Introduction

The Working On What Works (WOWW) approach is an innovative programme designed to improve the quality of education within the classroom.

Berg and Shilts (2005) state that by looking for exceptions to the problem situation, by working and focusing on what already works and by believing that change is possible and continual it is the small, positive changes which can be built upon to bring around greater and lasting change.

The aim of this intervention was to manage everyday classroom problems within a natural classroom environment. WOWW incorporates positive psychology and is implements a solution focused approach.

Methodology

Intervention was from a needs analysis consisting of three phases over six sessions and invoked a primary three class (n=24) and their teacher.

Focus Group

The children’s focus group text was analysed to find out why WOWW worked. The themes were:

- **Fondness of intervention** (Coaches, enjoyed feedback, respected, having fun)
- **Children’s motivation** (Best behaviour and work, more effort to achieve, WOWW scale)
- **Class improvement** (Class needed assistance, children seeing improvement, strategy for whole class)
- **Developing skills** (Listening skills, collaborative working skills, coping others positive behaviours)

Results

**Teacher evaluation questionnaire**

The comments from the teacher evaluation questionnaire reported that:

- WOWW Class teacher felt there was a positive change within the class
- WOWW The class teacher noticed more positive behaviours
- WOWW Setting class targets were helpful.
- WOWW Class had a clear focus and understanding of what was expected.

**Class goal ratings**

![Graph showing class goal ratings over 6 sessions.]

<table>
<thead>
<tr>
<th>Session</th>
<th>Goal 1: Good listening</th>
<th>Goal 2: Working together</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.0</td>
<td>7.5</td>
</tr>
<tr>
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<tr>
<td>6</td>
<td>8.5</td>
<td>8.0</td>
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</tbody>
</table>

**Pre and post pupil ratings for whole class**

![Graph showing pre and post pupil ratings for whole class.]

Data obtained: class ratings over six sessions, pupil rating scale, teacher evaluation questionnaire and focus group of pupils.

Conclusion

These results are consistent with others (Berg & Shilts, 2004, Bruce et al., 2009) which found that utilising a WOWW intervention within the classroom led to improvements in behaviours, relationships, teacher confidence, and the ability of the class teacher to focus more on the positive behaviours rather than the negative.

Therefore, delivering an intervention to tackle low level classroom behaviours can have a positive impact on the child’s behaviours and relationships. This could increase the likelihood of them having better peer relationships and academic attainment in future.

References

L. Fernie & D. Cubeddu

l.fernie@dundee.ac.uk