

ABSTRACT

Diploma thesis deals with the current methods of implementation of primary prevention of primary schools in the Czech Republic. The aim was to determine the degree of preparedness of primary schools for the implementation of a world-wide research-proven program of positive support for students behavior in the school environment (PBIS) in order to prevent risky behavior of students in schools. The first part of the thesis is devoted to theoretical knowledge about students with risky behavior, preventive and interventional procedures of primary prevention applied in schools and a thorough description of the PBIS method. We used a qualitative method of semi-structured interviews for the research survey. The evaluation took place on the basis of interviews with pedagogical staff at four primary schools. The analysis was performed using open coding. Questions were asked about the use of preventive measures by primary schools and the answers provided an insight into which elements used correspond to the PBIS method. The results of the research show similarities in the use of preventive elements in the field of physical environment of the class and in the positive formulation of the rules of conduct. On the contrary, visualizations of routine procedures and school-wide expectations in school premises are not used. The research also found that younger students use more elements of the PBIS approach than older students. In the end, the answers to the research questions are formulated and practical recommendations have been set that can contribute to better social and academic results of students and prevent unwanted behavior at school.

KEYWORDS

unwanted behaviours, primary prevention, PBIS, physical environment of the school, routine procedures, school-wide expectations