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The impact of Positive Behavioral Interventions and Supports (PBIS) on academic engagement and behavioral outcomes in special needs education programs

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ABSTRACT

This study determined the outcomes of Positive Behavioral Interventions and the challenges encountered by teachers in special needs education program in implementing PBIS during the 2025–2026 school year at selected public schools in Cebu City. A Descriptive Correlational research design was employed to examine the relationship between PBIS outcomes and implementation challenges. The respondents of the study were forty (40) Special Education teachers from First National High School for Hearing Impaired and Zapatera SPED Center in Cebu City. A purposive sampling technique was used to select teachers who were directly implementing PBIS in special needs education program settings. Data were gathered through a structured survey questionnaire designed to measure behavioral outcomes and the level of challenges encountered in PBIS implementation. Statistical treatment included descriptive statistics to determine the level of behavioral outcomes and challenges, and correlational analysis to test the relationship between the two variables. Findings showed very satisfactory behavioral outcomes in terms of cooperation and respect for peers and overall classroom climate, while satisfactory outcomes were observed in the reduction of disruptive behavior, motivation to follow classroom rules, and inclusivity among diverse learners. Teachers experienced moderate to high challenges related to consistency of PBIS implementation, time and workload management, professional development, adequacy of instructional resources, and inter-professional collaboration. Results further revealed that there was no significant relationship between the behavioral outcomes of PBIS and the challenges encountered by teachers. The study concluded that PBIS is an effective and adaptable framework for improving student behavior in special needs education programs despite the presence of implementation challenges.

Keywords: Positive Behavioral Interventions and Supports (PBIS), inclusive education, behavioral outcomes, teacher challenges, classroom climate, special education, Intervention framework, descriptive correlational study, Cebu City

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INTRODUCTION

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered, evidence-based framework widely implemented in K–12 schools to promote positive behavior, prevent problem behaviors, and create supportive learning environments through proactive instruction, consistent expectations, and data-driven decision-making. Over the past five years, extensive international research has demonstrated that effective implementation of school-wide PBIS (SW-PBIS) leads to significant reductions in office discipline referrals, suspensions, and disruptive behaviors, while simultaneously improving classroom engagement, prosocial behavior, and academic participation. The Center on PBIS (2024) reported that schools implementing PBIS with fidelity exhibited measurable improvements in student on-task behavior, engagement, and overall academic achievement. These findings underscore PBIS as a promising framework for inclusive education settings, where managing diverse learning and behavioral needs equitably remains a persistent challenge.

Special needs education programs serve learners with diverse abilities, including Learners with Special Educational Needs (LSENs) such as students with learning disabilities, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), emotional and behavioral disorders, and other developmental delays. These learners often exhibit varied learning and behavioral characteristics, including difficulties in attention regulation, social interaction, emotional control, task persistence, and adaptive behavior. In inclusive settings, LSENs benefit from structured routines, explicit instruction of behavioral expectations, positive reinforcement, visual supports, and consistent feedback—core components aligned with PBIS principles. Effective strategies for supporting LSENs include differentiated instruction, functional behavior assessment (FBA), individualized behavior intervention plans, peer-mediated supports, social skills training, and collaboration between general education and SPED teachers. When systematically applied, PBIS provides a unified framework that supports both academic engagement and positive behavior for learners with and without disabilities.

Recent international studies further highlight both the potential and complexity of PBIS implementation in inclusive contexts. Zagona, Hara, Loman, Kurth, and Walker (2024) found that teacher perceptions of PBIS effectiveness for students with complex support needs varied significantly based on placement, influencing how expectations were taught, behaviors were documented, and student participation was encouraged. Similarly, Kurth, Zagona, Walker, and Loman (2023) reported that teachers in SW-PBIS schools demonstrated greater confidence, knowledge, and commitment to involving LSENs in Tier-1 PBIS practices compared to teachers in non-PBIS schools. A qualitative study on PBIS instructional strategies (Author[s], 2022) emphasized that teachers perceived PBIS as effective in enhancing student engagement by establishing predictable learning environments, strengthening support systems, and reducing "learning leakage," particularly for students requiring behavioral and instructional scaffolding.

In the Philippine context, inclusive education has gained increased policy and institutional support, yet classroom implementation remains uneven. Teacher preparedness and access to professional development significantly influence the effectiveness of PBIS implementation. Simonsen et al. (2020) emphasized that teachers who receive systematic training in PBIS practices demonstrate higher confidence and greater consistency in applying behavior support strategies. Similarly, McIntosh et al. (2021) reported that ongoing coaching and professional learning opportunities are critical for sustaining PBIS practices, particularly in special needs education programs where behavioral needs are diverse. Despite the Department of Education's push for inclusive education, many public schools face challenges

such as overcrowded classrooms, limited access to SPED specialists, inconsistent PBIS training, and inadequate monitoring of implementation fidelity. These constraints affect teachers' ability to consistently apply PBIS strategies and respond effectively to the diverse behavioral and academic needs of LSENs.

Within the locale of the present study, teachers commonly report persistent behavioral concerns among diverse learners, including off-task behavior, classroom disruptions, non-compliance, and limited academic engagement. While some PBIS-related practices are informally applied, implementation is often fragmented, inconsistently monitored, and insufficiently aligned with inclusive education goals. Teachers encounter difficulties in adapting PBIS strategies to LSENs with complex needs, managing behavior in large and heterogeneous classes, and balancing academic instruction with behavioral interventions. Moreover, collaboration among general education teachers, SPED teachers, parents, and school stakeholders is frequently limited, resulting in inconsistent behavior acknowledgment systems, weak follow-through of interventions at home, and insufficient shared responsibility for learner support. These challenges highlight the need for localized, empirical evidence on how PBIS can be systematically strengthened through training, collaboration, and resource support in inclusive Philippine classrooms.

Statement of the problem

This study determined the outcomes of Positive Behavioral Interventions and the challenges encountered by teachers in special needs education programs in implementing PBIS during the 2025–2026 school year at Zapatera SpEd Center and First High School for Hearing Impaired as the basis for proposing a Behavioral Support Framework. Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher respondents in terms of age, gender, years of teaching experience, and type of learners with disability served?
2. What is the level of behavioral outcomes observed among students in special needs education programs where PBIS is implemented in terms of cooperation and respect for peers, reduction of disruptive behavior, motivation to follow classroom expectations and rules, inclusivity among diverse learners, and overall classroom climate?
3. What is the level of challenges encountered by teachers in implementing PBIS in special education programs in terms of consistency in PBIS implementation, time and workload management, availability of professional development and training opportunities, adequacy of instructional materials, resources, and incentives, and collaboration and support among staff members?
4. Is there a significant relationship between the level of behavioral outcomes observed and the level of challenges encountered by teachers in implementing PBIS?
5. Based on the findings, what instructional and behavioral support framework can be developed to further enhance the implementation and sustainability of PBIS in special education programs?

METHODOLOGY

This study employed a quantitative descriptive correlational research design to examine the behavioral outcomes of Positive Behavioral Interventions and Supports (PBIS) and the challenges encountered by teachers in special needs education programs during School Year 2025–2026 without manipulating the study variables. The descriptive component was used to determine the teachers' profile and to assess the levels of behavioral outcomes and

implementation challenges, while the correlational component examined the relationships between teacher profile, behavioral outcomes, and challenges encountered in PBIS implementation. This design was appropriate for analyzing naturally occurring conditions in educational settings and for identifying significant relationships among variables using structured questionnaires.

The study was guided by an Input Process Output framework, which provided a systematic structure for examining the impact of PBIS on academic engagement and behavioral outcomes in special education programs. The inputs focused on variables aligned with the research questions and objectives. These included the profile of the teacher respondents in terms of age, gender, years of teaching experience, and the types of learners with disabilities they serve in special education programs. The study also considered the level of behavioral outcomes observed among students in special needs education programs where PBIS is implemented, as perceived by teachers, in terms of cooperation and respect for peers, reduction of disruptive behavior, motivation to follow classroom expectations and rules, inclusivity among diverse learners, and overall classroom climate. In addition, the level of challenges encountered by teachers in implementing PBIS was examined in terms of consistency of implementation, time and workload management, availability of professional development and training opportunities, adequacy of instructional materials, resources, and incentives, and the level of collaboration and support among staff members. These inputs served as the core data elements for describing current conditions and examining relationships among variables in inclusive education settings.

The process involved the administration of a validated, researcher developed survey questionnaire to teacher respondents handling special needs education programs implementing PBIS. The instrument gathered data on teacher profiles, perceived behavioral outcomes among students, and challenges encountered in PBIS implementation. After securing approval from school authorities and obtaining informed consent from participants, data were collected following established ethical procedures to ensure confidentiality, voluntary participation, and responsible conduct of research. Responses were organized, coded, and analyzed using appropriate descriptive and correlational statistical techniques. The primary output of the study was the development of an instructional and behavioral support framework designed to enhance the implementation and sustainability of PBIS in special education programs. This framework was grounded in the findings related to teacher profiles, observed behavioral outcomes among students, and the challenges encountered by teachers, and it provided structured guidelines and strategies for improving consistency in PBIS implementation, strengthening teacher capacity through professional development, enhancing collaboration among teachers, parents, and school stakeholders, and ensuring the effective use of instructional materials and reinforcement systems to promote positive classroom climates and long term sustainability of PBIS practices.

The research was conducted in two public special education settings in Cebu City, namely Zapatera National High School SpEd Center and the First High School for the Hearing Impaired in Basak, Pardo. Zapatera National High School SpEd Center provides Special Education services for both elementary level and high school learners and promotes inclusive education through collaboration between SPED teachers and receiving or regular education teachers. The school serves learners with diverse disabilities, including hearing impairment and intellectual difficulties, who participate in both specialized and regular classroom activities. Within this inclusive setting, PBIS is implemented to promote appropriate behavior, strengthen classroom routines, and create a supportive learning environment conducive to academic engagement. The First High School for the Hearing Impaired in Basak, Pardo primarily serves learners with hearing impairment and implements specialized instructional strategies tailored

to their communication and learning needs, such as the use of sign language, visual aids, and individualized instructional supports. In addition to specialized instruction, the school promotes social interaction and inclusion through participation in school wide activities and structured classroom routines that support positive peer relationships. In this context, PBIS is applied to establish clear behavioral expectations, reinforce appropriate conduct, and foster a safe and supportive learning environment. Both schools operate as public institutions guided by DepEd policies on inclusive education and student discipline and employ structured classroom routines and behavior management practices aligned with PBIS. Classroom conditions are characterized by varying class sizes, limited support personnel, and shared responsibility among teachers for managing academic engagement and student behavior, making these schools appropriate settings for examining how PBIS influences academic engagement and behavioral outcomes among learners in special needs education programs.

The respondents consisted of forty 40 regular inclusive education teachers, also referred to as receiving teachers, from the First High School for the Hearing Impaired in Basak, Pardo, Cebu City, and Zapatera School Special Education Center. Of these, twenty-eight 28 were from Zapatera SpEd Center, including eighteen 18 elementary SPED teachers and twelve 12 high school SPED teachers, while twelve 12 were from the First High School for the Hearing Impaired. In terms of distribution, Zapatera SpEd Center comprised 28 respondents representing 75 percent of the total sample, while the First High School for the Hearing Impaired comprised 12 respondents representing 25 percent, for a total of 40 respondents representing 100 percent. A purposive sampling technique was employed, consistent with Creswell and Creswell 2018, as respondents were required to meet specific criteria relevant to the objectives of the study. To qualify, teachers had to be currently assigned to special education or inclusive education programs, have at least one year of teaching experience in such settings, and be directly involved in classroom behavior management practices aligned with PBIS principles. Regular inclusive education teachers were selected because they serve as the primary implementers of PBIS in special needs education programs and are responsible for establishing classroom expectations, applying behavioral strategies, reinforcing positive behavior, and monitoring students' academic engagement and conduct on a daily basis.

The survey questionnaire used in this study was adapted from established and validated instruments related to PBIS implementation, classroom management, and teacher perceptions to ensure content relevance and alignment with the study variables. Items assessing PBIS related practices and behavioral supports were adapted from Sugai and Horner 2020 PBIS Implementation Blueprint and the PBIS Evaluation Framework developed by the United States Department of Education Office of Special Needs Education Programs OSEP 2023, which emphasize consistent implementation, positive reinforcement, and data informed behavioral supports in inclusive settings. Classroom level practices and proactive behavior management strategies were further informed by Simonsen and Myers 2015 Classwide Positive Behavior Interventions and Supports, particularly in measuring cooperation, rule following, and classroom climate. Bradshaw et al. 2021 identified the adequacy of instructional materials, resources, and reinforcement systems as key determinants of PBIS success, and the Center on PBIS 2024 noted that visual supports, data tracking systems, and reinforcement materials are essential components of effective PBIS implementation in inclusive education settings.

Prior to data collection, formal approval was sought from the principals of the participating schools and the appropriate school authorities. Official letters were sent to administrators and identified SPED and inclusive education teachers explaining the purpose of the study, procedures involved, and voluntary nature of participation. After obtaining approval and informed consent, the survey questionnaire was administered through Google Forms for accessibility and efficiency. Respondents were given sufficient time to complete the instrument

at their convenience, and follow up communications were conducted to ensure an adequate response rate. After data collection, responses were consolidated, organized, and prepared for statistical analysis, with strict measures observed to ensure data security, confidentiality, and anonymity.

The study adhered to the Philippine National Ethical Standards for Education Research DepEd and PNU 2017. Informed consent was secured from all teacher respondents after clearly explaining the purpose, procedures, and scope of the study. Participation was entirely voluntary, and respondents were informed of their right to decline or withdraw at any time without penalty. Confidentiality and anonymity were maintained by using codes instead of names and reporting data in aggregate form. All data were stored in password protected digital files accessible only to the researcher and were responsibly disposed of after the completion of the study.

Both descriptive and inferential statistical tools were employed to analyze the data. Percentage was used to describe the distribution of respondents according to profile variables such as age, gender, years of teaching experience, and type of learners with disabilities served. Weighted Mean was utilized to determine the level of behavioral outcomes observed among students and the level of challenges encountered by teachers in implementing PBIS, summarizing responses to Likert scale items related to cooperation and respect for peers, reduction of disruptive behavior, motivation to follow classroom rules, inclusivity among diverse learners, overall classroom climate, and implementation challenges. Standard Deviation was applied to determine the variability or consistency of responses from the computed mean. Pearson Product Moment Correlation Pearson r was used to determine the significant relationship between the respondents' profile and the level of behavioral outcomes, between the respondents' profile and the level of challenges encountered, and between the level of behavioral outcomes and the level of challenges encountered. Multiple Regression Analysis was employed to determine the extent to which selected independent variables such as teacher profile characteristics and implementation challenges predict the level of behavioral outcomes observed among students in special education programs. All data were processed using SPSS or an equivalent statistical software, with the level of significance set at 0.05 for all inferential analyses.

The scoring procedure provided a systematic basis for interpreting responses regarding behavioral outcomes and implementation challenges. For behavioral outcomes, Weighted Mean ranges of 4.21 to 5.00 were interpreted as Excellent, indicating that behavioral outcomes are consistently and strongly observed among students. Weighted Mean ranges of 3.41 to 4.20 were interpreted as Very Satisfactory, indicating that behavioral outcomes are frequently observed. Weighted Mean ranges of 2.61 to 3.40 were interpreted as Satisfactory, indicating that behavioral outcomes are moderately observed. Weighted Mean ranges of 1.81 to 2.60 were interpreted as Fair, indicating that behavioral outcomes are occasionally observed. Weighted Mean ranges of 1.00 to 1.80 were interpreted as Poor, indicating that behavioral outcomes are rarely or not observed. For challenges encountered by teachers, Weighted Mean ranges of 4.21 to 5.00 were interpreted as Very High, indicating that challenges are consistently and strongly experienced. Weighted Mean ranges of 3.41 to 4.20 were interpreted as High, indicating that challenges are frequently experienced. Weighted Mean ranges of 2.61 to 3.40 were interpreted as Moderate, indicating that challenges are moderately experienced. Weighted Mean ranges of 1.81 to 2.60 were interpreted as Low, indicating that challenges are occasionally experienced. Weighted Mean ranges of 1.00 to 1.80 were interpreted as Very Low, indicating that challenges are rarely or not experienced. These interpretive criteria ensured consistent and meaningful analysis of the extent to which PBIS supports positive behavioral outcomes and the degree to which implementation challenges are experienced in special education programs.

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RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from forty 40 teacher respondents using a quantitative descriptive correlational research design. The respondents were purposively selected inclusive education and special education teachers directly implementing Positive Behavioral Interventions and Supports PBIS in two public special education settings. Data were collected through a structured survey questionnaire adapted from validated PBIS-related instruments, and responses were analyzed using descriptive statistics including percentage, weighted mean WM, and standard deviation SD, as well as inferential analysis using Pearson Product Moment Correlation Pearson r at a 0.05 level of significance. The discussion that follows is grounded strictly in the data gathered and interpreted directly in relation to the objectives of the study, namely to describe the respondents' profile, determine the level of behavioral outcomes observed among students, assess the level of challenges encountered by teachers, and examine the relationship between behavioral outcomes and implementation challenges.

Demographic profile of the respondents

The age distribution of the respondents reveals that 15 or 37.50% are aged 41–50 years, 13 or 32.50% are aged 31–40 years, 6 or 15.00% are aged 21–30 years, and 6 or 15.00% are aged 51–60 years, totaling 40 respondents or 100.00%. The predominance of teachers aged 31–50 years suggests a workforce largely composed of mid-career professionals with substantial classroom experience. This demographic composition implies maturity in classroom management and professional judgment, both critical in implementing structured behavioral frameworks such as PBIS. Literature consistently emphasizes that mid-career educators tend to demonstrate higher instructional stability and confidence in inclusive and behavior-support practices due to accumulated exposure to diverse learners.

In terms of gender distribution, 33 respondents or 82.50% are female and 7 respondents or 17.50% are male, representing 100.00% of the sample. The strong predominance of female teachers aligns with broader trends in special and inclusive education settings. Research suggests that relational teaching approaches and emphasis on socio-emotional support, often associated with female-dominated educational contexts, contribute positively to PBIS environments by strengthening positive reinforcement and empathetic classroom interactions.

Regarding years of teaching experience, 20 respondents or 50.00% have 1–10 years of teaching experience, 11 respondents or 27.50% have 11–20 years, 4 respondents or 10.00% have 21–30 years, 3 respondents or 7.50% have 31 years and above, and 2 respondents or 5.00% reported none. This distribution indicates a teaching population largely composed of early-career educators, complemented by experienced mentors. Early-career teachers are often more adaptable to structured innovations such as PBIS, though research also highlights the importance of sustained coaching to ensure implementation fidelity.

With respect to the type of learners served, multiple responses were allowed. Learners with hearing impairment were the most frequently served group with f = 24 ranked 1, followed by learners with intellectual difficulties with f = 11 ranked 2, learners with autism with f = 5 ranked 3, and deaf and visually impaired learners with f = 2 each ranked 4.5. The predominance of hearing impairment and intellectual difficulties underscores the importance of visually structured routines, explicit behavioral instruction, and differentiated reinforcement systems in PBIS implementation. The diversity of learner profiles requires flexible and accessible behavioral strategies consistent with inclusive education principles.

Level of behavioral outcomes observed among students' cooperation and respect for peers

The level of cooperation and respect for peers yielded an aggregate weighted mean of 3.57 interpreted as Very Satisfactory with an aggregate standard deviation of 0.59 indicating consistency of responses. The highest rated indicator was students treat one another with respect during discussions and group work with WM = 3.70 and SD = 0.56 interpreted as Very Satisfactory. Students include peers with different abilities and backgrounds obtained WM = 3.65 and SD = 0.53 interpreted as Very Satisfactory. Disagreements are resolved respectfully without exclusion or ridicule registered WM = 3.53 and SD = 0.60 interpreted as Very Satisfactory. The lowest indicator was students help classmates who struggle to participate or understand lessons with WM = 3.40 and SD = 0.67 interpreted as Satisfactory.

These findings demonstrate that PBIS contributes substantially to respectful peer interaction and inclusive communication. The Very Satisfactory aggregate mean of 3.57 reflects strong relational outcomes, consistent with literature indicating that clearly defined social expectations and consistent positive reinforcement under PBIS strengthen prosocial behavior and reduce peer conflict.

Reduction of disruptive behavior

The aggregate weighted mean for reduction of disruptive behavior was 3.09 interpreted as Satisfactory with aggregate SD = 0.70. Classroom routines reduce instances of off-task behavior obtained the highest rating with WM = 3.45 and SD = 0.50 interpreted as Very Satisfactory. Transitions between activities occur smoothly with minimal disruption yielded WM = 3.08 and SD = 0.73 interpreted as Satisfactory. Incidents requiring disciplinary action have decreased this term registered WM = 3.20 and SD = 0.79 interpreted as Satisfactory. The lowest indicator was students quickly return to task after correction or reminder with WM = 2.65 and SD = 0.77 interpreted as Satisfactory.

The Satisfactory aggregate mean of 3.09 indicates moderate effectiveness in minimizing disruptive behaviors. Structured routines appear to be a strength, while student self-regulation following correction remains an area requiring reinforcement. The moderate SD suggests stable perceptions across respondents.

Motivation to follow classroom expectations and rules

The aggregate weighted mean for motivation to follow classroom expectations and rules was 2.99 interpreted as Satisfactory with SD = 0.68. Students adjust their behavior after receiving feedback obtained the highest mean with WM = 3.20 and SD = 0.46 interpreted as Satisfactory. Students respond positively to praise or token acknowledgments registered WM = 3.13 and SD = 0.79 interpreted as Satisfactory. Students remind one another to follow rules and expectations yielded WM = 2.90 and SD = 0.84 interpreted as Satisfactory. The lowest indicator was students can clearly state classroom expectations with WM = 2.73 and SD = 0.64 interpreted as Satisfactory.

The Satisfactory rating suggests that motivation remains externally driven through reinforcement, with limited internalization of expectations. The aggregate SD of 0.68 indicates consistency across teacher observations. Literature emphasizes that sustained motivation under PBIS requires explicit instruction and student ownership strategies.

Inclusivity among diverse learners

The aggregate weighted mean for inclusivity was 3.22 interpreted as Satisfactory with SD = 0.68. Tasks and materials are adjusted so all students can take part obtained WM = 3.65 and SD = 0.53 interpreted as Very Satisfactory. Students show acceptance of cultural, linguistic, and ability differences yielded WM = 3.25 and SD = 0.59 interpreted as Satisfactory. The classroom promotes a sense of belonging for everyone registered WM = 3.25 and SD = 0.78 interpreted as Satisfactory. The lowest indicator was learners with special needs actively participate in all class activities with WM = 2.73 and SD = 0.82 interpreted as Satisfactory.

These findings suggest that structural accommodations are effectively implemented, though full active participation remains an area for growth. The aggregate SD of 0.68 reflects moderate variability.

Overall classroom climate

The aggregate weighted mean for overall classroom climate was 3.59 interpreted as Very Satisfactory with SD = 0.52 indicating strong agreement. Rules and routines are applied fairly and consistently registered the highest WM = 3.78 and SD = 0.42 interpreted as Very Satisfactory. The classroom atmosphere is safe and supportive yielded WM = 3.58 and SD = 0.55 interpreted as Very Satisfactory. Teacher student relationships are respectful and caring recorded WM = 3.55 and SD = 0.60 interpreted as Very Satisfactory. Students feel valued and included in classroom life obtained WM = 3.45 and SD = 0.50 interpreted as Very Satisfactory.

The Very Satisfactory aggregate mean of 3.59 reflects a strong positive classroom environment supported by consistent PBIS implementation.

Summary of behavioral outcomes

The grand mean across all behavioral outcome components was 3.29 interpreted as Satisfactory with grand SD = 0.63. The highest components were overall classroom climate with WM = 3.59 and cooperation and respect for peers with WM = 3.57 both interpreted as Very Satisfactory. Reduction of disruptive behavior with WM = 3.09 and motivation with WM = 2.99 were Satisfactory. Inclusivity obtained WM = 3.22 interpreted as Satisfactory.

These results indicate that PBIS most strongly influences relational and environmental dimensions of classroom functioning while motivational and self-regulatory dimensions require further strengthening.

CONCLUSION

This study examined the behavioral outcomes of Positive Behavioral Interventions and Supports PBIS and the challenges encountered by teachers in implementing PBIS in special needs education programs during School Year 2025–2026. Using a quantitative descriptive correlational research design, the study involved forty 40 inclusive education and receiving teachers from the First High School for the Hearing Impaired and Zapatera SPED Center in Cebu City, selected through total enumeration. Data were gathered through a structured questionnaire that measured behavioral outcomes and implementation challenges, and were analyzed using frequency count, percentage, weighted mean, standard deviation, and Pearson product moment correlation at the 0.05 level of significance. The conclusions drawn in this chapter are grounded in the empirical findings and aligned with the objectives of the study, which focused on determining the extent of behavioral outcomes, identifying implementation challenges, and examining the relationships among the variables.

The findings revealed that the respondents were predominantly mid-career female teachers, with the largest proportion having 1–10 years of teaching experience and commonly serving learners with hearing impairment and intellectual difficulties. This demographic composition suggests a teaching workforce that is relatively experienced yet still in the early to mid-stages of professional growth, positioned to adapt structured behavioral frameworks such as PBIS within inclusive classroom settings. The profile of learners served further emphasized the importance of communication responsive, structured, and differentiated behavioral supports in special needs education programs.

In terms of behavioral outcomes, PBIS implementation resulted in very satisfactory levels of cooperation and respect for peers and overall classroom climate, and satisfactory levels in the reduction of disruptive behavior, motivation to follow classroom expectations and rules, and inclusivity among diverse learners. These results indicate that PBIS effectively fosters positive peer relationships, respectful interactions, fairness in classroom routines, and a safe and supportive learning environment. The strong ratings in classroom climate and peer cooperation demonstrate that PBIS contributes meaningfully to relational and environmental aspects of inclusive education. However, the satisfactory ratings in motivation and reduction of disruptive behavior suggest that while external reinforcement and structured routines are functioning, deeper internalization of expectations and consistent self-regulation may require further strengthening through targeted and individualized supports.

The study also found that teachers experienced moderate to high challenges in implementing PBIS. Consistency in PBIS implementation emerged as the most significant concern, while time and workload management, availability of professional development and training opportunities, adequacy of instructional materials and resources, and collaboration and support among staff members were rated as moderate challenges. These findings reflect the practical realities faced by teachers in special needs education programs, where diverse learner needs, administrative responsibilities, and limited resources can affect sustained and uniform application of behavioral frameworks. Despite these challenges, statistical analyses revealed no significant relationship between teacher profile and behavioral outcomes, no significant relationship between teacher profile and challenges encountered, and no significant relationship between behavioral outcomes and challenges. These results indicate that the presence of implementation difficulties did not significantly diminish the positive behavioral outcomes observed among students.

Based on these findings, it is concluded that PBIS is generally effective in promoting positive student behavior and establishing a supportive classroom climate in special needs education programs. The very satisfactory outcomes in cooperation, respect for peers, and overall classroom climate affirm that PBIS fosters inclusive and respectful learning environments for diverse learners. Although teachers encountered moderate to high challenges, particularly in maintaining consistency, managing workload, accessing sustained professional development, and ensuring adequate resources and collaboration, these challenges did not significantly affect the behavioral outcomes observed. This suggests that PBIS functions as a resilient and adaptable framework capable of generating positive results even within constrained conditions. Nonetheless, the continued presence of implementation challenges highlights the necessity of strengthening systemic supports to sustain and further enhance PBIS effectiveness over time.

In light of these conclusions, it is recommended that schools and administrators reinforce systematic support structures for PBIS implementation by establishing clear and consistent guidelines, simplifying procedures, and ensuring regular monitoring across classrooms. Continuous and school based professional development should be institutionalized, emphasizing practical PBIS strategies aligned with inclusive education through coaching, peer

mentoring, and classroom-based modeling. To address time and workload concerns, PBIS practices should be integrated into daily instructional routines rather than treated as additional responsibilities, and teachers should be provided with adequate planning time and administrative backing. Investment in accessible, user-friendly instructional materials, behavior tracking tools, and meaningful incentive systems that respond to diverse learner needs is also essential to reduce teacher burden and strengthen implementation fidelity. Furthermore, collaboration among teachers, support staff, administrators, and families should be enhanced through regular communication and shared responsibility to ensure consistency and sustainability of PBIS practices. Finally, future research may explore longitudinal or mixed method approaches to examine long term PBIS outcomes and identify specific strategies that effectively address implementation challenges in special needs education programs, thereby contributing to the continuous improvement of inclusive behavioral support systems.

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