WOWW: Enhancing classroom relationships and behaviours

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Introduction

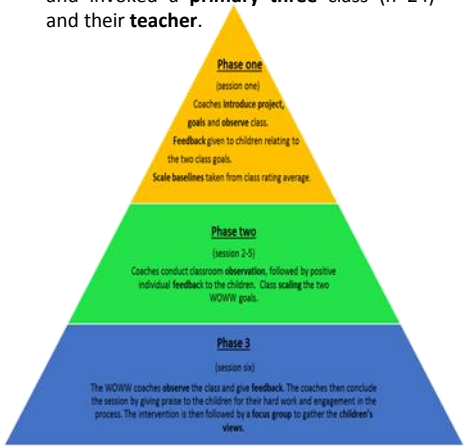
The **Working On What Works** (WOWW) approach is an innovative programme designed to **improve** the **quality of education** within the **classroom**.

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

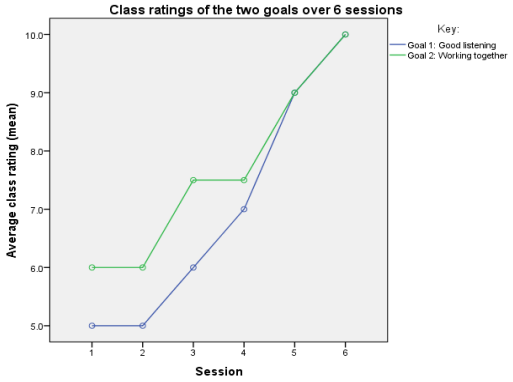
Intervention was from a needs analysis consisting of **three phases** over **six sessions** and invoked a **primary three** class (n=24) and their **teacher**.



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

Results

Class goal ratings



Teacher evaluation questionnaire

The comments from the teacher evaluation questionnaire reported that:

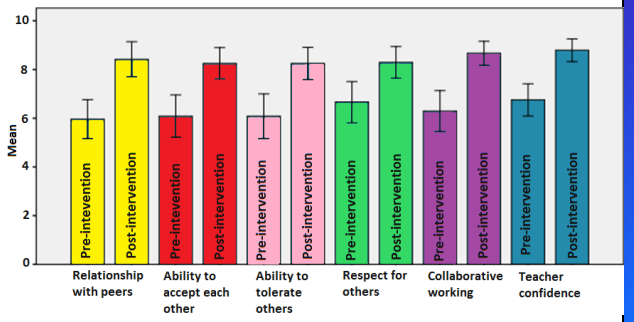
- WOWW Class teacher felt there was a positive change within the class
- WOWW The class teacher noticed more positive behaviours
- WOWW Setting class targets were helpful.
- WOWW Class had a clear focus and understanding of what was expected.

Focus Group

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

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

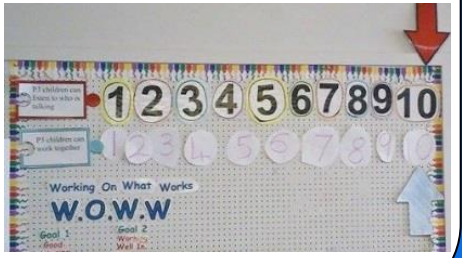
Pre and post pupil ratings for whole class



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 **children's behaviours** and **relationships**. This could **increase** the likelihood of them having **better peer relationships** and **academic attainment** in future.



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