

**Positive behavior support (PBS) implementation and its effectiveness
on students' discipline and engagement in inclusive settings**

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ABSTRACT

This study examined the implementation and effectiveness of Positive Behavior Support in promoting student discipline and engagement in inclusive classrooms at Pardo National High School–Special Education Center. It focused on teachers' use of proactive classroom management strategies and behavioral interventions, the challenges encountered during implementation, and the relationships between practices and challenges. A descriptive-correlational quantitative research design was employed. Inclusive-education teachers were selected through purposive sampling based on their classroom experience and involvement in behavior support. Data were collected using an adapted questionnaire covering proactive classroom management, behavioral interventions, and implementation challenges. Frequency, percentage, weighted mean, standard deviation, and Spearman's rank-order correlation were applied in analyzing the responses. Teachers implemented proactive classroom management strategies and behavioral interventions to a very high extent. Common practices included active supervision, clear expectations, positive reinforcement, structured routines, individualized support, behavior documentation, social-emotional learning activities, collaboration, and constructive feedback. However, teachers encountered challenges involving large class sizes, inadequate training, limited preparation time, student resistance, insufficient resources, and difficulties in monitoring behavioral outcomes. The relationships between proactive management strategies and implementation challenges, and between behavioral interventions and implementation challenges, were not statistically significant. The findings demonstrate teachers' competence in implementing Positive Behavior Support. Nevertheless, teacher efforts alone cannot overcome systemic and contextual barriers affecting implementation. The study recommends targeted professional development, stronger administrative support, adequate classroom resources, collaborative coaching, manageable class sizes, and increased parental involvement to strengthen the effectiveness, consistency, and sustainability of Positive Behavior Support in inclusive classrooms.

Keywords: Positive Behavior Support, classroom management, inclusive education, behavioral interventions, student discipline, student engagement.

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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 behaviour among students with special needs in an inclusive education environment in Cebu City during the school year 2024 to 2025 as a basis for the proposed Intervention Plan.

Specifically, this study sought to answer the following 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 behavioural interventions for addressing student misbehaviour?
4. What is the extent of challenges encountered by the respondents in implementing positive behaviour support interventions?
5. Is there a significant relationship between proactive management strategies and challenges encountered by the respondents in implementing positive behaviour support interventions, and between behavioural interventions and challenges encountered by the respondents in implementing positive behaviour 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 Pardo 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 Pardo National High School 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 can influence teachers' perceptions and implementation of Positive Behavior Support (PBS) strategies. Professional experience, life stage, and generational perspectives affect openness to proactive management, while gender-related differences in communication and instructional approaches shape how interventions are applied. These factors impact PBS fidelity and, consequently, student behavior, engagement, and learning outcomes.

Table 2 reveals that all 10 teacher-respondents from Pardo High School are female, with ages ranging from 30 to 47 years. This demographic composition suggests that the PBS interventions were exclusively implemented by female educators within this age group. Age and gender are pivotal factors influencing teachers' perceptions and implementation of 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.

A study by Herawati et al. (2024) explored teachers' perceptions of the efficacy of PBS systems, highlighting that teacher characteristics, including age and gender, can influence the effectiveness of PBS implementation. Similarly, research by Abou Zaid (2025) examined staff perspectives on the impact of PBS programs, noting that demographic factors play a role in how staff perceive and receive PBS interventions.

The findings underscore the importance of considering demographic factors such as age and gender in the implementation of PBS strategies. To enhance the effectiveness of PBS interventions, it is recommended to provide targeted professional development that addresses the diverse needs and perspectives of teachers. Additionally, fostering an inclusive environment that values diverse teacher characteristics can contribute to more effective and equitable PBS implementation.

Highest educational attainment

This section outlines the educational background of the respondents, emphasizing their highest level of formal education completed. Examining the distribution of educational attainment offers insights into the respondents' qualifications, knowledge, and perspectives, which may affect their responses in the study.

Table 3 reveals that 80% of the respondents at Pardo High School Center have completed Master's units, while 20% have obtained a Master's degree. This indicates a predominantly graduate-level qualification among the teachers. Advanced educational attainment is linked to enhanced pedagogical skills, more profound subject knowledge, and a greater capacity for implementing complex educational strategies, including Positive Behavior Support (PBS). Teachers with higher educational backgrounds often exhibit a more profound understanding of behavioral theories and are better equipped to tailor interventions to meet the diverse needs of students. This proficiency can lead to more effective classroom management and improved student outcomes. However, the disparity between those with Master's units and those with completed Master's degrees may suggest a need for further professional development opportunities to bridge this gap and ensure uniformity in expertise across the teaching staff.

A study by Karlberg and Klang (2021) examined the implementation of school-wide positive behavior support in Sweden, highlighting that teachers' educational qualifications positively influence their perceptions and implementation of PBS strategies, leading to more effective classroom management. Similarly, research by Scherer and Ingle (2020) found that teachers with higher educational qualifications reported more favorable outcomes from PBS programs, including improved student behavior and engagement.

The findings underscore the significant role of advanced educational attainment in enhancing the implementation of PBS strategies. To capitalize on this, it is recommended that Pardo High School–SpEd Center provide opportunities for teachers to complete their Master's degrees, thereby standardizing expertise across the faculty. Additionally, ongoing professional development programs should be established to keep educators abreast of the latest PBS methodologies and research, ensuring sustained effectiveness in classroom behavior management.

Relevant trainings attended

Relevant trainings attended is crucial for enhancing teachers' understanding and implementation of PBS strategies. Training sessions, such as INSET sessions, inclusive education workshops, IEP seminars, and SPED pedagogy courses, equip educators with the

knowledge and skills to create proactive classroom management plans, design individualized interventions, and monitor student progress.

Table 4 indicates that 80% of the respondents at Pardo High School–SpEd Center have attended INSET training, while 20% have participated in workshops on Inclusive Education and Filipino Sign Language. This suggests that while most teachers have received general professional development, fewer have engaged in specialized training directly related to inclusive education and communication strategies for learners with diverse needs. Adequate and targeted training is essential for enhancing teachers' competence in implementing Positive Behavior Support (PBS) strategies, as it equips them with both theoretical knowledge and practical skills necessary for proactive classroom management, individualized interventions, and monitoring student progress. Limited participation in specialized trainings may affect teachers' ability to fully address the diverse needs of students, potentially impacting the fidelity and effectiveness of PBS.

A study by Abou Zaid (2025) explored staff perspectives on the impact of PBS programs, highlighting that ongoing professional development is crucial for maintaining effective PBS implementation. Similarly, Konstantinidou et al. (2023) found that training positively affects staff knowledge and practice skills, especially regarding developing and implementing behavior support plans.

The findings underscore the importance of expanding teacher participation in specialized training programs to strengthen PBS implementation. It is recommended that Pardo High School–SpEd Center provide more opportunities for workshops on inclusive education, Filipino Sign Language, IEP development, and SPED pedagogy. Additionally, ongoing professional development and coaching should be institutionalized to ensure teachers can effectively apply PBS strategies and meet the diverse behavioral and learning needs of all students.

Extent of proactive classroom management strategies utilized by the respondents

The use of proactive classroom management strategies—such as clear expectations, structured routines, positive reinforcement, and student engagement—enables teachers to implement PBS effectively, creating respectful and predictable learning environments that reduce disruptive behavior and support academic and social-emotional outcomes. Research (McGuire et al., 2023; Karlberg et al., 2024) shows that consistent use of these strategies enhances teacher self-efficacy, lowers stress, and promotes sustainable PBS implementation, whereas underutilization often leads to reactive or punitive discipline, reinforcing misbehavior and teacher frustration.

Table 5 indicates that the respondents at Pardo High School consistently employ proactive classroom management strategies, with an aggregate mean of 3.73, categorized as "Very High." The high mean scores across all indicators—ranging from establishing clear rules to proactive communication with parents—demonstrate a strong commitment to creating structured, predictable, and supportive learning environments. This approach aligns with research suggesting that proactive strategies, such as positive reinforcement and structured routines, significantly reduce disruptive behaviors and enhance student engagement in learning activities (Karasova, 2025).

Furthermore, the consistent application of these strategies is associated with improved teacher self-efficacy. Teachers with higher self-efficacy are more effective in managing classrooms, leading to better academic achievements and behavioral outcomes for students.

(Shah, 2023). The respondents' high self-reported utilization of proactive strategies likely contributes to their confidence and effectiveness in classroom management

The findings underscore the importance of proactive classroom management strategies in fostering positive student behavior and enhancing teacher effectiveness. To sustain and build upon these practices, it is recommended that Pardo High School continue to provide professional development opportunities focused on proactive classroom management. Additionally, fostering a collaborative environment where teachers can share best practices and strategies will further strengthen the implementation of Positive Behavior Support (PBS) and contribute to the overall success of inclusive education initiatives.

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

Assessing the extent to which teachers employ behavioral interventions provides a deeper understanding of their knowledge, skills, and attitudes toward Positive Behavior Support (PBS). Behavioral interventions, including de-escalation techniques, restorative practices, and individualized behavior plans, are fundamental components of PBS, enabling teachers to prevent and address problem behaviors proactively. Monitoring and documenting student behavior allows educators to track patterns, evaluate the effectiveness of interventions, and make data-driven decisions for improving student outcomes. Collaboration with support staff, such as guidance counselors, special education teachers, and psychologists, ensures a comprehensive and coordinated approach to managing challenging behaviors, while also fostering a supportive network that reinforces positive behaviors across different school settings.

Consistent and skilled use of behavioral interventions not only enhances teachers' perceptions of PBS as practical and effective but also increases their confidence and self-efficacy in implementing these strategies. Teachers who are proficient in applying these interventions are better equipped to manage diverse classroom behaviors, minimize disruptions, and create a structured, safe, and inclusive learning environment. Furthermore, ongoing use of behavioral interventions reinforces a positive classroom climate, encourages student engagement, and strengthens teacher-student relationships. Research indicates that when teachers actively apply PBS interventions, they are more likely to maintain fidelity to the framework over time, resulting in sustainable improvements in student behavior and overall academic and social-emotional outcomes.

Table 6 indicates that teachers at Pardo High School–SpEd Center employ behavioral interventions to address student misbehavior at a very high level, with an aggregate mean of 3.35. The highest-rated practices include documenting and tracking student behavior, using social-emotional learning (SEL) activities, and collaborating with support staff. These strategies are integral components of Positive Behavior Support (PBS) frameworks, which aim to create structured, predictable, and supportive learning environments. The consistent application of these interventions suggests that teachers are effectively implementing PBS to manage student behavior, enhance classroom climate, and support positive behavioral and academic outcomes.

Research supports the effectiveness of these behavioral interventions. A study by Karlberg (2024) found that the implementation of school-wide PBS programs improved students' social-emotional skills and academic achievement, as well as teachers' perceptions of the classroom learning environment. Similarly, a study by Walker et al. (2023) highlighted that the consistent application of PBS strategies leads to positive behavioral and academic outcomes for students and improved perceptions of efficacy and job satisfaction for school personnel.

These findings underscore the importance of behavioral interventions in the successful implementation of PBS frameworks.

The findings suggest that teachers at Pardo High School–SpEd Center are proficient in applying behavioral interventions, contributing to the successful implementation of PBS. To maintain and enhance this effectiveness, it is recommended that the school continue to provide professional development opportunities focused on advanced behavioral intervention strategies. Additionally, fostering a collaborative environment where teachers can share best practices and strategies will further strengthen the implementation of PBS and contribute to the overall success of inclusive education initiatives.

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

This section examines the extent of challenges encountered by teachers in implementing Positive Behavior Support (PBS) interventions. Understanding these challenges provides insight into the barriers that may affect the fidelity, consistency, and effectiveness of PBS practices in the classroom. Identifying the difficulties that teachers face, such as limited time, inadequate training, large class sizes, insufficient administrative support, and a lack of resources, helps determine areas that require targeted support and intervention. By analyzing these obstacles, the study aims to inform strategies that can enhance PBS implementation, improve teacher efficacy, and ultimately promote positive behavioral and academic outcomes for students in inclusive classroom settings.

Table 7 indicates that teachers at Pardo High School Center encounter significant challenges in implementing Positive Behavior Support (PBS) interventions, with an aggregate mean of 3.06, categorized as “Challenged.” The most pressing obstacles include large class sizes, student resistance, limited time for planning and implementation, lack of training, and difficulties in monitoring and assessing PBS effectiveness. These challenges align with findings from recent studies that highlight similar barriers in PBS implementation. For instance, a study by Karlberg (2024) found that school-level factors, such as school size, location, and team functioning, are associated with variability in the fidelity of PBS implementation. Also, Lawson et al. (2022) found that teachers often face barriers like competing demands and feelings of stress, which can impede the consistent application of PBS strategies. Addressing these challenges is crucial for enhancing the effectiveness and sustainability of PBS interventions.

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

Examining the link between proactive classroom management and the challenges of implementing PBS reveals that teachers who consistently use strategies like clear rules, structured routines, and positive reinforcement encounter fewer behavioral disruptions and view PBS as effective. Conversely, constraints such as limited time, large class sizes, and insufficient training hinder consistent application, affecting teachers’ perceptions and the sustainability of PBS. Strengthening proactive management strategies can help reduce these obstacles and improve the fidelity of PBS implementation.

The Spearman rho value of 0.617 indicates a moderate positive correlation between proactive classroom management strategies and the challenges teachers face in implementing Positive Behavior Support (PBS) interventions. However, the p-value of 0.057 suggests that

this correlation is not statistically significant at the 0.05 level, leading to the decision to not reject the null hypothesis. This finding implies that while proactive strategies are beneficial, they do not necessarily reduce the challenges associated with PBS implementation. Teachers may still encounter obstacles such as limited time, large class sizes, and insufficient training, even when employing proactive management techniques. This aligns with recent studies indicating that contextual factors like school size, location, and team functioning can influence the fidelity of PBS implementation (Karlberg, 2024). Furthermore, factors such as teacher self-efficacy and classroom climate have been associated with variability in PBS implementation (Karlberg, 2024).

The moderate positive correlation observed suggests that while proactive classroom management strategies are important, they are not sufficient on their own to overcome the challenges of implementing PBS interventions. It is recommended that Pardo High School focus on providing comprehensive professional development programs to equip teachers with the necessary skills and knowledge. Additionally, addressing systemic issues such as class sizes, administrative support, and resource availability can help mitigate the challenges faced by teachers. Fostering a collaborative environment where teachers can share experiences and strategies will further enhance the effectiveness of PBS implementation. By addressing these areas, the school can improve the fidelity of PBS implementation and, consequently, student outcomes.

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

Examining the link between teachers' use of behavioral interventions and the challenges of implementing PBS shows that consistent application of strategies like de-escalation, restorative practices, and individualized supports leads to fewer difficulties and a more positive perception of PBS. Conversely, barriers such as limited time, large classes, and insufficient training hinder implementation and may make PBS seem burdensome. Understanding this relationship informs targeted support and professional development to enhance the fidelity of PBS.

Table 9 shows a negligible negative correlation (Spearman rho = -0.312) between the use of behavioral interventions and the challenges teachers face in implementing Positive Behavior Support (PBS) interventions, with a p-value of 0.380, indicating that the relationship is not statistically significant. This suggests that while teachers who consistently apply behavioral interventions may experience slightly fewer challenges, the effect is minimal. In practice, this indicates that implementing behavioral interventions alone does not automatically reduce the obstacles teachers encounter, such as limited time, large class sizes, or insufficient training. Previous studies have emphasized that systemic and contextual factors, such as administrative support, resource availability, and school policies, play a significant role in determining the success and sustainability of PBS implementation (Karlberg, 2024; Lawson et al., 2022). Therefore, behavioral interventions are necessary but not sufficient on their own to overcome implementation challenges.

The findings suggest that although behavioral interventions are crucial for managing student behavior, they do not significantly mitigate the challenges associated with implementing PBS. It is recommended that Pardo High School complement behavioral interventions with additional supports, including professional development, administrative backing, and access to resources. Encouraging collaboration among teachers to share best practices and problem-solving strategies can further enhance the effective implementation of PBS. These steps will help reduce barriers, improve teacher efficacy, and strengthen the fidelity and sustainability of PBS interventions.

CONCLUSION

Based on the findings, it can be concluded that teachers at Pardo High School—demonstrate strong knowledge and consistent application of proactive classroom management strategies and behavioral interventions in implementing Positive Behavior Support (PBS). Their high level of implementation reflects commitment and competence in promoting positive student behavior. However, despite these efforts, teachers continue to face moderate to high challenges such as large class sizes, limited time, insufficient training, and a lack of resources, which hinder the full fidelity and sustainability of PBS practices. This suggests that while teacher preparedness and initiative are crucial, systemic support, targeted professional development, and sufficient resources are essential to overcome barriers and ensure the effective and lasting implementation of PBS in inclusive classrooms.

Based on the findings, it is recommended that Pardo High School implement targeted professional development programs to strengthen teachers' skills in Positive Behavior Support (PBS) strategies, including advanced training on proactive classroom management, behavioral interventions, and inclusive practices. The school should also provide sufficient resources, such as behavioral tracking tools, reward systems, and classroom support materials, to facilitate the effective implementation of PBS. Moreover, strategies to reduce class sizes or provide teaching assistants where possible can help manage workload and enhance individualized attention. Strengthening administrative and peer support through coaching, mentoring, and collaborative planning will further enable teachers to overcome implementation challenges. Finally, engaging parents and guardians in PBS practices through workshops and communication channels can create a consistent support system between school and home, promoting long-term sustainability and effectiveness of PBS interventions.

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