Implementation of PBIS in Lithuania: from theory to practice

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Counselling Division for Children with Developmental Disorders

The Mission of the Counselling for Children with Developmental Disorders:

To improve the effectiveness of education for children with Autism Spectrum Disorder by providing schools and families with support in the form of methodologies and consultations.

Main areas of work:

- Services provided by mobile teams at permanent teaching and learning environments regularly used by an autistic child (observation, recommendations, support in drafting individualised support plans);

  - Consultations for parents, teachers and specialists;

  - Self-help groups for parents;

  - Qualification improvement events;

  - Introduction of positive behaviour support and interventions at education institutions;

  - Methodologies and publications.

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Our point of departure

Problems faced:

- Insufficient competencies among teachers for dealing with inappropriate behaviour;

- Schools lacking a single strategy for dealing with inappropriate behaviour;

- The lack of procedures and strategies for dealing with inappropriate behaviour;

- Insufficient support for autistic students.
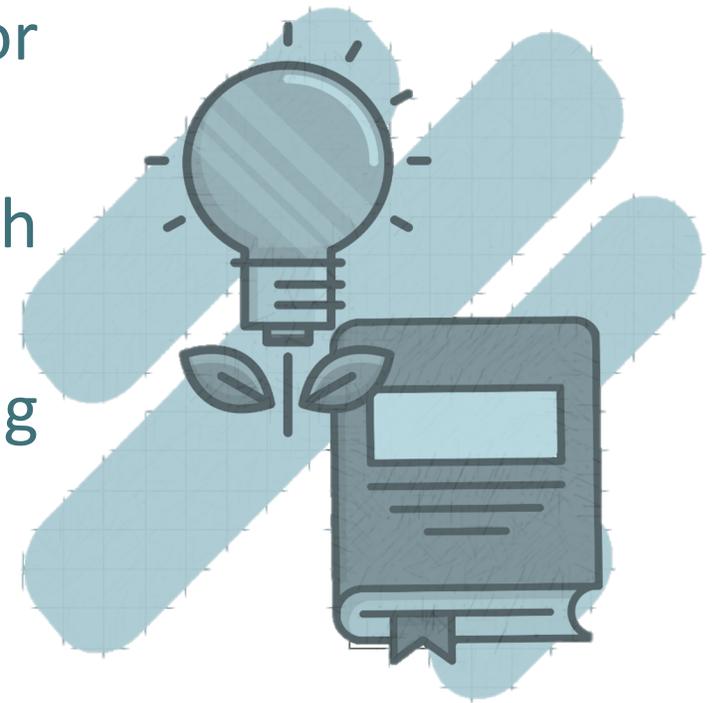
Milestones

- **Research question**

What available practical solutions and systems for teaching appropriate behaviour are used by schools that apply positive behaviour rules?

- **Research aim**

To determine systems and practical solutions used at schools that promote positive student behaviour.

- **Methods and delivery**

The following research methods were used: qualitative document analysis.

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Milestones

- **The research used the criterion sampling technique.**

The criterion: schools with a positive behaviour system or positive behaviour rules mentioned in their operational documents.

- **Research sample:** seven schools that correspond to the criteria.

- **Keywords:** systems, practice, positive behaviour, promoting system, inclusive education, prevention, intervention.

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Research criteria applied to operational documents of schools

Do documents provide grounds for the promotion of appropriate behaviour of students?
Is there a document-based system used to teach students the expected behaviour every year?
Is there a document-based system used to record and resolve instances of inappropriate behaviour?
Does the school have a logbook for documenting inappropriate behaviour?
Does the strategic plan of the school contain PBIS as one of the key three objectives of operational improvement?

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Findings

Guidance on student attendance accounting and absence prevention

CATEGORY	SUBCATEGORY
Supportive steps, methods	Personal conversation with the student.
	Praise in the electronic diary.
Disciplinary steps, methods	Verbal notice.
	Written notice.
	Behaviour discussed at the School Child Welfare Commission.

Findings

Guidance on implementing measures and interventions for the prevention of violence and bullying

CATEGORY	SUBCATEGORY
Supportive steps, methods	Personal conversation with the victim.
	Conversation with educational support specialists.
	Personal conversations for the violator.
	Support from educational support specialists or teachers.
Disciplinary steps, methods	Interrupting suspicious behaviour.
	Reminding of school provisions, rules of behaviour.
	Informing the class teacher.
	Informing other stakeholders.
	Informing the Child Welfare Commission.
	Drafting the support plan.
	Informing the school principal.

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Findings

School guidance on applying impact measures for students exhibiting inappropriate behaviour

CATEGORY	SUBCATEGORY
Supportive steps, methods	Personal conversation with the student and/or parents.
	Student praise for every achievement.
Disciplinary steps, methods	Three verbal notices per one lesson.
	Giving a notice.
	Changed seat in the class.
	Inviting the principal/authorised representative.
	Inspection of student's belongings.
	Reasonable physical action.
	Continuous observation and control.
	The student is suggested to change schools.

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Disciplinary systems

Schools apply a tiered disciplinary system for students:

- Conversation with a student;
- Conversation with parents;
- Discussion with the Child Welfare Commission;
- Deliberation of the student behaviour at the teacher council;
- Deliberation of the student behaviour at the teacher council with parents;
- The behaviour of the student is reported to the Child Rights Protection Service;
- The behaviour of the student is reported to the Inspection of Juvenile Affairs;
- The student is expelled from the school.

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Motivating systems

School documents reflect clearly indicated motivating systems for students when they correspond to the following criteria:

CATEGORY	SUBCATEGORY
Motivating	For being active (active readers in libraries, involvement on a class, school, regional levels, e.g. organising events, a new initiative in a class, school).
	For academic achievements (prizes in competitions, Olympiads, etc.).
	For "good" behaviour, i.e., for a generous or civic deed (help to a teacher, friend, member of the community).
	For "good" attendance, i.e., no ascent lessons during the semester.

Forms of motivation

Schools use a variety of motivating measures:

- Verbal praise, inscription in the e-diary;
- A public thank-you to a student or parents (e-diary, school website);
- A letter of appreciation;
- Photo on the Wall of Fame;
- Diploma;
- Outing;
- Nomination;
- Titles;
- Publicity.

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Conclusions

- Schools organise work related to inappropriate behaviour of students based on different guidance documents, which are often unrelated.

- The guidance reflects the distribution of functions among school staff, the predominate type of activity planning addresses dealing with consequences, disciplinary systems are clearly defined.

- Easily predictable systems are used for documenting student attendance and inappropriate behaviour (e-diaries, behaviour logbooks).

- Schools have approved motivation systems and procedures for students, which accentuate academic achievements.

- Schools apply fragmented support for students with behaviour issues.

- Strategic plans for schools have fragmented measures and interventions for work with inappropriate behaviour of students.

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State of play

The Project: "Implementing the Positive behaviour support and intervention system in Lithuanian schools".

Aim: To promote the inclusion of autistic children by changing the attitude of the school community and methods of work intended to promote positive behaviour.

Number of participants: 7 schools.

Achieved so far: a competition resulted in selected schools, three training sessions were organised.

Next: international conference, training events, assessment of school activities, planning of further actions.

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