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Working on What Works: enhancing relationships in the classroom and improving teacher confidence

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Working on What Works (WOWW) is a solution-oriented classroom management intervention. Following an outline of Berg and Shilts' WOWW programme in the United States, this paper reviews and evaluates WOWW, which has been implemented as a classroom intervention strategy in a Scottish local authority since 2007. Qualitative analysis of the comments of children and teachers from 12 classes suggests that WOWW may be an effective classroom management intervention that helps teachers to feel more confident and also produces tangible improvements in the way children work and behave. Children also report positive differences in how they perceive their class and teacher.

Keywords: Working on What Works (WOWW); classroom management intervention; solution building practice; solution-oriented schools; curriculum for excellence; health and well-being

Introduction

Working on What Works (WOWW) is,

An innovative program designed to enhance the quality of education in the classroom.
(Berg & Shilts, 2004, p. 8)

It is a solution-oriented classroom management intervention, which involves a coach observing the children and their teacher in the classroom setting. The WOWW coach does not focus on unacceptable behaviour but instead looks for strengths and positive actions and interactions by observing the whole class and class teacher in the natural learning environment, and complimenting successes in a feedback session. Noticing and acknowledging successes, *however small*, is fundamental to the WOWW approach. The aim is to raise confidence and serve as a reminder to keep doing things that are positive. The language used in WOWW is of great importance. As Berg and Shilts (2004, p. 23) state,

The language of problems tends to be negative, while the language of solutions stays more positive.

WOWW involves working with teachers and children to set goals for change, with a focus on the solution rather than the problem. This systemic approach does not target individuals, but can have an impact on individual children in the class. As an

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inclusive strategy, children are not taken out of the class for any part of the intervention and there are no additional curriculum requirements.

An important element of WOWW is that learning should be shaped by the children, rather than be solely defined by teachers. It involves encouraging the children to set realistic and achievable goals, to outline signs of success and measure progress. Collaboration between the teacher and child is viewed as essential for success,

For both teacher and student to succeed, they must cooperate with each other, and one cannot succeed without the help from the other. (Berg & Shilts, 2004, p. 22)

This approach fits well with Scotland's Curriculum for Excellence which highlights the importance of children being actively involved in their own learning and assessment, including shaping and reviewing their learning by reflection, setting learning goals and next steps, and collaborating in peer assessment (Scottish Executive, 2010). WOWW also sits well with the Scottish Curriculum's focus on health and well-being in schools, including developing self-awareness, self-worth and respect for others, and building relationships (Scottish Executive, 2004).

Kelly, Kim, and Franklin (2008, p. 64) sum up WOWW as,

one way to help multiple levels of the school contextual system: helping teachers see their own strengths, helping students work together more effectively as a group, and helping both teachers and students learn how to be more respectful and accountable to each other in ways that preserve the ultimate authority of the teacher while also empowering students to speak out and act intentionally in positive ways.

The history of WOWW

WOWW was developed by two of the pioneers of Solution Focused Brief Therapy, Insoo Kim Berg and Lee Shilts. In 2002, they were asked to observe a pupil whose behaviour was proving challenging in class (Berg & Shilts, 2004). They observed the child in the classroom and found him to be polite and respectful and he demonstrated the ability to focus on his work with the visitors present. After the observation, Berg and Shilts realised that they had missed an opportunity to feedback to the pupil what they had noticed he was doing well and so they sent him a letter, outlining their comments. This had a great impact on the pupil and a week later the teacher noticed changes in his behaviour in class. Berg and Shilts built on this idea and, under their guidance, teachers at a middle school in Fort Lauderdale, Florida developed a model, which they named "Classroom Solutions: WOWW (Working on What Works)". Following a pilot WOWW in that school, the programme was implemented in other states in the USA.

The tenets and assumptions underpinning WOWW

As Berg and Shilts (2004) outline, WOWW is based upon principles of solution-building practice (SBP), which was developed in the mid-1970s to 1980s and became better known in the 1990s (for example, Berg, 1994; de Shazer, 1985). Berg and Shilts (2005, p. 5) refer to their model of SBP, by stating,

We must say that we are very proud of the fact that we have no theory.

And further,

Rather than beginning with a theory and trying to test the theory in clinical trials, we worked in the opposite direction. We observed what worked, and what did not work. (p. 5)

The tenets of SBP which underpin WOWW are:

- If it is not broken, do not fix it.
- If something worked once, do more of it.
- If it does not work, do something different.
- Change is constant and inevitable.
- Carry a magnifying glass with you all the time.
- The future is negotiated and created.
- Small solutions can lead to large changes.
- The solution is not always directly related to the problem.
- No problem happens all the time. (Berg & Shilts, 2004)

Previous evaluations of WOWW

There is currently a dearth of evaluations of WOWW. However, Kelly and Bluestone-Miller (2009) outline preliminary data from a pilot study that took place in 2006 and 2007 in Chicago, involving five schools and 21 teachers. Using a pre- and post-test design and a scale completed by teachers, they reported that,

WOWW had statistically significant outcomes, indicating its effectiveness as an intervention to improve classroom climate. (p. 37)

Their study reported that following WOWW, teachers perceived that their classes were better behaved and that the pupils would also report better behaviour. Furthermore, there was an increase in the teachers' perceptions of themselves as effective classroom managers. They concluded that despite some limitations of their study, WOWW is "*a promising new idea*" (Kelly & Bluestone-Miller, 2009, p. 37).

Present study

Pilot

Inspired by Berg's description of WOWW at a conference in England, a pilot WOWW was carried out in a Scottish school in a P3/4 classroom in 2007, involving two coaches working as a pair, who were members of the local authority's solution-oriented schools (SOS) team. Soon after the beginning of the intervention, the teacher commented that she felt more positive about the situation in class, and felt more able to work on "problem areas". Furthermore, she found the initial feedback to be a powerful and emotive experience. Pre- and post-scales (0–10, see Appendix 1) completed by the teacher suggested improvements in all areas she had identified at the start of the intervention (Figure 1).

The teacher found the process of class goal setting and scaling helpful as this gave her and the class a baseline to work from with clear ideas of what improvements would look like. The children learned to use the scale effectively in monitoring progress and reflecting on how things were. They also became more confident in peer assessment.

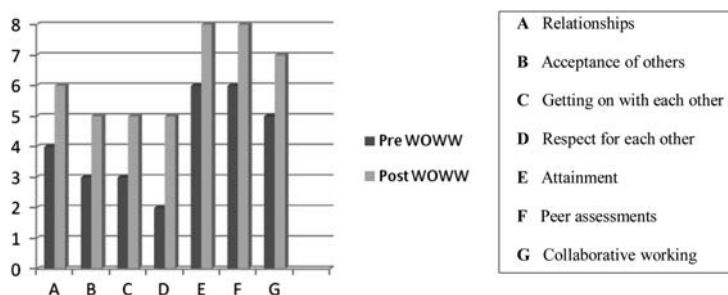


Figure 1. Pre- and post-WOWW teacher scaling.

Following the encouraging outcome of the pilot WOWW, it was then employed as a class-based intervention in other schools in the local authority and subjected to a formal evaluation as described later.

WOWW in 12 classrooms

Participants

A qualitative evaluation was carried out on 12 classes that took part in WOWW interventions between 2008 and 2010. The study involved 10 Scottish primary schools (11 classes between P1–P7), and one secondary school (an S3 class).

Methodology

Each WOWW intervention took place over 10 weeks (one session per week), and involved two coaches, working as a pair. One coach was a member of the SOS team and the other coach was either a head teacher, outreach teacher, educational psychologist, or educational psychology assistant.

At the start of each WOWW intervention, a meeting took place between the coaches, the head teacher and the class teacher. This clarified the intended outcomes for the class community. The class teacher was asked to scale focus areas forming a baseline assessment (Appendix 1). This included areas in which the teacher wanted to see improvements for the children and also the teacher's own personal and professional development. The teacher was then asked to describe what the signs of improvement might look like, for example, the children putting their hands up if they wanted to ask a question. The teacher was also asked if they were happy for their own feedback to be given in front of the children at the end of each session. The coaches were given a seating plan, in order that personalised comments could be made from the start of the WOWW process.

Each session involved a 40-minute observation and a 15–20 minute feedback session. The 10 weeks can be divided into three main stages (Table 1).

Stage 1. This covered weeks one to three, where general observations and feedback took place. The first session began with the coaches being introduced to the class as visitors who were there to see what was working well in the classroom. They observed the class in their usual lesson for approximately 40 minutes and compiled a list of the children's and teacher's positive behaviour and actions. At the end of the lesson, the coaches gave general and individual feedback to the class and teacher, for example, "I liked the way that David shared his ruler with a friend" and, "I liked the

Table 1. Stages of WOWW.

Stage 1	Weeks 1–3	Observation, feedback (to children and teacher), setting a class goal.
Stage 2	Weeks 4–6	Observation, feedback, scaling, additional goals (if appropriate).
Stage 3	Weeks 7–10	Observation, feedback, scaling, “noticing cards”, focus groups.

way that (class teacher) gave you clear instructions and made sure you all understood the task.” At the end of the second session, the coaches encouraged the children and teacher to think of ways they could make things work *even better* in class by setting a class goal. The class goal was agreed and firmed up in the third session.

Stage 2. This covered weeks four to six, where observations continued and were more specific to the goal the class had chosen, for example, improving listening skills, working quietly or improving collaborative working. During the feedback session, the children and teacher were asked to rate “where the class are now” in terms of their goal, on a scale 1–10. The mean score was calculated to provide an overall rating for the class. The class was then asked to think of what they could do to make the score even better next time, for example, “what would a six look like?” An additional goal was added if appropriate, often linked to the original goal. Mid-way through the intervention, the coaches met with the class teacher to discuss how the teacher thought things were going and whether they had a goal of their own they would like to work on.

Stage 3. During weeks seven to 10, observations and feedback continued. The coaches introduced “noticing cards” which were related to the goals, and were given to individual children who displayed positive interactions or behaviour during the observation time. During the final session, two focus groups of five or six children were randomly selected and taken out of the classroom to give their feedback on WOWW (Appendix 2). The class teacher completed a scaling form identical to the one that was given as a baseline at the start of the intervention (Appendix 1), and an evaluation sheet (Appendix 3). A feedback session involving the children and teacher then took place to discuss the journey they had taken over the 10 weeks.

Results

The following sections outline the data collected from child focus groups, teachers’ pre- and post-WOWW scaling, and from teacher evaluation forms. Information was subjected to qualitative analysis, providing a rich layer of data on the perceived impact of WOWW.

Child focus groups

The child focus groups were asked a set of eight questions at the end of each WOWW intervention (see Appendix 2). Thematic analysis was used to organise the children’s responses. Themes were generated, revised and discarded where necessary, with the aim of objectively reflecting children’s thoughts and experiences. A random sample of questions was themed by three raters, to check inter-rater reliability.

Illustrative focus group comments are included for the two most common themes only.

Question 1. What do you think was the purpose of doing WOWW with your class?

Of the 100 comments, 33% reflected the view that the purpose of WOWW was to see what the class were doing, what they were good at and how they behaved (Figure 2). Comments included, “to see if we were working well” and “to see what we do in class”. Nineteen per cent of comments referred to the purpose of WOWW being to improve listening skills and/or to reduce noise levels in the classroom. Comments included, “came to the class to help us be better listeners”, and “so we can keep voices down”.

Question 2. What did you think about the feedback the first few times?

Of a total of 102 comments, 41% reflected that the children felt happy, good, pleased or proud when hearing the feedback (Figure 3). For example, “It was joyful – we normally don’t get that kind of feedback” and “proud of ourselves for doing well”. Twenty per cent commented that WOWW had made them more aware of what they were doing or how they could work better. For example, “It makes you more aware of what’s happening”, “It makes us happy and try harder to get better” and “It made me think about manners, being polite”.

Question 3. What, if anything, do you think WOWW has helped you and your class with?

Of 110 comments, 26% reflected the children’s view that WOWW had helped them to work harder or had improved their learning (Figure 4). For example, “It’s better – you

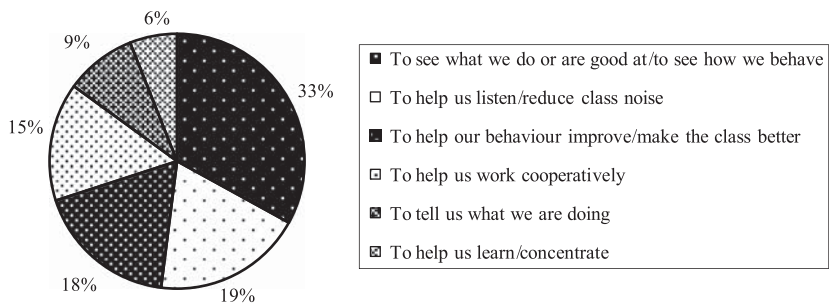


Figure 2. Qu 1. What do you think was the purpose of doing WOWW with your class?

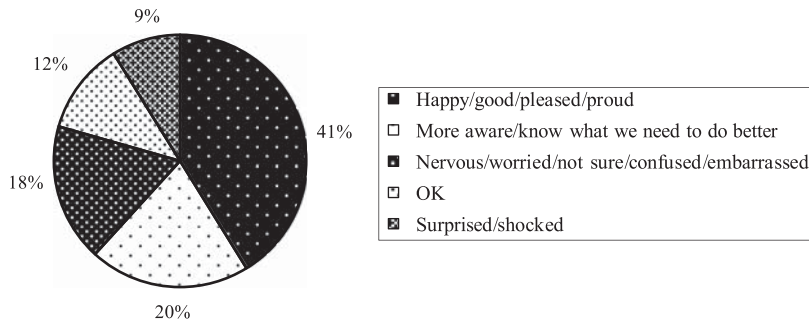


Figure 3. Qu 2. What did you think about the feedback the first few times?

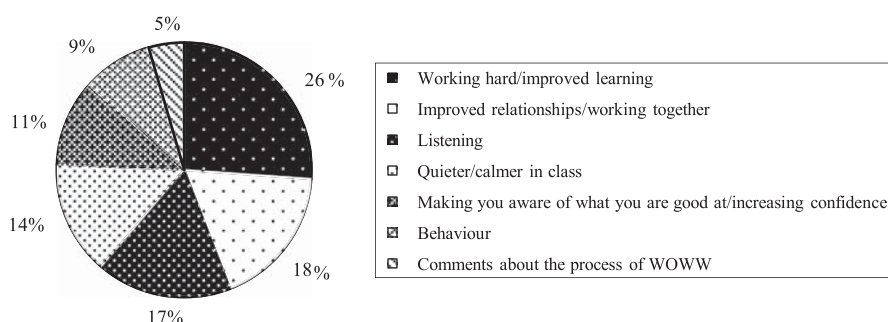


Figure 4. Qu 3. What, if anything, do you think WOWW has helped you and your class with?

get on with work” and “class doing better, working harder, heads down”. Eighteen per cent of comments suggested that relationships in the class had improved, and the children were working together better. For example, “our friendships are building up” and “it has improved group work and getting ideas out”.

Question 4. How do you know that WOWW has helped you and your class? What have you noticed people doing differently?

Of the 130 comments, 31% referred to the class being quieter and that listening had improved (Figure 5). For example, “people listening to teacher more”, “people using quieter voices” and “we are going quiet instead of talking”. Twenty-three per cent of comments suggested behaviour had changed, “we are sitting on the carpet well”, “less time-outs in class” and “better behaviour, even best”.

Question 5. What would you say to another class about to do WOWW that might help them?

Of 113 comments, 36% of comments the children would make to another class about WOWW were linked to the process of WOWW, for example, the role of the coaches, the feedback at the end of each session, the targets and the scaling (Figure 6). Comments regarding the coaches included, “nice ladies, they don’t tell peo-

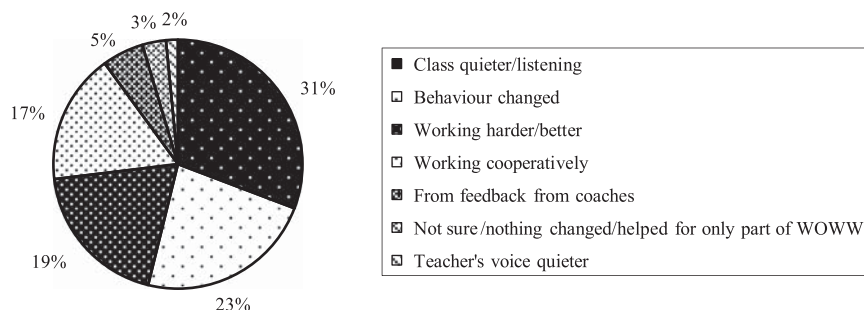


Figure 5. Qu 4. How do you know that WOWW has helped you and your class? What have you noticed people doing differently?

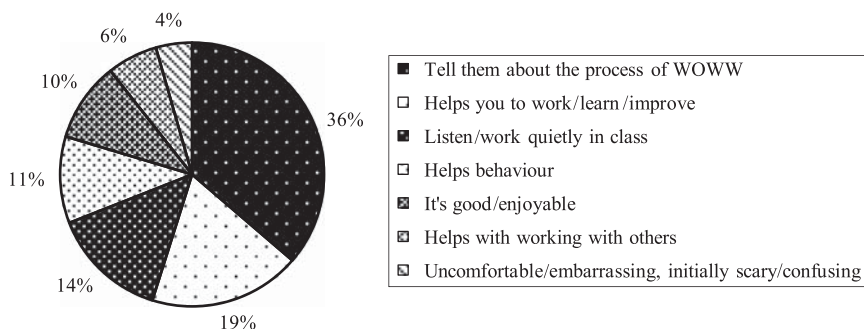


Figure 6. Qu 5. What would you say to another class about to do WOWW that might help them?

ple off – you will be excited to see them in class”. In relation to the feedback, comments included, “makes us happy to hear good comments”, “good to hear about your teacher too” and “you know what you’ve been doing well and what to change”. Some comments also reflected how other classes could learn from seeing how their class had changed, “if we had a video, you could see the improvements”. Nineteen per cent of comments focused on how WOWW helped children to work, learn or improve. Comments included, “it would help you work harder”, “it helps you use your brain” and “it will show them they can get work done on time if they try their hardest”.

Question 6. What did you think when you heard the feedback for your teacher?

A total of 81 comments were themed for this question. The largest proportion of comments (32%) was concerned with recognising the qualities of the teacher and what he/she does (Figure 7). For example, “It was good – I didn’t think she did that much stuff”, “we look out for the things that teachers do now” and “impressed – I didn’t know what Mrs X was doing because I was too busy getting my work done”. Twenty-five per cent of comments suggested that the children felt happy, pleased or excited at hearing the feedback for their teacher. Comments included, “we are happy for him”, “exciting to know she was doing good” and “liked it – it was true”.

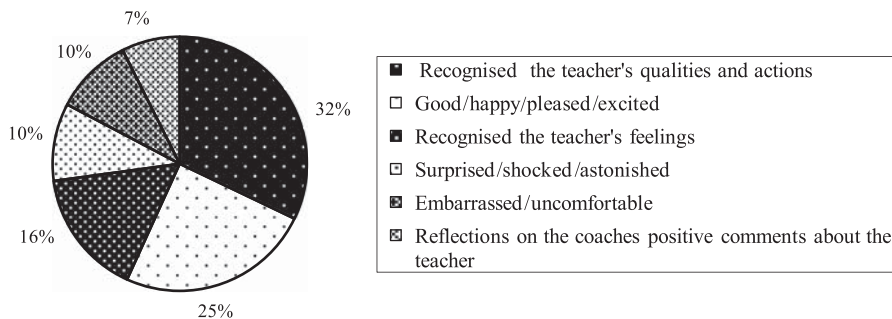


Figure 7. Qu 6. What did you think when you heard the feedback for your teacher?

Question 7. How do you think WOWW might have helped your teacher?

Of a total of 76 comments, the largest proportion of comments (47%) was in connection with perceived changes in the teacher's actions and teaching style (Figure 8). For example, "she was giving more time to think and be patient", "she gives us more advice – calmed class down and that helps Ms X and helps us", "she's got more ideas to help her". Thirty per cent of comments reflected how the children perceived the WOWW process had affected the teacher's thoughts and feelings. For example, "she felt surprised", "she would be relieved to hear that we have said the good points about her too – pleased because we never give her feedback so she now knows what she is doing well" and "Ms X went home happy because of hearing compliments".

Question 8. How do you know that WOWW has helped your teacher? What is he/she doing differently as a result?

Of 53 comments, 62% of the children's responses reflected perceived changes to aspects of the teacher's role and teaching style. For example, changes were noted in the way the teacher gained the class's attention, in the way he/she supported and encouraged the children with their work, and in the way lessons were taught (Figure 9). Responses included, "uses different things to get us quiet now", "she is going round more and asking more questions", "she is always encouraging us", "she goes nice and slow and we understand" and "helping us learn in a fun way". Thirty-two per cent of comments focused specifically on changes in the teacher's

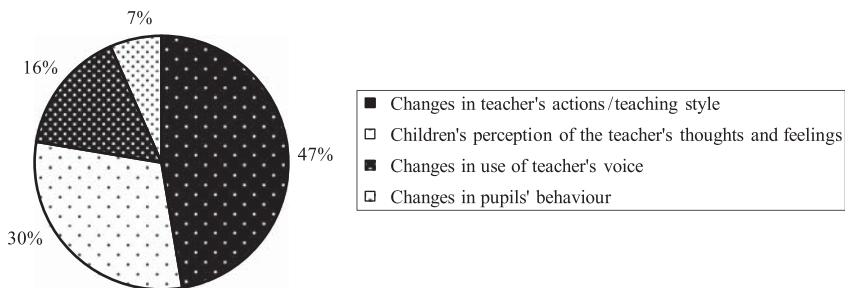


Figure 8. Qu 7. How do you think WOWW might have helped your teacher?

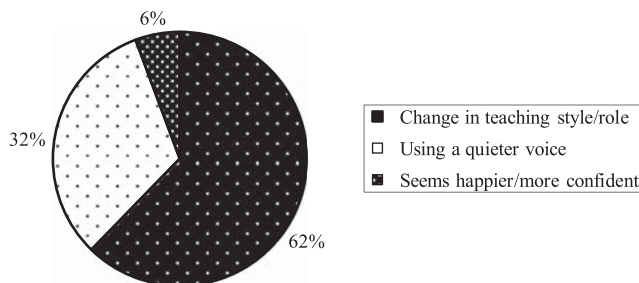


Figure 9. Qu 8. How do you know that WOWW has helped your teacher? What is he/she doing differently as a result?

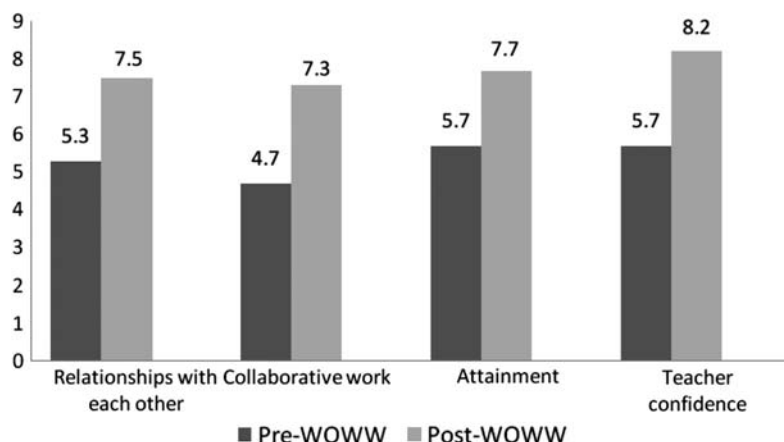


Figure 10. Pre- and post-WOWW teacher scaling.

voice, suggesting he/she was now using a quieter voice. For example, “she has a soft voice now”, “using a calm voice” and “she is not shouting a lot”.

Pre- and post-WOWW teacher scaling

Before and after scales (see Appendix 1) were completed fully by six of the teachers, with a further teacher completing all but question one (Relationships with each other). Improvements were evident on each item of the teacher scaling form. The mean change on four of the items is reported in Figure 10 for illustrative purposes.

Teacher evaluation forms

At the end of WOWW, the class teacher was asked to complete an evaluation sheet (see Appendix 3). This evaluation sheet was amended over time, to better reflect teachers’ thoughts and to provide a more useful and complete view. The questions in Table 2 feature in all teacher evaluation sheets. Eleven teacher evaluation sheets were completed.

Table 2. Evaluation questions and example comments.

Question	Example comments	
What impact has WOWW had on you?	Teacher 1	I feel more in control in the classroom and more confident in my abilities. I found the point that I am comfortable between having a banter and remaining in control of the class.
	Teacher 2	Helped me move out from a fairly negative mindset about my class – shown <i>us</i> what we do well and made those skills a focal point for our ethos.
	Teacher 3	It has made me focus much more on the atmosphere within the class and how that affects teaching and learning.
	Teacher 4	Made me more reflective on practice and increased my focus on looking for positives.

(Continued)

Table 2. (Continued)

Question	Example comments
How do you know? What have you noticed that you are doing differently or better?	Teacher 1 I am more positive in the language that I use and often get the children to focus on good examples of teamwork. Teacher 2 I've become better at motivating class to listen, and rewarding them for doing that. Teacher 3 I am trying to focus more on the positive, trying to build on that rather than crush the negative. Teacher 4 More aware now of questioning techniques I am using, putting more in the hands of the pupils.
In what ways do you think WOWW has impacted on the pupils in your class?	It has helped the majority of them become more focused on solutions when a problem arises. The children have come together as a community and they are more open to discussing their thoughts and feelings. Pupils have reacted positively to the feedback and are more comfortable giving feedback to each other in group tasks/more confident in task roles. They value praise – we focused on listening qualities – we all appreciate compliments from “outsiders”. They looked forward to receiving feedback. It became quite important for them to receive positive comments.
What did you think when you heard the feedback for you?	It was good to find out what I was doing as you are not aware when you are working with the pupils as you are focusing on them. Surprised! Did not realise some of the things I was doing were so positive. Confirmed what I thought I was doing right and pointed out things I could do more of. I did not realise I had been quite as negative previously, especially when I read that one of the boys said I shouted less now. As a fully qualified teacher I personally did not take a lot away from it although I could see the benefits for others.
What did you feel when you heard the feedback?	Surprised and I felt oddly relieved. I think this was because I was so worried that if a lesson did not go well, it was a total loss, meaning I was not progressing as a teacher. Now I see the elements that are working. There was a feel good factor, I was nervous and unsure the first time but it is not like an observed lesson, the remarks were good for my self confidence. I felt good – my “qualities” appreciated by fellow professionals. Initially quite uncomfortable but as sessions developed I relaxed more. Embarrassed. I can do this for the rest of the day/ uplifting.

(Continued)

Table 2. (Continued)

Question	Example comments
How helpful was it to have specific goals? How did it help you and the pupils?	The listening goal was a useful lynch pin – but the effect has been broader, helping to generally increase <i>our</i> self-esteem. Specific goals helped the children focus on what they needed to resolve. It also gave me an excuse to remind them without sounding like I was nagging. For example, Who is listening today? What was the question I asked? It was good to have targets to work towards. More real to the pupils too as it had not just come from me. It made things much more achievable, especially for the boys and it gave me specific areas to focus on.
What would you say to another teacher about to try out WOWW?	Helpful – as it helped them see themselves as a team. Go for it. It is a very positive thing. It builds you as a teacher as well as the class therefore there was a positive feel for the whole class community. I would do it again. Someone coming from outside to do it has more clout. Have a go – really helpful as it highlights the areas of your teaching you do not notice as you are so involved in the learning. It is an interesting experience and a valuable one. Successful but hard to watch children continue with behaviours during feedback and not be pulled up on. And then surprised at some improvement ... Keep an open mind, makes a difference – not sea change but changes how they deal with each other.
What suggestions do you have for improvements in how WOWW is operated?	Certainly would encourage the use of WOWW for other teachers, for example, newly qualified teachers (NQTs) if there is a need. I guess it is quite expensive in man-hours – perhaps schools could adopt it as an in-house technique? Mrs X and Mrs Y have a wonderful way of being part of a class without being intrusive. I think it works perfectly. For my situation, I would have liked specific goals introduced at an earlier stage. More time and feedback should be given to the teacher after class time. All feedback that was given was in front of the class. I know you were looking for positives – but sometimes I felt poor behaviour could also have been discussed and its impact shown. No “negatives” are noted and sometimes I think they need to be pointed out and pupils encouraged to think of turning the “negatives” into “positives”.

Discussion

There are currently few evaluations of WOWW and this paper illustrates the perceived positive impact of WOWW in schools in one local authority. Qualitative analysis of the data has demonstrated the positive views and opinions of teachers and children who have been part of a WOWW intervention.

The process of class goal setting and scaling involved *everyone*, empowering the whole class community to take responsibility and to assess what was happening in the classroom. This appears to have had a powerful effect on how the children viewed themselves and their teacher as part of a team.

Focus group comments suggested that feedback sessions were an enjoyable experience for most children. Giving *only* positive feedback may have helped to allay any initial worries about the WOWW process. The lack of critical or negative comments to “outweigh” positive comments appeared to have a noticeable effect and many children were openly pleased to receive a personal comment in the feedback session. Furthermore, as the scaling at the end of the session was based on the class as a whole, this “took the pressure off” individual children, who would perhaps find it easier to give a score for the class’s performance than their own. The children learned to use the scales effectively in monitoring progress and in reflecting on how things were going.

From the coaches’ perspective, working as a pair enabled thoughts on their observations to be shared. Furthermore, by observing the class from different viewpoints in the classroom, more information could be noted for later feedback, providing a more complete observation of the children and teacher.

Giving the teacher’s feedback in front of the class seemed to have considerable impact and may have further strengthened the children’s view that they and the teacher were working collaboratively as a class community. All teachers agreed to have their feedback in front of the children, with one teacher suggesting that it would be helpful if time were also given to feedback to the teacher separately. By listening to the teacher’s feedback, the children became more aware of the teacher’s role and the “good things” he/she did for them. As WOWW progressed, the children began to be involved in this feedback, commenting on, for example, how the teacher had planned exciting lessons or had helped them with their learning. In this way, aspects of the teacher’s role, which otherwise could have gone unnoticed, were highlighted. This process gave the children an increased appreciation of the teacher’s role and a sense of what the teacher was perhaps thinking and feeling. Indeed, focus group comments suggested an increased empathy for the teacher.

The teacher evaluation forms illustrated the perceived positive impact of WOWW on the children. They also highlighted the positive changes teachers noted about their own teaching and confidence. Comments included feeling more reflective, more in control and that WOWW had led to changes in their teaching style. It appears that receiving recognition and validation of their work by fellow professionals made a real impact on the teachers. From receiving evidence-based comments on what was going well, the teachers may have felt more relaxed and more in a frame of mind to “stand back” and reflect on their strengths and the way they work in school, enabling them to consider how they could build on their experience of working on what works.

One teacher commented that when she heard the feedback, she “didn’t take a lot away from it” but that WOWW would be beneficial for less experienced colleagues.

However, it is interesting to note that this teacher also commented that WOWW had, “re-affirmed I was using appropriate techniques” and that the “children appear to be more focused and now are able to evaluate what they are doing well and what the teacher is doing”. These comments suggest that WOWW had been a useful process for the class community.

All of the teachers who took part in WOWW had been briefed on this solution-oriented approach and the purpose of WOWW had been explained clearly before the intervention began. However, three teachers raised the issue of unacceptable behaviour being ignored in WOWW, with two of these teachers suggesting that unacceptable behaviours should be commented upon. Despite their reservations, further comments they made suggested that WOWW did have a positive impact on the children in their classes. One teacher noted a perceived improvement in listening skills and the other teacher commented that the children were “more comfortable giving feedback to each other in group tasks” and “more confident in task roles”. This suggests that for the teachers who did not fully embrace/understand the solution-oriented nature of WOWW, this did not prevent positive changes becoming apparent by the end of the intervention. However, it is argued that for positive changes to be carried forward in the classroom, a deeper understanding of the solution-oriented approach of WOWW would need to become embedded.

This paper has illustrated the perceived positive impact of WOWW; however there are a number of limitations to this study. The data gathered from the WOWW interventions reflects “real life” practice – WOWW did not start out as a research project, and thus the process has naturally evolved over the years in which it has been employed. In particular, in order to provide a more meaningful impression of the impact of WOWW, the feedback forms and focus group questions have been altered slightly, leading to some omissions from the data. In addition, WOWW is tailored to the needs of each individual class, and therefore it is the nature of WOWW that class goals and the focus in each classroom varied. A further limitation is the lack of a control group to further determine the impact of this approach. Nevertheless, this qualitative evaluation of the effect of WOWW on these classes and teachers provides support for this solution-oriented management intervention. It is a valued approach in our schools.

Future directions

A follow-up evaluation of WOWW has not been performed to date; however this will be addressed in future interventions. At present, WOWW is carried out for a discrete period of time. A rolling programme could be introduced, providing a more longitudinal evaluation of WOWW. In addition, a shortened version of WOWW could be employed in classes at the start of the school year to help build positive relationships during the “settling in” period. Classroom observations (pre- and post-WOWW) could also be employed as a means of identifying and measuring change. Future interventions will include providing feedback of WOWW to parents, informing them about what is going well in class. It would also be beneficial to compare WOWW to other systemic classroom management interventions in order to assess the scope of its effectiveness. Whilst visiting specialists currently carry out WOWW, in the future it is hoped that staff will implement WOWW in their own schools. The current two-coach model would provide contextual coaching for school staff, giving the school the opportunity to then carry on independently. It

would then be informative to consider whether the process of WOWW changes when the coaches are no longer outside visitors.

Conclusion

Despite some limitations of the conclusions that can be drawn from this work, the local authority has successfully implemented WOWW in a number of schools, and it continues to be used successfully as a classroom management strategy. For the children and teachers involved, WOWW has been a positive experience and within a 10-week intervention period many and varied positive changes to life in the classroom have taken place.

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Appendix 1. Teacher scaling form

Pre- and Post-WOWW

School:

Date:

Please mark on the scale where you think the class is at present.

Relationships with each other

1	2	3	4	5	6	7	8	9	10
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Ability to accept each other – tolerance

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Ability to get on with each other

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Respect for each other

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Attainment

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Critical skills – peer assessment

1	2	3	4	5	6	7	8	9	10
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Collaborative work

1	2	3	4	5	6	7	8	9	10
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Teacher confidence

1	2	3	4	5	6	7	8	9	10
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Appendix 2. Focus group questions

- (1) What do you think was the purpose of doing WOWW with your class?
- (2) What did you think when you heard the feedback the first few times?
- (3) What, if anything, do you think WOWW has helped you and your class with?
- (4) How do you know that? What have you noticed people doing differently?
- (5) What would you say to another class about to do WOWW that might help them?
- (6) What did you think when you heard the feedback for your teacher?
- (7) How do you think WOWW might have helped your teacher?
- (8) How do you know that? What is she doing differently as a result?

Appendix 3. Teacher evaluation sheet

- (1) What impact has WOWW had on you?
- (2) How do you know? What have you noticed that you are doing differently or better?
- (3) In what ways do you think WOWW has impacted on the pupils in your class?
- (4) What factors do you think account for the changes?
- (5) What did you think when you heard the feedback for you?
- (6) What did you feel when you heard the feedback for you?
- (7) How helpful was it to have specific goals? How did it help you and the pupils?
- (8) What would you say to another teacher about to try out WOWW?
- (9) What suggestions do you have for improvements in how WOWW is operated?

Thank you for your help in completing this evaluation