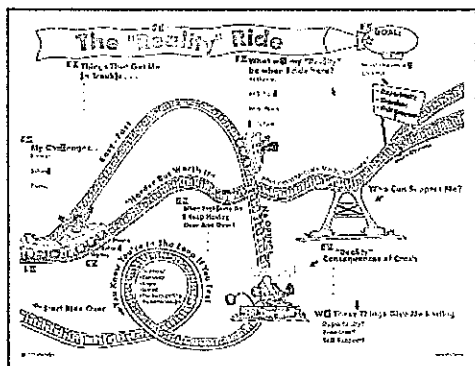




What is WhyTry?

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.

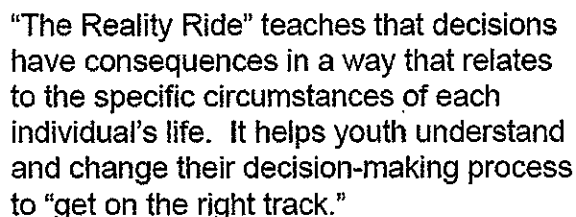
Our Mission

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?"

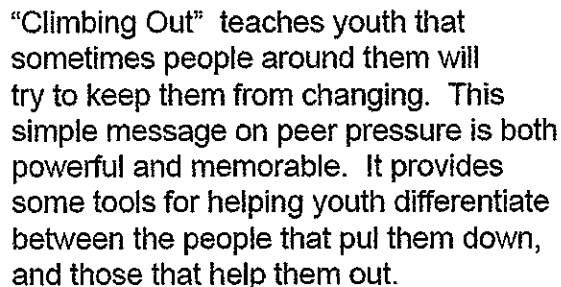
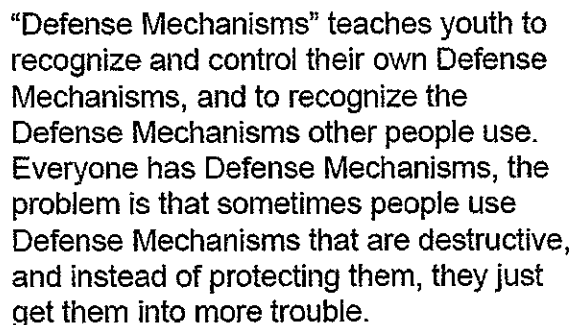
To achieve its mission, WhyTry counts on the support of thousands of professionals around the world who share our commitment to helping youth reach their potential. The key to the WhyTry Program's success in changing lives is the power in the relationship between someone who cares, and a youth who needs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

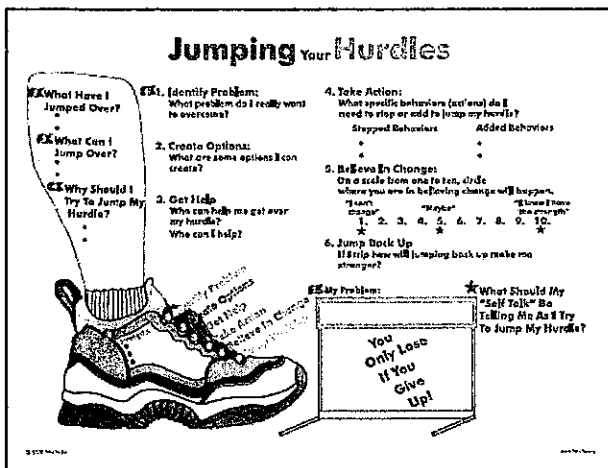
Who uses Why Try?

WhyTry is currently used in over 10,000 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.

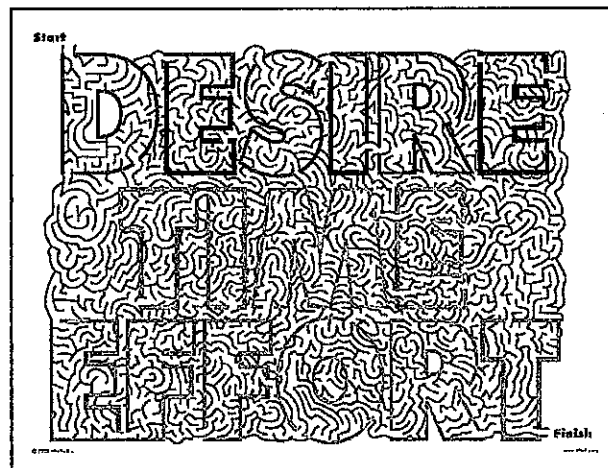


Negative labels can come from many sources, including peers, teachers, parents, and society. To change, youth must learn to tear off their negative labels and find their real worth. “Tearing Off Your Label” teaches a simple, memorable process for overcoming negative labels.

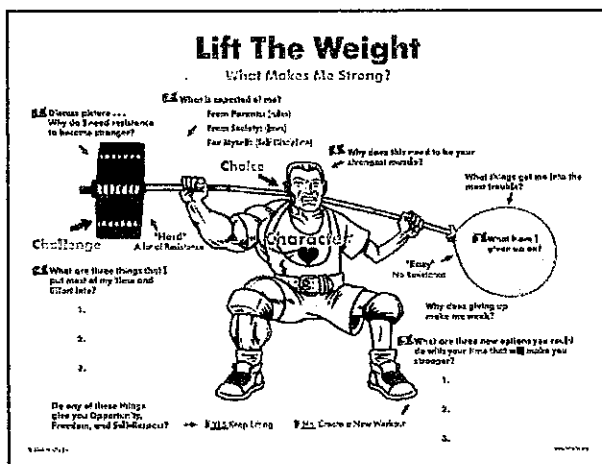




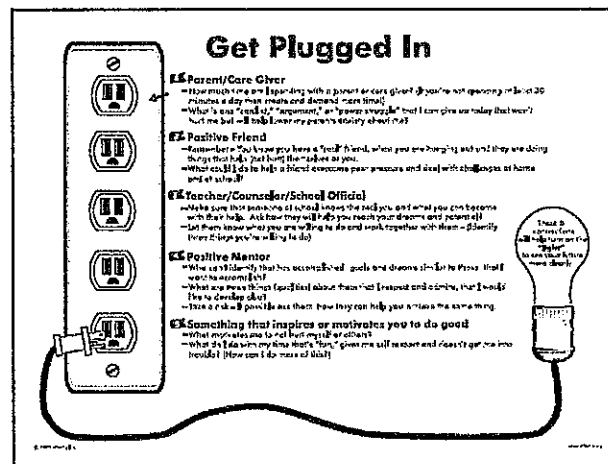
"Jumping Your Hurdles" provides a problem solving model for people who might be accustomed to giving up when confronted by challenges. There are two critical components to this problem solving model: Getting Help; and Jumping Back Up. To "Jump Back Up" is to have resilience in the face of failure and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



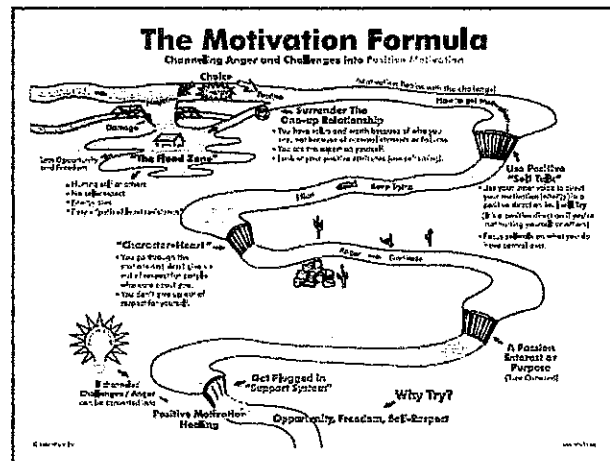
"Desire, Time, & Effort" teaches youth that hard work is the key to achieving anything they want. Contemporary culture teaches youth that they must be naturally gifted to succeed. Three simple things can change anyone's destiny: Desire, Time & Effort.



"Lift the Weight" 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.

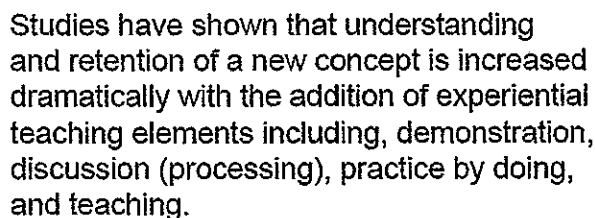


"Get Plugged In" illustrates the power that comes from connecting with other people. The analogy not only suggests the kinds of connections to make, but also offers ideas for how to make and maintain those connections.



“The Motivation Formula” is the philosophical foundation of the WhyTry Program. Youth must learn how to channel their challenges into positive activities and accomplishments. This analogy of a river going through dams describes the common human experience of growth and overcoming challenges.

For each visual metaphor in the WhyTry Program we have included two different hands-on group experiential activities. These activities can be used as attention grabbers to introduce the visual metaphors or as object lessons to follow-up and reinforce the principles taught in the visuals. The experiential activities are particularly helpful in group environments for increasing participation and learning among those involved.





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.

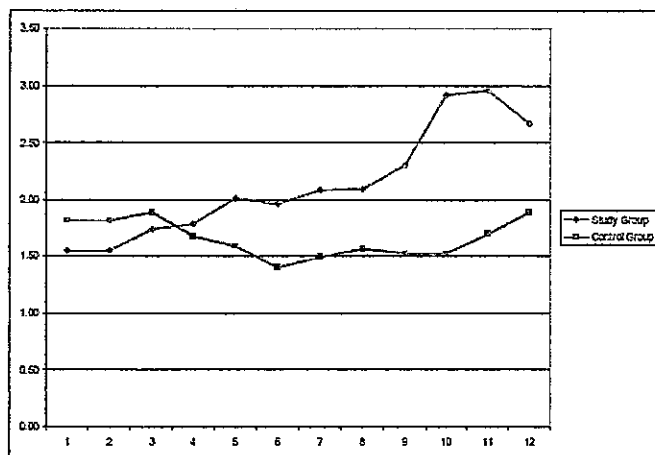
Yakima School District Learning Center Results, March 2007

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.

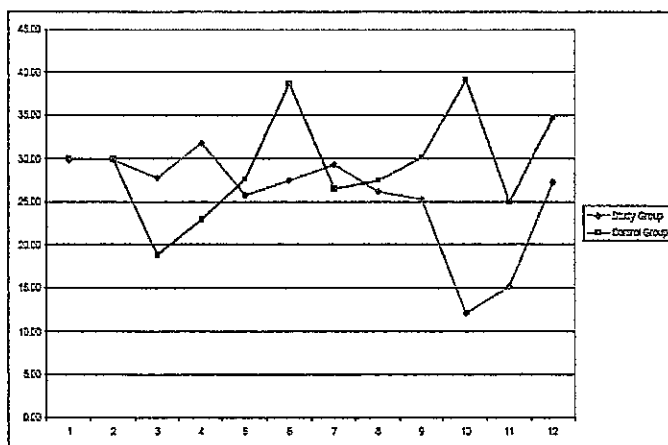
Alpine School District Longitudinal Study

December, 2003

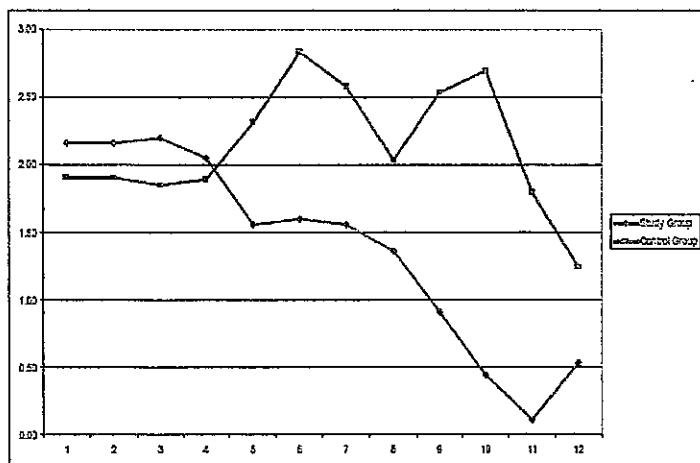
The data summarized is based on 114 students who completed WhyTry Program at Pleasant Grove High School starting with the first WhyTry class in August, 2000. The control group consists of 88 students selected with the same academic and attendance profile as the WhyTry students at the start of each class.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

**GPA**

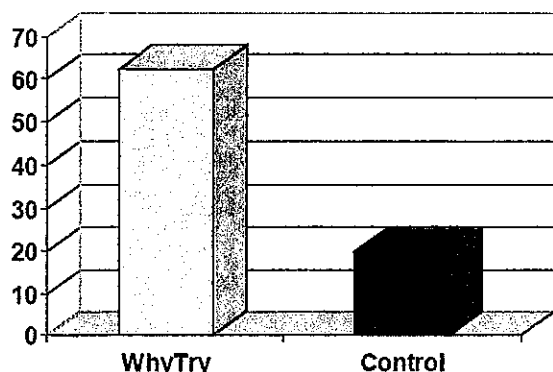
Students who completed the WhyTry Program showed a significant improvement in GPA, completing their high school careers with GPA's 0.62 points higher than the control group.

**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."

The "Reality" Ride

1 Things That Get Me In Trouble . . .

2 What will my "Reality" be when I ride here?

What choices will give me . . .

Opportunity
Freedom
Self Respect

More Options

Who Can Support Me?

6 "Reality" Consequences of Crash

Will These Things Give Me Lasting Opportunity? Freedom? Self Respect?

Easy - Fast

4 My Challenges...

Home:
School:
Peers:

"Harder But Worth It"

What Problems Do I Keep Having Over And Over?

No Options

What Would Motivate Me To Ride Here?

You Know You're In The Loop If You Feel

Frustrated
Confused
Angry
Scared
You keep getting the same results

Start Ride Over