



Research Summaries

WhyTry Program Implementation & Interventions



Why Try

Resilience in Education Matters

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Why Try

Resilience in Education Matters

WhyTry has proven to be a successful intervention tool in a variety of settings, populations, and age groups. It has changed the lives of 6-year-olds and 18-year-olds, rural and inner city youth, males and females, and children from a variety of races, ethnicities, and cultural backgrounds.

Across multiple third party studies, researchers have seen significant positive changes using WhyTry.

To help you research WhyTry's effectiveness in your own setting, WhyTry has developed free assessment tools available on our website (www.whytry.org/assessments). In addition, we recommend utilizing measurements already in place at your setting that address academics and behavior.

Included are highlights of a few of the studies.

For more details, visit www.whytry.org/research.

Reducing Disciplinary Behaviors

Peoria High School

The WhyTry Program is taught in the classroom setting; 22 min sessions.

Group: High school setting

Four years ago, 43-year-old Brett Elliott came on as principal at one of the lowest-scoring high schools in Illinois on standardized reading, math, and science exams. Behavioral referrals amounted to a mind-boggling 19,500 in the previous school year, and the number of out-of-school suspensions was also significant for a student population of only 1,600. Worse, these were only symptoms of a bigger problem: a punitive school culture where the staff and students didn't trust each other.

The district reports that Peoria High is the fastest-improving school in the city on standardized test scores.

ods school-wide are dedicated to the WhyTry Program. These short yet meaningful periods are called "pride time" – a play on the school's lion mascot. "We make sure it's hit on often, then we'll have select days every other month with extended pride time," he explained. "Instead of 22 minutes, it's 50 minutes with in-depth team building throughout the building. We try to keep it going, keep it fresh on everyone's mind."

The changes seemed small at first – besides the advisory periods, teachers began incorporating WhyTry strategies like "surrendering the one-up relationship" and using music to welcome students and make transitions in the classroom. Instead of sending students away for misbehavior, teachers use the language of WhyTry to talk about what they can be doing differently.

The small changes have made a huge difference. After Elliott's first year, referrals were reduced by 6,000. In the last school

year, they were reduced by 11,400. Suspensions also dropped by 31 percent and fighting behavior dropped by half. The district reports that Peoria High is the fastest-improving school in the city on standardized test scores.

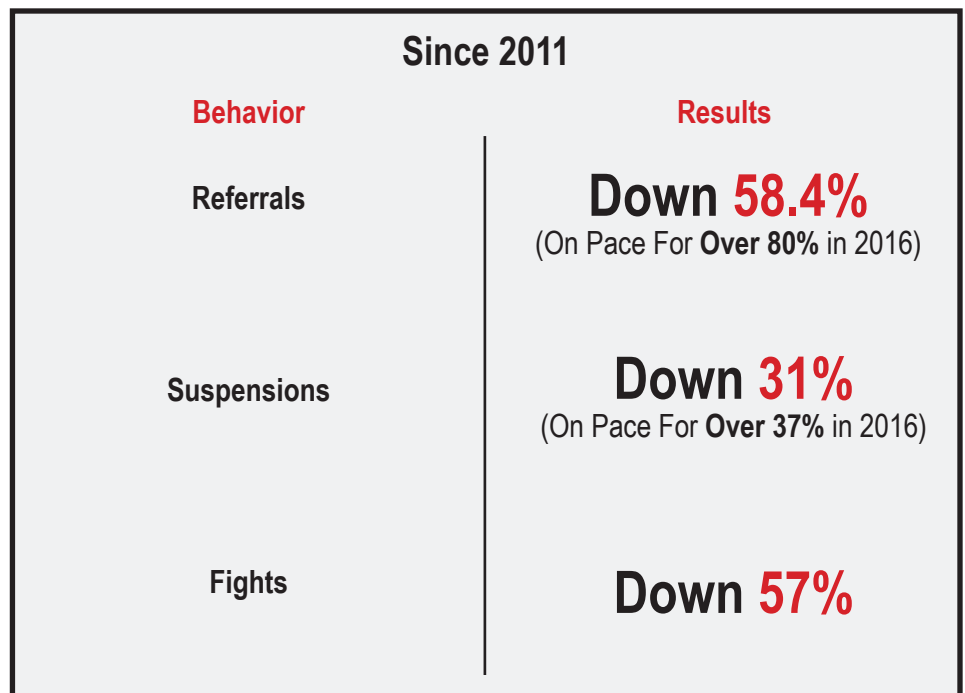
Elliott recently conducted a survey among his students to learn how the new initiatives were affecting them personally. "I was pleasantly surprised about what the kids had to say," he said. Over 90 percent of kids said they had at least one adult they could connect to. They felt they had strong relationships inside the school, and that the school was a safe environment for them.

"Those types of things were very consistent," said Elliott. "We changed the culture where we wanted the school to be the safe place... The kids' attitudes have changed to kind of just letting their guard down. They know when they're here they don't have to have the chip on their shoulders."

Elliott, who had been working as an assistant principal at a local middle school, was called in by the superintendent to turn things around. He took the assignment seriously, jumping into the trenches starting day 1.

It didn't take him long to figure out what was needed: a way for students and teachers to build meaningful, trusting relationships and speak a common language. What he discovered was the WhyTry Program. "It just fit hand in hand with what we wanted to do," he said.

Elliott started by putting 25 of his teachers through a WhyTry Level 1 Training, which became his on-site "train the trainer" team, taking the language of WhyTry back to the entire staff. Every Monday, advisory peri-



Reducing Suspensions and Discipline Referrals

Wicomico County School District

To ease the transition from elementary to middle school, the WhyTry Program was taught on a school-wide level.

Group: 5th-grade students in Wicomico County Schools

WhyTry helps teachers and students break down walls and open doors.

The transition between elementary school and middle school can be difficult to make. That is why Liz Hastings, Principal at Bennett Middle School, has focused on training her 6th grade teachers on how to implement the WhyTry program.

WhyTry has helped students and teachers alike respond to a variety of obstacles, mainly attendance and disciplinary referrals.

Liz explained that WhyTry “is building team work... Our teachers are more focused on building relationships with students and helping students reflect on behaviors.” Liz adds that understanding is key. If the teachers truly understand why and how to build relationships with students, the entire atmosphere of the school will change.

“WhyTry has given [teachers] an avenue to build relationships with students,” she says. “...We’ve not just been taught how to verbally communicate with students... but to ask how we can REACH the students.”

Liz notes that the teachers have experienced a paradigm shift. Instead of meeting and talking about what’s wrong with students they are saying “What can we do differently?”

The change isn’t just happening with the teachers. Kim Miles, Education Director for the Wicomico School District, says, “A lot of [the changes] start in the classrooms but [they] carry over into an ongoing presence throughout the school, whether it’s in the classroom, the cafeteria, the gymnasium, or waiting on the bus ramp.”

She adds, “relationships lead to engagement. Engagement is key to achievement and success.”

All across the district, schools in Wicomico county are seeing the positive effects of WhyTry. Teachers and Administrators are seeing the students implementing WhyTry strategies when faced with conflict.

Whether the students face conflict with their peers, academic hurdles, or need one

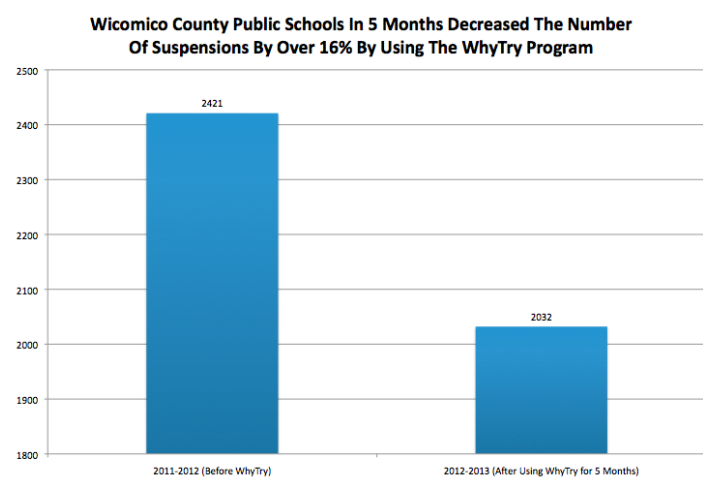
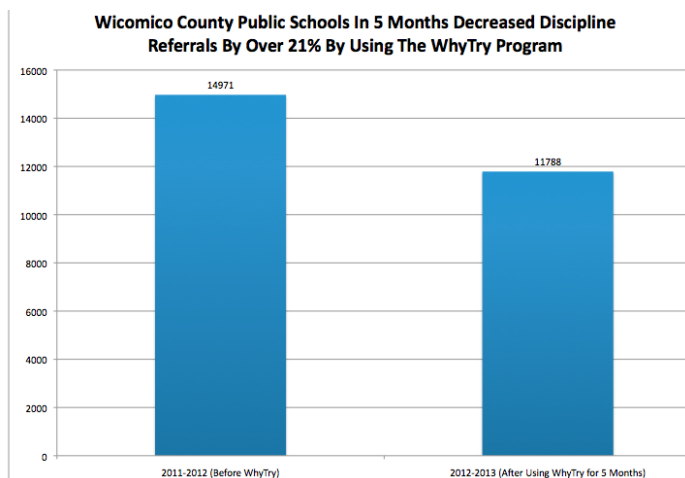
on one disciplinary attention, students have been able to engage with themselves and others, see where the problem began, and how to work through it. One 5th grader from Pemberton Elementary explained that the metaphor that helped him the most was

“We knew there was a disconnect between relationships. We were looking for how to help our students and staff establish relationships [with one another]. WhyTry did that in a creative way.”

—Dr. Margo Handy, Assistant Superintendent of Instruction and Curriculum, Salisbury, MD

‘Defense Mechanisms’. He added, “If someone called [me] a name, [I] would never fight back. [I] would just walk away. My behavior has changed. I’m more tolerating of students and more respectful to my teachers.”

“Everyone has learned how to be understood and how to understand”



WhyTry Program Results. Wicomico County School District. Wicomico County, Maryland (2012).

Increasing Academic Performance (GPA)

“Horizon Middle School Mental Health, Counseling, and PBS Effective Education Recipe for Success”

Regular education classes, 38 minutes weekly for 10 weeks

Group: Middle school

In the 2008-2009 school year, Horizon Middle School saw a dramatic increase in disciplinary referrals, which included increased acting out behaviors, bullying, lack of respect for teachers/peers, and increased conflict.

“I found the “Why Try” affective lessons to be excellent resources for the students to understand their roles in educating themselves and how their buy-in to preparing themselves for their own futures was so important. “Why Try” gave them insight into how planning and preparing for their futures is a day-to-day goal, not a far-off dream to wish for. As a core teacher, the affective lessons seemed to be easy to teach and helped the students better understand their roles in planning for their futures.”

-Sally S., Teacher

Educators school-wide noted an increase in resistance to affective education, which included an increase in Mental Health Referrals, lack of academic motivation and apathy, and limited connection to school. Facilitators noted a concern for lowering GPA and school performance, leading to a necessary intervention.

The WhyTry Program was used as a Tier II social emotional intervention tool for seventh and eighth-graders in extended core periods during the school day (38 minutes). Students from existing classes as well as nominations by teachers made up control and experimental groups. The Program was taught by the school’s counselor, social worker, and psychologist in rotating lessons. 7th grade students showed a dramatic increase in skill demonstration (staying out of trouble with others and organizational strategies).

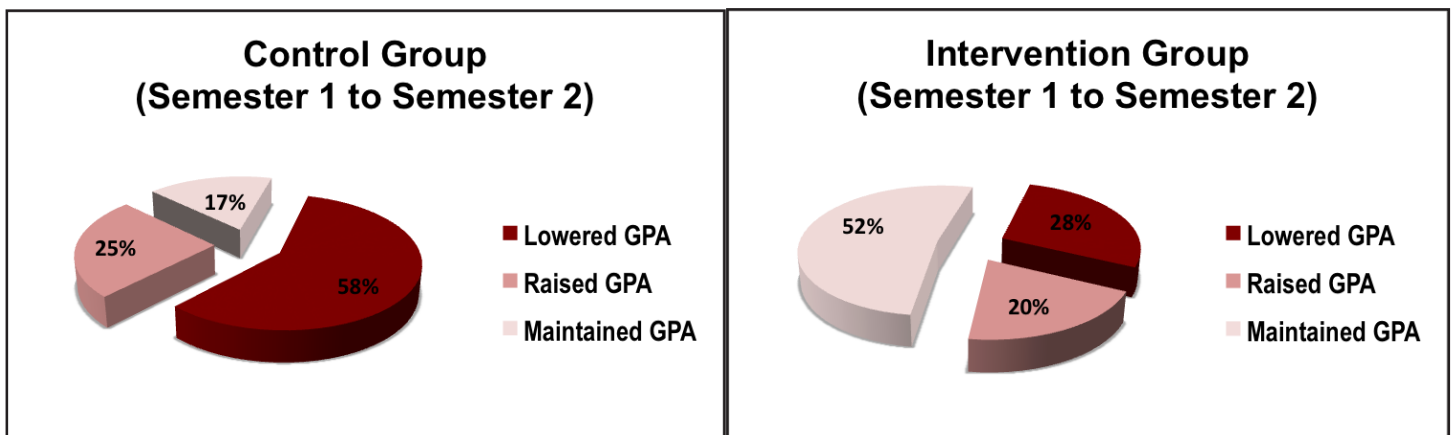
8th grade students in the control group

showed a 29% increase in disciplinary referrals in the second semester, with 71% experiencing no change. Oppositely, students in the experimental group showed a **13% decrease in referrals**.

Impressively, the intervention group noted a **52% increase in GPA** from semester 1 to semester 2. The control group saw a 25% increase in GPA, though that number is contrasting a “lowered GPA” rate of 58%.

Focusing on difficulties with attitude/motivation toward school, 8th grade students in the control group showed an almost 20% increase in difficulty. Intervention group students saw a **10% decreased difficulty**.

After the intervention, the WhyTry Program was expanded. More teachers were willing to participate, supplementing their lessons with materials from the WhyTry Program.



Reducing Failure

“WhyTry? A Report of an After-School Tutoring Program”

The WhyTry Program was used for 10 weeks and paired with tutoring.

Group: Rural middle school, 70% free and reduced lunch

Students reduced failing grades by **47%**.

Fall 2016 - Post WhyTry 10 Week Intervention

Student	Gain	Loss
A	27%	
B	25%	
C	18%	
D	13%	
E	8%	
F	6%	
G	3%	
H	3%	
I	<1%	
J		1%
K		2%
L		2%

Each intervention group showed a decrease in the average of failing grades for the group of students following the WhyTry intervention.

This study took place in a rural district in Southeast Missouri, where the county unemployment rate is typically triple the state average. Seventy percent of the student bodies of 1100 qualify for free/reduced-price school lunches.

The WhyTry Program was implemented as an experimental intervention to assist students most at-risk. Students were chosen, based on their semester grades, which placed them in danger of retention. WhyTry would be used as an after-school tutoring program, offered two days a week for one and one-half hours after school. Initially, there was a maximum enrollment of 15 students.

“With the strain that our families are under, many of our students have unmet basic needs. The WhyTry program allows us to meet some of those needs that Maslow addressed. We try to provide a safe environment where students feel a sense of belonging. Only when those lower tiers of the hierarchy are fulfilled can learning take place. The goal of our program is to over-

come those hurdles to reach our students who are most at-risk.”

The students in the initial WhyTry group were comprised of students grades 5 through 8. Of the 15 that began the program, 12 completed it. Of the 12 remaining, four had previously been required to attend summer school for promotion, three had special education placement, and nine had Title 1 placement for reading, communication arts, or mathematics.

Following the WhyTry Program, the combined first semester F’s for the group totaled 19. Second semester F’s totaled 10, which represents a 47% change for the group.

In the fall, the program was expanded. Students who had previously participated in the WhyTry program were asked to return to help new students.

“One way we know that we are making positive gains with our students is in the number of students who have come to us, referring them-

selves and their friends to the program.

“Those students have approached me, saying, ‘I need WhyTry.’”

The program has grown from one counselor and two teachers working with 15 students to our current Spring 2007 enrollment of 36 students with the counselor and 9 adult volunteers, which include both teachers and paraprofessionals who have been trained in the WhyTry concept. Once again, we are targeting students in danger of retention, but other students are involved who have come to us, asking to be in the program again. Those students have approached me, saying, ‘I need WhyTry.’”

“Outcome Evaluation Methods and Results for the South Los Angeles Resiliency (SOLAR) Project”

Group: Elementary setting, South Los Angeles, CA

Key Findings

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.

SOLAR uses the “resiliency approach” as a theoretical framework because they strongly believe focusing on the strengths, resources, and assets of South LA students, families, and schools yields greater positive results than focusing on risk factors alone.

SOLAR implements a three-tiered intervention plan, focusing on students with chronic or intense problems, students at-risk for problem behaviors, and students without serious problems. This includes intervention tools for students at each level.

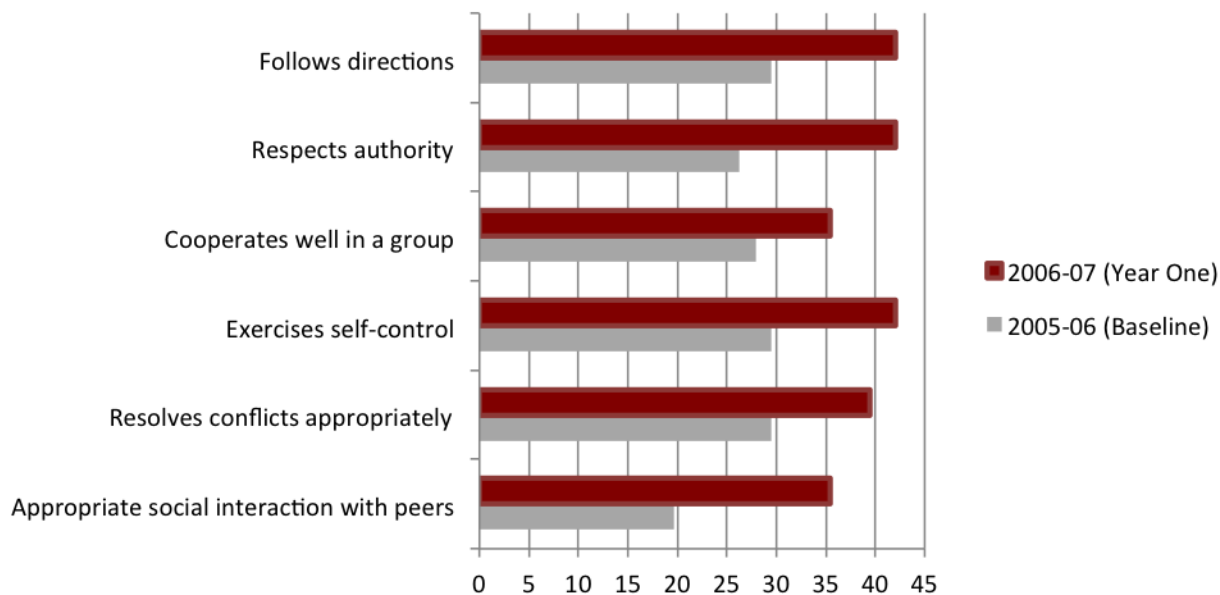
The WhyTry Program was used for students in the Tier II and Tier III concentrations as a group counseling intervention. The purpose of its use was to better align with the grant vision to “create hope and a positive vision of

[the student’s] future.”

Research was conducted using pre- and post- surveys, recorded on an academic outcomes data collection form.

A “Resilience Scale” was formed combining the survey items. When pre- and post- test scores were compared, a significant difference was found between the scores, indicating that student resilience increased for participants of the WhyTry Program.

SOLAR Project Clients Showing Grade Improvement in Social Skills and Learning from 1st to 3rd Reporting Period on Final Report Card from Teacher (Valid Percent), N=97



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. A **slight improvement** in the areas of “asking for help” was noted.

“PRIDE: 28-Day Summer Program for At-Risk Students”

Group: Elementary summer program

What began as a conversation became a collaborative effort on the part of an entire community to help young students in the “tough to teach” time periods (summer vacation, loss or diminished skills, parent stressors) improve their social and emotional well-being. The advisors of the PRIDE summer program included members from the university, county, school, and family levels.

To address social emotional and behavior/communication concerns, a 28-day program was developed. The treatments included:

- group counseling
- individual counseling
- behavior in the classroom
- parent training

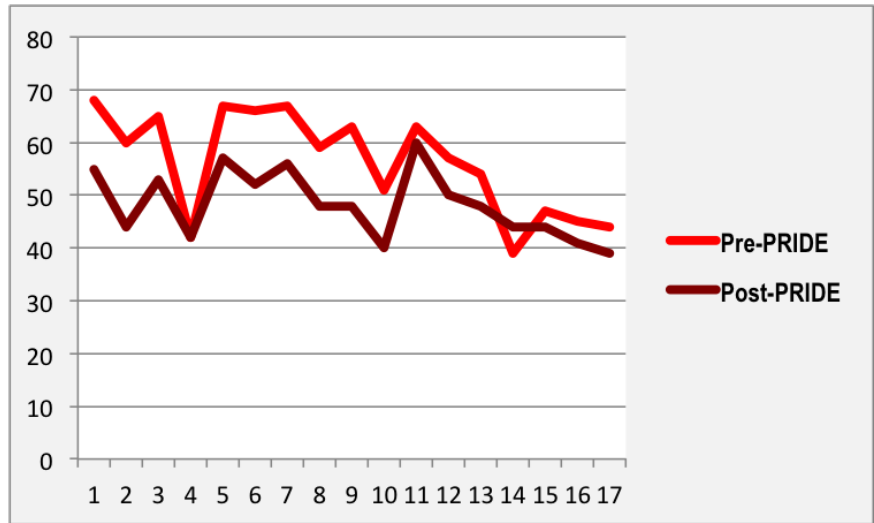
The age of students ranged from 5 to 11 years, including grades K-5. All participants were from the General Education Setting. The WhyTry Program was used as a small group counseling treatment, focusing on materials from WhyTry Program Elementary Extension.

Goals of the 28-day summer program for at-risk students included:

- Address the students’ needs
- Inform instructional practices
- Provide training to caregivers
- Provide pre-service opportunity

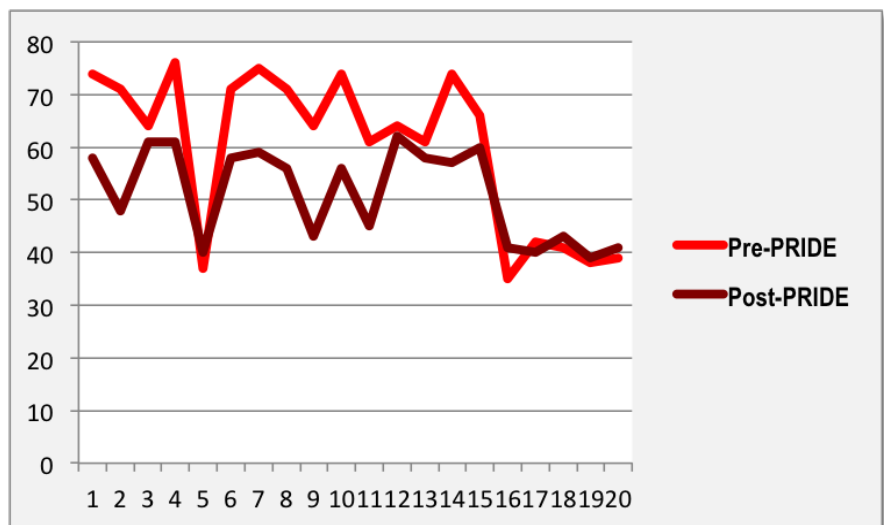
BASC were assessed by both teachers and parents pre- and post the 28-day PRIDE program. Results show significant changes in BASC in both teacher and parent assessments.

Pre/Post **Parent** BASC WhyTry Program



Average t-score = 50-59
 At-Risk = 60-69
 Clinically Significant = 70+
 Adaptive Reverse Scored

Pre/Post **Teacher** BASC WhyTry Program



Improved Self-Concept / Happiness / Satisfaction

“WhyTry Group Results”

Group: African American females, ages 11-14; middle school setting

The WhyTry Program was implemented as a social educational group therapy in the middle school setting. The focus was to determine student’s self-perception in six areas, including happiness, satisfaction, etc.

The group included thirteen adolescent girls ages 11-14. The Piers-Harris Children’s Self-Concept Scale (2nd edition) was administered as a pretest.

The self-concept scale measured each individual adolescent’s self-perception on behavior adjustment, intellectual and school status, physical appearance and attributes, freedom from anxiety, popularity, and happiness satisfaction. This scale is often used to determine an overall self-concept.

As many youth in this age range tend to struggle with these important self-concepts, the WhyTry Program was offered

to teach critical social and emotional skills.

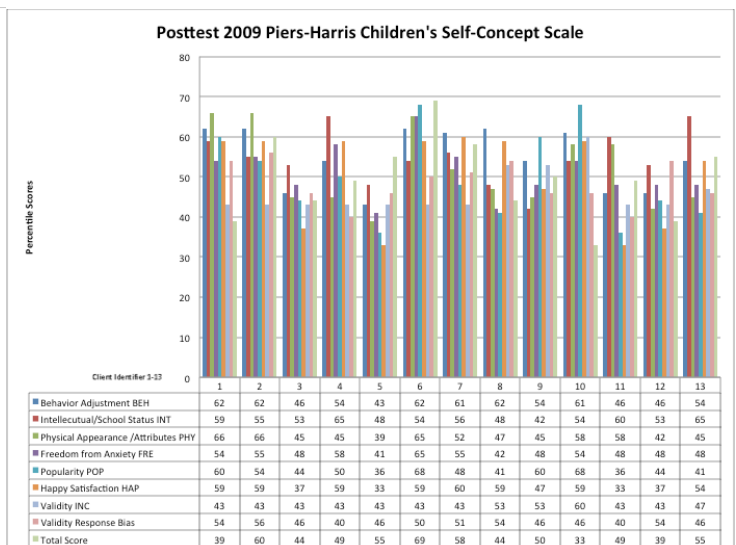
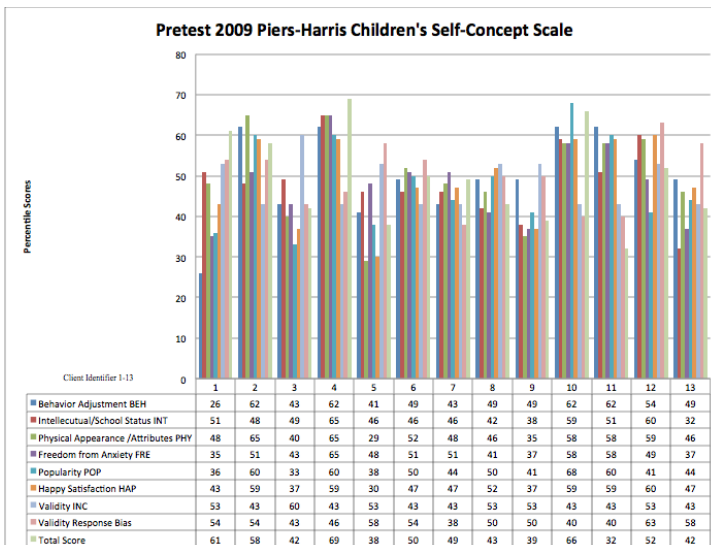
The Why Try Program is suggested to be an effective method to teach critical social and emotional skills to children and adolescents using ten analogies.

The Why Try Program is a standalone program or can be implemented into existing curriculum, which focuses on dropout prevention, reduce truancy, substance prevention, peer pressure, promotes academic success and addresses social emotional health in at-risk youth.

The ten analogies address motivation, peer pressure, labels, limitations, and choice, self-awareness, and strategies for children and adolescent to increase personal awareness of social, emotional concerns and address and strategize personal academic achievements.

Children’s Self-Concept Scale prior to participating in Why Try groups rated themselves with mild to moderate areas of concerns across the six domains measured. After completing the Why Try group the participants self-reported an improvement in self-perception in all six domains measured.

Overall the thirteen participants that completed the Piers-Harris Children’s Self-Concept Scale (2) prior to participating in Why Try groups rated themselves with mild to moderate areas of concerns across the six domains measured. After completing the Why Try group the participants self-reported an improvement in self-perception in all six domains measured.



WhyTry Evaluation Report 2006-2010

A four-year study on the social and emotional benefits of using the WhyTry Program in a classroom setting. The study examines the progress of over 800 students.

Group: 6th grade classroom lessons four years with over 800 6th graders

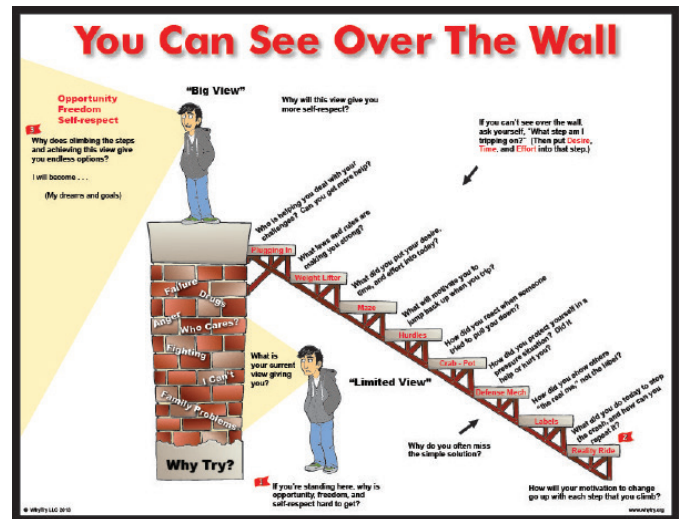
Key Findings

“Compelling research to support the Why Try program is that after social/emotion training, discipline referrals to principals dropped by 95%, social and emotional skills create higher achievement, social/emotion training increases focus, learning, collaboration, improves classroom relationships and decreases both negative “put downs” and violence and children with highly developed social skills perform better academically.”

73% of the students surveyed reported a stronger belief that **their actions today will affect their future.**

90% of the students surveyed reported a **positive change** in the degree of their willingness to keep trying.

90% of the students showed a **stronger belief** in a more positive future as compared to only 56% prior to the WhyTry intervention.



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The Churchill County Juvenile Probation Department began to instruct the

Why Try program at West End elementary school in 2003. In the 2008/09 and 2009/10 academic school year, the program was taught in all sixth grade classes in all the elementary schools (excluding Northside elementary which was kindergarten only).

Beginning in 2006, pre and post data began to be collected. Students were asked a series of ten questions (each question related to a specific lesson in the Why Try Program) on a survey (see attached) before the program began

and then again at the completion of the ten week program. Over 800 surveys were collected.

Of the students surveyed, 73% of the students reported a stronger belief that their actions today will affect their future. 90% of the students surveyed reported a positive change in the degree of their own willingness to keep trying. 90% of the students surveyed showed a stronger belief in a more positive future as compared to only 56% prior to the WhyTry intervention.

Improving Emotional Functioning

“Examining the Effectiveness of WhyTry Program for Children Receiving Residentially Based Services and Attending a Non-Public School.”

A 16 week series of Why Try Program groups was administered to the experimental group, and pre/post test results of the experimental and control groups were compared.

Group: Residential setting for foster care youth with mental health diagnosis, Ages 12-18

Foster care youth have traditionally struggled in school, with nearly half of them receiving special education services (Parish et al., 2001). In addition these children tend to have lower scores on standardized tests, increased rates of retention, and higher absenteeism, truancy, and dropout rates (Christian, 2003).

This study indicates a variety of positive changes for the youth involved. While the study takes place in a brief 16-week series, researchers discovered an exceptionally strong statistical significance in the improvement of self-efficacy, defined as “one’s perceived capabilities for learning or performing actions at designated levels” (Pintrich and Schunk, 2002). The children in the experimental group now

perceive themselves as being more capable of learning and accomplishing task or actions.

Bandura (1997) explained that higher levels of self-efficacy relate to high probability of engaging in tasks that promote skill development.

Teachers noted the effects of these positive changes, indicating students performed better in the classroom as they demonstrated a higher level of persistence when attempting to accomplish a task.

In addition to improved self-efficacy, the study indicates students who participated in the WhyTry Program saw positive changes in internalizing problems, anxiety/depression, withdrawal/depression,

and attention problems. This was true for both foster students in and outside the special education settings.

“These experiences place children at immense risk of developing physical, emotional, and behavioral disorders that interfere with learning.”

Improvement in the areas found to show positive change, such as internalizing, externalizing, and total problems should lead to an increased level of stability. In fact all of the youth that were included in the results section of the study were present during the complete series of Why Try groups.

When examining the overall implications of the results, the evidence indicates that the youth involved in the Why Try Program have made positive gains and that these gains may be attributed to the Why Try Program intervention.

The study has revealed that the use of the Why Try Program at VTC and MVS has had a positive effect on the youth involved. The Why Try Program has shown to be effective with this limited sample in this specific setting.

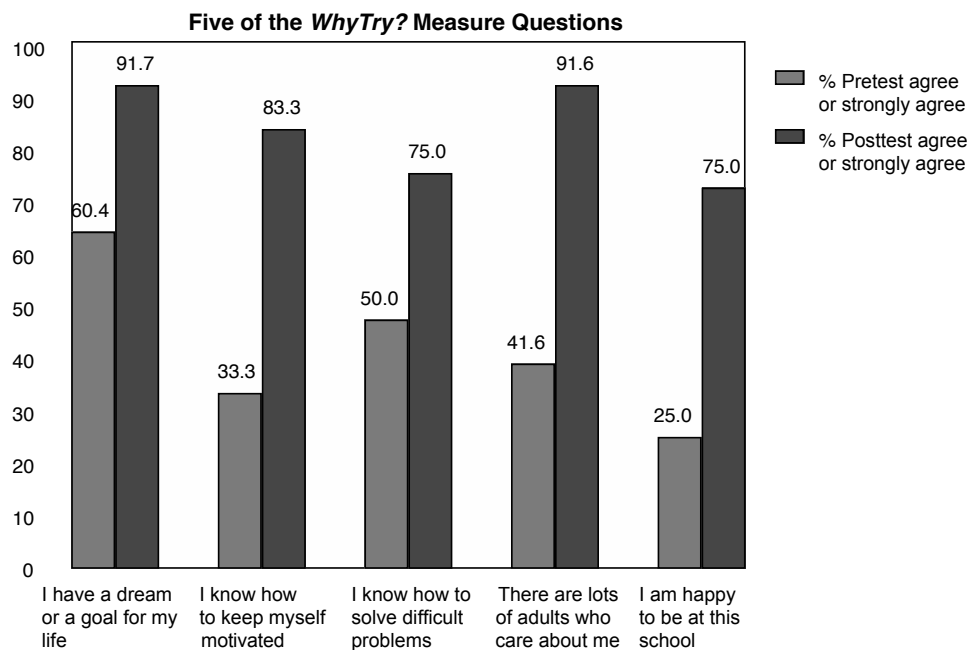
Pre- and Post- Test Results By Attribute

Attribute	Results
Self-Efficacy	Youth perceive themselves to be more capable of learning and accomplishing task or actions.
Internalizing Problems	Reductions in anxiety, improved attention, and reduced levels of depression.
Rule-Breaking/Aggression	Teachers and youth reported less emotional problems and saw improvements including rule-breaking behaviors, and aggressive behaviors.

Improved Self-Control - Less Behavior Problems

“WhyTry? A Program Evaluation”

Group: 7th and 8th graders, Minnesota



In Minnesota, one out of every five students fail to graduate from high school (Alliance for Excellent Education, 2009). Long before students decide to drop out of school, a host of risk factors or early predictors undoubtedly emerged in childhood. The purpose of this research pilot project was to determine the efficacy of the WhyTry Program in helping to reduce some of those risk factors, such as:

- ✓ Truancy
- ✓ Behavior problems in school
- ✓ Low academic performance
- ✓ School disengagement

The WhyTry Program uses a strengths-based approach to help youth overcome their challenges and improve their outcomes at school. WhyTry is based on sound empirical principles and uses (Moore, 2001).

- ✓ Solution Focused Brief Therapy
- ✓ Cognitive Behavioral Therapy
- ✓ Social and Emotional Learning Strategies
- ✓ A Series of 10 Visual Analogies
- ✓ Experiential Activities
- ✓ Videos and Music with Positive Lyrics

The average student GPA increased by **11%**

Students' behavior problems in the classroom decreased by **13%**

The average number of Behavior Incident Reports decreased by **20%** indicating less behavior problems

Reducing Violence and Bullying

“Effects of the WhyTry Social Skills Program on Students with Emotional and Behavioral Disorders at an Alternative Campus”

The WhyTry Program was implemented as an intervention for five weeks.

Group: Alternative high school campus, N. Texas

“The effect was less social stress. That alone could decrease anxiety, sense of inadequacy, and emotional symptoms.”

On an alternative high school campus in North Texas, the WhyTry Program was implemented as a five week intervention for students identified as having emotional and behavior disorders.

The purpose of the study was to address the needs of children expressing emotional and behavioral disorder (EBD) characteristics. Behaviors associated with EBD include lack of social competence as well as a lack of social, emotional, behavioral and academic success.

Prior research indicates that approximately 475,000 children and youth in US schools are identified with emotional and behavioral disorders (EBD; USDE 2009). About one in every five students identified as experiencing EBD is being educated in an alternative setting owing to their lack of social and behavioral competence (Lane, Pierson, and Givner 2004; USDE 2009). In addition, 51% of youth with EBD ultimately drop out of school (USDE 2009).

Positive social interactions can have a strong impact on reducing these negative behaviors. SEL programs like the WhyTry Program offer positive behavior therapy, encouraging students with EBD to improve performance, experience less frequent behavior problems, and improve interpersonal relationships with peers and adults.

The WhyTry Program was used as an implementation for at-risk students that were demonstrating EBD characteristics. There were 15 students and 4 teacher participants in the study. The ages of the students were between 10 and 17 years, and all were attending an alternative campus.

The survey found that students receiving WhyTry had significantly less disciplinary referrals, reduced fighting/aggressive behavior and harassment/bullying behavior.

Students emotionally showed more internal control and less social stress and anxiety. Students also demonstrated a greater ability to initiate and sustain action toward goals and an increased capacity to find a means to carry out goals.

Researchers found a particular interest in one student who had received a diagnosis of conduct disorder and severe depression. He appeared to take on a leadership role, respecting those he'd been bullying, and appearing to be intrinsically motivated to do well in school. When asked why the change, he stated, 'I can't be getting staff referrals [i.e. office disciplinary referral], I am trying so hard to do better in

school.'

When asked why, he said, 'I want to make my parents happy.' Before the intervention began, he would tell staff members to call the police because he didn't care what happened. The strengths of the intervention were that it incorporated visual, auditory, and kinesthetic activities in order to accommodate several learning styles.

During the time in the WhyTry Program, students took responsibility for their mistakes and reinforced others for their leadership and abilities.

The biggest impact that the WhyTry program appeared to have on students' school success was the significant reduction in office disciplinary referrals.

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Students emotionally showed more internal control and less social stress and anxiety.

Students had a greater ability to initiate and sustain action toward goals and an increased capacity to find a means to carry out goals.

Reducing Expulsion

“Effectiveness of the WhyTry Program in Working with Children with Conduct Disorders”

Average time spent teaching the WhyTry Program was 42 minutes to one hour per week.

Group: WhyTry facilitators working with conduct-disordered children

Conduct disorder (CD) or socially maladjusted children and adolescents express a variety of behavior problems in the classrooms. Because they characteristically express repetitive and persistent patterns of negative behavior, they become disruptive in the classroom.

This disruptive behavior inhibits the learning process for both the CD student and for the other students in the classroom. CD children are often described as “rude” or “obnoxious,” and they tend to push away those who would like to be of support. Because of these behaviors, it is difficult to render proper treatment.

This study was designed to examine the effectiveness of the WhyTry Program in combating the behaviors that are associated with CD children, leading to reduced academic performance and often expulsion.

The research found in this study examines these negative or undesirable behaviors in relation to the amount of time students spent in the WhyTry Program. Facilitators expressed results based on previous student behaviors. The study determined the greater time commit-

Defense Mechanisms

Choice Who chooses the defense? How do you protect your feelings?

Situation How do you respond (act) when:

- Disrespected
- Mad At Parent
- You're Hit
- Blamed
- Yelled At
- Embarrassed
- Make A Mistake
- Get Caught
- Put Down
- You Lose
- Confronted
- Hurt
- Laughed At
- Feel Pressure
- Frustrated
- Angry

3. Feeling Negative Positive

4. Defense How do you know when you've selected a positive defense mechanism?
"When you are helping, not hurting, yourself and others."

6. Four Steps to Control Your D.M.

- 1. Recognize the situation.**
When you are in a pressure situation, these are the signs:
You feel angry, frustrated, nervous.
What outward behaviors can you use to help control the pressure?
- 2. Identify the situations where you can practice step 1.**
What are the situations you need to practice this?
- 3. Don't let other people control how you will respond.**
You know that someone is trying to control you if they are yelling at you, physically attacking you, or putting you down.
- 4. Select a positive solution.**
What would motivate you to do the tougher (harder) thing?
What might happen if you stay in control?

"Easy" "Hard"

This gives you self-respect. Why?

ment to the WhyTry Program correlated to a reduction in the number of expulsions among girls and boys.

There was also an indication that 15% of the variance in male reduction of aggression was attributable to length of time of the WhyTry Programming and teachers' evaluations of the effectiveness of the program for boys. Furthermore, the length of time and the evaluation of effectiveness of the program for boys led to the reduction of male

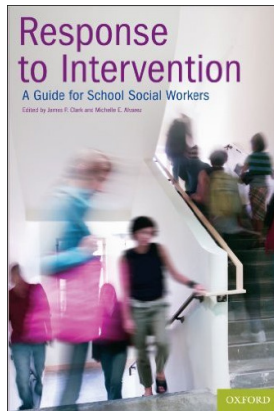
destruction of property.

The WhyTry Program was found to be effective in allowing for the opportunity to discuss children's strengths. By changing this focus, CD students became more self-aware of personal characteristics and were able to identify different ways of reacting within interpersonal relationships. This helped to promote the identification of diverse learning styles and teaching through different art forms.

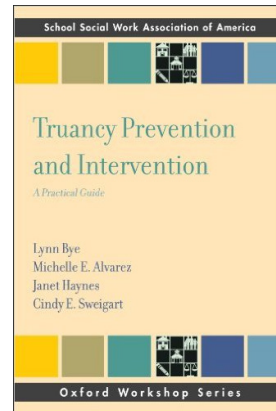
Overall, increased time commitment on the part of the facilitators and their more positive perception of the effectiveness of the WhyTry by the facilitators did demonstrably lead to a reduction in the number of expulsions among girls and boys.

Publications

WhyTry as an Effective RTI Intervention



“Response to Intervention: A Guide for School Social Workers” by James P. Clark and Dr. Michelle Alvarez



“Truancy Prevention and Intervention: A Practical Guide” by Lynn Bye, Michelle Alvarez, Janet Haynes, and Cindy E. Sweigart

What is RTI?

RTI allows teachers to directly tailor their instruction to the needs and deficits presented in their classroom – whether behavioral or academic. An effective RTI intervention begins with a teacher making sure the needs of his/her entire classroom of students are met – from the most disruptive student to the most eager and ready-to-learn. From here, universal screenings funnel into Tiers 2 and 3, providing more individualized interventions.

Where does the WhyTry Program fit?

Tier 1 –

To maximize the success of most students, the WhyTry Program is often implemented to the entire student population as a homeroom or study skills course, or delivered in small chunks as part of a health class, driver’s ed, or leadership class that all students attend. In elementary settings, facilitators can take 20 minutes a week to focus on a principle from the WhyTry Program.

Tier 2 –

When at-risk students are identified, WhyTry functions well as a small-group intervention, whether in an after-school program, credit recovery class, group counseling setting, or special homeroom environment.

Tier 3 –

Because the program was originally designed as a one-on-one counseling intervention, the principles of WhyTry fit perfectly in a Tier 3 intervention setting, and can help counselors target specific behavioral deficits with individual students.

