

**The implementation of positive behavioral interventions and supports (PBS)
to foster proactive classroom management in special needs education**

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ABSTRACT

This study examined the implementation of Positive Behavior Support in fostering proactive classroom management among students with special needs at Lahug National High School–Special Education Center. It assessed teachers’ use of proactive management strategies and behavioral interventions, identified implementation challenges, and examined the relationships between their practices and encountered challenges. The study employed a descriptive-correlational quantitative research design. Teachers were purposively selected for participation. Data were gathered using an adapted survey questionnaire covering proactive classroom management, behavioral interventions, and implementation challenges. Frequency, percentage, weighted mean, standard deviation, and Spearman’s rank-order correlation were used to analyze the responses. Findings revealed that teachers implemented proactive classroom management strategies and behavioral interventions to a very high extent. Practices included establishing clear rules, providing positive reinforcement, maintaining structured routines, using nonverbal cues, applying de-escalation techniques, conducting social-emotional learning activities, providing immediate feedback, and documenting behavioral progress. Nevertheless, teachers experienced challenges involving insufficient specialized training, limited preparation time, large class sizes, student resistance, inadequate resources, and difficulties engaging parents. Proactive strategies and behavioral interventions both had negligible and nonsignificant relationships with the challenges encountered. The findings indicate that teachers demonstrate competence and commitment in applying Positive Behavior Support; however, their practices alone cannot overcome systemic and contextual barriers. The study recommends targeted professional development, continuous coaching, stronger administrative support, adequate resources, manageable class sizes, sufficient planning time, active parental involvement, and professional learning communities to improve the fidelity, effectiveness, consistency, and sustainability of Positive Behavior Support in inclusive special education classrooms.

Keywords: Positive Behavior Support, proactive classroom management, behavioral interventions, inclusive education, special education, student behavior, teacher practices, implementation challenges.

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INTRODUCTION

Classroom behavior management is a critical aspect of effective teaching and learning. Disruptive behavior, lack of engagement, and disciplinary issues challenge educators globally. To address these concerns, Positive Behavior Support (PBS) interventions have gained prominence as an evidence-based approach designed to improve student behavior through proactive and preventive strategies. Unlike traditional punitive methods, PBS fosters a positive learning environment by reinforcing desired behaviors and promoting inclusivity and student engagement.

Internationally, studies have demonstrated the effectiveness of PBS interventions in reducing disruptive behavior and enhancing student social skills (Sugai & Horner, 2021). Research in the United States and European countries highlights the long-term benefits of PBS, including improved academic performance, better classroom climates, and reduced behavioral referrals (Bradshaw et al., 2020). At the national level, Philippine research on behavior management remains limited, though some studies emphasize the significance of structured behavior interventions (Pascua et al., 2021). Locally, schools struggle with behavior management, particularly in inclusive classrooms where diverse student needs require differentiated interventions. This study addresses these gaps by evaluating the impact of PBS in managing classroom behavior within the Philippine educational context, providing empirical data to guide policy and practice.

Classroom behavior management is critical to effective teaching and learning, as disruptive behavior, lack of engagement, and disciplinary issues continue to challenge educators globally. To address these concerns, Positive Behavior Support (PBS) interventions have gained prominence as an evidence-based approach designed to improve student behavior through proactive and preventive strategies. Unlike traditional punitive methods, PBS fosters a positive learning environment by reinforcing desired behaviors and promoting inclusivity and student engagement. Globally, studies have demonstrated the effectiveness of PBS interventions in reducing disruptive behavior and enhancing student social skills (Sugai & Horner, 2021). Research in the United States and European countries highlights the long-term benefits of PBS, including improved academic performance, better classroom climates, and reduced behavioral referrals (Bradshaw et al., 2020). Philippine research on behavior management remains limited, though some studies emphasize the significance of structured behavior interventions (Pascua et al., 2021). Locally, schools continue to struggle with behavior management, particularly in inclusive classrooms where diverse student needs require differentiated interventions. This study addresses these gaps by evaluating the impact of PBS in managing classroom behavior within the Philippine educational context, providing empirical data to guide policy and practice.

This study aims to assess the current behavioral challenges experienced by teachers in the classroom, evaluate the effectiveness of PBS interventions in reducing disruptive behavior and improving student engagement, and determine the perceptions of teachers and students regarding the implementation of PBS strategies in classroom settings. Additionally, it seeks to provide recommendations for enhancing behavior management approaches through PBS. Despite extensive international research on PBS, there remains a lack of localized studies examining its application in Philippine classrooms, particularly in public school settings.

Existing research tends to focus on short-term effects, with limited exploration of the long-term sustainability of PBS interventions. This study aims to bridge these gaps by providing empirical data on the effectiveness of PBS within local educational contexts, contributing to both theory and practice in behavior management strategies. By addressing these objectives, this research will provide valuable insights into how PBS interventions can

be effectively implemented in Philippine classrooms, ultimately contributing to a more positive and conducive learning environment for students and educators alike.

Statement of the problem

This study examined the level of implementation and effectiveness of Positive Behavior Support (PBS) interventions by special needs education teachers in managing classroom behavior among students with special needs in selected special education classrooms in Cebu City during the school year 2024–2025 as a basis for the proposed Intervention Plan.

Specifically, this study sought to answer the following research questions:

1. What is the demographic profile of the teacher respondents in terms of age and gender, highest educational attainment, and relevant trainings attended?
2. To what extent do the respondents utilize proactive classroom management strategies?
3. To what extent do the respondents utilize behavioral interventions for addressing student misbehavior?
4. What is the extent of challenges encountered by the respondents in implementing positive behavior support interventions?
5. Is there a significant relationship between proactive management strategies and challenges encountered by the respondents in implementing positive behavior support interventions, and between behavioral interventions and challenges encountered by the respondents in implementing positive behavior support interventions?
6. What enhanced PBS strategies and interventions can be proposed based on the findings of the study?

METHODOLOGY

Research design

This study employed a descriptive-correlational quantitative research design, which is widely used to systematically describe variables and explore the relationships among them without experimental manipulation. As Grove and Ciper (2017) explained, a descriptive-correlational design aimed to "describe variables and examine relationships that naturally occur, without researcher intervention" (p. 143). In the context of this study, the design allowed for the assessment of the extent to which Positive Behavior Support (PBS) strategies and behavioral interventions were implemented by special needs education teachers, as well as the challenges they encountered during implementation.

Moreover, it enabled the exploration of possible associations between teacher demographic characteristics, such as age, gender, educational attainment, and relevant training, and their implementation of PBS strategies. By using correlational statistics, such as Spearman's rho, the study determined whether statistically significant relationships existed between these variables. This approach provided valuable insights into how teacher perceptions, contextual factors, and implementation strategies interacted, thereby forming an empirical foundation for designing enhanced PBS interventions tailored to the needs of both teachers and students.

Respondents and locale of the study

For this study on the effectiveness of Positive Behavior Support (PBS) interventions in managing classroom behavior, ten teacher-respondents were selected from Lahug National High School–SpEd Center using purposive sampling. This non-probability sampling method was chosen to ensure that participants possessed direct experience and expertise in inclusive education, where students with special needs and typically developing learners are taught together. Inclusive classrooms present distinct behavioral challenges, making them an appropriate context for assessing the impact of PBS interventions on fostering positive student behavior. The selection process followed specific inclusion criteria: (a) teachers must currently teach in an inclusive classroom, (b) have a minimum of one year of experience implementing classroom management or behavioral interventions, and (c) be willing to participate in the study. Teachers who did not meet these criteria or were not directly involved in classroom instruction were excluded to ensure the relevance and accuracy of the data collected. By using purposive sampling, the study targeted teachers with substantial experience in applying PBS strategies, thereby providing valid and reliable insights into their perceptions, implementation practices, and the challenges they face in promoting positive student behavior.

Research instrument

The survey questionnaire was designed to assess the effectiveness of Positive Behavior Support (PBS) interventions in managing classroom behavior among teachers handling inclusive classrooms. The instrument was adapted from validated PBS assessment tools used in prior studies and modified to suit the local context and the specific needs of special education settings. It consists of two main sections, each addressing key aspects of PBS interventions: Proactive Classroom Management Strategies and Behavioral Interventions for Addressing Student Misbehavior. A 4-point Likert scale was employed to measure the frequency and perceived effectiveness of the strategies applied by teachers, with response options ranging from 1—Strongly Disagree, 2—Disagree, 3—Agree, and 4—Strongly Agree.

The first section, "Proactive Classroom Management Strategies," focuses on preventive techniques that teachers implement to establish a structured, engaging, and supportive learning environment while minimizing potential behavioral issues. This section includes items on establishing clear classroom rules, fostering student engagement, implementing structured routines, using positive reinforcement, and maintaining proactive communication with students and parents. By evaluating these strategies, the study aims to determine the extent to which teachers integrate PBS principles into their daily classroom practices.

The second section, Behavioral Interventions for Addressing Student Misbehavior, examines how teachers respond to and manage disruptive behavior using evidence-based PBS strategies. It includes items on reward systems, de-escalation techniques, restorative practices, individualized behavior plans, and collaboration with support staff. Assessing these interventions allows the study to identify the effectiveness of PBS implementation, its impact on student behavior, and the overall management of inclusive classrooms. The adapted questionnaire ensures that the instrument is both reliable and contextually relevant, providing valid insights into teacher practices and perceptions regarding PBS interventions.

Data analyses procedure

The researcher employed a quantitative approach to analyze the data from teacher-respondents regarding the effectiveness of Positive Behavior Support (PBS) interventions in managing classroom behavior. The initial stage of data analysis involved a descriptive analysis of the demographic profile of the respondents, categorized by age, gender, highest educational

attainment, and relevant training or professional development in behavior management. Frequency and percentage distributions were used to summarize the teachers' backgrounds and qualifications clearly.

To assess the level of PBS implementation, the researcher computed mean scores and standard deviations for two primary areas: proactive classroom management strategies and behavioral interventions for addressing student misbehavior. The mean scores indicated the extent to which teachers applied PBS interventions, while the standard deviations highlighted variations in implementation across respondents. By examining these statistical measures, the study aimed to determine how consistently PBS strategies were applied in inclusive classrooms.

In line with the study's research questions, the analysis investigated whether significant relationships existed between teachers' demographic profiles and their level of PBS implementation. Using correlation analysis, the researcher assessed whether factors such as age, educational background, and professional training influenced how teachers integrated PBS interventions into classroom management practices. The study also explored teachers' challenges in implementing PBS strategies, identifying common barriers and difficulties that may have hindered their effectiveness.

RESULTS AND DISCUSSION

This chapter presents the implementation and effectiveness of Positive Behavior Support (PBS) interventions by special education teachers at Lahug SpEd Center, Cebu City, during the 2025–2026 school year. It covers the demographic profile of the teachers, the extent of proactive classroom management strategies and behavioral interventions applied, the challenges encountered in implementing PBS, and the relationships between these strategies and the difficulties faced during implementation.

Age and gender

Age and gender are important factors that can influence teachers' perceptions and implementation of Positive Behavior Support (PBS) strategies. Teachers' professional experience, life stage, and generational perspectives may shape their openness to proactive classroom management techniques. At the same time, gender-related differences in communication styles, instructional approaches, and behavioral expectations can affect how PBS interventions are applied. These demographic variables not only impact the fidelity of PBS implementation but also have implications for students' behavioral outcomes and academic performance, as consistent and appropriately tailored interventions promote positive behavior, engagement, and learning.

Understanding the interplay between teacher characteristics and PBS practices provides critical insights into how educators adapt strategies to meet the diverse needs of students with special needs, ultimately fostering a supportive and effective learning environment.

Table 2 presents the age and gender distribution of the respondents, showing that out of 10 participants, 7 were female (70%) and 3 were male (30%). The age breakdown reveals that the 45–54 age group had 3 females (30%) and 1 male (10%), the 35–44 age group had 2 females (20%) and 2 males (20%), and the 25–34 age group consisted of 2 females (20%) with no male respondents. This indicates a higher representation of females across all age groups and a notable absence of younger male participants.

The implications of this distribution suggest potential gender bias in the respondent selection or participation process. The lack of males in the 25–34 age group could reflect factors such as time constraints, lower interest, or limited access to the survey. Consequently, the skewed age and gender composition may limit the generalizability of the study findings to the broader population.

Recent literature supports the relevance of considering demographic imbalances in research. Chang and Kan (2025) examined gendered time use across different countries, showing how gender influences participation patterns. The Williams Institute (2025) highlighted shifts in gender identity and demographic trends among adults, indicating that age and gender factors can significantly affect survey responses. Additionally, a 2020 study on survey demographics emphasized that age and gender distribution often impacts the reliability and representativeness of research findings.

In conclusion, the data demonstrates a significant gender imbalance, with females comprising the majority of respondents and younger males absent in the 25–34 age group. This imbalance suggests that the study results may not fully capture the perspectives of the target population. To address this, future research should employ targeted sampling strategies to engage underrepresented groups, offer incentives or flexible participation options to broaden engagement, and consider statistical weighting to correct for demographic disparities. Follow-up studies could also explore the underlying reasons for these observed patterns, enhancing the inclusivity and representativeness of research outcomes.

Highest educational attainment

This section presents the educational background of the respondents, highlighting their highest level of formal education completed. Understanding the distribution of educational attainment provides insights into the respondents' qualifications, knowledge base, and potential perspectives, which may influence their responses in the study.

Table 3 illustrates the highest educational attainment of the respondents, showing that the majority (70%) have completed coursework toward a master's degree, 20% are master's graduates, and 10% have completed doctoral units. This indicates that the respondent pool is highly educated, with most individuals possessing advanced academic qualifications. The predominance of respondents with master's-level education suggests that they bring substantial expertise and specialized knowledge, which could positively influence the depth and quality of insights provided in the study. However, the absence of respondents with only undergraduate or high school education may limit the study's ability to capture a broader range of perspectives, particularly from those with less formal education.

Recent literature supports the relevance of considering educational attainment in research. The Council of Graduate Schools (2020) reported a notable increase in graduate student enrollment, reflecting a growing trend toward advanced education that aligns with the high educational levels of the respondents. The Philippine Statistics Authority (2023) indicated that a significant portion of the Philippine population attains at least a bachelor's degree, with fewer achieving master's or doctoral levels, situating the study's respondents above the national average. Additionally, Allison (2020) highlighted how educators' advanced degrees influence the quality of teaching and research, emphasizing the potential impact of the respondents' educational backgrounds on study outcomes.

In conclusion, the respondents demonstrate a high level of educational attainment, predominantly holding master's degrees or higher. While this suggests a knowledgeable and experienced sample, the lack of diversity in educational backgrounds may limit the generalizability of the findings. To address this, future research should aim to include individuals with varying levels of education to capture a broader range of perspectives.

Researchers should also consider educational background when analyzing data to account for potential biases. Comparative studies could help identify differences in viewpoints across educational levels, ultimately enhancing the inclusivity and representativeness of research outcomes.

Relevant trainings attended

Professional development is essential in shaping teachers' understanding and effective implementation of Positive Behavior Support (PBS) strategies. Participation in training programs—such as INSET sessions, workshops on inclusive education, IEP development seminars, and SPED pedagogy courses—provides educators with both the theoretical foundations and practical skills necessary to create proactive classroom management plans, design individualized behavior interventions, and track student progress.

Table 4 displays the professional development experiences of the respondents, showing that the majority (8 out of 10) have attended INSET (In-Service Training) sessions, making it the most common training attended. In comparison, only 2 respondents each have participated in workshops on Inclusive Education and Filipino Sign Language, ranking these trainings second. This distribution indicates that while respondents have generally engaged in professional development, their exposure to specialized training in inclusive practices and sign language is limited. The predominance of INSET sessions suggests that teachers' professional development has largely focused on general teaching strategies and methodologies. While such training provides a solid foundation, the limited engagement in specialized programs may highlight gaps in preparing educators to effectively support the diverse needs of students with disabilities, potentially impacting the quality and inclusivity of instruction.

Current literature underscores the importance of targeted professional development. Larraceleta and Castejón (2022) emphasized that teachers of students with autism spectrum disorders require specific training beyond general teaching strategies to implement evidence-based practices effectively. Masongsong et al. (2023) found that although Philippine teachers received some training in inclusive education, gaps remained in their knowledge and skills, highlighting the need for more specialized programs. Similarly, Espeño et al. (2024) identified insufficient teacher training as a key challenge in implementing the Special Education (SPED) curriculum in the Philippines, recommending enhanced professional development to better equip educators for inclusive instruction.

Hence, the respondents' professional development has been primarily centered on INSET sessions, with limited participation in specialized trainings such as Inclusive Education and Filipino Sign Language. To address this, it is recommended that educational institutions diversify training opportunities to include workshops on inclusive practices and sign language, establish ongoing professional development programs to update and expand teachers' skills, and promote collaboration among educators and specialists to share best practices. By implementing these strategies, teachers can be better prepared to meet the diverse needs of students, fostering a more inclusive and effective learning environment.

Extent of proactive classroom management strategies utilized by the respondents

Understanding the use of proactive classroom management strategies provides key insights into teachers' perceptions and their ability to implement Positive Behavior Support (PBS) effectively. These strategies—including setting clear behavioral expectations, teaching routines, applying consistent positive reinforcement, engaging students, and preventing

problem behaviors—create structured, predictable, and respectful learning environments that reduce disruptive behavior and support academic and social-emotional outcomes. Research from 2020 to 2025 shows that teachers who consistently use proactive strategies report higher self-efficacy, view PBS as practical and sustainable, and experience lower stress and burnout (McGuire et al., 2023; Karlberg et al., 2024). In contrast, the underutilization of proactive strategies often leads to a reliance on reactive or punitive discipline, reinforcing misbehavior and increasing teacher frustration, which can hinder the effective implementation of PBS.

Table 5 presents the respondents' self-reported use of proactive classroom management strategies, with all indicators rated as "Very High," resulting in an aggregate mean of 3.69 and a standard deviation of 0.46. The highest-rated strategies include the use of non-verbal cues (mean = 3.90), proactive communication with parents (mean = 3.90), and the consistent use of positive reinforcement (mean = 3.80). These results suggest that the respondents are highly committed to creating a structured, supportive, and engaging classroom environment that fosters positive student behavior.

The high level of reported implementation of proactive strategies implies that the respondents are effectively promoting student engagement, minimizing behavioral disruptions, and supporting positive learning outcomes. However, since the data is self-reported, there may be biases, and the actual application of these strategies in the classroom could vary. This highlights the need for further observational assessments to confirm the consistency and effectiveness of these practices in real classroom settings.

Recent literature underscores the effectiveness of proactive classroom management strategies. Salama et al. (2025) found that positive reinforcement, structured classroom environments, and restorative practices significantly reduce disruptive behaviors and improve student engagement in primary schools. Lundahl (2025) reported that clear expectations and positive reinforcement are linked to improved student achievement, while Al Khanbashi (2025) emphasized that establishing clear rules and maintaining positive teacher-student relationships enhance the overall learning environment in higher education settings.

In conclusion, the respondents demonstrate a very high level of engagement with proactive classroom management strategies, which are essential for creating a positive and effective learning environment. To further enhance classroom management, it is recommended to conduct regular observational assessments to verify the application of reported strategies, provide ongoing professional development focused on advanced management techniques, and foster collaborative learning communities where teachers can share best practices and strategies. These measures will help ensure the sustained effectiveness of proactive classroom management, ultimately leading to improved student outcomes and a more conducive learning environment.

Extent of respondents' utilization of behavioral interventions for addressing student misbehavior

Assessing the extent to which teachers employ behavioral interventions offers valuable insight into their understanding of Positive Behavior Support (PBS) and their ability to implement it effectively. Key interventions such as de-escalation techniques, monitoring and documenting behavioral progress, restorative practices, and collaboration with support staff are central to PBS. Teachers who consistently use these strategies are more likely to perceive PBS as a practical and effective approach to managing student behavior, which in turn strengthens their commitment to maintaining its implementation over time.

Table 6 presents the extent to which respondents utilize behavioral interventions to address student misbehavior, with an aggregate mean of 3.39, indicating a "Very High" level of implementation. The highest-rated strategies include documenting and tracking student

behavioral progress (mean = 4.00), incorporating social-emotional learning (SEL) activities (mean = 3.80), and providing immediate and constructive feedback (mean = 3.60). These findings suggest that teachers are effectively applying proactive and supportive measures aligned with Positive Behavior Support (PBS) principles. However, lower-rated practices such as behavior contracts and goal-setting (mean = 2.60) and the use of rewards and consequences (mean = 2.90) indicate areas where additional support and development may be needed.

The high utilization of behavioral interventions implies that teachers are fostering a positive learning environment and promoting student self-regulation while reducing disruptive behaviors. Research from 2020 to 2025 supports these findings. Karlberg et al. (2024) reported that schools implementing School-Wide Positive Behavioral Interventions and Supports (SWPBIS) with fidelity experienced improved student behavior and academic outcomes. Gulboy (2025) demonstrated that classroom strategies such as the Good Behavior Game effectively reduced disruptive behavior, including among students with special educational needs. Additionally, the Center on PBIS (2025) emphasized that consistent application of behavioral interventions, including clear expectations and positive reinforcement, is critical to the successful implementation of PBS frameworks.

In conclusion, respondents demonstrate strong engagement with behavioral interventions, reflecting adherence to PBS principles. Nonetheless, the variability in certain strategies highlights the need for targeted professional development. It is recommended that schools provide training on implementing behavior contracts and goal-setting, establish clear guidelines for consistent use of rewards and consequences, and foster collaboration among educators to share best practices.

Extent of challenges encountered by the respondents in implementing positive behavior support interventions

Table 7 presents the extent of challenges encountered by respondents in implementing Positive Behavior Support (PBS) interventions, with an aggregate mean of 3.17, indicating that respondents are generally “Challenged.” The highest-rated difficulties include insufficient training and professional development (mean = 3.60), student resistance to proactive behavior strategies (mean = 3.60), challenges in engaging parents and guardians (mean = 3.50), and managing large class sizes (mean = 3.50). These findings suggest that while teachers recognize the value of PBS, they encounter significant barriers that hinder consistent and effective implementation. Lower-rated challenges, such as limited administrative support (mean = 2.00) and lack of clear policies (mean = 2.50), indicate areas of less concern but still warrant attention to optimize PBS practices.

The results imply that addressing these challenges is crucial for enhancing teachers’ fidelity and perception of PBS as a practical framework. Insufficient training, limited time, and lack of resources can reduce teachers’ confidence and willingness to implement PBS, potentially leading to inconsistent application and reduced effectiveness. Research from 2020 to 2025 supports these findings. Simonsen et al. (2020) emphasized that adequate professional development, ongoing coaching, and administrative support are critical for the successful adoption of PBS strategies. McIntosh et al. (2021) noted that large class sizes and lack of parental involvement are common barriers to effective behavioral intervention implementation. Similarly, Karlberg et al. (2024) highlighted that resistance from students and limited resources can impede consistent application of proactive behavioral management strategies, affecting overall student outcomes.

In conclusion, while teachers recognize the benefits of PBS interventions, they face multiple challenges, particularly related to training, time, resources, student cooperation, and parental involvement. To address these issues, it is recommended that schools provide targeted professional development and ongoing coaching to enhance teacher skills, allocate resources to support PBS implementation (e.g., behavioral tracking tools, reward systems), and engage parents through workshops and communication strategies to foster home support. Additionally, managing class sizes and offering administrative backing can help reduce barriers, ensuring more consistent and effective application of PBS strategies and promoting positive student behavior outcomes.

Test of relationship between the proactive management strategies and challenges encountered by the respondents in implementing positive behaviour support interventions

Investigating the relationship between proactive classroom management strategies and the challenges teachers face in implementing Positive Behavior Support (PBS) interventions offers valuable insight into how teacher perceptions influence practice. Teachers who consistently employ proactive strategies—such as establishing clear rules, maintaining structured routines, and using positive reinforcement—are likely to encounter fewer behavioral disruptions and view PBS as both practical and effective. In contrast, when obstacles like limited time, large class sizes, and insufficient training are present, maintaining consistent proactive management becomes difficult, which can negatively affect teachers' perception of PBS and its long-term sustainability. Understanding this relationship highlights how reinforcing proactive management strategies may help reduce perceived barriers and improve the fidelity of PBS implementation.

Table 8 presents the Spearman rho correlation between proactive classroom management strategies and the challenges encountered by respondents in implementing Positive Behavior Support (PBS) interventions. The analysis yielded a correlation coefficient of 0.020, indicating a negligible positive relationship, with a p-value of 0.956, which is not statistically significant. This suggests that the extent to which teachers employ proactive management strategies does not appear to be meaningfully associated with the challenges they face in applying PBS interventions. In other words, even when teachers utilize proactive strategies consistently, they may still encounter barriers such as limited time, large class sizes, or insufficient training, indicating that these challenges are largely independent of the proactive measures implemented in the classroom.

The findings imply that while proactive strategies are essential for fostering a positive and structured learning environment, their presence alone may not mitigate the systemic or contextual challenges teachers face in implementing PBS. Research supports this distinction: Simonsen et al. (2020) emphasize that successful PBS implementation relies not only on teacher strategies but also on adequate administrative support, professional development, and access to resources. McIntosh et al. (2021) note that structural factors such as class size and time constraints can pose significant obstacles regardless of teachers' proactive practices. Karlberg et al. (2024) similarly highlight that teacher perceptions of PBS effectiveness are influenced by both classroom management skills and institutional support, suggesting that challenges must be addressed holistically rather than relying solely on individual strategies.

In conclusion, the negligible correlation indicates that proactive classroom management strategies do not significantly reduce the challenges teachers face in implementing PBS interventions. To improve fidelity and effectiveness, it is recommended that schools provide comprehensive support, including ongoing professional development, sufficient resources, manageable class sizes, and active administrative backing. By addressing these systemic barriers alongside promoting proactive teaching strategies, educators are better positioned to

implement PBS consistently and effectively, leading to improved student behavior and a more supportive learning environment.

Test of relationship between the behavioural interventions and challenges encountered by the respondents in implementing positive behaviour support interventions

Investigating the relationship between teachers' use of behavioral interventions and the challenges they encounter in implementing Positive Behavior Support (PBS) is crucial for understanding how practice influences perception. Teachers who consistently employ strategies such as de-escalation techniques, restorative practices, and individualized supports are more likely to view PBS as effective and manageable, experiencing fewer implementation difficulties. In contrast, when barriers like limited time, large class sizes, and inadequate training exist, even experienced teachers may struggle to maintain these interventions, potentially perceiving PBS as burdensome or impractical. Examining this relationship provides important insights for enhancing teacher support systems and designing targeted professional development programs that reduce implementation challenges and strengthen PBS fidelity.

Table 9 presents the Spearman rho correlation between the respondents' use of behavioral interventions and the challenges they face in implementing Positive Behavior Support (PBS) interventions. The correlation coefficient of -0.312 indicates a negligible negative relationship, with a p-value of 0.380, which is not statistically significant. This suggests that the extent to which teachers utilize behavioral interventions is not meaningfully associated with the challenges they encounter. In other words, even teachers who consistently apply strategies such as de-escalation, restorative practices, and individualized support may still face barriers, including limited time, large class sizes, and insufficient training, indicating that these challenges are mainly independent of the interventions themselves.

The findings suggest that while behavioral interventions are crucial for effective classroom management and student behavior support, their implementation alone may not address systemic or contextual challenges. Research supports this observation. Simonsen et al. (2020) highlight that successful PBS implementation depends not only on teacher practices but also on adequate administrative support, sufficient resources, and professional development. McIntosh et al. (2021) note that structural constraints, such as class size and time limitations, can hinder effective behavioral intervention implementation regardless of teacher skill. Similarly, Karlberg et al. (2024) emphasize that teacher perceptions of PBS effectiveness are shaped by both classroom strategies and broader institutional support, suggesting that addressing challenges requires a comprehensive approach beyond individual interventions.

In conclusion, the negligible negative correlation indicates that behavioral interventions do not significantly reduce the challenges teachers face in implementing PBS. To enhance PBS fidelity and effectiveness, it is recommended that schools provide ongoing professional development, ensure access to necessary resources, promote manageable class sizes, and strengthen administrative support. By addressing these systemic and contextual barriers and encouraging the consistent use of behavioral interventions, educators can more effectively implement PBS strategies, thereby fostering improved student behavior and a supportive learning environment.

CONCLUSION

Based on the findings, it can be concluded that Lahug High School–SpEd teachers demonstrate a high level of competence in implementing proactive classroom management

strategies and behavioral interventions, reflecting their commitment to fostering positive student behavior and structured learning environments. Despite this, they continue to face significant challenges, particularly related to insufficient training, limited time, large class sizes, student resistance, and engaging parents. The negligible correlations between the strategies used and the challenges encountered suggest that the practical application of PBS practices alone is not sufficient to overcome these barriers. This underscores the importance of systemic support, adequate resources, and continuous professional development to ensure the consistent and effective implementation of PBS interventions.

Based on the findings, it can be concluded that Lahug High School–SpEd teachers demonstrate a high level of competence in implementing proactive classroom management strategies and behavioral interventions, reflecting their commitment to fostering positive student behavior and structured learning environments. Despite this, they continue to face significant challenges, particularly related to insufficient training, limited time, large class sizes, student resistance, and engaging parents, with negligible correlations between strategy use and challenges suggesting that effective application of PBS alone is not enough to overcome these barriers. To address these issues, it is recommended that schools provide targeted professional development on PBS, inclusive education, behavior contracts, and specialized strategies such as Filipino Sign Language; increase administrative support and provide necessary resources; optimize class sizes and allocate time for planning and monitoring interventions; actively engage parents in reinforcing PBS strategies at home; and foster collaboration and professional learning communities where teachers can share best practices. Implementing these measures can enhance the fidelity and effectiveness of PBS interventions and create a more supportive, inclusive, and well-managed learning environment for students with special needs.

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