**WhyTry at MMS**

We chose the WhyTry curriculum as a means of addressing inappropriate behavior, based on the number of office referrals from the previous school year. We found that the possible motivation for most referrals was to obtain peer attention. Our goal with WhyTry is to help students develop skills and knowledge to cope with their desire to obtain positive feedback from their peers. The WhyTry students met every day for 25 minutes after lunch during our Healthy Living time. The WhyTry program is used in many schools to improve student retention, academic performance, and school climate. WhyTry has been a helpful tool to address positive social skills.

**Information from the WhyTry website:** [**http://www.whytry.org/**](http://www.whytry.org/)

 **WhyTry in Middle and Junior High Schools**

The WhyTry Program has proven highly effective at impacting negative student behavior in grades 6 through 8.   Developmentally, middle schoolers are in transition.  Anything that can be done to remediate and reinforce basic social and emotional skills at this developmental stage can pay dividends down the road. WhyTry curriculum can be incorporated into an existing course, added as a new course, used for advisory periods, or even incorporated into homeroom.   Whatever the implementation strategy, WhyTry is an engaging program that students look forward to and continue to talk about after the course ends.

**Anger Management at MMS**

A twelve-week Anger Management class has been implemented. Roane County has six student support counselors who serve the schools in our system. The counselors work in teams of two, providing services to the referred student and his/her family. Beginning in January 2011, our two student support counselors have met with a group of students weekly to deal with appropriate strategies for handling anger. All teachers and staff were given the opportunity to recommend students to this program. The principal also used SWIS ODR (office discipline referral) data to make recommendations. Requests for a student’s participation from a parent were also accepted.