When Positive Language Leads to Positive Classroom Changes:
A Grounded Theory of Teachers’ Experience of a Solution-Focused Approach to
Classroom Management

by

Maud Budhoo Pasquet

A Dissertation Presented to the
School of Humanities and Social Sciences of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Nova Southeastern University
2009
CHAPTER I: INTRODUCTION

Introduction to the Problem

Classroom management is essential to create and maintain a school environment that promotes teaching and learning. Research findings conclude that classroom management can affect scholastic learning (Charles & Senter, 2002). Some classroom behaviors are complicated and therefore, difficult to resolve (Hallahan, Kauffman, Mostert, & Trent, 2002).

“Approximately one-half of all classroom time is taken up with activities other than instruction; discipline problems are responsible for a significant portion of this lost instructional time” (Cotton, 1990, p 1.). In addition to school discipline issues, classrooms are frequently plagued by other kinds of misbehavior that disrupts the flow of classroom activities and interferes with learning (Cotton). Traditional disciplinary approaches, such as detention and suspension, have been consistently identified as the most frequently imposed disciplinary action to student’s infractions (Center & McKittrick, 1987; Rose, 1988; Uchitelle, Bartz, & Hillman, 1989).

Educators use numerous strategies to manage classroom behaviors. They claim that their goal is to apply the majority of time toward teaching, in order to help the pupils maximize their academic potentials. However, despite their efforts, they face difficulties when they attempt to achieve their objectives (Cangelosi, 2000).

Introduction of WOWW

The Birth of WOWW

As reported, Margaret Shilts, a special education teacher at New River Middle School, had spent a “tough” day dealing with a student who tapped, pounded, and drummed on his desk all day during class. Mrs. Shilts tried numerous methods to help manage the student’s disruptive behavior, but nothing worked that day. In a conversation with her husband, Dr. Lee Shilts, and
Insoo Kim Berg, a long time colleague and friend who was visiting the Shilts’, they talked about the usual intervention (indoor/outdoor suspension, pulled from regular classroom and referred to behavioral program) with children in such behavioral conditions. Mrs. Shilts reported that teachers use the method of removing a child from the classroom to see the school counselor, with hope that the intervention would benefit both the teacher and the student, and the child would be calmer when he or she returns to class.

Mrs. Shilts also informed that this approach did not have a long lasting effect and that the child’s misbehaviors usually reoccurred and would disrupt the learning and teaching processes. They continued to talk about the importance of appropriate classroom management and the benefits for both teachers and students. Dismayed by the removal approach, Insoo inquired about how the student stopped banging on his desk. Amazed by the query, Mrs. Shilts invited her husband, Dr. Shilts, and Insoo to visit her classroom. Dr. Shilts relied on his training in solution building practice, an approach developed by Insoo Kim Berg, Steve de Shazer, and their colleagues in Milwaukee, Wisconsin (Berg, 1994; de Shazer, 1985, 1988, 1991, 1994; see also Berg & Dolan, 2001; Berg & Kelly, 2000; Berg & Steiner, 2003; DeJong & Berg 2e, 2002). Insoo agreed to visit the class and planned to try an innovative classroom management approach using the exception technique that is one of the solution focused (SF) premises. Her idea was to focus on time when the problem did not exist.

Insoo and Dr. Shilts entered the classroom as requested by Mrs. Shilts. When Insoo and Dr. Shilts arrived in Mrs. Shilts’ class, they told the children that they were there to observe what was going well in the classroom. Following their observations, they read remarks to the students. The children were amazed with Insoo and Dr. Shilts’s positive report. Both Insoo and Dr. Shilts felt good about visiting the school and observing the classroom. In addition to the collective
compliments to the class, Insoo wrote a separate note to the child she agreed to help and complimented him for paying attention and for being polite and respectful toward her (Berg&Shilts‘2004). According to the teachers, there was a change in the child and his class behavior.

It was also reported that the child read the letter to almost everyone. In return, the child wrote a letter to Insoo. Following the first visit with Insoo, in September 2003, Dr. Shilts was welcomed to visit the classroom weekly to continue his observation. After each classroom observation, he provided positive feedback to teachers and students. The program started with Dr. Shilts’ compliments and he adopted the acronym WoWW, to name the program. According to Dr. Shilts, the program’s title reflects how Insoo Kim Berg, who often acclaimed “WOWW!” an expression of marking clients’ progress. Dr. Shilts continued to visit classrooms at New River Middle School. He progressively introduced the goal setting concept to teachers and students along with the scaling technique that help them to note improvement in classrooms. He trained teachers and students to work collaboratively toward their goals.

In an attempt to address classroom management Kim Berg and Shilts (2004) have adapted the Brief Solution Focused Therapy model (BSFT) to create a method of classroom intervention entitled “Working on What Works” (WoWW). In their approach, Kim Berg and Shilts applied BSFT philosophy and procedures to a group approach to classroom management. WoWW has been in operation at New River Middle School in Broward County, Florida, for five consecutive years. The program’s mission is to enhance the quality of education for students and teachers. WoWW is designed to assist teachers and students in building a respectful and collaborative classroom environment. The program was developed to increase school attendance, to promote learning, to increase school performance, to improve teachers’ and students’
interactions, to help promote safe school environment, and to show a decrease in acting out behavior in school environment (Berg & Shilts, 2004). WoWW’s goal is to deal with classroom management issues within the classroom setting without sending children to the behavioral program office.

Liscio (2007) conducted a pilot research project on WOWW. Liscio’s existing research has established the effectiveness of the WOWW program in the classroom and her findings enticed me to conduct the next segment of research. The purpose of this qualitative study was to evaluate the program based on teachers’ perspectives in order to incorporate their understanding of how the WOWW program works.

Research Question

Rose and Gallup (2006), report that discipline has been the top problem in public schools. Despite an increased focus on developing and enforcing school discipline codes and policies, research describing current disciplinary strategies is limited (McFadden et al., 1992; Rose, 1988). In light of these concerns, a question arose; how do teachers who have participated in the WOWW program perceived their participation?

Significance of the Study

The SFBT model is considered a new approach in the field of marriage and family therapy. However, its popularity is growing at a fast rate. The BSFT model has been proven an effective intervention in a variety of situations (Corcoran, 2000). A qualitative research on WOWW is proven significant and beneficial for numerous groups of people including: teachers, administrators, parents and the public at large. I conducted the study for several reasons. WOWW is a new classroom management program; research findings about the program were intended to add tools to enhance the relationship between teachers, students and parents. The
findings would interest many organizations dealing with children. The research results were to augment techniques of approach that everyone involved in educating children would benefit from. Although research has been conducted on many classroom management programs, most of the existing research has recommended additional studies on this issue that continues to be the main dilemma for teachers and administrators (Cotton, 2000).

**Background of the Problem**

Teachers cannot begin to teach if they constantly address disruptive behaviors in their classrooms. In most classrooms, these behaviors are unacceptable and the teachers need to decide on the appropriate course of action, depending on the infraction. Teachers are expected to enforce schools rules and regulations and to have students adhere to school policies. Students who disregard these boundaries are faced with consequences, according to school guidelines and disciplinary measures.

When teachers are dealing with a group of children, they have tremendous responsibilities to tackle. Each student brings his or her set of needs or issues into the classroom, which creates challenges for the teachers. Primarily, the children’s individual needs, as well as certain conditions that promote an environment for learning and teaching, must be satisfied (Cangelosi, 2000).

Cangelosi further explains that in order for teachers to keep students on-task and to engage them in learning activities, their developmental, gender, cultural, and learning style differences must be taken into account. According to Cangelosi, when teachers anticipate managing diverse group of students, certain variables that mark the differences among the students have critical classroom-management implications. Therefore, the following has to be considered: interest in learning, self-confidence, and perception of what is important, attitude
toward school, aptitude for reasoning, prior achievements, experience upon which you can build first language, exceptionalities, substance abuse, and antisocial tendencies. Cangelosi (2000) stresses the danger involved in antisocial behaviors. He claims children vary considerably regarding their inclination to be aggressive or cooperative.

Teachers have the responsibility to apply strategies to reduce significantly the probability of violent activities in the classroom. Social behaviors that are cooperative, peaceful, and mutually reciprocal among people are pro-social. Leading students to exhibit pro-social behaviors is a major reason for applying classroom management strategies that prove successful with most students who have developed antisocial tendencies (Cangelosi, 2004).

Walter, Colvin, and Ramsey (1995), write the following:

The definition of antisocial is ‘hostile’ to the well-being of society and aversive to others. This behavior pattern involves a deviation from accepted rules and expected standards governing appropriate behavior across a range of settings (e.g., home, school, and community). Anti-social behavior is one of the most common forms of psychopathology among children and youth and is the most frequently cited reason for referral to mental health services. The prevalence of conduct disorder among children and youth is substantial. Formal surveys indicate that conduct disorder varies between 2% and 6% of the general population of youth in this country… (pp. 2-4)

Throughout teachers’ careers dealing with groups of students, it is unavoidable that their pedagogical and behavior management talents will be challenged. Although teachers are not in the position to treat conduct disorder or treat anti-social tendencies, they are expected to intervene effectively with a method to control disruptive behaviors in their classroom. Cangelosi (2000) declares antisocial behavior among students, criminal activities in school neighborhoods, intruders on school campuses, and gang warfare as unfortunate realities that have changed many
schools from safe places to dangerous establishments within our cities, suburbs, and rural areas. The statistics are elaborated by Sautter (1995).

Over three million assorted crimes, about 11 per cent of all crimes occur each year in America’s 85,000 public schools. In fact, a school crime takes place very six seconds. Some critics charge that figures for school crime significantly underreported, because schools treat many incidents as discipline problems rather than as crimes (Sautter, 1995, pp. K5-K6).

Sautter (1995) goes on to state that while it is a popular perception that school crime is primarily an urban problem, a 1991 report from U.S. Justice Department on school crime indicates otherwise. The report found that suburban and urban students are equally victimized. The report concluded that 2% of students from both settings and 1% of rural students were victims of violent crime, such as assault robbery or rape. The study pulled 10,000 students between the ages of 12 and 19. Projecting those figures to the entire student population meant that approximately 430,000 students were victims of violent crime. The Justice Department also found that 13% of high school seniors had been threatened with weapon. Considering the complexities of classroom and school communities, it’s no surprise that behavior management and student discipline problems in school continues to be, the main concern for students, teachers, parents, and school administrators (Rose & Gallup, 2002).

Harper and Epstein (1989) claimed that incorrect use of discipline could have lasting negative effects on the lives of children. It is questionable if a climate that exerts full control of children can have positive influences on the education of a child. Gingerich and Eisengart (2000) state that a rigid control of children can generate many deviant behaviors including: violence, disruptiveness, defiance, and rebellion. These behaviors lead children to infraction of school rules that result in referrals, suspension, truancy, academic failure, expulsion or dropout.
Bednar and Peterson (1995) write “The control relationship between parent and child shifts gradually to match developmental needs. It is within the control dimension that parents are required to be most alert to the child’s maturing…Parents whose goal it is to prepare the child to be an adult with good self-esteem, must plan fully to modify their control of the child’s life to match his or her readiness for responsibility and decision making.” (p. 362).

According to Wlodkowski (1982), it is a common trait of human beings to want control in their lives. In schools, this is carried to such an extent that discipline itself is often seen as synonymous with control. "In schools, the most widely and practiced interpretation of the word discipline is control" (p. 2).

Glaser (1984) supports the idea that control is necessary for the psychological balance in one's life. A psychological imbalance may also be the result of excessive control. Children’s environment correlates directly to the development of their self-esteem. According to Cotton, there are many schools which, regardless of their size, socio-economic influences, student composition, or geographic setting have, safe and orderly classrooms and grounds (Cangelosi, 2000).

Parents and teachers faced the task of empowering children to excel to their highest potential. However, their approach to accomplish these goals leaves much to be desired. I came from a country (Haiti) where children are expected to follow directives from teachers, administrators, and to “obey” authority figures. The adults exert full control over children. The majority of teachers in my culture have the authority to scold any child that displays a non-compliance behavior toward the school’s officials or the schools’ rules and regulations. Very rarely do teachers in Haiti exhaust teaching time to restore order in their environment. Although the implementation of classroom management time is minimal, the redirection often includes the
“punishment” style of reprimand that may be responsible for timid behaviors or negative impacts on children’s self-esteem.

Hyman (1996) says that the use of corporal punishment always negatively affects self-concept. There has been substantial debate as to the relationship between self-esteem and performance by children in education. Although a positive correlation between achievement and self-esteem would seem logical, there has been considerable research, which questions whether this correlation actually exists (Kohn, 1994; Moore, 1993). The impact of parents’ behavior with regard to discipline upon a child’s self-esteem is undeniable (Bednar & Peterson, 1995). Many theorists of parental antecedents of self-esteem agree that competent, high-self-esteem children experienced parental respect for their individuality (Bednar & Peterson, 1995).

Discipline is widely regarded by most educators and the public as the number one problem in schools (Cotton 1990). The middle school population is viewed as a group who leave elementary school with apprehension. The children entering the sixth grade encounter enormous changes in their daily school lives. They question everything around them and about them, such as their appearances, their performances, and their ability to make friends. For the children, it is a period of drastic changes, unpredictable behaviors, and uncertainty about how others in the school system perceive them (Overly, Kinghorn, & Preston, 1972). Rambo (2002) writes, “middle school children are not as tough as they would like us to think, however, and paradoxically these may be the years when they most need a sense that their teachers really do care about them. Middle school teachers…who convey that they care; who can be patient with their students’ emotional ups and downs; who can keep order, yet allow for age-appropriate socialization…are worth their weight in gold…” (pp. 201-202).
Friedman (2005) adds, “Children are born with a strong desire to learn. Children enter school with an avid curiosity. In the elementary years, they learned how to interact with others and they develop many skills that help them deal with things and people around them. In the middle school years, however, the teaching style according to Friedman, is abstract concepts, and student are less able to see how these concepts help them. As a result, students lost interest in learning and become less motivated. From this point students learn on the values that families attached on education and teachers’ motivation to plan lessons that intrigue their interest in learning” (p. 70).

Summary

Classroom management and student discipline continue to be areas of concern for administrators, teachers, and parents. Despite an increased focus on developing and enforcing school discipline codes and policies, research describing current disciplinary strategies is limited (McFadden et al., 1992; Rose, 1988). The solution focused based classroom management program entitled Work on What Works (WOWW) has been in operation at New River Middle School in Broward County Florida for five consecutive years. The program’s mission is to enhance the quality of education for students and teachers. The purpose of this proposal was to qualitatively unfold teachers’ perspectives about WOWW through the use of a grounded theory approach (Strauss & Corbin 1998).

Although classroom management and behavior management or disciplines are not synonymous, they are related. The behaviors that impede positive interaction in a classroom affect teachers’ abilities to manage the class and, consequently, affect academic performances. In Chapter I, some of the literature on classroom management is noted. In Chapter II, the literature review covers classroom management and discipline methods along with the programs and their
intervention. In addition, since the solution-focused principle dominates the study, the second part of the chapter provides an overview of WOWW, a synopsis of the Solution Focused Brief Therapy. Chapter III details the method that was applied.
CHAPTER II: LITERATURE REVIEW

An Overview of Previous Research

From a grounded theory perspective, Strauss and Corbin (1998) defined technical literature as research studies and theoretical or philosophical papers characteristic of professional and disciplinary writing. According to Strauss and Corbin technical literature can enhance theory development, they described nine ways of using existing literature within a grounded theory study. The authors urge researchers to enter the field of study “with some of the properties and relationship in mind and look for how their properties and dimensions might vary under a different set of conditions” (p. 50). The outcome from a study may also be used to illustrate where the literature is “incorrect, is overly simplistic, or only partially explains phenomena” (Strauss & Corbin, 1998, p. 52). The following review of literature provides a summary of research relevant to classroom management. These studies were meant to serve as points of reference or comparison with the findings of the study.

Types of Classroom Management.

According to Fuhr (1993), teachers routinely follow five basic classroom management procedures. First, they inform parents and students what is expected of them during the early stage of the school year. Second, they advise parents and students of the consequences that follow, failure to comply. Third, they manage with fairness and consistency. Fourth, all students are treated with a positive approach. Fifth, they model behaviors that are expected from the students.

Molner and Lindquist (1989) write that when we focus on the exceptions or positive behaviors, there will be a positive outcome. However, it is more common to focus on the problematic behavior. Molner and Lindquist term this the essentials of locating exceptions. They
share that locating the situation when the problematic behavior is not occurring first; having an awareness of the positive situation to use to increase positive behavior will then build to formulate an approach to extinguish the problem situation.

Johnson (2005) emphasizes the proactive approach to behavior management for assisting the new classroom teacher. The teacher’s reaction to a problem behavior will directly affect whether the teacher will be successful with effective behavior management. Being proactive from the start through the use of clear communication for expectations, modeling the behavior expected as a teacher, and beginning with positive reinforcement will determine success (Johnson).

**Classroom Management Programs.**

Teachers seldom have input in the reform process. Instead, they follow a plan that is prepared by officials who are removed from the classroom environment (Sagor, 1992). Therefore, educational research relevant to classroom management should be conducted with the method that can reveal the elements that teachers can utilize to participate in reforms. While outside studies are useful in some aspects of education, they do not offer teachers a sufficient means to address situational circumstances (Sagor). According to Weller (2002), the application of qualitative research methods can enhance the quality of a school and afford teachers to explore their interest and, as a result, develop better classroom management strategies. Weller implies that because teachers are engaged in the research, they can make more meaningful contribution to the process and address issues that are relevant to their classroom setting.

Borko and Eisenhart (1993) agree that classroom management is a complex issue that needs to be explored in depth. Consequently, Borko and Eisenhart also assert that teachers should be involved in research process relevant to classroom management. While many
researchers (Atweh, Kemmis & Weeks, 1998; Carson & Sumara, 1997; Schmuk, 1997) agree that qualitative research methodology is best suited to gain educators perspective relevant to classroom issues, others (Cohen & Manion, Charles & Mertler, 2002) note the usefulness of quantitative research in educational environments. A research review of qualitative study and one study of a quantitative method exemplify studies that explored the teachers’ perceptions.

Baker (2005) with the descriptive research project conducted a quantitative study to gain the perspective of teachers and their methods of classroom management. He distributed 885 surveys to teachers in central region of Ohio. The participants included teachers from high schools, junior high schools, and middle school. The survey questionnaires were also distributed to primary and elementary schools of the same geographic region. Of the 885 surveys that were sent out to the teachers, only 345 were collected. The participants in the study comprised of teachers who had between five and 15 years of teaching experience. The researcher reported that most of the teachers had a teaching license and 11% of the participants were not certified teachers. The report indicated that 82% of the participants were general education teachers and 18% were special education teachers. In term of gender, 80% of the participants were female and 20% were male (Baker). The scale of measurement that was used entailed a teacher readiness scale for discerning maladaptive behaviors. This scale examined how teachers perceived their practice relevant to behavior management and it investigated if teachers asked other stakeholders for assistance with disciplinary issues. According to Baker, the main variables of measurement consisted of self-efficacy and ability to implement new behavior management constructs. The researcher utilized t-test and one-way ANOVA to discern the findings. Research result revealed teachers perceptions on their ability to sustain a class room management program. In addition, the study also demonstrated that teachers supported the idea to collaborate with stakeholders to
improve their management techniques. Outcomes from this study suggested for teachers and universities researchers form a partnership to identify research opportunities to improve behavior management systems.

The next study used a qualitative approach to determine elementary teachers’ theoretical perspective concerning school discipline. The study was conducted with 20 Caucasian elementary physical education teachers. Each participant had at least 15 years of teaching experience. The data for this study was collected from teachers in urban, suburban, and rural public school districts. The students’ ethnicity varied from each school district. Data was collected via interview and observation of 12 teachers within their natural settings. Telephone interviews were conducted with eight teachers. According to Cothran et al., the telephone interview ranged from 45 to 90 minutes. These conversations were taped and transcribed. The researchers utilized the coding process to arrive to the findings. The result of this study suggested that classroom management is a systemic process that is controlled by individual and environmental constraints. The result also punctuate that teachers value their colleagues expertise and knowledge of classroom behavior management techniques. Furthermore, the study raised the need to improve teachers training programs and for teachers to participate in more practicum hours throughout their preparation programs. In addition, the outcome results suggested that teacher education programs should afford students the opportunity to collaborate with educators in order to identify strategies for sustaining school discipline and classroom management.

Banks (2003) conducted a recent study on classroom management. In this study, 68 higher education teacher preparation programs in the state of Texas were asked to complete a survey to determine which classroom management models were being taught in Texas colleges and universities during the 2001-2002 academic school years. Banks' study was to identify the most
popular classroom management models and to determine if there were any differences based on the gender, age, or ethnicity of the respondents or by enrollment of the institutions. Of the 68 institutions surveyed, 52 responded to the survey regarding classroom management models.

This study identified the classroom management models most commonly taught in teacher preparation courses throughout the state of Texas. In order to gain a better understanding of the classroom management models, the following models and philosophies by Jacob Kounin, Frederic Jones, Haim Ginott, B. F. Skinner, William Glasser, Rudolf Dreikurs, Lee, and Marlene Canter are discussed, from the models least frequently taught to the models most frequently taught in universities and colleges in the state Texas as Bank (2003) has reported.

Jacob Kounin conducted various studies beginning in the 1950's and continuing into the 1970's examining the influence of certain teacher behaviors on the tendencies of a student to be on-task (Kounin, 1977). Kounin's studies involved classrooms from the kindergarten through college level. Through Kounin's studies of student behaviors, he coined the term "withitness" to refer to a teacher's awareness of what is going on in the classroom (Kounin, 1977). Kounin believed that teachers are equipped with the ability to increase the likelihood of students being on-task by demonstrating to students that they are with-it and, therefore, are able to comprehend what is going on in the classroom (Cangelosi, 1993; Kounin, 1977).

Through Kounin's research, he found that students had the tendency to judge their teacher of having "withitness" if: the teacher consistently reacted and took action to suppress the behavior problems that occurred in the classroom; if the teacher reacted to the more serious infractions when faced with two distinctive disciplinary infractions and if the teacher decisively handled instances of off-task behavior, before behaviors either got out of hand or were modeled by others (Cangelosi, 1993; Kounin, 1977).
Kounin's research, with regard to elementary level students, concluded that when the teacher responded to the misbehavior of one student in a manner that communicated to the rest of the students that it was unacceptable, the other students were less likely to repeat the undesired behavior. In addition, Kounin found that if the teacher responded to the unacceptable behavior by displaying anger, frustration, physical handling, or the use of verbal threats, students in the classroom would demonstrate anxiety and nervousness. The likelihood that they would exhibit the unacceptable behavior themselves in the future was not reduced (Bigge & Shermis; 1999; Cangelosi, 1993; Grossman, 1995; Kounin, 1977). A teacher's ability to maintain students' interests and to remain on-task depends upon their ability to transition from one activity to the next. The teacher's momentum is essential in creating a successful classroom climate (Cangelosi, 1993).

The work of Frederic Jones is similar to that of Kounin in that Jones believed students' abilities to remain on-task was essential to the learning process. Through Jones' observations of inner city and suburban elementary school settings, he developed a variety of classroom techniques for classroom management and the motivation of students through classroom management (Jones, 1979). Jones developed a model of classroom discipline, which placed emphasis on teachers’ strong presence in the classroom. According to Jones, children need to be controlled. And teachers can gain control of their students through body language, administration and parental support. Teachers can stop students from misbehaving with intimidations techniques such as, stopping instruction, staring, sitting close to the student (Edwards, 1993).

Through Jones' observations of inner city and suburban elementary school settings, he concluded that 50% of allocated class time is lost due to off-task behaviors exhibited by students (Jones, 1979). Jones, like Kounin, believed in the notion of "withitness." Jones believed that "withitness" could be obtained by the use of body language and proximity (Cangelosi, 1993). Body
language, according to Jones, was an essential method of communication between a teacher and student. A teacher could demonstrate acceptable behavior by a smile, wink, or other positive gesture like a "thumbs-up." On the other hand, undesired behavior could be addressed with eye contact to show a teacher's displeasure and by proximity, which allows the teacher to move closer in the direction of the student who is exhibiting the undesired behavior (Jones, 1979).

Through further observation, Jones discovered that students tended to remain on-task when the teacher was able to roam around the room to monitor their learning rather than being stationary at a chalkboard, at a desk, or lecturing to their students (Cangelosi, 1993; Jones, 1979). In addition to the teacher's accessibility, Jones supported the use of real incentives to reinforce desired behavior. These real incentives made students accountable for their actions (Jones, 1979). For example, students are given instructions for completing assignments. The teacher then tells the class that if the assignment is completed on time without disruption, they will be able to have an additional 20 minutes of playtime at recess. The teacher proceeds to tell them that if one or two people interrupt the learning process, no member in the class will be rewarded with additional playtime. Students are now accountable for not only themselves, but for their classmates as well.

The work of Haim Ginott provides solutions for children, parents, and teachers with regard to positive communication (Ginott, 1965, 1972). Through his research, Ginott found that the messages adults, such as parents and teachers, convey to young children have a profound effect on a child's self-esteem. Ginott (1972) writes:

Teachers are in a position to conduct in a manner that can either build a student confidence or motivate learning or to create a non-productive atmosphere they are the decisive element in the classroom. Teachers possess tremendous power over how children perceive the learning environment and how they react about it. Teachers can be an instrument of inspiration.
In all situations, teachers decide whether a crisis will be escalated or de-escalated and children humanized or de-humanized. (p. 3)

Ginott's work with adults and children was the first to emphasize the importance of how teachers communicate with their students and how and what they say and how they say it is linked to the behavior of students (Larrivee, 2005). Ginott believes that students would be more cooperative if teachers are consistent with appropriate use of language, which demonstrates respect for one's feelings (Cangelosi, 1993; Ginott, 1972; Larrivee, 2005). In addition, Ginott views modeling as an effective strategy and feels that it should be demonstrated by the teacher so that students would learn the desired behavior (Cangelosi, 1993; Ginott, 1972).

With regard to labeling students in a negative or positive manner, Ginott (1972) views it as being detrimental to young children. Ginott believes that the behaviors should be praised, not the individual. For Ginott, praising only motivates desirable student behavior if the student's self-esteem depended on the opinions of others (Cangelosi, 1993; Ginott, 1972). Ginott cautions teachers not to make students dependent on praise. Furthermore, he feels that a student's self-esteem should not be dependent on others' perceptions (Cangelosi, 1993; Ginott, 1972).

Burrhus Frederic (B. F.) Skinner (1974-1990), a behavioral psychologist, has contributed to the field of education with regard to human behavior (Ozmon & Craver, 2003). The most influential contribution is known as Applied Behavioral Analysis (ABA). Skinner applied the stimulus-response theory used in his classical conditioning experiments and applied them to humans (Skinner, 1974). According to Skinner (1974), "behaviorism is not the science of human behavior; it is the philosophy of that science" (p. 3). Skinner believed that behaviorism and/or the science of behavior is frequently misunderstood and misinterpreted.
Skinner maintained that aggression was not inherent in human nature in the sense that a person has the instinctive ability to harm others. Skinner believed that an individual responded in an aggressive manner because the behavior was reinforced by certain environmental contingencies, as opposed to the individual responding aggressively because he/she was inherently aggressive and mean. For Skinner, these contingencies of reinforcement explained the aggressive behavior apart from the assumed internal or genetic force within people (Skinner, 2002). Behaviorists, such as Skinner, believed that behavior is caused by environmental conditions; as we come to understand the relationship between behavior and the environment, we will begin to develop new ways of controlling human behavior (Skinner, 2002).

Skinner's view of the educational process was that it is a way of designing culture. Positive reinforcement, according to Skinner, could encourage people to begin altering and controlling schools. For Skinner, good consequences were positive reinforcement, and bad consequences were aversive/negative reinforcement. The behavior, according to Skinner (1974) is "said to be strengthened by its consequences and for that reason the consequences themselves are called reinforcers" (p. 39). He believed that behavior is shaped in the direction of rewards. This means that behavior could be reinforced to the extent of the consequences of the behavior, which could be either good or bad (Skinner, 1974).

Behaviorists, like Skinner, believed that children enter the school system highly programmed by the influences of their parents, society, peers, siblings, radio, and television. According to Skinner, it is important to realize that their environment, which may cause a disruption in their programming/teaching, may have influenced these children negatively. Skinner believed that the reason individuals had difficulty with making moral decisions were that the programming they had
received on morality had been contradictory (Skinner, 1974). An example of this would be a father telling his child that it is wrong to tell a lie. Later, the child witnesses his father telling a lie.

According to Skinner, teachers could benefit greatly from the use of rewards or reinforcers in their classrooms. Skinner felt that the use of extrinsic rewards is necessary when other methods have proved unsuccessful. Furthermore, they should be replaced by intrinsic rewards later on (Skinner, 2002). A reinforce is a stimulus that increases the frequency of a response it follows (Ormrod, 1999). Examples of rewards and positive reinforcers include, but are not limited to praise, stars, candy, smiles, paper money, tokens, or free time. On the other hand, the use of negative reinforcers increases the behavior by removing a stimulus that is unpleasant or undesirable.

An example of a negative reinforcer might be removing a child from time-out after they have changed their behavior by settling down and expressing remorse (Ozmon & Craver, 2003; Wardle, 2003). Research regarding rewards and reinforcers indicates that they do not have to be given every time, they can be given intermittently and still receive the same desired outcome (Grossman, 1995; Kaiser & Rasminsky, 2003; Ozmon & Craver, 2003).

Skinner believed that it was important to consider the long-term effects of immediate positive reinforcement. He cautioned that immediate positive reinforcement could have negative long-term effects. Therefore, Skinner stressed the importance of examining the cultural or environmental contingencies critically in light of possible consequences (Skinner, 2002).

The work of William Glasser also has contributed to the field of early childhood education with regard to classroom management. His early work began in psychotherapy, where he developed an alternative to conventional psychotherapy. This approach is known as reality therapy. In reality therapy, the present reality of current situations is assessed instead of focusing on
uncovering the conditions in one's past to determine what contributes to the inappropriate behavior (Glasser, 1965).

The basic premise of reality therapy is that an individual must face reality and take responsibility for his or her actions. The goal is to guide the individual toward competent functioning by assisting him or her to effectively deal with the environment to fulfill personal needs (Glasser, 1965; Larrivee, 2005). According to Glasser, an individual needs to love and be loved and feel worthwhile to him/herself and others in order to have his/her psychological needs met (Glasser, 1965).

The goal of reality therapy is "to teach the ill/irresponsible person responsible behavior. Thus, therapy and the teaching-learning process are the same" (Larrivee, 2005, p. 151). Glasser applies his concept of reality therapy to the classroom setting and maintains that regardless of a student's background or socioeconomic status a student comes from does not make him or her exempt from behaving appropriately. In addition, Glasser believes that all students are capable of controlling their behavior and that the behavior they exhibit is by choice. Furthermore, teachers should not excuse irresponsible behavior. Instead, they should assess the situation and the behavior the student engaged in and its impact rather than why the behavior occurred (Glasser, 1965; Larrivee, 2005).

To intervene with reality therapy, the student needs to know that the teacher cares about him or her, the teacher must be able to accept the student while rejecting the irresponsible behavior and the student must fulfill his or her personal needs in order to learn responsibly (Glasser, 1969). In addition, both the teacher and the student must commit to a cooperative interchange. This process requires that teachers direct instruction, promote discussions, conduct conferences, and plan group sessions and meetings. The teacher must provide emotional support while maintaining his or
her focus on the problem and devising a way to resolve it. This process can be achieved by guiding the student toward responsible behavior by initiating an interview or individual conference with the student (Glasser, 1969; Larrivee, 2005).

Student conferences/meetings are an important process according to Glasser. According to Glasser (1965), teachers should hold three types of meetings. The first of which is a meeting concerning students' social conduct in school. The second is known as an open-ended meeting so that both the teacher and the student(s) can discuss intellectually important subjects that have been raised by the students. The third type of meeting should be one that is concerned with how well the student(s) is/are progressing relative to the curricula (Glasser, 1969). Group meetings and one-on-one conferences between students and teacher are important tools for leading students to be able to rationally choose how they will behave during school activities (Cangelosi, 1993; Glasser, 1969).

According to Glasser, classroom rules are essential and should support the learning process. Both the teacher and the students in the class should establish classroom rules and expectations. Rules and consequences should be strictly adhered to and students must be able to predict both desirable and undesirable consequences with regard to their choices in behavior (Glasser, 1969).

Rudolf Dreikurs' (1968) approach to classroom management is known as democratic discipline, which is based on understanding what motivates the student's behavior. Dreikurs believed that students utilize defense mechanisms to react to negative feelings to protect themselves and their self-esteem. According to Dreikurs, teachers should be able to identify their students' goals and use the information they obtained to help them recognize the purpose of their inappropriate behavior. He believed students desire recognition and if the recognition they seek is not obtained, the student will misbehave in order to be recognized (Dreikurs).
Dreikurs' (1968) approach to classroom discipline is based on three key ideas:

1. Students are social beings, therefore, their actions reflect their attempts to be important and gain acceptance.

2. Students have the ability to control their behavior and make the decision to either behave or to misbehave.

3. Students make a conscious choice to misbehave because they believe that it will get them the attention they are seeking.

In order for teachers to deal with their students regarding mistaken goals, they should identify the mistaken goal; they should then confront the student in a non-threatening manner, and then be able to help the student identify the motivation behind the mistaken goal. Once the mistaken goal is identified, the teacher can begin to take action to defeat the student's purposes and initiate more constructive behavior (Dreikurs, 1968; Larrivee, 2005).

Dreikurs (1968) believed that teachers should provide support and become advocates for students. In addition, he felt that teachers and students should work together to develop a positive ongoing relationship (Dreikurs). The following are strategies identified by Dreikurs (1968) to help teachers create a democratic environment for their students.

Teachers should do the following:

1. Give students specific directions for expected behavior.

2. Apply logical consequences rather than arbitrary punishment.

3. Allow students to help in establishing rules and consequences.

4. Let students assume responsibility for their own behavior and learning.

5. Be firm.

6. Let students know that you are a friend, but that you will not accept certain behavior.
7. Set limits from the beginning, but work toward developing a sense of responsibility.

8. Teach students to impose limits on themselves.

9. Close an incident quickly and revive positive feelings.

10. Forgive and forget.

11. Mean what you say, but make simple demands.

12. Always distinguish between the deed and the doer.

13. Treat students as social equals.

14. Encourage students' efforts.

Teachers should not do the following:

1. Act in ways that reinforce mistaken goals.

2. Nag and scold.

3. Find fault with students.

4. Ask students to make promises.

5. Praise students' work and character.

6. Point out how much better the student could do.

7. Encourage comparison with others.

8. Have double standards—one for the teacher and another for the students.

The works of Haim Ginott, William Glasser, and Rudolf Dreikurs focus on a teacher's ability to meet the psychological needs of the students by showing genuine concern for the students, supporting their emotional growth and development, respecting their rights and needs, recognizing the feelings of the students as well as their own, and possessing the ability to deal honestly and openly with the students.
Lee and Marlene Canter (1976) developed assertive discipline, a structured behavioral discipline approach to classroom management. Assertive discipline was designed to deal with problem children. The basic premise of this approach is the role of the teacher as the authority. The teacher takes control of the classroom by clearly defining expected behavior, punishing children when they behave inappropriately, and rewarding them when they exhibit the expected desired behavior defined by the teacher (Canter & Canter, 1976).

According to the Canter’s model, a teacher's needs will be met when he/she implements the following rights. “The right to establish a classroom structure and routine that provides the optimal learning environment in light of teachers own strengths and weaknesses; the right to determine and request appropriate behavior from the students which meet teachers needs and encourage the positive social and educational development of the child: the right to ask for help from parents, the principal, and other colleagues when teachers need assistance with a child” (p. 2).

Children, on the other hand, have the following rights: the right to have a teacher who is in a position to and will help the child limit his inappropriate self-disruptive behavior; children have the right to have a teacher who is in the position to and will provide the child with positive support for his appropriate behavior; children have the right to choose to behave and know the consequences that will follow. The Canter’s model addresses three response styles that teachers utilize in their interactions with their students with regard to discipline. The response styles are non-assertive, assertive, and hostile (Canter & Canter, 1976, p. 8).

A non-assertive response style is defined as one in which the teacher does not clearly let the child know what is expected. In addition, the teacher does not stand behind his/her word with appropriate actions (Canter & Canter, 1976). An example of this response style would be the following: “The teacher walks up to the children and states, ‘I don't know what's wrong with you
children. You're pushing and shoving again. You children need to learn how to line up like good boys and girls. Now I want you all to try to do so" (p. 39).

The second response style is known as the hostile response. This response is exhibited by the teacher who expresses her wants and feelings in a manner that abuses the rights and feelings of the students. An example of this negative response would be the following: The teacher walks up to the children who were pushing and grabs them and roughly yanks them to the back of the line. Once they are at the end of the line she angrily states, "You push and shove others; I'll push and shove you!" (Canter & Canter, 1976, p. 39).

The assertive response, endorsed by the Canters (1976), is one in which the teacher clearly communicates his/her wants and feelings to the students and is prepared to stand by his/her words with appropriate actions. The teacher's response is carefully planned in order to maximize the teacher's desired response without violating the best interest of the student. An example that demonstrates this response would be the following:

Teacher: "Steve, I want you to clean up and get to work."
Steve: "Just a few more minutes. You never allow me to finish my project."
Teacher: (looking Steve in the eye) "I said I want you to clean up and get to work."
Steve: "I know but just a little more time please?"
Teacher: "Steve, no more time. I want you to get to work now!" (Canter, p.33).

DeVries & Zan, (1994), inform that using the assertive discipline approach also requires that a teacher post and adhere to a set of classroom rules. These rules should set parameters for the students typically followed by a set of negative consequences. The following is an example:
Rules:

Listen and follow directions.

Keep hands, feet, and objects to yourself.

Always bring school supplies to class and be prepared to start working on time.

Stay in your seat.

Raise your hand before speaking or leaving seat.

Negative Consequences

1st time: Name on board and a warning

2nd time: 15 minutes of isolation in Sad Chair

3rd time: Time-out during recess

4th time: Note home to parents

5th time: All of above and require conference with parents

6th time: Send to office and require conference with parents (DeVries & Zan, p. 266).

Discipline Models.

Duke (1989) writes:

What is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behavior and clear behavior expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision-
making, school goals that recognize multiple forms of student achievement, and
demphasis on homogeneous grouping. (p. 47)

Short (1988) underscores these findings: research on well-disciplined schools indicates
that a student-centered environment, incorporating teacher student problem solving activities, as
well as activities to promote student self-esteem and belongingness is more effective in reducing
behavior problems than punishment (p. 3). Vail, (1995) states that increased concern over school
violence has led to “get-tough” or “Zero-tolerance” approaches to school discipline that would
increase the use of traditional disciplinary policies. Yet questions have been consistently raised
about the efficacy and fairness of traditional disciplinary procedures. Shores, Gunter, and Jack
(1993) argue that traditional punitive approaches may interact with student non-compliance to
generate a coercive cycle that may increase the likelihood of disruptive behavior (Wlodkowski,
1982). There are various opinions on classroom discipline and methods available from which to
choose.

Edwards’ (1993) Reality Therapy is a series of steps to help children understand the
choices they are making. A teacher first tries to help the student identify the inappropriate
behavior of the student. Then the teacher helps the student identify the consequences of that
behavior. No attempt is made to come up with new or artificial consequences that the teacher
might impose. It is important that the student, not the teacher, identify the consequences. Then
the student needs to create a plan to eliminate inappropriate behavior. The teacher helps the
student with successful implementation of the plan or allows the consequences to occur.

The problems reported with Control Theory and Reality Therapy is that it takes
considerable training and classroom time to implement these programs. (Edwards, 1993) reports
that "all of the studies of Reality Therapy that assessed effects on student variables . . . showed at
least one student outcome that differed significantly for the E [Experimental] and C [Control] groups or from pre to post" (Edwards, 1993, p. 15).

Control Theory is a relatively new theory, which fits outside of the Newtonian paradigm. Glasser (1993) states, "Control Theory is a new explanation of how we choose to live our lives: it is actually a new psychology" (p. 122). Glasser's Control Theory suggests that one of the criteria that make us psychologically healthy is possessing control in our life. To have autonomy as a student increases the control and self-esteem in the student’s life. Students having autonomy in the classroom is at odds with the behaviorism of Skinner. Skinner's behaviorism which stems from the Newtonian paradigm suggests that people can be controlled by applying the correct rewards and punishments.

Classroom management techniques are an important focus point. According to Guthrie (1993), educators need to develop a vision for their classroom based on modern principles. Too many teachers substitute the management of the Newtonian paradigm for the leadership of the post-Newtonian paradigm (Guthrie). A vision of a perfect classroom has less room for managers, but lots of room for leaders. The objective of leadership is to provide vision to students, as opposed to managers who demand compliance.

Behaviorism.

Much of the movement that is seen in education today stems from the desire to be scientific according to Newton (Bennis, 1992). Behavior Modification by Skinner is one of molding all children to conform by use of standard punishments and rewards. Prediction is an important part of Skinner's work. Behavior Modification techniques suggest that specific rewards and punishments will yield predictable results in the behavior of children. Behaviorism suggests a system that will modify children to comply with prescribed norms. Compliance with these
prescribed norms restricts student autonomy. As would be expected in the Newtonian paradigm, the theory is to predict results by detailing correct initial conditions and equations that prescribe action upon those initial conditions (Bennis). In the case of Skinner behaviorism, the initial conditions are individuals and the equations are those behavioral techniques set out to modify the individuals.

Canter describes Assertive Discipline as teaching students the natural consequences of their actions. "Students choose [consequences]. Assertive teachers do not punish students. Students are taught to accept the consequences for their own actions" as per Canter (1988, p. 24). Bracey (1994) states that "15 years of research have confirmed that offering a reward for an enjoyable behavior can decrease the likelihood that the behavior will be performed under subsequent non-rewarded conditions" (p. 494).

**Transactional Analysis.**

Transactional analysis studies the interactions of behavior between teachers and students. Harris (1967) suggests three stages of development he called ego-states. These ego-states are: Child, Parent, and Adult. In order for teachers to be successful in transactional analysis, they need to remain in the Adult ego-state and be able to recognize the ego-state of students around them. Teachers can then recognize the games that students may play in a Child ego-state and teach students to behave in an Adult ego-state. The strengths of this approach are that students are encouraged to monitor their own communication and behavior. The disadvantage of this system is that it may be too difficult for students and cause them to psychoanalyze each other (Edwards, 1993).
**Theory X and Theory Y.**

Theory X and Theory Y is an example of non-Newtonian thinking. McGregor (1967) is not talking about two different types of people, but two different ways in which people can be viewed. Theory X is Newtonian and Theory Y is post-Newtonian. Theory X suggests that people will do the minimum possible amount of work necessary to accomplish a task. Theory X suggests that enticement is required through deterministic techniques to get people to do what the enticer wants them to do.

Theory Y suggests that all people want to succeed, but there are obstacles in their path, which inhibit their progress. If these obstacles are removed, then they can succeed as well as anyone else. McGregor (1967) states, "Strictly speaking, the answer to the question managers so often asks of a behavioral scientist is: How do you motivate people? You don't. " Man is by nature motivated" (McGregor, p. 10). This approach suggests a holistic approach to solutions. Theory Y suggests that the process is more important than the deterministic motivations that come from behaviorism. Theory Y promotes autonomy, while Theory X simply pushes people to prescribed goals.

Gartrell (1987) suggests that Assertive Discipline punishes children "for having a problem rather than being helped to resolve that problem" (p. 10). This example suggests a Theory X view of children by Assertive Discipline. According to the post-Newtonian paradigm, looking at the process is more important than trying to predict behavior. It is the process of overcoming obstacles that is important. With effort and work focused on the obstacles, educators will be working on the relationship of a spectrum of barriers rather than trying to predict individual behavior. This understanding of a post-Newtonian paradigm helps educators to
understand why Theory Y may be the more acceptable method of viewing individuals and the solutions to their problems.

**Kay Model.**

The Kay Model perceives that children’s characters are built from within. And if children are taught well, they can build on their innate abilities to take responsibilities for their own action. Students are predisposed to find a motive to behave properly if they are taught how to do it. Students are responsible for their own motivation and for monitoring their own behavior. Teachers should teach the students how to conduct themselves (Kay & Kay, 1994).

**Solution-Focused Approach to Class Room Management**

The solution-focused based class room management program entitled Work on What Works (WOWW) is designed to assist teachers and students in building a respectful and collaborative classroom environment. WOWW incorporates some SFBT techniques.

Solution-Focused brief therapy was developed over 25 years ago by a group of therapists led by de Shazer and Berg at the Brief Family Therapy Center (BFTC) in Milwaukee (de Shazer, et al., 1986). The foundation of Solution-Focused Therapy can be traced back to Gregory Bateson and Milton Erickson (Berg & Miller, 1992). The model has key components that make it unique. It differs from traditional psychotherapy and from other brief therapy approaches in the way it conceptualizes therapeutic processes and implements the process (Berg & De Jong, 1996; de Shazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, & Weiner-Davis, 1986).

**The Techniques of SFBT.**

The SFBT model used the following techniques: the pre-session change; the scaling question; the exceptions questions; the miracle question; the consultant break. These techniques are fundamental to SFBT, and are readily seen to reflect the constructivist position through
aiding in the search for a solution or different reality (Biggs & Flett, 1995). A review of the literature on SFBT informed that the SFBT has been used with diverse population, to intervene in different types of issues in various settings. Corcoran (2000), reports that many aspects of the solution-focused language are responsible for its effectiveness.

Clark (1996) applies the solution-focused techniques with juvenile delinquents and their families and he also supports the usefulness of the model working with that population. Berg (1992) formulates a guide to use SFBT when child welfare agency is involved. Corcoran (1999) echoes the benefits of using SFBT with clients who are linked with Child Protective Services (CPS). Dolan (1994) vows the benefit of using a solution focused approach with abuse cases; Kok and Leskela (1996) use SFBT in conjunction with a medical model of family therapy with cases involving clients with psychiatric conditions. Osbourn (1997) asserts that SFBT is useful with clients’ victims of alcohol when the understanding of alcoholism is “non-pathological.” Neilson-Clayson and Brownlee (2002) discussed the use of SFBT with cancer patients and their families.

Dzelme and Jones (2000) speak of the usefulness of SFBT when working with male cross dressers and their partners. Hoyt and Berg (1998) both agree that SFBT is useful when working with couples. Rhodes and Jakes (2002) discuss the use of SFBT approach with a client who suffered from paranoid schizophrenia. Gingerrich & Eisengart (2000) reviewed fifteen controlled studies of SFBT to examine the effectiveness of this approach to therapy. The authors formulated three categories by which each study was rated: a well-controlled study, a moderately controlled study or a poorly controlled study. To be included in the review, a study had to employ an experimental design, measure clients’ functioning and assess treatment outcomes. The study also had to use intervention identified by the authors as being solution–focused, which means that the
intervention had to include at least one of the seven SFBT components, which differentiate it from traditional therapeutic intervention.

Although fifteen studies were reviewed, only five of the studies were controlled. The five well-controlled studies revealed SFBT as providing a significant benefit. In addition even though no firm conclusion could be drawn about the remaining ten studies, because of their methodological problems, these studies also showed the effectiveness of SFBT. Franklin, Moore and Hopson (2008) conducted a study with 67 children who were identified by school faculty and staff as needing to resolve their classroom related behavior problems. To evaluate the effectiveness of SFBT, the children were provided with five to seven sessions. Teacher in service training and three to four consultation meetings were also provided. Externalizing and Internalizing scores from both the Youth Self-Report and Teacher Report Forms of the Child Behavior Checklist were used as outcome measures. According to the researchers, outcomes were evaluated by using a pretest/post test follow-up design with a comparison group. Students who participated in the experimental group showed significant improvement over students in the comparison group on teacher’s report of internalizing behavior, teacher report of externalizing behavior, and student’s report of externalizing behavior. Findings provided support that solution-focused brief therapy was effective in improving classroom-related behavioral problems.

Evidently there are several research outcomes that support the effectiveness of the model and the use of it in various areas with different population. The various discussions bring forth the different areas where the intervention with SFBT can be useful. The use of the SFBT approach can be beneficial to both clients and therapists in that it provides a way to develop a collaborative, non-directive, and non-overwhelming therapeutic relationship which can promote a positive work environment (Clark, 1996; Kok and Leskela, 1996). Since WOWW’s mission is
to enhance the quality of education for students and teachers (Berg & Shilts, 2004), this study bring forth the teachers experience of the program and enlighten others to effectively utilize WOWW tools.

**Work on What Works (WOWW).**

WOWW states that it is unique from the other classroom management programs. For instance, it is not a discipline oriented program. Marshall (2003) draws the difference between classroom management and discipline. He denotes classroom management deals with how things are done and discipline deals with how people behave. Marshall, although agrees that “Discipline and Classroom management” are related, notes that the terms should not be merged as if they carry the same meaning.

Marshall further clarifies that classroom management has to do with procedures, routines, and structure which are the teachers’ responsibilities. On the other hand, discipline is about impulse management, which is the students’ responsibility. WOWW is a program that involves the teachers, the students, and the WOWW counselors to work as a team. The premise is for the teachers and administrators to interface and work together to reach goals.

WOWW trained counselors not to single out students. The focus is to work with an entire class (Group). The WOW counselors are trained to raise student’s awareness of their positives with compliments. The focus is to emphasize the positives that are already working for the group, instead of the problem which becomes a barrier to progress (Berg & Shilts, 2004).

**Assumptions about Teachers.**

The WOWW program assumes that:

1. Teachers believe that good education enhances a child’s chance of success in life.
2. Teachers want to provide children the best possible environment to become a contributing member of society.

3. Teachers want to provide every child the best possible learning opportunity.

4. Teachers want to have a positive influence on every child.

5. Teachers believe that all children learn best when they have a positive relationship with teachers and other adults in their life.

6. Teachers want to see a child master a new challenge and to build on it, which will in turn enhance their self image.

7. Teachers want to have a good relationship with parents and their students.

8. Teachers want to feel they are good teacher (Berg & Shilts, 2004, p. 13).

**Assumptions about Students.**

The counselors believe that:

1. All children want their parents and teachers to be proud of them.

2. All children want to please their parents.

3. All children want to learn new things.

4. All children want to enjoy a mastery of new skills and knowledge.

5. All children want to make choices when given an opportunity.

6. All children want to be accepted and belong to a social group.

7. All children want to be active and involved in activities with others.

8. All children want to voice their opinion and choice when given a chance (Berg & Shilts, 2004, p. 14).

**Assumptions about Parents.**

The WOWW counselors believe (until proven otherwise):
1. All parents want to be proud of their child or children.
2. All parents have a positive influence on their child or children.
3. All parents want to hear good news about their children and what their children are good at.
4. All parents want to give their children a good education and the best chance of success in life.
5. All parents want to have a good relationship with their children.
6. All parents are hopeful about their children.
7. All parents feel that they are good parents.
8. All parents envision their children’s future will be better than theirs (Berg & Shilts, 2005, p. 14).

**Role of WOWW Coach.**

The role of a WOWW coach is:

1. To observe classroom behaviors and share successes;
2. To train teachers, staff and administration on the assumption and guidelines of WOWW;
3. To assist teachers and students with goals and success scale; and
4. Work as a consultant within the school setting (Berg & Shilts, 2005).

**How to Implement WOWW.**

The role of a WOWW coach is a simple process, as written: “The coach will observe and note all successes that happen in the classroom; the coach will compliment the children, for them to hear the success observe; complimenting ultimately reverts back to the teacher when the coach is not present; goals and success scale are now ready to be implemented” (Berg & Shilts, 2005).
**Classroom Goals.**

The classroom goals, as per WOWW, are negotiated with coach, teachers, and students. WOWW’s elements of well constructed goals include a presence of a solution, not the absence of a problem. Goals are to be concrete, behavioral, measurable, realistic and achievable. The goals are important to both teachers and students. The goals are simple and small, with the use of a beginning of something not the end of something. Goals will be unique for each class and will involve hard work to achieve goals (Berg & Shilts, 2004).

**Success Scale.**

The best way to measure classroom success is the use of a scale, as per WOWW. “Using a simple measure of 1-10, the scale is flexible, ongoing, non-static, and negotiable which is different from ‘positive reinforcement.’ The scale and the goals go ‘hand in hand.’ Creation of the chart should be observable, colorful, meaningful, and work of teachers, students and coaches” (Berg & Shilts, 2004. p.).

**Previous Study on WOWW.**

Liscio (2007) conducted a pilot study to establish that the WOWW approach applied in the middle school environment would reduce tardiness, reduce students’ absences, decrease suspensions and increase academic performance. Data was collected from 12 teachers. Collectively, a total of 105 students from six classrooms had the WOWW program implemented in their classes. The control group, composed of 101 students from 6 classrooms did not have the WOWW program implemented in their classrooms. In total, 12 teachers and 206 students participated in the study. Liscio hypothesized that the results of the study will confirm the effectiveness of the WOWW approach and will support the importance of a good teacher and student relationship.
As anticipated, the pilot study results support the effectiveness of the based SFBT WOWW program in several areas. In addition, the study reveals the classes who participated in the experimental group showed significant improvement in the area of absenteeism and tardiness, compared to other classes. Grades in the experimental group were higher when compared to the grades of the comparison group. In-school suspension and out-of-school suspension were lower in the experimental group as compared to the suspension record of the comparison group.

Additional analysis revealed gender, age, and ethnic differences across certain measures. For example, black and Hispanic students were more likely to have unexcused absences, males were more likely to be given in-door suspension, and students at the upper grade were more likely to be tardy or have an unexcused absence. Moreover, male students at the upper grades were more likely to be tardy. Results indicate that the WOWW program maybe better equipped to intervene with the high- risks group and improve learning within the classroom. According to Liscio, (2007) additional research using SFBT at NRMS is recommended to substantiate and further explore the result of this pilot study. It is specifically suggested that a qualitative study be conducted in the next study. In summary, there have been several studies conducted which provide some evidence of the effectiveness of SFBT. The studies reviewed here again reflect that SFBT has been used with a variety of different problems. There has also been some criticism regarding the poor design of some of these studies.

**Gaps in Research.**

The study was not mainly about the effectiveness of Solution Focused, for there are several research outcomes that support the effectiveness of the model and the use of it in various areas with different population. However, in the area of classroom management, the purpose of
this study was to discover the elements responsible for the effectiveness of the Solution Focused based intervention program (What about the WOWW program works and make the WOWW different from the other classroom management systems). The BSFT model has been proven an effective intervention in a variety of situations, including middle school counseling. In that region, the model is used to address issues of truancy and poor academic performance (Murphy, 1997). However, there was a gap as far as its evolution in the education domain, specifically in the area of classroom management. It is advantageous to all concerned to know what teachers have to say about WOWW program. By attempting to discover the teachers’ experience, this researcher intended to produce a grounded theory that would illuminate the teachers’ understanding of how the WOWW project works. Such results compliment the earlier outcome research conducted by Liscio by providing the insider’s view of the key processes that allow the WOWW program to be successful.

**Summary of Literature Review**

There are various classroom management and discipline techniques that can be implemented in classroom setting. The literature review identifies similarities and differences among the approaches. There is evidence that the SFBT techniques are effective approach that can be helpful with a variety of issues. The existing research finding on WOWW has been able to address some of its general principle and has established the effectiveness of the program; however, there was a gap as far as the teachers’ contribution to the literature. How teachers experience the WOWW classroom management program was missing information that this study reveals.

A large number of researchers have documented the effectiveness of classroom management techniques as well as what is not effective. It is beneficial to school officials, teachers, children and their parents to have an additional tool to work with. Findings on the
collaborative method of intervention (WOWW) that link the family with the school system is a valuable contribution to the field. The next chapter will detail the research method that was applied for the study.
CHAPTER III: METHODOLOGY

The purpose of this study was to qualitatively obtain teachers’ perspectives of WOWW and to develop a grounded theory of what works in the innovative classroom management program. Given the focus of this study, a qualitative approach was the most appropriate because this researcher wanted to discover the experiences of a group of insiders from their own perspectives. In a qualitative study, the researcher is the primary instrument for gathering and analyzing data (Creswell, 1994), while in a quantitative study, the researcher is somewhat removed from the informants (Foley, 2002). Strauss and Corbin described qualitative research, as any type of research that produces findings not arrived at by statistical procedures or other means of quantification. The method chosen served the purpose of discovering theories in the collected data. By producing a grounded theory this research enhanced the current understanding of the WOWW program by identifying the important categories and themes as well as the relationships between them as expressed by the teachers.

Theoretical Framework—Grounded Theory

Grounded Theory.

According to Strauss and Corbin when they use the term “grounded theory” they mean theory that derived from data, systematically gathered and analyzed through the research process. Grounded Theory is known to be the best method to collect data from individuals who are applying the techniques of the program in their natural settings (Strauss & Corbin 1998), in this case, the teachers who have experienced the WOWW program. Grounded theories, because they are drawn from data, are likely to offer insight, enhance understanding, and provide a meaningful guide to action (Strauss & Corbin 1998). The grounded theory approach is a qualitative research method that uses a systematic set of procedures to inductively develop a theory about a
phenomenon. Grounded theory, as a methodology, was originally developed by two sociologists, Barney Glaser and Anselm Strauss. They came from different philosophic and research background but they worked in close collaboration and each made some significant contributions to the method. Anselm Strauss contributed to the method, among other things:

- the need to get out in the field to develop the understanding of situations;
- the importance of theory, grounded in reality, to the development of a discipline;
- the nature of experience and undergoing as continually evolving;
- the active role of person in shaping the world they live in;
- an emphasis on change and process, and the variability and complexity of life and the interrelationship among conditions meaning, and action (Strauss et al., 1994).

Barney Glaser especially saw the need for a well thought out, explicitly formulated, and systematic set of procedures for both coding and testing hypotheses generated during the research process (Strauss et al., 1994). Grounded Theory is a scientific method where the procedures are carefully carried out. The method meets the criteria for doing “good” which includes: significance, theory-observation compatibility, generalization, reproducibility, precision, rigor, and verification (Corbin & Strauss, 1990).

**Participants and Recruitment Process**

For this study, I recruited six volunteer teachers who have had the WOWW implemented in their classroom to participate. The volunteers are all teachers who experienced WOWW at New River Middle School (NRMS) where the program was initiated in September of 2003. NRMS is a magnet school located in Fort Lauderdale, Florida. The demographic of NRMS varies from Hispanic, Afro-American, Caucasian, Caribbean and others.
After receiving approval from Nova Southeastern University’s Institutional Review Board (IRB) for the Protection of Human Subjects, the Broward County Public School Board IRB and the permission of NRMS principal, I began the recruitment process for the study. I gathered participants for my study via the WOWW program director that provided me a list of teachers who were users of the WOWW program at NRMS for at least one scholastic year. The list consisted of 21 teachers who were interested in the WOWW program. I got the list during the final two weeks of the 2008, 2009 school year when the teachers were engaged with final academic activities (e.g., final exam etcetera).

Considering the teachers’ busy schedules including their personal functions, I was cognizant of the window of time when to place these calls. I telephoned each teacher whose name and contact numbers (Cell and home) appeared on the list. The calling process lasted 20 days; I left messages for six teachers, attempted contact with four teachers to no avail and spoke to 11 teachers. The latter were informed about my reason for calling. They expressed interest in the study and provided their mailing address for follow up correspondence.

Each prospective participant received a letter of invitation that stipulated the purpose and process of the study in order to predetermine whether or not they wanted to contribute to the study. Volunteer teachers also received an informed consent that I requested to be signed if a teacher agreed to participate in the study. From 11 respondents, I received six signed consents. Upon reception of the consent documents, I called each teacher and scheduled individual interviews. The participants scheduled the interviews at a time and place of their choice. NRMS was already in recess for the summer 2009 when I started the interview process.
**Demographic Information**

The demographic of the participants in the study varied. Six females were interviewed. All the participants resided in Broward County, Florida. Four of the six were born in the United State of America (USA) and two were from Caribbean Islands. Their ethnicity included 1 African American, 2 Caribbean, and 3 Caucasian Americans. Ages ranged from the mid-20s to the mid-50s. All six respondents implemented the WOWW program in their classes for at least a full school year. Four of the participants were current teachers at NRMS; the other two are former teachers from NRMS. Of the latter group, one continues to teach 8th grade and the other is an educational consultant for middle school students. Participants are identified by pseudonyms to protect their identities. Because I interviewed six teachers, I formulated names using the first six letters of the alphabet. I assigned the names in the order of the interview as follows: Amanda to the first interviewee, Barbara to the second interviewee, Carla to the third interviewee, Debra to the fourth interviewee, Elena to the fifth interviewee, and Farah to the sixth interviewee.

My sample of teachers has different degrees of experience working with students at different levels. They also have different educational disciplines. Some have bachelor’s degrees and others have master degrees. The sample includes ESOL and regular classroom teachers.

**Data Collection**

Grounded Theory goes beyond the description to develop detailed concepts or conditional propositional statements that relate to a particular phenomenon (Glaser & Strauss, 1967; Strauss & Corbin, 1998). The method calls for a rigorous set of procedures for producing substantive theory. The data was collected by means of interviews and field notes. Lincoln and Guba (1985) define interviews as conversation with a purpose.
To gain a variety of perspectives on the study and to obtain a better understanding of the meaning of how teachers experience the WOWW program, six individual in-depth, face-to-face interviews were scheduled. The interviews were conducted with teachers from sixth to eighth grades classes, including English as a Second Language (ESL). Each interview lasted approximately 60 to 90 minutes, during which notes were taken. It is assumed that the researcher holds biases that impact the questions he or she asks, where he or she looks for the answers, how he or she interprets the answers received, and how and where he or she presents these interpretations (Denzin & Lincoln, 2000). To monitor my objectivity, I used multiple methods to collect data. I took some notes by hand. My goal was to provide a rich and accurate description of what I heard and felt. I wrote memos to capture my own reflections of the experience. Each interview was digitally recorded to securely store the interview data. I used two digital recorders. According to Ratcliff, (2002), the tape recorder is the most widely used instrument.

The research questions for the proposed research explored the teachers’ experience of WOWW. During the interview, the participants talked about their experiences with minimal interruption. I interjected only when I followed up and explored some responses when needed. The following open-ended questions were asked:

1. How would you describe your teaching style?
2. Who benefits from appropriate classroom management?
3. What method of classroom management have you used before?
4. On a scale of 1 to 10, 10 being the highest and 1 the lowest, how useful were the classroom management techniques you used before WOWW?
5. How would you describe what WOWW is?
6. On a scale of 1 to 10, 10 being the highest and 1 the lowest, how useful do you see the WOWW approach to classroom management?

7. How do you think WOWW works?

8. What is that is working?

9. What has been the most useful to you about WOWW? The least useful?

10. What is your most memorable experience with WOWW so far?

11. How do you see WOWW as different from, or similar to, other classroom management programs?

12. What additional information do you think would be helpful for me to know about using WOWW?

Additional questions were asked to clarify or follow up responses of the participants as follows:

1. What is your current involvement with WOWW?

2. What is it that was working with CHAMP?

3. How useful were the coaches?

4. Tell me a bit more about the scaling?

5. How did you decide to use WOWW?

The research questions were formulated to guide the study in order to gain a comprehensive understanding of the participants’ experience of the WOWW program. From this, the researcher was able to identify elements that are central to the WOWW program. “The advantage of ‘open’ questions is that the information gathered from the responses is more likely to reflect the full richness and complexity of the views held by the respondent” (Denscombe, 1998, p. 101).
Procedures to Conduct Analysis

Strauss and Corbin (1990) describe Grounded Theory’s data analysis process through the terms “open,” “axial,” and “selective” coding. Open coding is conducted by analyzing the data and identifying categories that represent conceptual groupings of data. Axial coding involves making connections between the categories to identify an overall theoretical framework. Also, categorized data is analyzed to further elaborate on conditions, context, and consequences of associated data. Finally, selective coding represents completing the association of data for all emerging categories and the identification of core categories to support the conceptualization of the theoretical framework (Strauss & Corbin).

I transcribed my field notes and interviews soon after I collected the data. I reviewed the transcript with the digital recorder for accuracy. I reviewed the recorded and written data line by line, noting items of significant differences. I used paper, pens, and Post-it notes, in addition to Microsoft Word, NVivo, and Power Point software applications to conduct these analyses. The NVivo qualitative data management software was used to organize and store data collected. The advantages of the NVivo data management program is the ability to re-work, change, and maintain close ties to the data audit for understanding data but not the process. The researcher is responsible for the appropriate coding of data. Therefore, I conducted my analysis and used the NVivo to organize and store my data. The data collected from the study was stored in several folders that I created in NVivo software. The data was categorized and coded to facilitate the process and to identify subtle information that would otherwise be overlooked.

I used the constant comparative method to begin analysis of the data. According to Glaser and Strauss (1967), the constant comparative method is based upon Grounded Theory. Grounded Theory, said Rafuls and Moon (1990), is a methodology based on the notion that theory develops
from data that is collected and analyzed systematically and recursively. Grounded Theory is a way of thinking about or conceptualizing data as the essential element from which theory evolves. Grounded Theory’s key feature is what is known in qualitative research as the constant comparative method (p. 65).

According to Glauser and Strauss, the constant comparison of the data allows the researcher to understand its approach to the data in order to discard some of the collected categories, if necessary. In qualitative analysis, the researcher interacts with the data until the themes and categories are exhausted (Lincoln & Guba, 1985). I kept my attention in the categories or themes that emerged from the data. The constant comparative method is based on the notion that the theory is grounded in the data (Glauser & Strauss, 1967). I continued to analyze the data until the theme and categories were saturated. I selected the categories that were related and discarded the excess. At that point I began to build a theory and arrived at an understanding of the teacher’s experiences in using the WOWW program, based on their perspective. I began the open coding after completion of the first two transcripts and started the comparison. I documented the open codes and emergent theory from the transcriptions (Glaser & Strauss, 1997, 1992; Lincoln & Guba, 1985). Then I established a format that I compared with the other interviews. I followed the same pattern of open, axial, and selective coding until all transcriptions were analyzed and no new emergent theory was found.

In this study, I engaged in the constant comparison process cautiously. I started with the “open coding” method to compare data and look for similarities; through this process, themes and categories were formed. Each category was named and a second process again sorted the data and grouped the common codes through the method of “axial coding.” Glauser and Strauss (1967) indicate that the researcher is constantly looking to find the relationship between data
collection and analysis to develop the categories or themes. I read and re-read each paragraph from the transcribed interview until the meaning from the data was repetitive. The final stage was the “selective coding,” where the selected categories of the data provided information about WOWW.

Two types of interviews were conducted with each participant: an initial interview for 90 minutes and a follow up interview that lasted approximately 60 minutes. I processed the data immediately following each interview to avoid accumulation of unprocessed data. The follow up interview was scheduled after the transcription and coding processes of all collected data was completed. It was mainly to confirm that the interpretations of the initial interviews were correct translations of the participants’ perspectives about the WOWW program and to ensure the validity of the documented data through member checking. During the follow up interview, each participant reviewed the transcription of the recorded information along with my final interpretations of their perspectives. I encouraged them to correct, add, or omit any information that was inaccurate. All the teachers were in accord with the transcriptions and my interpretation of the collected data.

Data Organization

For each participant I created both a paper and an electronic file that I labeled with their assigned pseudonym. My practice for entering the data was to type up the data and store them in Word documents. I then uploaded the files into the NVivo software that was secured in a password-secured PC and printed copies for my paper files that were secured in a locked cabinet. Additional security measures included back-up files stored in my USB Drive that was also kept in a locked file cabinet.
Member Checking

Guba and Lincoln (1989) described the use of member checking to increase the credibility of the research. The participants in this study were invited to a follow up interview to validate the findings. Five of the six respondents participated in the second interview and in unison agreed to the findings. The sixth participant ensured the correct recording of her perspectives right after the initial interview. As requested, I played the digital recording of her interview and got approval of her responses. The coding processes are reflecting on the following tables.

Trustworthiness of the Method

Ethics.

I followed a guideline to adhere to the code of ethics, to ensure the rights of participants are respected. Transcripts of the interviews were kept in a locked cabinet to secure the participants confidentiality. The recorded interviews were used solely for the purpose of the study and the recordings were also kept in a locked cabinet. Only my supervisor and I had access to data that was collected. All collected data will be kept in a locked cabinet for a minimum of 3 years following the completion of the study and then will be destroyed. The participants’ identities are not revealed in the written report of the study.

Risk/Benefit and Right to Participants.

This study was not designed to place the participants at risk. There was minimal to no risk involved. The benefit involved was the opportunity to contribute new strategies to the field. The participants also had an opportunity to voice their perspective of what works about WOWW and they made a contribution that can enhance educators approach to classroom management. There was no monetary gain from this research. The consent form was explained prior to the
interview. The teachers were made aware that the interviews would be recorded. Each teacher received a copy of her signed consent form. Participants reserved the right to withdraw from the study at any point during the process. They were free to schedule their face-to-face interviews at their convenience.

**Validity and Reliability**

Traditional views of reliability assess whether or not a study can be repeated and concluded with the research with similar findings (Qualitative validity, 2002). Validity involves whether or not a researcher is actually describing what he or she sets out to study (Perakyla, 1997). In this study I worked with other WOWW counselors and a colleague who is not involve in WOWW to provide quality control as a means for member checking, triangulation, and peer reviewing that was used to improve the rigor, validity, credibility, and trustworthiness of the study. I also maintained a journal in which I recorded my impressions and experiences and an audit trail in which I recorded my coding, memos, and analyses decisions.

Strauss and Corbin (1998) developed some techniques to increase researchers’ awareness and to help them control intrusion of bias into analysis while retaining sensitivity to what is being said in the data. The first technique is to think comparatively. By comparing incident to incident in the data, we are better able to stay grounded in the process. I ensured validity and reliability of the study by listening carefully to recorded data and by reading and rereading transcripts and notes until I made evidence-based pronouncement of what I have learned from the field notes and conversations.

In regard to the proposed study, I was aware of my biases. Being a marriage and family therapist, the SFBT model informed my practice. Subsequently, a SFBT based program pulled my interest. I am a WOWW counselor and I worked with teachers, implemented the WOWW
approach for a full scholastic year (2006-2007) at NRMS. Although the BSFT is my preferred model, I remained curious as to the extent of its application and effectiveness. Therefore, I took a conscious and sincere posture to conduct this research. I set aside all my preconceived concepts and experiences about the SFBT to acquire the selected participants’ perspectives about the WOWW program. I maintained objectivity, kept an open mind to listen. I was attentive to the participants and I represented the data as collected.

Summary

The purpose of this study was to develop a grounded theory of the WOWW program based on teachers’ perspectives. According to Strauss and Corbin (1998), qualitative method is best suited for any type of research that produces findings not arrived at by statistical procedures. Grounded theory is a qualitative research methodology used “for developing theory that is grounded in data systematically gathered and analyzed” (Strauss & Corbin, 1998, p. 158). It was important to evaluate the WOWW program from the teachers’ perspectives along with their experiences because it added to the literature. In addition, this new study generates research questions that can be explored in future studies. The next chapter (IV) provides an in-depth description of the study including various categories, exemplars and analysis of themes that were generated from the collected data and reports the research findings.
CHAPTER IV

Findings of the Study

My intent for this study was to develop an initial understanding of the teachers’ experience with WOWW, the new classroom management program. I formulated the research questions to explore the variables that pertained to the theory development (Glaser & Strauss, 1967; Strauss & Corbin, 1998) of the WOWW program. In addition to the demographic information, the interview questions were constructed to gather the information about the teachers’ perspective of WOWW in order to create a grounded theory.

Presentation of Findings

This chapter will describe the emerging themes and categories that resulted following the data analysis (Corbin & Strauss, 1998). Tables 1 through 3 are inserted and they provide information of the coding process (Open, Axial, selective). Table 1 presents some of the open coding (see table 1). Table 2 offer a list of themes shared by the participants (see table 2). Table 3 presents the three majors themes that emerge from my analysis and the developing categories. To present the themes and categories, I selected Exemplars which support the developing themes and categories. The excerpts from the respondents’ recorded interview transcripts are provided verbatim. The emergent grounded theory of what make the WoWW program work is presented.
Table 1

<table>
<thead>
<tr>
<th>Initial Categories and Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Styles: “Approachable,” Joining, Developing rapport, Cooperation, Children involvement, Caring, Limit setting, Boundaries, Active, Strict, Reward/consequences, Flexible, Not rigid not firm, Balance, Fair</td>
</tr>
<tr>
<td>Classroom management beneficiaries: Equal benefit, “Both teacher and student”</td>
</tr>
<tr>
<td>Previous management methods: MAPs, Behavior modification, Own methods, Strict discipline, Cooperation with students, Punitive approach, “Conflict with students and parents” No training, Novice, No experience, Combining tools, Unsuccessful Method.</td>
</tr>
<tr>
<td>Scaling previous methods: Below average, Unsatisfactory, Satisfactory, Poor grade, Create conflict.</td>
</tr>
<tr>
<td>Scaling WoWW: Above average, Excellent.</td>
</tr>
<tr>
<td>Effective tools: Positive language, Collaboration, Coaches Encouragement, Students’ involvement.</td>
</tr>
<tr>
<td>Most useful: The program, Whole program, Entire program,</td>
</tr>
<tr>
<td>Least useful: Limited number of coaches, time to scale, Limited classroom observation</td>
</tr>
<tr>
<td>Similarities include: Same mission statement, Want the same outcomes, Classroom management</td>
</tr>
<tr>
<td>Commentaries: Consistency, Time, Patience, Network, Workshop, Introduce State wide, County wide, Increase coaches</td>
</tr>
<tr>
<td>Current involvement: Consistency, Loyal, Good change, On hold</td>
</tr>
<tr>
<td>Assessing previous method: Needed a change, Behavior modification, Consequences. Teacher takes control</td>
</tr>
<tr>
<td>Assessing WoWW coaches: Promote collaboration, Positive remarks, Behavior change, Positive interaction, Children input, Compliment, Encouragement, Self esteem, Children focus, Teacher focus, Caring.</td>
</tr>
<tr>
<td>Scaling tool assessment: Students friendly, Positive assessment, Promote positive behavior</td>
</tr>
<tr>
<td>Decision to Use WoWW: Recommendation, Teacher collaboration, Open, Needed change, Receptive, Try new approach, “Up to my Wits end,” Frustration</td>
</tr>
<tr>
<td>Positive Changes: Creates changes, Changes: Above average, Excellent, Make classroom better, Change self-concept, Positive relationship, Positive changes, Change in teachers/students relationship, “Growth in behavior,” “Whole turn around,” “Academic achievement,” “Built self esteem” Change environment, Teacher focus, Focus on what’s working, Behavior change, Promote positive behavior, Good change of attitude, Change class atmosphere</td>
</tr>
</tbody>
</table>
Theoretical Coding-Themes

My analysis of the data resulted in three main themes or categories as follows:

I-Consistent Positive Language Creates Positive Changes
   A. Compliment/Encouragement
   B. Change in Students’ Behavior
   C. Change in Student Self-Concept
   D. Change in Teachers/Students Relationship
   E. Change of Classroom Environment

II-Collaborative approach
   A. Collaboration among Teachers
   B. Collaboration between Teachers and Students
   C. Collaboration between Teachers, Coaches and Students

III-Students Inputs
   A. Rules and Goals Setting
## Table 2

List of Themes Shared by the Participants

<table>
<thead>
<tr>
<th>Themes</th>
<th>Categories</th>
<th>Amanda</th>
<th>Barbara</th>
<th>Carla</th>
<th>Debra</th>
<th>Elena</th>
<th>Farah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Positive Language</td>
<td>Compliment/Encouragement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Create Positive Changes</td>
<td>Change in Students Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Change in children self-concept</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change in Teachers and Students Relationship</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Change of Classroom Environment</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Collaborative Approach</td>
<td>Collaboration among Teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration between Teachers and Students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Collaboration among Teachers, Students and WoWW Coaches</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Inputs</td>
<td>Rules and Goals Settings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Table 3
Theory Development Chart

<table>
<thead>
<tr>
<th>1. Open Codes: Based on Initial Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Positive language Creates Positive Changes</td>
</tr>
<tr>
<td>Collaborative Approach</td>
</tr>
<tr>
<td>Children Inputs</td>
</tr>
<tr>
<td><strong>2. Categories</strong></td>
</tr>
<tr>
<td>Compliments / Encouragement</td>
</tr>
<tr>
<td>Collaboration among Teachers</td>
</tr>
<tr>
<td>Rules and Goals Setting</td>
</tr>
<tr>
<td>Change in students’ Behavior</td>
</tr>
<tr>
<td>Collaboration between Teachers and Students</td>
</tr>
<tr>
<td>Change in Children’s Self-Concept</td>
</tr>
<tr>
<td>Collaboration among Teachers, Students and WoWW Coaches</td>
</tr>
<tr>
<td>Change in Teachers’ and Students’ Relationships</td>
</tr>
<tr>
<td>Change of Classroom Environment</td>
</tr>
</tbody>
</table>
Description of Categories

The findings of this study are presented into three themes and categories. Theme I addressed the positive language of WOWW in relation to changes that teachers noticed. Theme II dealt with the collaborative approaches that WOWW promoted. Theme III addressed students’ inputs in rules and goals setting (See table 3).

Theme I--Consistent Positive Language Creates Positive Changes.

The participants all recognized and valued the consistent positive language such as the compliments, the encouragement, and the overall positive approach of the WOWW program. The teachers stated that there was a relationship between the consistent positive language of the WOWW program and the positive changes they see in students’ behavior; in students’ self-concept; in teachers/students relationship; and the classroom environment. The teachers cited that the fundamental positive approach of the WOWW program and the consistent method of intervention mark the WOWW differences. The majority of the respondents reported that they utilized the scaling technique of WOWW to initiate the positive talk. My analysis revealed that teachers used the scale to report the positive achievement of the class, to compliment and encourage the students. Ms. Debra supported that practice with this comment:

Umm, that’s when at the end of the class period, the students will decide on a scale of one to ten how well the day was and we’ll talk about what sort of things they saw that were positive interactions, and we try to keep it towards…you know, the great stuff that they saw happening in class, be it someone lent some else a pen or everyone arrived on time or even down to one person had their homework, whatever positive things were happening in the class period that day and summing up the day like, that in a positive manner
sometimes helps some of the kids identify good things that are happening in the classroom. That was my favorite part.

A. Compliment/Encouragement.

One of the distinguishing characteristics of WOWW that emerged was its focus on accentuating the positive, as opposed to other programs that are problem-focused. In WOWW’s case, comments about positive behaviors were prioritized. Ms. Amanda explained:

With Champs it was almost like everything people always use it’s always like you look at anytime a student do something negative you note it and then there is a consequence for every time you do something negative. And most of the classroom management program that’s the way it works or even if there is something that really trying to see the positive, it’s so little that you don’t even see it. It’s always, “this is wrong and there is a consequence and you have to pay for the consequence.” But with WOWW it’s:” let’s look at the positive this is what you been doing and that was very nice, that was great and let’s continue using it. So it’s a big difference.

Ms. Carla affirmed that positive statements are meaningful to the students when she stated:

You know, you think that it ...kids need to hear something positive, and, it may be the only positive thing they heard all day, all week, and just having come in and say: I like the way you did this, and I like the way that you complimented. We..., you know, sometimes overlook that a kind word can mean so much.

One of the participants, Ms. Debra, expressed that she is not one hundred percent convinced that the positive focus language would work for students with extreme behavior problems. On the other hand, she testified when she first started with WOWW, she implemented
that approach with a difficult class that became her favorite by the end of the school year; and she credited the WOWW intervention for that transformation. Ms. Debra also commented that positive statements are meaningful to students, saying:

You know it’s really the positive attitude that I tried to use the most.” Umm that’s when at the end of the class period the students will decide on a scale of one to ten how well the day was and we’ll talk about what sort of things they saw that were positive interactions and we try to keep it towards.. you know the great stuff that they saw happening in class be it someone lent some else a pen, or everyone arrived on time, or even down to one person had their homework… How would I describe it? It is a way of ah... hum... relating to the children. I think a way of finding maybe something positive in each and every child even if on a day to day basis they make it challenging to find that, and so if you try to bring out what they’re good at or what they feel good about…

Ms. Amanda affirmed that positive language can support positive changes as well:

Some children… sometime they don’t even know that they have something positive in themselves. So many people have been telling them the negatives and the negatives and sometimes they are surprise to see that there is something positive. The positive part, that’s what makes it work.

Ms. Barbara agreed that the positive language of the teachers motivate the class to do well. The focus is not on an individual student. According to Ms. Barbara, the positive language of the WOWW approach invited all children to display positive attitude. Ms. Barbara stated:

You know… the difference between the other classroom management strategies are...that with WOWW, it’s not just focusing on the positive oh this student he’s behaving and I’m going to keep rewarding… it also encourages those who are not doing so well you know
to do well. So it’s not a focus on oh! You did a great job… oh! So and so you did not do so well did week…and… it give them positive encouragement self esteem to do better.

When you look for positive, you find more positive. So, I like that aspect of WOWW.

Ms. Elena added, “Rather than the teacher standing up there: stop doing this, stop doing that… you know you’re working on what works so you’re taking the positive and really playing up on that.”

**B. Change in Students’ Behavior.**

My analysis revealed, that one of the changes teachers noticed when they started using WOWW was in the students’ behavior. From that point, the students were more open to communicate with teachers because of that positive approach. The students adapted the positive that lead to a positive behavior change. With her previous approach such as yelling and intimidation, Ms. Barbara experienced conflict with student and their parents. She adapted the positive approach that the WoWW coach modeled and this resulted in positive changes in the students’ behaviors. Ms. Barbara credited the changes to the WoWW program. She said:

> I had a class in particular that was a very noisy bunch I could not control them, This WOWW coach gave good strategies to better control the class. He actually encouraged the students to behave...when he came back the following week, they were like… oh! We were behaving… our class rank to 10.

Ms. Carla also noticed the positive behavior change when she reported:

> Ah! Second year that I was teaching, when I tried to do it (WOWW) with all of my classes, I had two classes that, you know, behaviorally were really challenging and I tried to do the same…the same techniques consistently with the two classes. And by the end of the year, one of those classes was my absolute favorite class. I really have to think that
part of it was using the WOWW techniques. I think when I could reflect back and see how much they had grown, how much they had matured… Before, I think it was just them...being confusing how much they can get away with. Watching the growth in their behavior…

Ms. Debra affirmed this change to positive behavior as a result of WoWW by saying:

The kids and I together bought into having a positive attitude and by the end, the behavior problems were minimal, and the kids were learning a lot more and I was having a great time teaching them. I had an instance when I was out, and, I had a substitute, and, the kids... it was like if I was there... which you know, never happen, when you have a substitute it’s a free fall and the students knew... okay, this is not allowed to happen and they kind of monitored each other and did not say: hey... breaking the rules…say you know.

Ms. Elena added further observation of this positive change by stating:

Okay. The last year when I had a volunteer in the classroom from Nova I remember it was a class that she was with it was the class I would call my behavior problem class with very umm... low test scoring students, a lot of English language learners in that classroom and it was a whole turn around. I remember that particular class. It was my second hour class and they really bought into it

Ms. Farah also asserted that WoWW had supported improved behaviors:

Working on what works... hum... well basically taking the aspects that are working, like just monitoring the kids, see what they’re doing and really finding out from them, okay, what is it in here, you know, that’s really working and taking that concept on what’s working and expounding on that, and going from there to turn other behaviors around.” I
Ms. Amanda noticed that the students refrained from exhibiting distractive behavior and instead were attentive. She reported the students in her class saying that, with WOWW approach, “Now, I can control myself.”

C. Change in Children’s Self-Concepts.

Participants reported that the students who were the recipients of the WoWW intervention exhibited a change of self-concept by their bright affect, showing interest in their achievements, their acknowledgment of the accomplishment of their peers, their accepting compliments, and their working collaboratively with teachers and peers to accomplish class goals. The participants also reported that following class observations, coaches or teachers provided positive feedback to the students. This helped them sustain their positive behavior and facilitated their development of a positive self-concept.

When Ms. Amanda talked about the students, she explained that the positive language approach raised the students’ confidence level. Ms Amanda realized that her positive approach created a shift in the students’ language as well. In support of this, she described the change noted by students in the following exemplar:

Instead of the students saying, “I can’t do this, I can’t do that,” now they are saying, “I can, I can learn.” It helps the children to discover their best attitudes about learning and assist them to sustain that positive self-image.

Ms. Barbara reiterated, “I said the best thing about it … it made the student feel good about themselves.” Also, Ms. Carla, when referring to her students’ change of self-concept, made
this comment, “It was not like about what am I going to get from this behavior. It was what have I learned today because I behaved… Oh, they just beamed because, you know, they were proud.” Ms. Elena emphasized, “you’re working on what works so you’re taking the positive and really playing up on that and I think the kids really like that, they actually feel like they’re worth something.”

**D. Change in Teachers’ and Students’ Relationships.**

My findings revealed that the teachers’ positive stance with the students made them see the students in more favorable ways that triggered a change in their relationship with the students and vice versa. Ms. Amanda experienced a connection with the students that enhance teacher/students interaction. Her positive attitude toward the children elicited a change in her pedagogical style. According to Ms. Amanda, “When we look at the students and we really take our time to look at them we can teach them better and then students and teachers feel better.” Ms. Barbara added, “This WOWW coach in particular came in (I don’t know if I’m allowed to say names) and he set an atmosphere in the classroom which made it so well...We began to get along with each other.”

Ms. Carla noticed a change in her ongoing relationship with students, and said

I mean, I was just... you know, seeing, like I said, seeing them mature to be successful students and I’m still receiving e-mails from these particular group of students to this day so I know we did something right.

Ms. Debra reported finding more positive attitudes brought her closer to the students:

Behaviorally …they were really challenging and I tried to do the same...the same techniques consistently with the two classes, and by the end of the year one of those classes was my absolute favorite class; and I really have to think that part of it was using
the WOWW techniques. The kids and I together bought into having a positive attitude and by the end, the behavior problems were minimal. And, the kids were learning a lot more and I was having a great time teaching them.

Getting to know the students better through more positive interactions led Ms. Elena to report:

I think I got to know them a little bit better by asking them for their input, what we need to do, didn’t realize that they cared about their education, umm, as much as I did. Didn’t realize that the behavior problems in the classroom behavior management that affected students too. It was very effective because, as I said, I had one class which I would consider my behavior problem class and became one of my favorite classes…where I really enjoyed the students.

Ms. Farah, who once utilized the CHAMPs approach that she assessed as a behavior management model that keeps the focus on mostly the negative behavior, had this to say about her WOWW experience:

To see what’s working for them and to use that positive aspect and keep going with that instead of what they’re doing wrong all the time and you know taking the focus off that… you know what are you doing that is working…? let’s take that and… how can we use that to better what you need to work on.

E. Change of Classroom Environment.

My findings showed that because of the consistent positive language, the classroom became a pleasant place to work. This was a change where the students exhibited self-control, interest in learning, interest in academic progress, and respect for self and others. Ms. Debra noted, “The ultimate goal is to have a safe learning environment and I think that WOWW help create a set of rules that make their class run smoothly.”
Ms. Carla shared that positive shifts in the classroom environment had ongoing positive results:

Seeing the maturity in them as students and then too, knowing this is not a place we come to fool around... We had a job to do, we all need to participate and make…make it work, and they did. It has to be you participating and you believing that this can happen, and knowing that any classroom can change if you just persevere and say this is the way we’re going to make it happen. And you know, really take ownership in it, believe in it and it will change. You will see a difference and this was the class that I thought, oh! I’ll never make it to the end of the year.

Ms. Debra commented, “Whatever positive things were happening in the class period that day...And summing up the day like that in a positive manner… sometimes helps some of the kids identify good things that are happening in the classroom.” It was Ms. Barbara’s opinion that she experienced a change in the classroom environment due to her practicing WOWW’s positive and collaborative approaches. She stated, “This WOWW coach in particular came in… and he set an atmosphere in the classroom which made it so, well…” In addition, Ms. Elena asserted, “As I said, with the behavior change you get a better...better learning environment with WOWW program.”

**Theme II: Collaborative Approach**

The collaborative approach was the second major theme that emerged from my analysis as a central component of the WOWW program. The data illuminated the participants’ acknowledgment of the WOWW program’s ability to connect diverse groups to work collaboratively toward the resolution of classroom management. The participants identified many groups, including teachers, students, and WOWW coaches that aimed to achieve
appropriate classroom management. Ms. Debra reflected her satisfaction of the collaborative team with the following statement:

I think that you know I was very fortunate to have the coach in my classroom… and he has… had a lot of experience working with kids over the years. You know, when there were coaches coming in, the kids loved seeing a new face, so having someone come into the classroom is also a real, umm, positive benefit.

Ms. Barbara proceeded with the concept of Ms. Debra’s “positive benefit” and elaborated:

Well, I want to just give my personal experience with WOWW. My first year in teaching, I had a class in particular that was a very noisy bunch, a difficult class. I could not control them and I became very frustrated. And, a teacher of mine, a co-worker of mine, introduced me to WOWW program and said ‘that there is something that you may want to use’... This WOWW coach in particular came in (I don’t know if I’m allowed to say names) and he set an atmosphere in the classroom which made it so, well... we began to get along with each other, so it was... he gave the students an opportunity, you know, to express how they felt and what I was doing wrong and gave me the opportunity to tell to the students what they were doing wrong and together we came up with four rules, ah...together! Four rules that you know we would follow as a class. He sets up incentives for the students if he came in and they behave. So...he came in and he gave me different strategies what I can do better as a teacher to have better classroom management.

A. Collaboration Among Teachers.

The participants reported that the collaborative approach is an important tool of WOWW. The synergistic effect of the collaborative factor of the WOWW classroom management program is seen as essential in helping to stem inappropriate classroom behaviors. Many of the problems
that tend to manifest in one classroom often occur in other classrooms. Teachers are familiar with some factors that contribute to classroom misconduct but are not always equipped with the right management tools to intervene effectively. When they are open to share suggestions, referrals, and recommendations, they are apt to find relief to their problems. Therefore, it is best to be committed at a level where they are compelled to unite and assist colleagues who may be experiencing similar behavioral problems in his or her classroom. Ms. Amanda heard about the WOWW program from her colleagues and was encouraged to try it. She told me, “I’ve, I heard about WOWW for many years; at the school many teachers been using it and I’ve been asked many times to do it.”

Ms. Barbara communicated how she was helped in her struggle to attain relevant classroom management when a teacher who was also a friend recommended that she use WOWW. She reported that:

My first year in teaching I had a class in particular that was a very noisy bunch, a difficult class. I could not control them and became very frustrated. And a teacher of mine, a co-worker of mine, introduced me to WOWW program and said ‘that there is something that you may want to use’...

Ms. Carla stated she was at her wits’ end, using “ineffective” classroom management intervention when a teacher introduced her to WOWW. Ms. Carla explained:

When I was approached by a teacher… they were introducing this program… if I would like to participate you know…I was at my wits’ end. I really was looking for that something and you know, as a teacher you want a class that run smoothly, you don’t want a headache. So, I said, ‘Yes, sure, sign me up. I will love to do anything that can benefit my students. I’m willing to try anything.
Ms. Debra, who was callow in the field, explained that she tried to gain knowledge of effective classroom management by observing her peers. However, the process was better facilitated when one of her colleagues introduced her to WOWW. This was captured in her saying, “Humm… sort of observed from other teachers that I went into their room, at... nothing that has a name set to... it just a little bit of experience…Until I was introduced to WoWW.”

B. Collaboration Between Teachers and Students.

The findings also showed that when teachers emulate the WOWW coaches’ demonstrations of the collaborative approach, it produced a ripple effect among the students as well. Teachers and students enjoyed more positive interactions that manifested in increased classroom productivity. In the words of Ms. Barbara:

I think, like I said before, in the past, is… more the teacher dictating what the children should do. With WOWW, it is collaboration…This WOWW coach in particular came in… We began to get along with each other… He came in every Tuesday, he came in and he gave me different strategies on what I can do better as a teacher to have better classroom management. So, very good strategies!”

Ms. Amanda, talking to the students, stated, “Let’s look at the positive this is what you been doing and that was very nice, that was great and let’s continue using it.”

Ms. Carla’s verbalized her stance about WOWW’s collaborative process in saying:

Well, it stands for “Working on What Works” and what I love about it, it does not put everything on the teacher, it puts it also on the students as well. Everyone must participate, has a hand in it. So, I think they take ownership because of that. It’s a coming together of both the teachers and the student saying this is what we need to do to make it work, so we know that learning is happening.
Miss Debra made the following observation about collaboration with students, “The kids and I together bought into having a positive attitude and by the end, the behavior problems were minimal, and the kids were learning a lot more and I was having a great time teaching them.”

Ms. Farah also supported the value of collaboration that the program brought to her classroom:

I was in the program. I had the WOWW coaches… that’s really good, hum… ‘cause they get to work hand to hand with the teachers… ‘cause they’re not in the classroom 24/7, so just being able to collaborate with the teachers and find out… or coming in and observing for a little bit, and really find out what’s going on and getting the teachers’ input… on, you know, how the kids are.

Ms. Elena saw classroom collaboration changing her attitude about a class to a more positive experience, “It was very effective because, as I said, I had one class which I would consider my behavior problem class and became one of my favorite classes…where I really enjoyed the students.”

C. Collaboration Among Teachers, Students, and WOWW Coaches.

The widespread collaboration among teachers, students and WOWW coaches created increased efficiency and effectiveness in appropriate classroom management. Another consensus The role of coaches in the classroom was yet another dimension of significant impact that the participants noted. The respondents reported that teachers developed partnerships with WOWW coaches. The teachers recognized the WOWW coaches as experts in the program’s use of positive language.

My study revealed that teachers value the coaches’ presence in the classroom as observers and trainers of the WOWW classroom management techniques. As reported, the mere presence of the coaches, who are observing teachers and students’ interactions, promote positive
exchange between teachers and students. Coaches encouraged teachers and students to display positive behaviors. It is known that the WOWW coaches are focusing on the things that go well. Therefore, when under observation most of the constituents are inspired to be at their best. Consequently, teachers and students collectively benefit from such observation. The latter finding indicates that teachers value the collaboration of coaches, an observer that elicits the exhibitions of positive interaction between the students and the teachers in the classroom.

Exemplars from three participants support this view:

Ms. Carla found the extended collaboration that coaches modeled changed her and her students’ attitudes and behaviors:

And, I have to say, one of the reasons why I felt that it worked, when we had the students from Nova coming… and just come in to observe, maybe once a week or once every two weeks, the kids really love the idea that somebody cared, somebody…it was not so much that they think somebody was watching them. They liked the idea that somebody came in and cared about them, about their learning about their behavior.

Ms. Debra found that the coaches inspired her students to collaborate with creating positive changes. She said:

I think that you know I was very fortunate to have the coach in my classroom… and he has… had a lot of experience working with kids over the years He helped me remember how important it is to let each individual know that they can do a good job and that there are things about them that are umm… positive and useful, and, can contribute… and, you know ah… sometimes, I’d be with a class where they are not really learning much science, but, if at the end of the year I helped them maybe think about making better choices, then I have accomplished something as a teacher. And, so, remembering that
from the experiences that I’ve had with working with WOWW I would say was one of the most beneficial thing that I learned about it. You know, when there were coaches coming in, the kids loved seeing a new face, so having someone come into the classroom is also a real, umm, positive benefit.

Ms. Farah found that the presence of the coaches enhanced the possibilities of collaboration, saying:

The collaboration was more… worth more because from there, when I worked with that particular coach, that worked more. Because now she had an idea of what I was doing… my teaching style and how I work with the kids... and then I had an idea of where she was coming from, and what she was trying to do and we were able to, ah! You know, merge ideas together. So just being able to collaborate with the teachers and find out or coming in and observing for a little bit and really find out what’s going on and getting the teachers input on you know how the kids are…

In the following exemplar, Ms. Amanda found that collaboration as practiced by to the students and herself in WoWW, as well as the WoWW coaches, led to more positive observations:

With WOWW, it’s let’s look at the positive, this is what you have been doing and that was very nice, that was great and let us continue using it. I think it would be good for more teachers to be …to be aware of that program and be able to implement it. It will be good for students and teachers. Because they will not have to fight as they are doing with the students ‘cause when you bring the negatives, then they are going to show you more negatives’ but when you show them the positives, they will thrive for it.
Theme III: Students’ Input

Teachers reported the WOWW program earned high scores on the grading scale for the inclusion of students in establishing classroom rules and goal setting. All the participants shared that students enjoy the techniques of WOWW such as the scaling, the encouragement, and so on. However, participants reported that what students most appreciated was having the opportunity to provide their input in rules and goals setting. The participants expressed that aspect of the program helped to better connect the children with WOWW.

A. Rules and Goals Setting.

The respondents supported the posting of classroom rules that are formulated by teachers and students because they experienced that students cooperate and adhere to what they consent to follow. The teachers expressed their views in the following exemplars. Ms. Barbara stated that the students found motivation to behave well by sharing their input: “It’s not like the teacher saying you will behave… again, it’s having input from the students so the students take ownership in it.” The students responded positively to being included in classroom management responsibilities, according to Ms. Amanda:

It works because it’s really...It’s student centered, I would say. It is student centered and it... ask the students to really think about what they are doing and see how they can use anything that they have that is positive in themselves and show it and use it.

In recognizing the students’ relationship between creating and fulfilling goals, Ms. Elena added, “I think, like I said, the student input by them creating their goals and meeting their goals, that’s what they buy into it.” Ms. Carla found value in the students’ input for supporting ongoing positive behaviors:
Well, the approach is the students come together and they help create a set of rules that they feel will help, you know, make their class run smoothly. The ultimate goal is to have a safe learning environment and I think that WOWW allows them to... like I said before, to participate and they have a say, they have a choice.

Ms. Debra stated that engaging the students in responsible thinking helped fulfill the goals of WoW:

“Working On What Works!” And what I love about it, it does not put everything on the teacher, it puts it also on the students as well, everyone must participate, has a hand in it. So, I think they take ownership because of that.

Ms. Farah also found that engaging students in defining rules and goals led to ongoing helpful activities:

It’s Working on What Work. Umm well basically taking the aspects that are working like just monitoring the kids see what there doing and really finding out from them okay what is it in here you know that’s really working and taking that concept on what’s working and expounding on that and going from there to turn other behaviors around.

**Grounded Theory of What Teachers Think Works in WoW**

The teachers talked about the positive changes that they made in themselves. These changes were that they adapted a more positive attitude and used more positive language in the classroom (Positive language creates positive changes), which in turn led to more positive attitudes and behavior changes in the students. It appears that these changes on the part of the teachers created a positive connection with the students, inviting and creating more collaborative relationships with the students. The students then seemed to adopt positive behavior changes as
well as positive changes in their image of themselves in a school context, and these collectively created a more positive environment, which in part helped sustain the changes that were made.

The teachers adopting a positive attitude and using positive language led to positive changes in the students, which triggered a change in relationships between students and teachers. Teachers and students then experienced a change in classroom environment that was conducive to teaching and learning. Overall, the combination of the positive language, the collaborative approach, and the children’s input helped the system to sustain the positive changes. Those three distinctions applied together, rather than as separate components, mutually supported the efforts that maintained positive changes in the classrooms. Each factor by itself may have been productive, but their combination seemed to generate better-sustained results. Their circularity is in Ms. Amanda’s statement that, “Let see, everything that WOWW is bringing it’s...has been useful.”

Ms. Debra added that it is difficult to distinguish these three influences from each other in evaluating the effectiveness of the program by saying, “Ah...I... can’t identify [No deficit] one thing that I didn’t find useful.” Ms. Elena agreed, stating, “I don’t know if I can say there was anything least useful tell you the truth... nothing I can think of offhand that was not useful with it.”

In this chapter, I presented the findings of this study. I illustrated tables of the coding categories or themes processes and offer descriptions of the three main themes that emerged. The grounded theory was provided. Overall, my results corroborated that teachers are in agreement that the themes and categories that emerged from my study are the qualitative distinctions that make WoWW work.
In chapter V, I will discuss the findings, compare the findings with the principles of the WoWW program, compare the finding with the solution-focused principles in relation to previous research conducted in school settings. The implications, limitations and recommendations for future research will be addressed. Lastly, I will conclude with my reflections.
CHAPTER V

Discussion of Findings

Outcomes from this study suggested that the WOWW classroom management program offers tools to assist teachers to improve their classroom management skills. This study revealed three main themes or categories with subcategories that teachers believed make the WOWW classroom management program works.

WoWW Program and Research Findings Relationship.

As chapter four demonstrated, there seems to be a relationship between the theory that emerged from my study and what WoWW promised to do. WoWW is intended to create a positive shift in teachers’ and students’ relationships through the utilization of compliments/encouragements by the WoWW coach’s modeling of a positive attitude, focusing on exceptions to a problem, facilitating collaborative goal setting, and celebrating successes. The positive language that uses compliments, the collaborative approach that encourages teachers to collaborate with students to set goals built on solutions, and the success scale are the three major components of the WoWW program. WoWW attempts to focus on solutions instead of the problems by working with the entire class. Also, students’ misconducts are handled within the classroom.

As reported, the teachers seemed to believe that WoWW practiced the model as designed. Ms. Amanda stated, “The WoWW did what it promised to do.” Ms. Elena added, “It asked students and teacher to set their goals-I think like I said the student input by them creating their goals and meeting their goals, that’s what they buy into it and...” Ms. Carla affirmed that the WoWW coach modeled the premise of collaborative approach that involves the teachers and students to work as a team, when she said:
Working On What Works! And what I love about it, it does not put everything on the teacher it puts it also on the students as well everyone must participate, has a hand in it. So, I think they take ownership because of that.

The teachers supported WoWW premise of teachers and administrators working together to reach goals. NRMS administrators and teachers all collaborated to ensure that goals were met. WOWW trained the counselors not to single out students, although Ms. Debra commented:

I think that WOWW is ah... very helpful but then there comes a point in time when a student has made repetitive choices that aren’t in their best interest and then you know there’s not much that WOWW can do with that. But ah… I’ve appreciated using it.

She successfully implemented the WoWW program, according to this comment:

Ah, second year that I was teaching, when I tried to do it with all of my classes, I had two classes that you know behaviorally were really challenging and I tried to do the same…the same techniques consistently with the two classes… and by the end of the year, one of those classes was my absolute favorite class. And, I really have to think that part of it was using the WOWW techniques. The kids and I together bought into having a positive attitude and by the end, the behavior problems were minimal, and the kids were learning a lot more and I was having a great time teaching them.

The teachers did not report any incident that required pulling students out of the class. The focus was to work with an entire class; indeed, teachers reported that the entire class was involved. Ms. Barbara supported that with this statement:

The difference between the other classroom management strategies are: that with WoWW, it’s not just focusing on the positive, oh, this student is behaving and I’m going to keep rewarding… it also encourages those who are not doing so well… you know, to
do well… so it’s not a focus on oh, you did a great job… oh so, and so you did not do so well did week and… it gives them positive encouragement self esteem to do better so I like that aspect of WoWW.

There seems to be a positive relationship between language and the collaborative approach that the WoWW coach modeled in the classroom to facilitate inclusion of students’ inputs in goals setting. The teachers validated that the WoWW coach’s focus on what went well with the classroom encouraged teachers and students to continue doing what was working in their classes. Ms. Amanda supported this finding with this statement:

WoWW is a program that really look at the positive side of each child and that’s one of the reason why I like it because it’s really looking at what the students have, the best part of each student and let them know, let them see it and let them master it. Also they have to master the best that they have in themselves, bring the positive out. That is truly children friendly and it does exactly what it promised to do. It helps the children to discover their best attitude about learning and assist them to sustain that positive self-image and apply it throughout.

Another pivotal feature of WoWW is the coach modeling collaborative, solution-building techniques, observing and complimenting students at the end of a class. Ms. Debra supported that practice with this comment:

Umm, that’s when at the end of the class period, the students will decide on a scale of one to ten how well the day was and we’ll talk about what sort of things they saw that were positive interactions, and we try to keep it towards… you know, the great stuff that they saw happening in class, be it someone lent some else a pen or everyone arrived on time or even down to one person had their homework, whatever positive things were happening
in the class period that day and summing up the day like, that in a positive manner
sometimes helps some of the kids identify good things that are happening in the
classroom. That was my favorite part.

The focus is to emphasize the positives that are already working for the group, instead of
the problem, which becomes a barrier to progress (Berg & Shilts, 2004). These positive aspects,
as identified by the teachers, seem to fit very closely with the goals and objectives of the WoWW
program. Ms. Carla stated:

I think it is very effective only if teachers, ha... continue. Ha, it has to be in other words.
So, I know that the WoWW coaches come in like, you know, once a week, so the
teachers kind of have to continue what they learned from WoWW and make it consistent,
not just on one day when the WoWW coach comes in but it has to be done consistently,
hum…so that the students can kind of be in the rhythm of that.

Based on the results, the teachers seemed to support all the above techniques as being critical to
the changes and improvements that they saw.

WoWW Assumptions and Research Findings Relationship.

Many of the programs or counselors’ assumptions were clarified during my conversations
with the participants. The data analysis captured a few comments that are specifically related to
some of these assumptions about students, and teachers, as follows:

Assumption About Teachers

The WOWW program assumes that teachers want to provide every child with the best
possible learning opportunity. Ms. Amanda validated that assumption, stating, “So I try to see
how I can understand my students and then give them as much knowledge as possible.”
A second assumption is that teachers want to provide children the best possible environment to become a contributing member of society. Ms. Carla and Ms. Barbara validated that assumption. Ms. Carla stated:

I think both, definitely, happy teacher is going to make a happy student, so I think if a classroom is well run, the students are... feel comfortable in a learning environment, so I think both the students and the teachers, both benefit from that and, you know, as a teacher you want a class that run smoothly Not to have a classroom where no one makes a sound, a safe environment where learning can happen.

Ms. Barbara said, “WoWW is a program that one can incorporate in their classroom to make it better, to make the learning environment conducive for all students.” Also, teachers want to feel they are good teachers (Berg & Shilts, 2004, p. 13). Ms. Barbara explained:

I was having conflict with my students and then issues with the parents as well, because of my poor lack of classroom management, so that’s one of the reason why I was quick to agreed to having WoWW coming to m, you know, WoWW program incorporated to my classrooms.

**Assumptions About Students**

The counselors believed that all children want to voice their opinion and choice when given a chance (Berg & Shilts, 2004, p. 14). Ms. Elena supported that when she said: “Well, the approach is the students come together and they help create a set of rules that they feel will help, you know, make their class run smoothly. Those positive aspects, as identified by the teachers, seem to fit very closely with the goals and objective of the WoWW program.
**Solution-Focused and Research Findings Relationship**

WoWW’s interventions are based on SFBT premises. The principles underlying SFBT are demonstrated by solution-building practices developed by Steve de Shazer, Insoo Kim Berg, and their colleagues in Milwaukee, Wisconsin (Berg, 1994; de Shazer, 1985, 1988, 1991, 1994). These are based on recognition that there is an exception to every problem or behavior in which the problem or disturbing behavior does not exist. Another important concept is that change is constant and, which would suggest that any condition could change. In this case, the WoWW coach by modeling the WoWW’s techniques guided the teachers and students to create goals and find solution to their dilemma.

The development of a collaborative relationship with clients is a technique that therapists use to help client find solution to their problems. With the SF approach, clients are considered the experts of their situations. They know what would work best for them. The Solution Focus approach also assumed that a piece of the clients’ solution is already present in the clients’ life. Therefore, the therapists assume the role of developing a collaborative relationship with the clients and assisting the clients toward their own goals. The scaling technique is a good tool that helps clients to talk about their hope to reach their goals or celebrate success.

My findings seem to coincide with both the principles of the WoWW program and its practice. The notion of being positive and collaborative is a common posture in solution-focused work. The theory that emerged from my analysis informed me that teacher adopting positive attitudes and using positive language led to positive attitudes and use of positive language in the students. This theory seems compatible with the assumptions that underlies SFBT, such as the notion that change is consistent, a change in one part of the system create a change in the other part.
The participants all applauded the effectiveness of the consistent use of positive language of the SFBT-based classroom management program. The participants from this study decided to change their personal pedagogical philosophy for WoWW that bring about positive changes in their classroom environment. Bridges (1986) would agree that teachers are evaluated on the success of their abilities to manage their classrooms. When teachers reinforce the positive actions of the students, they positively influence the classroom environment (Cotton, 1990).

My results accentuated that the WoWW program is unique because it is comprised of multiple tools that work synergistically. Those tools include: positive language that creates positive changes; the collaboration that unites teachers, students, and coaches; the involvement of students in goal and rule setting, which helps foster positive self-concepts; the coach, as trainer, that models the program in the classroom; the scale that serves to verbalize the good observations; the compliments that help build the students’ self esteem; the verbal praises that serve as positive reinforcements, and the encouragement that sustain changes in behavior.

WOWW is highly rated in its usefulness as a classroom management tool. WOWW program was best evaluated by analyzing the program as a whole, as opposed to a technique comparison with other classroom management methods. The teachers attributed the positive changes reported during the study as a result of the implementation of the entire WOWW program, rather than choosing to identify any of the specific program elements. One of the participants, Ms. Barbara asserted: “but I already told you about what make the WOWW work. Four of the six teachers replied, “The program carries its name.” In addition, they again articulated that the positive language, the inclusion of children in the creation of goals and rules for the class, the report of the students’ positive behaviors, the collaboration and cooperation of teachers, students and coaches are the factors that make WOWW effective.
The teachers cited that the fundamental positive approach of the WoWW program and the consistent method of intervention displayed by the WoWW coaches make the WoWW model works and also mark its differences from other programs. Although other classroom management programs are designed to establish order, the methods of intervention to accomplish that goal mark the differences among the programs. The results and feedback reveal key distinctions that make the WOWW program effective. These include WOWW's non-punitive approach, positive environment, and student involvement.

Prior to using WOWW, most of the participants reported that they depended on suspension (indoor or outdoor), removal from classroom, referral, and other extreme measures in order to maintain order in the classroom. After they followed the WOWW program, the teachers noted that they no longer needed to rely as heavily on the use of such punitive approaches. They reported an improvement in the classroom atmosphere through the utilization of the WOWW program and praised the positive environment the program created as a key benefit to both the students and teachers. Overall, the participants adapted to the WOWW approach and exchanged their previous practices for the WOWW intervention.

The participants felt that the coaches’ role in helping to implement the program’s ideals was vital. In addition, the teachers continued to praise the general positive environment that WoWW helped establish and the benefit of such an environment for both students and teachers. Teachers asserted their inability to teach in a troublesome environment and they declared that students’ interest for learning decreases if the environment is not conducive to learning. My results showed that the utilization of WoWW created a classroom environment where teachers and students cooperated and teaching and learning happened. The respondents commented that teachers benefited from the non- punitive focus of the WoWW approach because they created a
more positive teacher/student relationship that served to enhance classroom behavior and promote learning.

The participants all recognized and valued the consistent positive language and method of intervention displayed by the WoWW coaches. Corcoran (2000) reported that many aspects of solution-focused language are responsible for its effectiveness. In our discussion, the teachers stressed the value of non-judgmental and non-intimidating language applied by the coaches when interacting with students, teachers, and staff in the school environment.

Molner and Lindquist (1989) concur that a child who has a positive self-concept is bound to show more of that positive attitude. The work of Haim Ginott provides solutions for children, parents, and teachers with regard to positive communication (Ginott, 1965, 1972). Through his research, Ginott found that the messages conveyed to young children by adults such as parents and teachers have a profound effect on children’s self-esteem. Ginott believes that students would be more cooperative if teachers are consistent with appropriate use of language, which demonstrates respect for one's feelings (Cangelosi, 1993; Ginott, 1972; Larrivee, 2005). This research study showed that the WoWW program, with its emphasis on positives rather than negative views of the students, is helpful in developing self-esteem in the middle school population. According to Fuhr (1993), teachers routinely follow five basic classroom management procedures: 1) inform parents and students what is expected of them during the early stage of the school year; 2) advise parents and students of the consequences that follow a failure to comply; 3) manage with fairness and consistency; 4) treat all the students with a positive approach; and 5) model behaviors that are expected from the students. The results of the study suggest that the language of the WoWW program helped teachers to manage with fairness and consistency and treat all students with a positive approach (Fuhr, 1993).
Each of the participants provided a narrative about their memorable experience that noted changes relevant to the students’ behavior, students and teachers’ relationships, environmental changes, and academic progress that occurred following their implementation of the WoWW approach. The teachers agreed that providing positive feedback and constructive criticism to the children was an extremely beneficial aspect of the WOWW program.

The teachers elaborated on their satisfaction with the WoWW intervention. All the respondents reported their “Ah-ha!” moments. The data generated information about a time when the participants felt WoWW was a program they could use effectively with their students. The participants in this study described a period when they noticed all the positive changes that occurred and the effect these had on them as well as the effect these had on the students.

It is my impression that this memorable experience seemed to represent a time when the respondents had recognized that the solution-building approach had changed their relationships with the students, changing interactions within the classroom. They experienced a time when their focus shifted to what was going well in the class and they noticed the positive changes. In addition, the teachers seemed to have developed insights that, in some way, wove the knowledge of WoWW into their existing philosophies and beliefs. They realized how different approaches can affect relationships with people and how changes in relationships can enhance teaching interactions.

WoWW is designed to train teachers and students to develop a mutually beneficial relationship. The students and teachers collaborate in order to create a positive environment that is more conducive to learning. The WoWW intervention is found to be especially helpful for novice teachers who have not had prior classroom management training, as well as experienced teachers who may be in search of new effective ways to approach students.
Borko and Eisenhart (1993) agree that classroom management is a complex issue that needs to be explored in depth. One among the participants said that she knew this model was something she could use with her students as she became familiar with the model and realized that her philosophy merged well with the philosophy of WoWW. My study also discovered that the teachers who were consistently using the WoWW approach were open to discuss their positive experience and collaborated with other stakeholders to gain support and continue to improve their behavioral management techniques. Baker (2005), in both quantitative and qualitative studies, also demonstrated that teachers supported the idea to collaborate with colleagues or stakeholders to improve their management techniques.

The inclusion of children in establishing goals and creating classroom rules proved to be a pivotal part of the WoWW program. As previously mentioned, WOWW is recognized to build the esteem of students and provide an opportunity for the students to exhibit their good character by illuminating the positive aspects of their good behavior.

Teachers offered a description of their individual teaching style and the manner in which each interacts with students (which is mainly dependent on individual character). The process of self-assessment is rather delicate, as many factors contribute to individual style, including the numerous classroom management methods available. However, when dealing with diverse groups of children, it is important to note that, in order to understand their individual needs (Cangelosi, 2001), it helps to be flexible and willing to apply new concepts. My findings informed that teachers who were willing to try a new method, who were patient and consistently used the WOWW approach attested that it made a difference. As a result, the teachers chose to change their style of intervention. Previously to WoWW, each teacher identified a method of classroom management. Fifty percent of the participants stated that they were getting by using
what they referred to as “their own” method and a combination of behavior modification techniques. These participants explained that they had no formal management training. Despite training, there are still many factors to consider about an intervention style.

The WOWW program influenced individual teacher’s routine and all aspects of the program were pertinent to them. What was reported was that many of class management approaches are founded on the same punitive methods that continue to adversely affect children. Repetitive punitive approaches seem to intensify misconduct. Rigid control of children elicits defiant, disruptive behaviors among other acting-out behaviors (Gingerich and Eisengart, 2000) that children exhibit under strict monitoring. A child has a mind of his or her own and should not be coerced into conforming to the rules, but rather taught to understand the importance of following directives and be positively molded in a mutually rewarding experience. It is understandable that within a punitive disciplinary system, children rebel due to not having a voice and having authority unilaterally exerted over them.

Glaser (2002) supported the concept of involving children in classroom rules. He asserted that classroom rules are essential and should be established by both the teacher and the students in the class. Establishing classroom rules is a known behavior management strategy that teachers commonly use. Lindberg and Sick (2002) are also in favor of children having input in creating the rules because the students most likely will comply with and respect the rules if they are incorporated in the decision-making process and the rules are applicable to all students consistently (Emmer, Everson, and Horsham, 2003). The students’ involvement helped build their self-esteem and the implementation of WoW provided teachers a method to empower the students.
Research Findings Relationship and Other SF Research in School Settings

The WoWW approach has been linked to positive changes for students in several areas, including academic performance, relationship with teachers, classroom behavior, and self esteem. These qualitative findings support that the WoWW SFBT program works. The findings also support the pilot study outcome result conducted by Liscio (2007). The study further supports previous literature of SFBT efficacy when applied to school settings (Franklin, et. al., 2001, Kim & Franklin, 2008). The study pointed to the importance of including teachers in therapeutic system; importance of positive language; and overall effectiveness of SFBT in improving classroom-related behavioral problems. Overall, this study illuminates the positive language as central to the WoWW program.

The study accentuated that the WoWW program is unique because it is comprised of multiple tools that work synergistically. Those tools include: positive language that creates positive changes; the collaboration that unites teachers, students, and coaches; the involvement of children in goal and rule settings, which helps foster positive self-concept; the coaches as trainers in the classroom that model the program; the scale that verbalizes observations of what went well; the compliments that help build the students’ self esteem; the verbal praise that served as encouragement to sustain the change of behavior; and the cooperation with stakeholders. The aforementioned elements are the essential tools, the study revealed, that make contribute to the WoWW effectiveness.

The purpose of this study was to evaluate the WoWW program. This qualitative study brings forth the characteristics of a therapeutic systemic approach to classroom management as perceived by the respondents. The majority of participants believed that the SFBT based
classroom management program WOWW is the breakthrough that teachers can utilize successfully.

**Limitations of the Study**

While I am not sure how and whether this study would have been different, I suspect that a larger number of participants might have enriched the data for this study. The limitations in this study include the sample size of six teachers. This left out the perspective of teachers who worked with WoW but were not part of the study. Although there was a high degree of saturation after the fourth interview, I suppose that if more teachers had accepted the invitation to participate in the study, I might have gathered information different from the participants’ views. It could be that the teachers who did not respond to the invitation did not want to disclose their negative perspectives of WOWW.

It is important to note that I was a WoW coach and I also worked with one of the interviewees. However, I could not differentiate her responses from the others. They all had comparable stories about the positive language, the collaboration and the students’ input distinctions. Another limitation is that all the participants were female teachers. The sample is not a true representation of NRMS teachers’ population. Diversity might have been enhanced had a male teacher volunteered to be included in this study. Moreover, the study was conducted with one public school; consequently, that might not make the sample representative of the whole Broward Public School District.

**Implications for Teachers and Administrators**

Given the results of my study, WoW is a program that other schools might consider to use. Based on the positive outcomes, teachers and administrators should be encouraged to apply some of the principles of WoW that teachers have reported to create positive changes that
enhanced relationships between teachers and students. Teachers and administrators should consider the benefits of including students in designing rules, as this collaborative approach was noted by the respondents as effective. Also, teachers and administrators should consider the benefits of positive language both on classroom behavior and teacher morale. My findings revealed that teachers benefited from the WoWW positive approach because the positive interactions created good student-teacher relationships that enhanced classroom behavior, allowing more time for teaching and promoting learning. Some teachers may respond more rapidly and positively to new programs such as WoWW than other teachers.

**Implications for WoWW**

Based on my findings, there seems to be a demand for more WoWW coaches. It is suggested that coaches need to be in the classes at least twice a week in order to train teachers to ensure appropriate implementation of the program. Adjusting to the solution focused approach with its techniques underlying WoWW may present some challenges for teachers in a classroom setting. Careful recruitment of interested teachers is important to promote proper implementation. Therefore, time and patience are required for teachers to become familiar with the WoWW model (SFBT).

Moreover, it would be beneficial to create a network for teachers to discuss and report changes that occurred during their experience with WoWW. Offering workshops to teachers at the beginning of the school year to ensure prompt implementation of the program would be a good service. In addition, the program should be introduced countywide and statewide, and should be available to all teachers, particularly the new teachers and teachers coming from other districts. The program can also be formally publicized by inviting school administrators and teachers to workshops, which can be advertised in local newspapers, radios, and television. In
order to have enough WoWW coaches, more marriage and family therapist (MFT) interns from Nova Southeastern University (NSU) should be trained in this program. Moreover, following teachers’ trainings, it will be significant to have ongoing forums to follow up with teachers and to keep track of the way the program is being implemented. Additionally, the forum will serve as a means for teachers to discuss/compare ideas with their fellow educators.

**Implications for the Researcher**

As a researcher, I have gained more confidence in doing fieldwork and interviews. I have acquired knowledge about evaluating a program and can better conceptualize the value of research work. As a solution focused therapist, I feel privileged to have made a contribution to the SFBT literature and obtained firsthand knowledge of what the participants thought about what make WoWW works. Moreover, my research not only reports positive outcomes of the solution-focused based classroom management program but it also supports the value of a systemic approach in school settings. It further strengthens my ability to assist clients in solution building. My experience and confidence in working with clients have increased. The researcher would like to pursue further research on the long-term internalization of solution-focused terms and concepts by nonclinical professionals exposed to the model.

I was surprised to find the long-tern use of solution-focused language incorporated by the teachers into their talk and was amazed to find the universal emphasis on positive language. Although the respondents highlighted the scaling technique as a tool that elicited positive language, it was interesting to learn from some participants that such technique could fade away once the positive language is mastered.
Recommendations for Future Research

The findings of this study prompted some suggestions for future research as follows: 1) conduct a study to compare the WoWW program in a different county or state; 2) conduct a qualitative study to obtain information from parent/student perspectives of WoWW; 3) conduct a study of how students from different cultures perceive the WoWW classroom management strategies—the student’s perceptions in relation to effective classroom management strategies should be a good contribution to the research literature; 4) follow up with students in two to three years to see if their experience with WoWW had any long lasting effects on their self-concept and academic performance; and 5) conduct a study involving two schools or more to quantify the differences about the WoWW program.
**Closing Remarks**

Despite the numerous classroom management methods available, the literature review revealed the challenges that teachers continue to have when dealing with diverse groups of students. In view of this problem, it was of utmost importance to evaluate the innovative classroom management WoWW program. Based on the findings, I would say that the WoWW program is an instrument of change that can be applied to: bring about changes in teachers and students relationships; create a positive classroom environment that is conducive to learning and teaching; promote academic performances; and build the student’s moral/self esteem. The solution focused based classroom management model is a new addition to many approaches that could be applied to resolve the issues of classroom management.

This research adds to the literature and affords teachers a new set of tools to consider. My hope is that this study will spur discussions among educators and all persons involved with the supervision of children regarding improvement of the standard methods of classroom management. This research has also shown that an approach like WoWW can alleviate some of the stresses involved in managing children and facilitate a better learning environment for everyone involved. It is also my hope that, as a result of this study, WoWW becomes pervasive throughout educational forums, so that most classroom misconduct will diminish.
REFERENCES


APPENDICES
Appendix A

NOVA SOUTHEASTERN UNIVERSITY
Graduate School of Humanities and Social Sciences

Consent Form for Participation in the Research Study Entitled
What about “Work on What Works?” How do teachers experience WOWW?

Funding Source: None

IRB approval #: GSSHSS10220811Exp.

Principal investigator
Maud Pasquet, MFT, MS
8409 Sheraton Dr
Miramar, Fl, 33025
(954) 431-5254

Co-investigator
Lee Shilts, PhD
3301 College Avenue
Fort Lauderdale, Fl. 33314
(954) 262-3018

Institutional Review Board
Nova Southeastern University
Office of Grants and Contracts
(954) 262-5369/Toll Free: 866-499-0790
IRB@nsu.nova.edu

Site Information
The interview will be conducted at a location that is agreed on by both participant and interviewer.

What is the study about?
The purpose of this study is to learn your perceptions about the Work on What Work (WOWW) classroom management intervention program.

Why are you asking me?
Teachers like you who have implemented the WOWW program in their classroom and have agreed to participate are asked to provide information about how the experience of the innovative classroom management program was for you.

What will I be doing if I agree to be in the study?
Each participant will have a face-to-face in-depth interview that will last approximately 90 minutes. The interviews will be recorded. The researcher will transcribe the recorded information. Upon completion of transcriptions, the researcher will schedule a follow-up meeting for interviewees to participate in member checking of their interview, to ensure accuracy of their words and to provide additional information if necessary.

Initials:__________ Date:__________

Page 1 of 3
Is there any audio recording?
This research project will include digital recorders. All interviews will be digitally recorded. This digital recording will be heard by the researcher, the university’s human research oversight board (the Institutional Review Board or IRB), any granting agencies, and the following: such as dissertation chair. The recorded data will be stored and password secured in the researcher’s computer. The recorded data will be transcribed by the researcher. The written material will be kept securely in a locked cabinet located in the researcher’s home. Because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say cannot be guaranteed, although the researcher will try to limit access to the recording as described above. From the conclusion of the study, the data will be kept password protected in the researcher’s computer for three years.

What are the dangers to me?
There is minimal risk to you in this study. If you have any concerns about the risk of participating in this study, you can contact Maud Pasquet at (954) 682-9964 or Lee Shilts at (954) 262-3018 or the IRB office at the numbers indicated above.

Are there any benefits to me for taking part in this research study?
There are no benefits to the study.

Are there any costs or payments to me for being in this research?
Each participant will be compensated with a $25.00 Visa gift card. There are no costs.

How will you keep my information private?
This consent form is confidential and private. All information obtained in this study is strictly confidential unless disclosure is required by law. All field notes and interviews analysis will not be made available to anyone other than the IRB, my research supervisor or committee, and others as appropriate. The digitally recorded data will be stored in my computer and your interview information will be password protected. All data will be kept in my computer for 3 years from the conclusion of the research and will be deleted after that time. Your real name will not be mentioned in the results. Your real name will not be used in this study at any time. A false name will be used to protect your anonymity. All written data will be kept in a locked cabinet in my house for 36 months from the conclusion of the study and will be destroyed in small pieces (shredded) after that time.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you withdraw, you may request that any of your data which has been collected be destroyed unless prohibited by state or federal law.

Initials: __________ Date: __________
Other Consideration:
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you by Dr. Shilts or me.

Voluntary Consent by Participant:
I have read the preceding consent form, or it has been read to me and I fully understand the contents of this document and voluntarily consent to participate in the research study entitled What about Work on What Work? How do teachers experience WOWW? All of my questions concerning the research have been answered. I hereby agree to participate in this research study. If I have any questions in the future about this study they will be answered by Maud Pasquet, or Lee Shilts. A copy of this form has been given to me. This consent ends at the conclusion of this study.

Participant’s Signature: ___________________________ Date: ________________

Witness’s Signature: ___________________________ Date: ________________
Appendix B

NOVA SOUTHEASTERN UNIVERSITY
Office of Grants and Contracts
Institutional Review Board

MEMORANDUM

To: Maud Budhoo Pasquet, MFT, MS
8409 Sheraton Drive
Miramar, Florida 33025

From: Teri Hamill, Ph.D.
Chair, Institutional Review Board

Date: November 4, 2008


I have reviewed the revisions to the above-referenced research protocol by an expedited procedure. On behalf of the Institutional Review Board of Nova Southeastern University, “What About “Working on What Works (WOWW)?” How Do Teachers Experience WOWW?” is approved. Your study is approved on November 4, 2008 and is approved until November 3, 2009. You are required to submit for continuing review by October 3, 2009. However, you may not begin the study until we have a letter of approval from the Broward County Schools and from the school Principal. As principal investigator, you must adhere to the following requirements:

1) CONSENT: The consent forms must indicate the approval and its date. The forms must be administered in such a manner that they are clearly understood by the subjects. The subjects must be given a copy of the signed consent document, and a copy must be placed with the subjects’ confidential chart/file.

2) ADVERSE EVENTS/UNANTICIPATED PROBLEMS: The principal investigator is required to notify the IRB chair of any adverse reactions that may develop as a result of this study. Approval may be withdrawn if the problem is serious.

3) AMENDMENTS: Any changes in the study (e.g., procedures, consent forms, investigators, etc.) must be approved by the IRB prior to implementation.

4) CONTINUING REVIEWS: A continuing review (progress report) must be submitted by the continuing review date noted above. Please see the IRB web site for continuing review information.

5) FINAL REPORT: The Principal Investigator is required to notify the IRB Office 30 days after the conclusion of the study that the study has ended via a final report.


Cc: Dr. Patricia Cole (email only)
Dr. Lee Shilts (email only)
Mr. Jaime Arango
February 9, 2009

Ms. Maud Pasquet  
8409 Sheraton Drive  
Miramar, FL 33025  

Dear Ms. Pasquet:

Thank you for submitting your proposal, #544 — What About “Working on What Works (WOWW)” how do Teachers Experience WOWW?, for consideration by the Broward County Public Schools (BCPS). Staff has reviewed your research proposal and approval has been granted.

This approval means that we have found your proposed research methods to be compatible with a public school setting and your research questions of interest to the school District. This security approval has been granted for the researcher and/or research group to contact New River Middle School only to request their participation.

This security approval to conduct research will expire on Tuesday, February 9, 2010. If you are unable to complete your research by this date, you must contact the Research Services Department in writing four weeks prior to the above expiration date and request an extension.

Implementing your research, however, is a decision to be reached by the affected schools listed above, on a strictly voluntary basis. To assist these schools in their decision, please outline the operational steps to be performed by staff at this school. You must also share this District Security Approval Letter signed by the IRB Chair and provide a copy of the attached Principal Security Approval Memorandum, which has been initialed by the Area Superintendent and the IRB Chair. Schools have been instructed not to cooperate unless you provide both pieces of Security Approval Documentation that contain the name of the Principal or their schools only.

Based on the research methods described, campus visitation will be required. Note that any member of your research team who is not a current BCPS employee must comply with the District’s Security Clearance procedures. To initiate the Security Clearance process, each researcher and/or team member has to register for fingerprinting services online at http://broward.sofin.net. An email address or the email address of the human resource contact person at your company is required in order to complete the registration process. Call the District’s Security Clearance Department at 754-321-1213 if you have any questions. Each researcher and/or team member must bring with them the contents of this Security Approval Packet, a Photo ID, such as a valid State Driver’s License, or U.S. Passport, etc. Please see the attached detailed information regarding the relocation of the off-site fingerprinting facility, directions, hours of operation, and new methods of payment. If you did not receive a Security Clearance Form in this Security Approval Packet, please contact Ms. Beth Tillman at 754-321-2511, or e-mail via CAB to beth.tillman@browardschools.com
What About “Working on What Works (WOWW)?” How do Teachers Experience WOWW?
Maud Pasquet
February 9, 2009
Page 2

This Security Approval Packet contains the following:
- District Security Approval Letter – Letter signed by the IRB Chair.
- Principal Security Approval Memorandum – Memorandum initialed by the Area Superintendent and IRB Chair.
- Security Clearance Form – Each researcher and/or team member who is not a current BCPS employee must fax the completed form to Research Services at 754-321-2722, or e-mail via CAB to beth.tillman@browardschools.com to be signed by the IRB Chair and returned to you via fax or e-mail as part of your Security Approval Packet.
- PrideRock Holding Company Fingerprint Information

Please be aware that the badge assigned to you and/or your research team members for this current research project are the property of The School Board of Broward County, Florida, and as such, must be returned upon completion of this research proposal. Again, if you are unable to complete your research by the expiration date indicated above, you must contact the Research Services Department in writing four weeks prior to the above expiration date and request an extension. The anticipated date for submitting an electronic copy of your research findings is **Wednesday, June 9, 2010**. If additional assistance is needed from our staff, **please contact me** at 754-321-2500.

Sincerely,

[Signature]

Maria R. Ligas, Ph.D.

MRL/GKS:bt
Attachments
SAMPLE LETTER TO WOWW TEACHERS

Dear ...

I am writing this letter to ask if you would be willing to participate in my research study about teachers’ experiences regarding the Working on What Works (WOWW) program. This research project is a part of a dissertation, a requirement for my Ph.D. in Marriage and Family Therapy at Nova Southeastern University.

The purpose of the study is to find out what your experience of using WOWW was like. To gather this information, I will interview 13 teachers who have had the WOWW program implemented in their classroom for at least a year. If you agree to participate, you will be required to complete a 60 to 90 minute interview that will be recorded. The interview will be divided in two sections. The first section consists of background and demographic information, and the second section consists of the questions that will guide the interview.

The interview will be scheduled at a place and time convenient to you. Following the interview, you will also be asked to schedule a 60 to 90 minutes meeting to review a transcription of the interview for accuracy and to provide additional information, if necessary. I will arrange to meet individually with teachers who agree to take part in the study, to answer additional questions relevant to the study, and to schedule a time for the interview. Your participation is voluntary, so if you agree to participate in this study, you can be assured that your privacy will be protected. All participants will be given pseudonyms in order to assure their anonymity, and I will keep the recordings of the interviews under lock and key.

Enclosed, is an informed consent that provides the details of the study. Please contact me for further information at (954) 682-9964 or Dr. Lee Shlits, dissertation chair at (954) 262-3018. Should you agree to participate in the study, please sign the Consent form, insert it in the provided envelope, and return the sealed envelope to the school administrator who delivered the letter to you.

Sincerely,

Maud B. Pasquet
Appendix E

LIST OF GUIDING QUESTIONS

1. How would you describe your teaching style?

2. Who benefit from appropriate classroom management?

3. What method of class room management have you used before?

4. On a scale of 1 to 10, 10 being the highest and 1 the lowest how useful was the classroom management techniques you used before WOWW?

5. How would you describe what WOWW is?

6. On a scale of 1 to 10, 10 being the highest and 1 the lowest, how useful do you see WOWW approach to classroom management?

7. How do you think WOWW works?

8. What is that is working?
9. What has been the most useful to you about WOWW? The least useful?

10. What is your most memorable experience with WOWW so far?

11. How do you see WOWW as different from or similar to other classroom management programs?

12. What additional information you think would be helpful for me to know about using WOWW?

13. What is your current involvement with WOWW?

14. What is it that was working with CHAMP?

15. How useful were the coaches?

16. Tell me a bit more about the scaling?

17. How did you decide to use WOWW?
Appendix F

TEACHER DEMOGRAPHIC INFORMATION

1. Gender
   ___ Male   ___ Female

2. Age range
   ___ 20-----29
   ___ 30-----39
   ___ 40-----49
   ___ 50-----59
   ___ 60-----69
   ___ 70's
   ___ 80's
   ___ 90's

3. Ethnicity/Race
   ___ White   ___ Black   ___ Latino   ___ Other

4. Birth place
   ___ USA   ___ Other

5. Education Level
   ___ Associate degree
   ___ Bachelor degree
   ___ Master degree
   ___ Doctoral degree
   ___ Other (describe)

6. What is your status at New River Middle School?
   ___ Regular classroom teacher
   ___ ESOL teacher

7. Grade Level
   ___ 5th
   ___ 6th
   ___ 7th
   ___ 8th

8. Number of years you have taught in this school?

9. Years of experience in teaching

10. Number of years you have taught in your current grade?

11. List the academic subject(s) that you teach
BIOGRAPHICAL SKETCH

Maud Budhoo Pasquet was born in Port-au-Prince, Haiti, and grew up in New York City. She moved to Florida with a certificate in medical laboratory technology and worked at Mount Sinai Hospital and also with Oncology Associates. She returned to school and earned a degree in psychology from Nova Southeastern University (NSU). Following her graduation, she devoted her time to her family which consists of her husband, Fritz Pasquet, and three sons, Fritz Junior, Frederick, and Felix.

Maud decided to continue her education when her youngest son entered the 9th grade. She returned to NSU and graduated with a master’s degree in marriage and family therapy (MFT). During her studies, she was influenced by systemic and solution-focused approaches to therapy and made a transition into the family therapy doctoral program at NSU. While enrolled in the PhD program, she worked extensively with Dr. Anne Rambo in Students United with Parents and Educators to Resolve Bullying (SUPERB), and was a coach with Working on What Works (WOWW). Maud has worked with numerous private agencies, providing therapeutic services to families. She is a certified Family Life Educator and she also holds a certificate in Divorce Co-Parenting Education. Maud is a Board Certified Professional Counselor and a member of the American Psychotherapy Association. In addition to her active involvement in group parenting work, Maud currently facilitates a divorced parents group at the Mental Health Association in Broward County. Moreover, Maud has talent in the arts. She is involved in interior decorating, drawing, painting, and sculpting. In her spare time, she enjoys ballroom dancing.