

**Evaluating learners' behavioral characteristics
and classroom management practices in inclusive education**

Madelyn B. Miñoza, DevEdD

Cebu Technological University-Main Campus
Cebu City, Cebu, Philippines
Email: minozamadelyn@gmail.com

ABSTRACT

This study evaluated the behavior problems encountered among diverse learners and the corresponding classroom management practices in inclusive education at Cesar M. Cabahug Elementary School during the 2025-2026 school year as a basis for an intervention plan. Utilizing a descriptive-correlational research design, it involved 30 teachers selected via purposive sampling. Data were gathered using a survey questionnaire and analyzed through descriptive and inferential statistics, including Analysis of Variance (ANOVA) and Regression. Findings revealed that the respondents were exclusively female, predominantly aged 31–45, with most having earned units in a Master's degree program and had ten or more years of teaching experience. Teachers reported handling a wide range of learner difficulties, including communication, reading, writing, and numeracy challenges, as well as specific learning disabilities, ADHD, autism, and emotional or behavioral disorders. Most professional development activities attended were conducted at the school and division levels. Behavioral issues such as inattention, aggression, disruption, and non-participation were the most commonly encountered. Teachers generally employed positive behavior management strategies, with a preference for reinforcement and coaching over punitive measures. However, the overall level of classroom management practices was rated as "Sometimes" applied, indicating inconsistency in implementation. Statistical analysis showed that only teaching experience significantly influenced management practices, while no significant relationship was found between specific behavioral problems and the strategies used. The study concludes that while teachers possess foundational skills in positive behavior management, there is a need for more consistent and individualized application of strategies. It recommends the implementation of a structured intervention plan to enhance professional development, promote mentoring, and strengthen school-home collaboration in managing diverse learners.

Keywords: inclusive education, behavioral characteristics, classroom management practices, diverse learners, descriptive-correlational design, Cebu, Philippines

DOI: <http://doi.org/10.69651/PIJHSS0404553>

Recommended citation:

Miñoza, M. B. (2025). Evaluating learners' behavioral characteristics and classroom management practices in inclusive education. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 6008-6021. <http://doi.org/10.69651/PIJHSS0404553>

Date Submitted: October 10, 2025

Date Accepted: November 5, 2025

Date Published: November 24, 2025

INTRODUCTION

Behavioral management is fundamental to effective teaching and learning, especially in special education environments. It cultivates a secure, organized, and affirmative atmosphere, allowing students with varied requirements to participate effectively in the educational experience. Effective behavioral management practices are crucial for fostering social-emotional development, reducing disturbances, and enhancing self-regulation abilities among primary learners at SPED centers. These results are essential, as they establish the groundwork for academic success and enduring adaptive behaviors.

In special education, personalized behavioral interventions address the distinct problems encountered by learners with impairments, including communication hurdles, sensory sensitivities, and social issues. Effective behavioral management benefits students and alleviates stress and fatigue for teachers, while enhancing instructional time and improving the entire classroom environment. The significance of these tactics is emphasized by studies demonstrating their contribution to the establishment of inclusive, supportive, and productive learning environments for all students.

Notwithstanding the acknowledged advantages of behavioral management, a global study indicates enduring deficiencies in the execution and assessment of these techniques. A study conducted by WHO/Europe and the ECDC (2024) identified considerable deficiencies in skills and resources that impede the successful use of behavioral and cultural insights in educational and health contexts. These deficiencies hinder the conversion of evidence-based practices into policy and routine classroom interventions, necessitating enhanced investment in teacher training and organizational support (ECDC, 2024).

Moreover, international literature indicates conceptual ambiguity and methodological difficulties in behavioral intervention research. Challenges, including inconsistent nomenclature, little empirical information on optimal practices, and ambiguity over intervention fidelity and effectiveness across varied populations, persist unresolved. These obstacles hinder the design, implementation, and expansion of interventions that address the changing requirements of students with special needs (Gitlin et al., 2023).

In the Philippines, research on behavioral management within special education is few, predominantly emphasizing clinical interventions over preventive or school-based approaches. The Philippine Mental Health Strategic Plan 2019–2023 identifies critical deficiencies in mental health governance, service provision, and information systems, notably the absence of proactive initiatives to enhance mental health and avert behavioral problems in educational institutions (Lazo, 2019). The incorporation of behavioral science principles in public administration and educational research is shallow, with limited studies utilizing rigorous procedures or catering to the specific needs of Filipino learners (Antolino & Salonga, 2022).

These disparities are exacerbated by poor finances, insufficient teacher preparation, and restricted access to culturally pertinent resources. The absence of evidence-based, context-specific interventions obstructs the formulation of comprehensive behavioral management programs that can successfully assist kids with special needs in Philippine schools (Lazo, 2019; Antolino & Salonga, 2022).

Research on behavioral management at Cesar M. Cabahug Elementary School is limited at the local level. Current research underscores the necessity of managing student behavior for effective inclusion in mainstream classrooms; nonetheless, educators frequently encounter considerable difficulties. This encompasses overseeing a broad range of behavioral traits, including inattention, hyperactivity, defiance, and violence, in extensive, heterogeneous classes with minimal assistance. This frequently results in dependence on conventional, perhaps inconsistent, practices that may inadequately address the diverse requirements of learners, leading to teacher stress and diminished instructional time. The pressing difficulty identified in the local context compels the researcher to undertake this study, with the objective of converting these daily difficulties into a systematic and supporting action plan.

Given these challenges, this study is both relevant and necessary. It aims to evaluate learners' behavioral characteristics and classroom management practices to identify the specific behavioral challenges encountered by teachers in inclusive settings. The findings will serve as the foundation for a proposed intervention plan designed to reduce teacher stress through professional development, establish consistent and evidence-based behavioral management strategies, and enhance teachers' capacity through targeted training programs. By addressing these critical areas, the intervention plan seeks to create a structured, supportive, and inclusive learning environment that promotes positive behavior, teacher well-being, and improved educational outcomes for all learners.

Statement of the problem

This study aimed to evaluate the behavior problems encountered among diverse learners and the classroom management practices implemented in inclusive education at Cesar M. Cabahug Elementary School during the school year 2025–2026 as the basis for an intervention plan. Specifically, the study sought answers to the following queries:

1. What is the demographic profile of the teacher-respondents in terms of age and gender, highest educational attainment, number of years in teaching, types of disabilities or difficulties handled, and relevant trainings and seminars attended?
2. What are the behavior problems encountered among diverse learners in inclusive education?
3. As perceived by the teacher-respondents, what is the level of behavior and classroom management practices in dealing with diverse learners?
4. Is there a significant relationship between the demographic profile of the teacher-respondents and the level of behavior and classroom management practices in dealing with diverse learners?
5. Is there a significant relationship between the behavior problems encountered among diverse learners in inclusive education and the level of behavior and classroom management practices in dealing with diverse learners?
6. Based on the findings of the study, what intervention plan could be proposed?

METHODOLOGY

This study employed a descriptive-correlational research design using a quantitative approach to assess the behavioral management practices of primary learners as implemented by teachers at Cesar M. Cabahug Elementary School within the Mandaue City Division during the school year 2025–2026. This design was deemed appropriate because it allowed the researcher to systematically describe existing practices, behaviors, and challenges without manipulating variables, thereby presenting an accurate portrayal of how behavior management was carried out in the target school population. The investigation was conducted at Cesar M. Cabahug Elementary School, a SPED-inclusive public institution located in Barangay Looc, Mandaue City, Cebu, which caters to approximately 1,400 to 1,500 learners and employs around 40 teachers. The school serves a diverse population, including children with intellectual and learning disabilities, autism, and behavioral difficulties. The respondents consisted of thirty primary-level teachers who were directly involved in managing learners' behavioral and academic needs. They were selected through purposive sampling to ensure that those with first-hand experience in behavior management and inclusive classroom practices contributed to the study.

Data were gathered using a survey questionnaire adopted and modified from Torregosa et al. (2024), which served as the primary instrument for examining teachers' experiences, perceptions, and strategies in handling the behavior of diverse learners. The instrument contained three sections focusing on the teachers' demographic and professional profiles, the behavioral problems encountered among learners, and the classroom management practices employed to address these issues. Utilizing a five-point Likert scale, the instrument measured the frequency of behavior management techniques such as reinforcement, punishment, and behavior modification. The responses provided essential information for evaluating existing classroom management practices and for developing a contextualized intervention plan that enhances teacher competence and promotes inclusive education.

The data collection process unfolded in three phases to ensure ethical and methodological rigor. Initially, the researcher sought approval from school authorities, validated the instrument with field experts, and secured informed consent from all participants. Once approval was granted, the researcher personally distributed the questionnaires to the teacher-respondents, ensuring that they were given sufficient time and support to complete the instrument accurately. After retrieval, the completed questionnaires were checked, encoded, and prepared for statistical analysis. Descriptive and inferential statistics, including frequency counts, percentages, means, standard deviations, ANOVA, and regression analysis at a 0.05 level of significance, were employed to analyze the data. These statistical procedures facilitated the identification of relationships between teachers' demographic profiles, the behavioral problems encountered by learners, and the classroom management practices implemented. The results served as the foundation for developing a targeted intervention plan aimed at strengthening behavioral management within inclusive educational settings.

RESULTS AND DISCUSSION

Demographic profile of the respondents

The demographic profile of the respondents revealed that all thirty teachers from Cesar M. Cabahug Elementary School were female, with most aged 31–35 and 41–45, indicating a mix of

young and mid-career educators. A majority (60%) had earned master's units, showing active engagement in professional development, while 76.67% had ten or more years of teaching experience, reflecting a highly seasoned faculty. Teachers handled a range of learner disabilities, mainly general learning difficulties, specific learning disabilities, emotional and behavioral disorders, ADHD, and autism, highlighting the school's inclusive environment. Nearly half (46.67%) attended school-level trainings, followed by division-level seminars (36.67%), showing strong participation in locally organized professional development. Overall, the data suggest a dedicated and experienced teaching force that continually enhances its competence to manage diverse learners effectively in inclusive classrooms.

Recent studies underscore the importance of demographic understanding in behavioral management. Reyes and Santos (2021) emphasized that teacher age and experience significantly influence classroom management efficacy in inclusive education settings. Likewise, Cruz and Del Rosario (2023) highlighted that female teachers, who form the majority in elementary education in the Philippines, often utilize collaborative and empathetic strategies in addressing behavioral issues. Moreover, Lee and Gomez (2020) noted the need for age-specific professional development programs that enhance teachers' capacity to manage diverse learners effectively while promoting sustainable inclusive practices.

Behavioral problems commonly encountered among diverse learners

The data revealed that the most common behavioral problem among diverse learners was inattention or lack of focus (13.43%), followed by aggressive behavior (9.95%), disrupting others (9.45%), and non-participation in class activities (9.45%). Other issues included absenteeism, tardiness, hyperactivity, tantrums, bullying, defiance, low self-esteem, impulsiveness, and lying. These findings indicate that many learners struggle with maintaining focus, self-control, and consistent participation, reflecting both cognitive and emotional challenges. Hence, behavioral management programs should emphasize strategies that enhance attention, promote emotional regulation, and reduce disruptive behaviors, while also supporting teachers through continuous training in positive behavioral interventions and classroom management.

These findings imply that behavioral management programs should prioritize strategies that improve attention and focus, while also incorporating conflict resolution and emotional support components. Teachers require continuous training in positive behavior interventions and support systems that foster learner engagement and emotional well-being. Additionally, school policies must address absenteeism and punctuality to improve overall classroom dynamics and learning outcomes.

Recent studies corroborate the critical need to address attention and disruptive behaviors in managing diverse learners. Cruz and Garcia (2023) found that attention-related difficulties are among the most common behavioral concerns impacting student learning in inclusive settings. In the Philippines, Reyes and Luna (2021) emphasized the importance of integrating emotional regulation and conflict management in teacher training programs. Furthermore, Smith and Alonzo (2020) highlighted that comprehensive behavioral intervention plans that combine academic and socio-emotional approaches effectively reduce disruptive behaviors and improve learner participation.

Teachers' perceived level of behavior and classroom management practices in dealing with diverse learners

The findings showed that teachers most frequently practiced positive behavior management strategies, such as encouraging good behavior ($M=4.80$), promoting socially responsible conduct ($M=4.77$), and giving feedback on improper behavior ($M=4.57$), all rated as "Always." Strategies like using incentives, time-outs, and parent reporting were used "Often," while punitive measures such as suspension or threats of expulsion were "Rarely" or "Never" applied. The overall mean of 3.49 indicated that teachers "Sometimes" employed various management practices collectively. These results suggest a strong preference for positive, supportive, and inclusive approaches over punitive ones, reflecting teachers' commitment to nurturing classroom environments. The study highlights the importance of continued professional development that reinforces positive behavioral interventions and discourages harsh disciplinary methods to promote effective and compassionate classroom management.

The study implies that professional development and school policies should continue to promote constructive and positive behavior management strategies among teachers. Strengthening skills in emotion coaching, incentive-based rewards, and nonverbal cues can enhance inclusive practices. Moreover, continued discouragement of punitive approaches will help foster a supportive learning environment, which is crucial for diverse learners who may require tailored behavioral interventions.

Current research supports the effectiveness of positive and supportive classroom management strategies in inclusive education. Hernandez and Morales (2023) stressed that proactive encouragement of socially responsible behavior improves learner outcomes and reduces challenging conduct. In the Philippines, Santos and Belen (2022) found that teachers' consistent use of feedback and emotion coaching strengthens student-teacher relationships and behavioral improvements. Internationally, Kim and Roberts (2021) reported that minimizing punitive actions while employing incentives and positive reinforcement leads to a more inclusive and emotionally supportive classroom climate.

Test of significance of profile of teacher-respondents and the level of behavior and classroom practices in dealing with diverse learners

The analysis revealed that only the number of years in teaching had a statistically significant effect on teachers' behavior and classroom management practices ($f = 3.10$, $p = 0.045$), indicating that teaching experience strongly influenced how educators managed diverse learners. Other factors such as age, educational attainment, types of disabilities handled, and trainings attended showed no significant relationship. This suggests that practical, hands-on experience plays a more vital role than formal qualifications in shaping effective management strategies. The findings highlight the importance of utilizing veteran teachers' expertise through mentoring and peer coaching, as well as providing targeted support for less experienced teachers to strengthen their classroom management competence in inclusive settings.

The significant relationship between years of teaching and behavior management suggests that the practical experience accumulated over time equips teachers with better skills and confidence in handling diverse classroom behaviors. The lack of significance for other profiles may indicate that factors like formal education level, age, and even specific disabilities managed

do not substantially differentiate teachers' behavior management approaches. Experience, therefore, appears to be a more crucial determinant in shaping effective classroom practices in inclusive settings.

These findings imply that professional development programs should leverage the expertise of veteran teachers through mentoring and peer coaching to improve behavior management practices school-wide. Additionally, continuous, hands-on experience should be valued as a key component of teacher readiness. Schools might also consider designing targeted induction and support systems for less experienced teachers to accelerate their development in managing diverse learners effectively.

Research supports the idea that teaching experience significantly enhances classroom management competencies. Smith and Johnson (2021) found that experienced teachers demonstrate greater adaptability and effectiveness in managing behavioral challenges in inclusive settings. Brown et al. (2023) emphasized that while formal education provides theoretical knowledge, it is the actual teaching experience that refines practical management skills. Furthermore, Wilson and Martinez (2024) highlighted the importance of mentorship and peer collaboration in translating experience into improved classroom behavior strategies.

Test of significance between behavior problems encountered among diverse learners in inclusive education and the level of behavior and classroom practices in dealing with diverse learners

The results showed that none of the behavioral problems encountered among diverse learners significantly affected teachers' behavior and classroom management practices, as all p-values exceeded 0.05. This indicates that teachers generally apply consistent management strategies regardless of the specific behavioral issues—such as inattention, hyperactivity, or defiance—present in the classroom. The findings suggest that teachers rely on broad, generalized approaches that address a range of behaviors rather than tailoring interventions to specific problems. Therefore, professional development should emphasize building teachers' adaptable and flexible management skills to effectively handle various behavioral challenges while maintaining consistency and confidence in inclusive classroom settings.

The lack of significant relationships suggests that teachers tend to apply consistent behavior and classroom management practices regardless of the type of behavioral problems presented by diverse learners. This uniformity might reflect a reliance on generalized strategies that are designed to address a broad spectrum of behaviors rather than tailored interventions for particular issues. It may also indicate that teachers perceive their management approaches as stable and effective across different types of learner behaviors.

These findings imply that professional development efforts should focus on equipping teachers with versatile and adaptable management skills that can be effectively applied across various behavioral challenges. Instead of creating highly specific interventions for singular problems, educators might benefit more from broad-based training that enables flexible and responsive classroom management. This approach could enhance teachers' confidence and consistency in managing diverse learners within inclusive settings.

Research supports that consistent and flexible behavior management approaches are essential in inclusive education. Carter and Green (2021) emphasized that teachers who utilize

comprehensive and adaptable strategies are better prepared to handle diverse classroom behaviors effectively. Furthermore, Nolan et al. (2023) found that specific behavioral challenges do not necessarily require unique management styles but benefit from well-rounded, general behavior support techniques. Additionally, Flores and West (2022) noted that professional development that fosters broad skill sets enables teachers to maintain positive classroom climates despite varied behavioral issues.

Findings

The analysis of the data yielded the following results, which directly address the specific questions posed in the statement of the problem.

The demographic profile of the teacher-respondents revealed that the teaching force at Cesar M. Cabahug Elementary School was exclusively female. The largest groups of respondents were aged 31–35 and 41–45 years old, indicating a predominance of mid-career teachers. In terms of educational attainment, the majority of respondents had earned units in the Master's degree program but had not yet completed the degree. Most teachers reported having ten or more years of teaching experience, reflecting a highly experienced teaching population. Regarding the types of learners with disabilities they handled, the most commonly cited were those with learning difficulties in communication, reading, writing, and numbers, followed by learners with specific learning disabilities. Furthermore, the respondents indicated that most of their professional development trainings related to inclusive education were conducted at the school and division levels, suggesting active local engagement in capacity-building initiatives.

The findings showed that teachers frequently encountered several behavior-related challenges among their learners. The most common behavior problems identified were inattention or lack of focus, fighting or aggressive behavior, disrupting others during class, and non-participation in classroom activities. These behaviors were observed across various types of learners, particularly those with learning and communication difficulties. Such findings imply that attention-related and social interaction issues remain prevalent in inclusive classroom settings, which may hinder both classroom order and learning engagement.

The teachers' perceived level of behavior and classroom management practices was interpreted as "Sometimes" practiced, based on the overall weighted mean. This suggests that while teachers employed various strategies to manage diverse learners, the application of such strategies was not consistently sustained across all classroom situations. Among the specific strategies, encouraging good behavior and socially responsible conduct were reported as "Always" practiced, reflecting teachers' emphasis on positive reinforcement. Conversely, punitive measures such as sending a child home or threatening expulsion were rated as "Never" or "Rarely" practiced, indicating a preference for non-punitive and supportive behavior interventions aligned with inclusive education principles.

The test of significance revealed that among the teacher profile variables, only the number of years in teaching had a significant relationship with the level of behavior and classroom management practices. This suggests that teachers with longer teaching experience were more adept at employing effective management strategies in handling diverse learners. On the other hand, variables such as age, highest educational attainment, types of disabilities handled, and trainings attended showed no significant relationship with classroom management practices. Additionally, the analysis showed that there was no significant relationship between the specific

behavior problems encountered among diverse learners and the level of behavior and classroom management practices utilized by teachers. This implies that regardless of the types of behavioral issues faced, teachers generally maintained consistent approaches in managing classroom behavior.

CONCLUSION

The findings of the study reveal that Cesar M. Cabahug Elementary School is staffed by an exclusively female and largely mid-career group of teachers who bring substantial experience to inclusive education settings. Most respondents possessed ten or more years of teaching experience, had earned units toward a master's degree, and regularly engaged in school- and division-level professional development. These characteristics indicate that the school benefits from educators who are both seasoned and actively invested in strengthening their professional competence. The teachers also handled a wide range of diverse learners, including those with communication challenges, general and specific learning disabilities, ADHD, autism, and emotional or behavioral disorders. This diversity underscores the school's commitment to inclusive education, while simultaneously highlighting the complex behavioral contexts teachers must manage.

The behavioral challenges most frequently encountered—particularly inattention, aggression, classroom disruption, and non-participation—reflect the cognitive, emotional, and social demands placed on learners in inclusive environments. These behaviors not only disrupt instructional time but also impede learner engagement and academic progress. Despite these challenges, teachers consistently favored positive and proactive strategies such as encouragement, reinforcement, coaching, and constructive feedback, while rarely resorting to punitive approaches. This preference demonstrates adherence to inclusive and child-centered behavioral philosophies. However, the overall rating of “Sometimes” for classroom management practices signifies that although teachers possess the knowledge and skills necessary for effective behavioral intervention, these strategies are not yet applied with consistency or systematic frequency across situations.

The statistical tests further illuminate these patterns by showing that only teaching experience significantly influenced the level of behavior and classroom management practices. This suggests that practical, hands-on exposure to diverse learners contributes more substantially to effective classroom management skills than demographic variables or formal educational attainment. Conversely, the absence of significant relationships between specific behavioral problems and the strategies used indicates that teachers generally employ broad, consistent approaches rather than tailoring interventions to specific behavioral profiles. While consistency in management approaches can be beneficial, this finding also points to the need for building teachers' capacity in designing and applying targeted, context-specific interventions that address particular behavioral needs.

Taken together, these conclusions highlight both strengths and gaps in the school's behavioral management ecosystem. Teachers demonstrate foundational competence and a strong commitment to positive behavioral support, yet there remains a need for greater consistency, individualization, and strategic alignment of management practices. For these reasons, the study underscores the importance of implementing a structured intervention plan that focuses on

strengthening teachers' capacity through sustained professional development, mentoring programs, and enhanced collaboration between school and home. Such a plan should aim to develop advanced skills in differentiated behavioral intervention, promote the consistent application of evidence-based strategies, and support novice teachers through peer coaching systems facilitated by more experienced colleagues. Additionally, fostering stronger family-school partnerships will ensure that behavioral expectations and interventions are reinforced across environments, leading to more stable and positive learner outcomes.

In conclusion, the study affirms that while the teachers of Cesar M. Cabahug Elementary School exhibit dedication and foundational competence in managing diverse learners, the behavioral challenges present in inclusive classrooms require more structured, collaborative, and evidence-driven approaches. By adopting the proposed intervention plan and strengthening professional development, mentoring, and school-home collaboration, the school can enhance the effectiveness and consistency of behavioral management practices. These improvements will not only support teacher well-being and instructional quality but also foster a more inclusive, supportive, and productive learning environment for all learners.

REFERENCES

- Aas, H. K. (2023). Inclusive education for students with challenging behaviour. *International Journal of Special Education*.
- Antolino, P. N. A., & Salonga, M. R. M. (2022). When behavioral science meets public administration: An exploration of behavioral approach in public administration research. National College of Public Administration and Governance, University of the Philippines Diliman.
- Aquino, J. P., & Salonga, M. R. M. (2023). Teacher training and behavioral management in special education under the K to 12 programs. *Philippine Journal of Education Research*, 19(1), 55–70.
- Bandura, A. (2020). Social learning theory and behavior development in inclusive education. *Journal of Educational Psychology*, 112(4), 567–579.
- Brown, L. A., Green, D. M., & Chambers, R. (2023). The role of teaching experience in shaping inclusive classroom management strategies. *International Journal of Inclusive Education*, 27(1), 43–58.
- Carter, M., & Green, S. (2021). Adaptive classroom management: Flexibility in addressing diverse learner behaviors. *Journal of Inclusive Education*, 30(2), 112–128.
- Connolly, M. (2024). Catering to diverse learner needs in classroom management. *TinkeringTeachers*. <https://teachers.institute/learning-teaching/diverse-learner-needs-classroom-management/>
- Cruz, M. R., & Garcia, L. F. (2023). Managing attention and behavioral challenges in inclusive classrooms: Strategies for educators. *International Journal of Inclusive Education*, 27(5), 522–536.

Cruz, M. T., & Del Rosario, L. F. (2023). Gender dynamics in classroom management: Implications for inclusive education in the Philippines. *Philippine Journal of Educational Research*, 45(2), 115–130.

Cruz, M. T., & Mendoza, R. P. (2024). Parental involvement and school collaboration in behavioral management: An ecological perspective. *Philippine Journal of Special Education*, 18(1), 45–60.

De Guzman, E. M., & Bautista, R. J. (2021). School-based professional development for teacher efficacy in inclusive classrooms. *Philippine Journal of Teacher Education*, 40(2), 200–215.

Delos Santos, P. M., & Reyes, A. C. (2023). The role of teaching experience in managing diverse learner behavior in Philippine public schools. *Philippine Journal of Education Research*, 39(3), 310–325.

Delos Santos, R. L., & Mendoza, T. A. (2022). Integrating behavioral management in the K to 12 curriculum for learners with disabilities. *Journal of Special Education and Rehabilitation*, 14(2), 101–115.

Effective School Solutions. (2025). Six effective school-based behavior intervention strategies. <https://effectiveschoolsolutions.com/school-behavior-intervention-strategies/>

Espina, R., & Saladaga, L. (2024). Teachers' preparedness for inclusive education: Knowledge, confidence, and classroom management. *International Journal of Educational Studies*. <https://academiainsight.com/index.php/ijes/article/view/360>

Flores, A., & West, J. (2022). Professional development and the development of versatile behavior management skills in inclusive classrooms. *International Journal of Special Education*, 37(1), 50–65.

Flores, R. M., & Ramos, S. T. (2024). Monitoring behavioral interventions in primary education under RA 10533. *Educational Policy Journal*, 29(1), 120–135.

Garcia, P. M., & Navarro, J. L. (2022). Graduate studies and teacher effectiveness in inclusive classrooms. *International Journal of Inclusive Education*, 28(4), 457–472.

Garcia, L. M., & Santos, J. R. (2025). Positive behavior support and its impact on school climate and parent-teacher collaboration. *International Journal of Behavioral Studies*, 30(2), 112–129.

Garcia, L. M., Cruz, M. T., & Santos, J. R. (2025). Utilizing the Special Education Fund for behavioral interventions: Challenges and opportunities. *International Journal of Inclusive Education*, 33(1), 88–105.

- Gitlin, L. N., et al. (2023). Promises and challenges of behavioral intervention research. In *Behavioral intervention research* (pp. 1–22). Springer Publishing.
- Hernandez, L. P., & Morales, G. S. (2023). Positive classroom management strategies in inclusive education: Promoting responsible conduct. *Journal of Educational Psychology and Practice*, 14(1), 48–63.
- Inclusive ABA. (2025). What is a behavior intervention plan? <https://www.inclusiveaba.com/blog/behavior-intervention-plans>
- Johnson, K., Smith, D., & Lee, H. (2023). The role of modeling in behavioral outcomes of children with special needs. *Journal of Child Psychology and Education*, 15(3), 234–249.
- Kilag, O. K., Torres, J. L., Mira, J. P., Ramas, G. P., & Peranco, R. E. (2025). The state of special education in the Philippines: Challenges and opportunities for inclusive practices. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*, 2(2), 116–122. <https://risejournals.org/index.php/imjrise/article/view/955>
- Kim, T., & Roberts, J. (2021). The impact of positive reinforcement and reduction of punitive measures on learner behavior in inclusive settings. *International Journal of Inclusive Education*, 25(6), 657–672.
- Lazo, L. S. (2019). Theory of change of the Philippine Mental Health Strategic Plan 2019–2023. World Health Organization Philippines.
- Lazo, L. S. (2023). Implementation challenges of RA 11650: The need for specialists in inclusive education. *Philippine Education Review*, 21(3), 45–60.
- Lee, H., & Gomez, R. D. (2020). Enhancing teacher competencies through age-specific professional development for inclusive behavior management. *International Journal of Special Education*, 35(1), 65–78.
- Lee, S., & Hernandez, F. (2021). Ecological systems theory and behavioral interventions in special education. *Journal of Inclusive Education Research*, 9(2), 101–117.
- Lim, R. T., & Abad, M. Q. (2021). Educational advancement and professional development among Filipino teachers: Barriers and opportunities. *Philippine Journal of Education*, 42(1), 25–38.
- Martinez, L. S., & Cruz, J. T. (2021). Teaching experience and classroom behavior management: An international perspective. *Journal of Inclusive Education*, 15(2), 145–160.
- Mooney, P., & Ryan, J. (2024). *The special educator's guide to behavior management*. Routledge.
- Natividad, A. (2024). The advantages and challenges of inclusive education. ERIC. <https://files.eric.ed.gov/fulltext/EJ1421555.pdf>

Nolan, T., Wong, K., & Bailey, R. (2023). General behavior support practices in inclusive classrooms: Evidence from international studies. *Teaching and Teacher Education*, 112, 103620.

Oliver, M., & Lee, J. (2020). Customized behavioral interventions for diverse learners in inclusive classrooms. *International Journal of Special Education*, 35(4), 301–317.

PEOPLE: International Journal of Social Sciences. (n.d.). The teaching-learning process in the public school SPED centers in Cebu. <https://grdspublishing.org/index.php/people/article/download/164/128/136>

Predictors of teachers' behavioral intentions in inclusive education. (2024). ScienceDirect.

Pokhriyal, S. (2023). Behaviour management strategies in special education: A literature review. *Global International Research Thoughts*, 11(2), 16–25.

Positive Action Network. (2021). Teaching strategies for emotional and behavioral disorders. <https://www.positiveaction.net/blog/teaching-strategies-for-emotional-and-behavioral-disorders>

Reyes, J. P., & Santos, M. L. (2021). The impact of teacher demographics on classroom behavior management in inclusive schools. *Journal of Educational Psychology and Practice*, 12(3), 210–225.

Reyes, P. C., & Luna, J. T. (2021). Teacher capacity building on emotional regulation and behavior management in Philippine schools. *Journal of Educational Psychology and Practice*, 13(4), 305–320.

Reyes, A. C., & Bautista, L. R. (2024). Managing diverse disabilities in Philippine inclusive education: Challenges and strategies. *Philippine Educational Review*, 48(1), 75–90.

Reyes, M. A., & Bautista, R. T. (2024). Operationalizing behavioral management in SPED centers: A localized approach. *Journal of Philippine Special Education*, 17(1), 33–47.

Santos, A. R., & Villanueva, K. D. (2024). Teacher qualifications and behavioral management practices in inclusive education. *Asian Journal of Special Education*, 11(2), 89–104.

Santos, J. R., & De Guzman, F. P. (2023). Capacity-building for behavioral management in special education: Policy and practice gaps. *Asian Journal of Special Education*, 11(4), 77–89.

Santos, K. M., Villanueva, R. P., & Delgado, F. L. (2022). Teacher preparedness for handling learner difficulties in inclusive classrooms. *Asian Journal of Inclusive Education*, 19(2), 112–128.

- Santos, M. L., & Belen, J. T. (2022). Emotion coaching and constructive feedback: Enhancing classroom management in Philippine schools. *Philippine Journal of Teacher Education*, 41(3), 198–215.
- Santos, M., Cruz, L., & Reyes, A. (2023). Coordinated behavioral management across family and school microsystems. *Philippine Educational Review*, 22(4), 88–104.
- Schmidt, H., & Taylor, P. (2020). Multi-level professional development models for inclusive education: An international review. *Journal of Teacher Education and Development*, 45(3), 134–150.
- Smith, K., & Alonzo, R. (2020). Comprehensive behavioral intervention plans in inclusive education: A meta-analytic review. *Journal of Special Education*, 54(2), 85–97.
- Smith, K. J., & Johnson, M. T. (2021). Experience matters: The impact of teacher tenure on classroom behavior management skills. *Journal of Educational Psychology*, 113(4), 655–669.
- Smith, A., & Lee, J. (2022). Social learning theory applications in SPED classrooms: Enhancing cooperation and reducing behavioral problems. *Journal of Special Education Practice*, 27(1), 77–89.
- Thompson, R., & Galvez, M. (2020). Mentorship and teacher development in inclusive classroom settings. *International Journal of Teacher Education*, 34(1), 50–67.
- Torregosa, G. L., Fe, B. A., Dy, R. S., Letrondo, J. A., Manalastas, R. D. C., Espina, R. C., Mangubat, R. C., Capuno, R. G., Peteros, E. D., Delos Reyes, N. R. T., & Calasang, V. O. (2024). Strategies in dealing with disruptive behavior of learners with special education needs. *Journal of Chemical Health Risks*, 14(1). <https://doi.org/10.52783/jchr.v14.i01.3252>
- UNICEF. (2024). Is inclusive education for children with special educational needs effective? <https://pmc.ncbi.nlm.nih.gov/articles/PMC12319189/>
- Villanueva, M. C., & Ramos, K. L. (2023). Localized professional training programs for managing learner behavior in Philippine schools. *Asian Journal of Education and Development*, 18(1), 67–82.
- Villanueva, P. N., & Cruz, L. M. (2024). Local government utilization of Special Education Fund for inclusive education programs. *Philippine Journal of Local Governance*, 12(2), 90–105.
- WHO/Europe & ECDC. (2024). Skills gaps hinder full use of behavioural and cultural insights. World Health Organization Europe. <https://www.who.int/europe/news-room/14-03-2024-skills-gaps-hinder-full-use-of-behavioural-and-cultural-insights--who-europe-and-ecdc-study-says>
- Wilson, H., & Martinez, J. P. (2024). Mentorship and peer collaboration: Enhancing behavior management through shared experiences. *Teaching and Teacher Education*, 118, 103689.