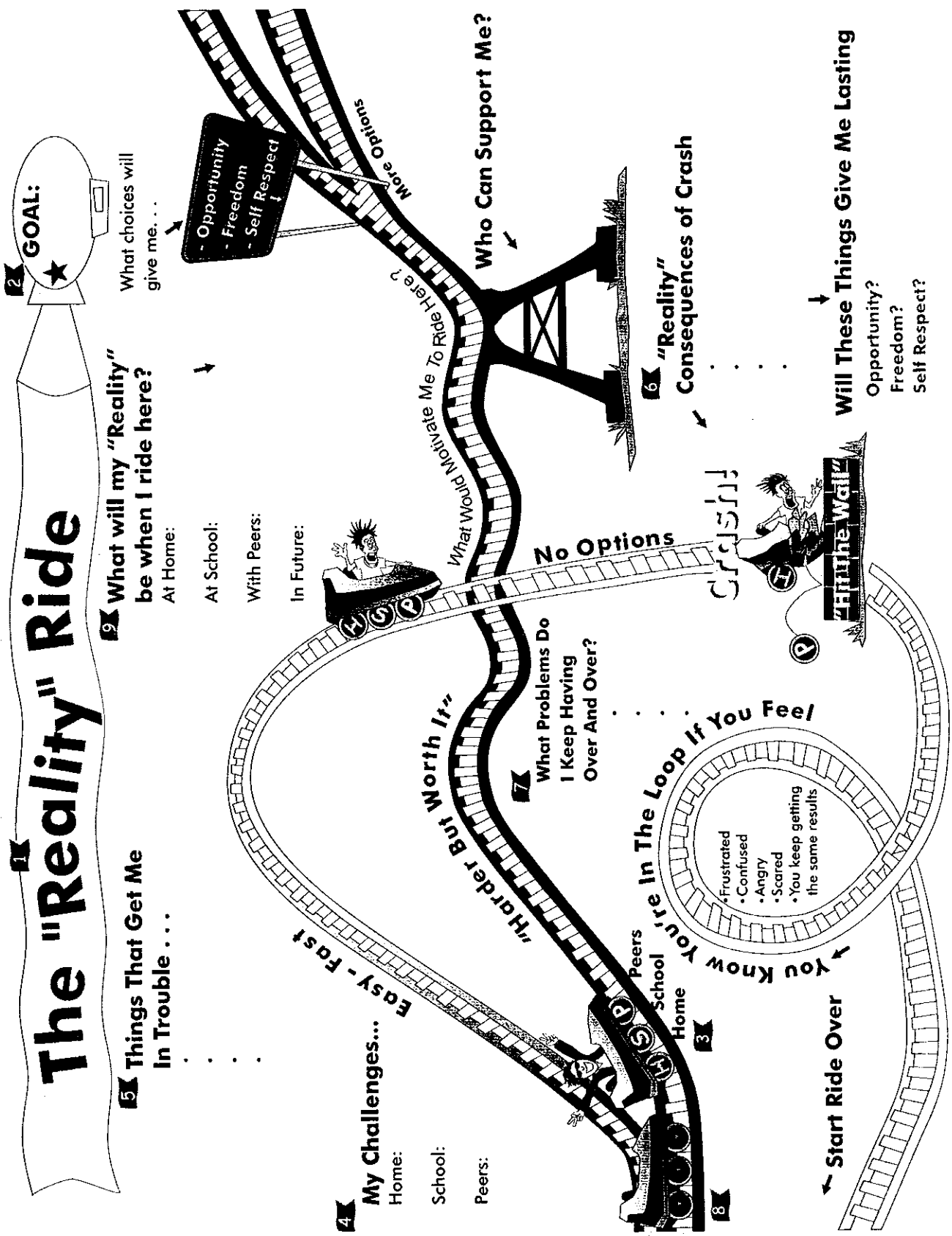
The WhyTry Program appears to have a positive effect on academic performance, attendance and graduation. This is consistent with other research projects studying the effects of the WhyTry Program. The effects of the WhyTry Program also appear to increase over time. More longitudinal data will be forthcoming as these students continue their high school careers.

Los Angeles County Office of Education October, 2003

This study was conducted by Glade D. Eggett, a doctoral candidate at Nova Southeastern University, working for the Division of Alternative Education of the Los Angeles County Office of Education.

Glade studied the effects of the WhyTry on the behavior of students in an alternative high school. The study consisted of a class of primarily African American and Latin American students, with a control group with the same demographics in the same school. Students were taught the WhyTry Program for two hours in each academic day for one term. Behavior was tracked weekly and compared to the control group.

After one semester, Glade concluded, "Using a program called WhyTry... Students who participated in the program were more likely to have less attendance problems, lower negative attitude toward teachers and school, and a higher locus of control indicating they... were more personally responsible for their behavior. Teachers rated a significant improvement in motivational attributes."



www.whytry.org

© 2002 WhyTry Inc.