

Behavior Management and Learning Outcomes of Learners with Special Needs: Basis for Behavior Management Model

Carla T. Enanoria

Eulogio “Amang” Rodriguez Institute of Science and Technology

carla.enanoria@deped.gov.ph

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ABSTRACT

This study assessed behavior management practices and their relationship with the learning outcomes of learners with special needs and used the findings as the basis for a contextualized behavior management model. A descriptive-evaluative design was employed among 202 purposively selected respondents from public elementary schools in the City Schools Division of Malabon, consisting of 8 school administrators, 32 Special Needs Education (SNED) teachers, 136 receiving teachers, and 26 parents. Data were collected through an expert-validated, researcher-made questionnaire and analyzed using percentage, weighted mean, one-way analysis of variance, Pearson product-moment correlation, and the t test of significance at the .05 level. Behavior management practices were generally

evident (composite mean = 3.92), with positive behavioral techniques receiving the highest assessment and token-economy techniques the lowest. Significant differences were found among the four stakeholder groups for all five behavioral-management domains. Learning outcomes were generally evident (composite mean = 3.40); social skills development and academic achievement were the strongest areas, whereas writing skills and numerical proficiency required greater support. Applied behavioral, cognitive behavioral, and socio-emotional learning techniques were significantly related to selected learning outcomes, while positive behavioral and token-economy techniques showed no significant relationships with the measured outcomes. Challenges in behavior management and learning outcomes were moderately evident. Based on these findings, The Inclusive Classroom Behavior Management Guide for Beginning Teachers was developed and was rated acceptable (composite mean = 3.51). The study concludes that inclusive behavior support should be collaborative, differentiated, systematically monitored, and integrated with direct academic intervention.

Keywords: *behavior management, behavioral interventions, inclusive education, learners with special needs, learning outcomes, special needs education*

INTRODUCTION

Inclusive education affirms that all learners, including those with disabilities and other special educational needs, should have equitable access to meaningful participation and quality instruction. This commitment is grounded in Article XIV of the 1987 Philippine Constitution and strengthened by Republic Act No. 11650, which institutionalizes inclusive education and requires appropriate support services for learners with disabilities. In the basic education system, Department of Education policies likewise emphasize individualized support, non-discriminatory participation, and responsive curriculum implementation (Department of Education, 2021, 2024).

These mandates establish a clear obligation for schools to address not only access to classrooms but also the behavioral, social, emotional, and academic conditions that enable learners to succeed.

The need for responsive support is substantial. UNICEF (2021) estimated that approximately 240 million children worldwide live with disabilities, many of whom continue to experience exclusion, limited services, and barriers to participation. In inclusive classrooms, these barriers may appear as difficulty sustaining attention, regulating emotions, following routines, tolerating frustration, communicating needs, or interacting with peers. Such behaviors should not be viewed merely as misconduct. They may reflect unmet developmental needs, environmental demands, communication difficulties, or a mismatch between instruction and learner readiness. Effective behavior management therefore requires preventive, instructional, and individualized strategies rather than reliance on reactive punishment.

Behavior management is closely connected with learning because classroom routines, reinforcement, emotional regulation, and adult responses influence the amount and quality of time available for instruction. Applied behavior analysis provides systematic methods for identifying the function of behavior, teaching replacement skills, reinforcing desired responses, and using data to adjust interventions (Cooper et al., 2020). In inclusive classrooms, these procedures must be implemented with sensitivity to learner dignity, developmental level, communication profile, and family context. Friend and Bursuck (2022) further emphasized that inclusive practice depends on collaboration between special educators, general educators, families, and school leaders, particularly when learners require coordinated behavioral and academic support.

The City Schools Division of Malabon advances inclusion through its Special Needs Education program and local initiatives that place learners with special educational needs in general education settings. Despite these efforts, schools may differ in the consistency with which behavior-management techniques are understood and applied. School administrators, SNED teachers, receiving teachers, and parents occupy different roles and observe learners in different environments. Their assessments may therefore vary, creating discontinuities between school-wide policy, classroom practice, specialized intervention, and home routines. These variations are important because consistent expectations and coordinated reinforcement can make interventions more understandable and predictable for learners.

The problem is also academic. Global evidence has documented serious learning difficulties and widened achievement gaps among vulnerable learners, particularly in foundational reading, numeracy, and writing (Filderman et al., 2022; Ludewig et al., 2022; World Bank et al., 2022). Filipino children's early numeracy and print knowledge are shaped by interrelated language and cognitive skills (Yang et al., 2021), while writing improvement requires explicit processes that support planning, inquiry, organization, and feedback (Wale & Bogale, 2021). These findings suggest that behavior support cannot be separated from direct academic instruction. A learner may become more attentive or compliant but still need carefully sequenced instruction, scaffolding, adapted materials, and repeated opportunities to demonstrate competence.

Although research has examined individual approaches such as positive reinforcement, applied behavior analysis, cognitive-behavioral strategies, socio-emotional learning, and token economies, fewer localized studies have compared how multiple stakeholder groups assess these techniques and how each technique relates to a broad set of learning outcomes among learners with special needs. This study addressed that gap by assessing five behavior-management domains, determining differences among stakeholder assessments, describing seven learning-outcome domains, testing the relationships between behavior management and learning outcomes, identifying implementation challenges, and developing and evaluating a practical guide for beginning teachers. The study sought to provide an empirical basis for more consistent, collaborative, and learner-centered behavior support in inclusive elementary classrooms.

Literature Review

Inclusive Education and Behavior Support Frameworks

Contemporary inclusive education moves beyond physical placement toward meaningful access, participation, belonging, and progress. Republic Act No. 11650 and Department of Education Order No. 044, s. 2021 position educational support as a right and require schools to provide programs responsive to the characteristics of learners with disabilities. Within this framework, behavior support is not an isolated disciplinary activity. It is part of the instructional and environmental adjustments needed to remove barriers and sustain participation. Inclusive teachers are therefore expected to organize routines, communicate expectations clearly, adapt tasks, and coordinate supports across classroom and home settings.

Positive Behavioral Interventions and Supports and related multi-tiered approaches provide a useful basis for organizing such assistance. Universal strategies establish predictable routines and expectations for all learners, targeted supports respond to emerging needs, and individualized interventions address persistent or complex behavior. Research on school-based behavioral interventions supports proactive and culturally responsive approaches that teach expected behavior and reduce dependence on exclusionary discipline (Fallon et al., 2022). The present study adopted this instructional view of behavior management and treated stakeholder collaboration as essential to implementation.

Vygotskian sociocultural principles also support the study's emphasis on guided participation. Learning and self-regulation develop through interaction with more knowledgeable adults and peers, especially when assistance is calibrated to what the learner can accomplish with support (Shabani et al., 2010). In inclusive classrooms, scaffolding may involve visual prompts, modeled routines, guided practice, peer support, and gradual release of responsibility. These principles explain why behavior support should be adjusted to learner readiness rather than applied uniformly.

Behavioral Management Techniques in Inclusive Classrooms

Positive behavioral techniques emphasize explicitly teaching expectations, acknowledging appropriate behavior, using specific praise, and preventing problems through predictable classroom structures. These practices can strengthen teacher-learner relationships and increase engagement when they are timely and consistently applied. Applied behavioral techniques extend this approach by using observable definitions, antecedent-behavior-consequence information, prompting, reinforcement, task analysis, and progress monitoring. Cooper et al. (2020) stressed that these procedures are most effective when they are function-based and evaluated through data rather than used as fixed rewards or sanctions. In a Philippine case study, Rilveria (2022) likewise demonstrated the relevance of applied behavior analysis for addressing challenging behavior among a child with autism.

Cognitive-behavioral techniques focus on the interaction among thoughts, emotions, and actions. For learners with intellectual or developmental disabilities, these techniques may require simplified language, visual supports, repetition, concrete examples, and shorter steps because attention, memory, executive-function, and language demands can affect participation (Hronis et al., 2017). Socio-emotional learning complements these strategies by developing self-awareness, emotional regulation, empathy, relationship skills, and responsible decision-making. A Philippine study reported that mindfulness, self-regulation, and relationship-building activities strengthened socio-emotional competencies among elementary learners (Eligio & Valdez, 2025).

Token-economy systems provide symbolic reinforcers that can later be exchanged for preferred activities or items. Their value lies in making reinforcement visible, immediate, and contingent on clearly stated behavior. Bernal (2022) found that token-based reinforcement supported task completion among kindergarten learners. However, tokens should be paired with social reinforcement, meaningful choice, and gradual transfer to natural consequences so that learners do not become dependent on external rewards. Across all five techniques, effectiveness depends on ethical use, individualization, consistency, and continuous review.

Learning Outcomes and Foundational Competencies

Learning outcomes in inclusive education encompass academic achievement as well as reading, numeracy, writing, social-emotional development, and engagement. These domains are interdependent. Reading comprehension interventions, for example, are strengthened when instruction combines strategic processing with

background knowledge and explicit support (Filderman et al., 2022). Pandemic-related disruptions also widened reading gaps for learners who were already vulnerable, showing that instructional recovery requires sustained and differentiated assistance (Ludewig et al., 2022).

Numerical proficiency develops through early language, print, and cognitive experiences. Yang et al. (2021) found that phonological awareness, rapid automatized naming, and vocabulary made distinct contributions to the early numeracy and print knowledge of Filipino children. Writing likewise requires more than task compliance; it involves idea generation, organization, language use, revision, and feedback. Wale and Bogale (2021) showed that inquiry-based instruction can strengthen academic writing by engaging learners in questioning, information processing, and structured production. These findings support interventions that combine behavior supports with direct instruction in the specific skill that remains weak.

Social and emotional competencies contribute to classroom participation and achievement. Emotional intelligence has been associated with learning outcomes (Fenanlampir & Mutohir, 2021), while supportive teacher-student relationships, friendship quality, student voice, and emotional competence influence social-skill development (Supriatna et al., 2024). Practical and interactive learning experiences can also improve the transfer of knowledge into demonstrated competence (González et al., 2024). Thus, learner outcomes should be assessed broadly and behavior interventions should be examined in relation to the particular academic or developmental outcomes they are intended to support.

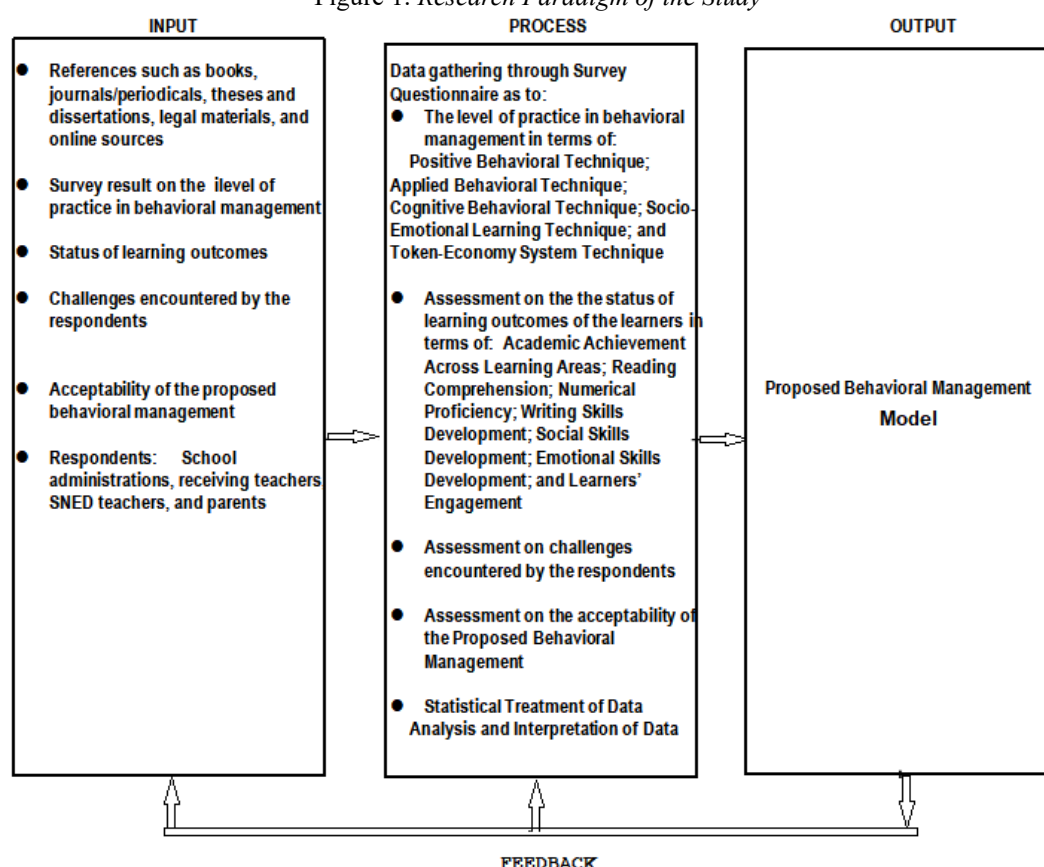
Synthesis, Research Gap, and Conceptual Framework

The reviewed literature supports a shift from punitive and reactive control toward proactive, instructional, and relationship-based behavior support. It also indicates that each technique serves a different function: positive approaches strengthen expectations and classroom climate; applied behavioral techniques provide function-based and data-driven intervention; cognitive-behavioral techniques support coping and self-management; socio-emotional learning builds emotional and relational competence; and token systems make reinforcement immediate and visible. No approach should be expected to address every learner, context, or outcome in the same manner.

A remaining concern is the consistency of implementation across stakeholders. Families, receiving teachers, SNED teachers, and school leaders may differ in training, resources, opportunities for observation, and expectations. Home-school partnerships are therefore central to sustaining interventions and aligning responses to learner behavior (Turnbull et al., 2022). The present study examined these differences directly and linked them with a comprehensive assessment of learning outcomes and implementation challenges.

The study used an Input-Process-Output framework. Inputs included the stakeholder assessments of behavior-management practices, learner outcomes, implementation challenges, and model acceptability. The process involved survey administration and statistical analysis of five behavior-management techniques and seven outcome domains. The intended output was a practical behavior-management guide for beginning teachers. The feedback component emphasized that the guide should be reviewed and refined through stakeholder experience and learner progress.

Figure 1. *Research Paradigm of the Study*



METHODS

Research Design

The study employed a descriptive-evaluative research design. It described existing behavior-management practices, learning outcomes, and implementation challenges as perceived by key stakeholders and evaluated the acceptability of the proposed guide. The design also incorporated correlational and comparative analyses to determine relationships between behavior-management techniques and learning outcomes and to test differences among respondent groups. This approach was appropriate because the study examined conditions as they occurred in the participating schools and used the resulting evidence to develop a context-responsive educational resource (Refozar, 2022).

Research Locale

The research was conducted in selected public elementary schools within Districts I to V of the City Schools Division of Malabon. The locale implemented inclusive education through its Special Needs Education program, where learners with identified special educational needs received services from SNED teachers and participated, when appropriate, in classes handled by receiving teachers. The locale provided access to the four stakeholder groups whose perspectives were necessary for examining behavior-management practices across school, specialized, general classroom, and home contexts.

Participants and Sampling Technique

Purposive sampling was used to identify school administrators, SNED teachers, receiving teachers, and parents who had direct knowledge of the behavior and learning needs of learners with special needs. Slovin's formula was applied to the total population to determine a manageable sample. From a population of 264, the

study obtained 202 respondents: 8 school administrators, 32 SNED teachers, 136 receiving teachers, and 26 parents. Receiving teachers formed the largest group because they represented the broader inclusive-classroom setting, while the participation of administrators, SNED teachers, and parents enabled comparison across roles.

Table 1. Population and Sample Distribution

Respondent Group	Population	Sample	Percentage
School administrators	17	8	47.06
SNED teachers	36	32	88.89
Receiving teachers	184	136	73.91
Parents	27	26	96.30
Total	264	202	76.52

Legend: Percentage = sample divided by population multiplied by 100.

Research Instrument

Data were gathered through a structured, researcher-made questionnaire designed for the participating stakeholder groups. Part I obtained demographic information. Part II assessed the level of practice in positive behavioral, applied behavioral, cognitive behavioral, socio-emotional learning, and token-economy system techniques. Part III assessed academic achievement across learning areas, reading comprehension, numerical proficiency, writing skills development, social skills development, emotional skills development, and learner engagement. Part IV identified challenges related to behavior-management practice and learner outcomes. Part V evaluated the acceptability of the proposed behavior-management guide.

The instrument underwent peer review and expert validation to examine the relevance, clarity, methodological appropriateness, and ethical suitability of its items. A pilot test was conducted before the formal administration to identify ambiguous statements and improve the wording and organization of the questionnaire. The instrument was refined based on the recommendations of a three-member validation panel composed of Graduate School and school-system representatives. A five-point response scale was used, with higher scores indicating stronger evidence of practice, outcomes, challenges, or acceptability, as applicable to each part.

Data Gathering Procedure

The researcher submitted a formal request and research proposal to the Schools Division Superintendent of Malabon City and secured the required endorsement for access to participating schools. The study was then coordinated with school principals, who received the endorsement, survey instruments, and consent forms. Respondents were informed of the study's purpose, voluntary nature, and confidentiality safeguards. Questionnaires were administered in digital or printed form according to school arrangements and were scheduled to minimize disruption of regular activities. Follow-ups were made within the designated collection period, and returned instruments were checked for completeness and consistency before data encoding and analysis.

Data Analysis

Frequency and percentage were used to summarize respondent characteristics. Weighted mean was used to describe the level of behavior-management practice, the status of learner outcomes, implementation challenges, and model acceptability. One-way analysis of variance was employed to test differences among the four stakeholder groups, followed by Tukey's honestly significant difference procedure where appropriate. Pearson's product-moment correlation coefficient described the direction and strength of the relationship between each behavior-management technique and each learning-outcome domain. The significance of the obtained correlations was tested using the corresponding t statistic. Hypotheses were evaluated at the .05 level of significance. Verbal interpretations followed the five-point scales established in the original instrument.

Ethical Consideration

The study observed institutional and school-division permissions before data collection. Participants received information about the purpose and procedures of the study and provided informed consent. Participation was voluntary, and respondents could decline or discontinue without penalty. Survey administration avoided collecting unnecessary identifying information, and responses were treated confidentially and reported in aggregate form. Data collection was scheduled to avoid undue interruption of school activities. The questionnaire

was subjected to expert review and pilot testing to reduce unclear or potentially inappropriate items, and the resulting guide was framed as an educational support tool rather than a substitute for clinical or therapeutic intervention.

RESULTS AND DISCUSSION

Level of Practice in Behavior Management

Behavior-management practices were generally evident, with an overall composite mean of 3.92. Positive behavioral techniques ranked first ($M = 4.08$), followed jointly by applied behavioral and socio-emotional learning techniques ($M = 4.00$). Cognitive behavioral techniques were also evident ($M = 3.81$), whereas token-economy system techniques received the lowest assessment ($M = 3.73$). School administrators ($M = 4.31$) and SNED teachers ($M = 4.22$) assessed implementation as highly evident, parents assessed it as evident ($M = 3.86$), and receiving teachers assessed it as moderately evident ($M = 3.31$).

Table 2. *Summary Assessment of Behavior-Management Practices*

Technique	Administrators	Receiving Teachers	SNED Teachers	Parents	Composite Mean	Rank
Positive behavioral	4.47 HE	3.35 ME	4.53 HE	3.96 E	4.08 E	1
Applied behavioral	4.46 HE	3.29 ME	4.35 HE	3.90 E	4.00 E	2.5
Cognitive behavioral	3.98 E	3.31 ME	3.98 E	3.97 E	3.81 E	4
Socio-emotional learning	4.68 HE	3.33 ME	4.20 HE	3.81 E	4.00 E	2.5
Token-economy system	3.94 E	3.29 ME	4.02 E	3.68 E	3.73 E	5
Overall	4.31 HE	3.31 ME	4.22 HE	3.86 E	3.92 E	—

Legend: HE = highly evident; E = evident; ME = moderately evident.

The stronger assessments of administrators and SNED teachers suggest greater exposure to formal policies, specialized training, and structured intervention planning. Receiving teachers, who manage larger and more diverse general classrooms, may experience greater difficulty sustaining individualized strategies amid competing instructional demands. The high ranking of positive techniques is consistent with the preventive and instructional orientation of inclusive behavior support (Fallon et al., 2022). The lower use of token economies does not necessarily indicate that they are ineffective; rather, their application requires clear target behaviors, appropriate reinforcers, consistent delivery, and a plan for fading, conditions that may be difficult to maintain without coordinated support (Bernal, 2022; Cooper et al., 2020).

Differences Across Stakeholder Groups

The four respondent groups differed significantly in their assessments of all five behavior-management techniques. Each computed F value exceeded the critical value of 2.866 at the .05 level; consequently, the null hypothesis of no difference was rejected for every domain. The largest difference occurred for socio-emotional learning ($F = 98.5526$), followed by applied behavioral techniques ($F = 93.7099$). Positive behavioral, token-economy, and cognitive behavioral techniques also yielded substantial between-group differences.

Table 3. *Analysis of Variance in Stakeholder Assessments*

Behavior-Management Domain	Computed F	Critical F	Decision	Interpretation
Positive behavioral technique	72.0753	2.866	Reject H_0	Significant
Applied behavioral technique	93.7099	2.866	Reject H_0	Significant
Cognitive behavioral technique	32.2952	2.866	Reject H_0	Significant
Socio-emotional learning technique	98.5526	2.866	Reject H_0	Significant
Token-economy system technique	61.8779	2.866	Reject H_0	Significant

Legend: Level of significance = .05.

These differences indicate that behavior management was not experienced as one uniform school-home system. Stakeholders likely differed in training, frequency of contact, behavioral expectations, access to

information, and opportunities to implement the strategies. The findings strengthen the rationale for shared terminology, joint planning, coaching, and regular communication. Home-school partnerships are especially important because learners benefit when expectations and reinforcement are predictable across settings (Turnbull et al., 2022).

Status of Learning Outcomes

The overall status of learning outcomes was evident, with a composite mean of 3.40. Social skills development ranked first ($M = 3.67$), followed by academic achievement across learning areas ($M = 3.65$), emotional skills development ($M = 3.55$), and learner engagement ($M = 3.53$). Reading comprehension was moderately evident ($M = 3.33$), while numerical proficiency ($M = 3.10$) and writing skills development ($M = 2.99$) were the two lowest domains. Administrators and parents provided overall ratings interpreted as evident, whereas receiving and SNED teachers provided moderately evident overall assessments.

Table 4. *Summary Assessment of Learners' Learning Outcomes*

Learning-Outcome Domain	Administrators	Receiving Teachers	SNED Teachers	Parents	Composite Mean	Rank
Academic achievement	4.07 E	3.22 ME	3.78 E	3.54 E	3.65 E	2
Reading comprehension	3.81 E	3.12 ME	3.08 ME	3.33 ME	3.33 ME	5
Numerical proficiency	3.28 ME	3.08 ME	2.86 ME	3.17 ME	3.10 ME	6
Writing skills development	3.01 ME	3.05 ME	2.67 ME	3.20 ME	2.99 ME	7
Social skills development	4.30 HE	3.16 ME	3.65 E	3.56 E	3.67 E	1
Emotional skills development	4.03 E	3.16 ME	3.60 E	3.42 E	3.55 E	3
Learner engagement	3.92 E	3.16 ME	3.39 ME	3.65 E	3.53 E	4
Overall	3.77 E	3.14 ME	3.29 ME	3.41 E	3.40 E	—

Legend: HE = highly evident; E = evident; ME = moderately evident.

The stronger social and emotional outcomes suggest that learners were making progress in interaction, cooperation, and regulation, which are important foundations for participation. Nevertheless, the weaker writing and numeracy results show that improved behavior or engagement cannot be assumed to produce mastery automatically. Writing requires explicit support in planning, language, organization, production, and revision (Wale & Bogale, 2021). Numeracy similarly depends on interconnected language, cognitive, and symbolic skills (Yang et al., 2021). Direct, scaffolded academic intervention must therefore accompany behavior support, particularly for foundational competencies.

Relationships Between Behavior Management and Learning Outcomes

The relationship analyses showed that the effects of behavior-management practices varied according to both technique and outcome. Positive behavioral techniques were not significantly related to any of the seven measured outcomes. Applied behavioral techniques were significantly related to academic achievement ($r = -.754$), reading comprehension ($r = .642$), and writing skills development ($r = .857$). Cognitive behavioral techniques were significantly related only to social skills development ($r = .636$). Socio-emotional learning techniques were significantly related to academic achievement ($r = .680$), writing skills development ($r = -.684$), and social skills development ($r = -.641$). Token-economy system techniques were not significantly related to any measured learning outcome. All other tested relationships were not significant at the .05 level.

Table 5. *Correlations Between Behavior-Management Techniques and Learning Outcomes*

Technique	Learning Outcome	r	Computed t	Decision
Positive behavioral	Academic achievement	.098	.2784	Not significant
Positive behavioral	Reading comprehension	-.084	-.2382	Not significant
Positive behavioral	Numerical proficiency	-.254	-.7419	Not significant
Positive behavioral	Writing skills	-.142	-.4049	Not significant
Positive behavioral	Social skills	-.463	-1.4783	Not significant

Positive behavioral	Emotional skills	-.314	-.9367	Not significant
Positive behavioral	Learner engagement	.088	.2491	Not significant
Applied behavioral	Academic achievement	-.754	-3.2434	Significant
Applied behavioral	Reading comprehension	.642	2.3696	Significant
Applied behavioral	Numerical proficiency	.334	1.0036	Not significant
Applied behavioral	Writing skills	.857	4.6978	Significant
Applied behavioral	Social skills	.367	1.1160	Not significant
Applied behavioral	Emotional skills	.342	1.0300	Not significant
Applied behavioral	Learner engagement	.561	1.9157	Not significant
Cognitive behavioral	Academic achievement	-.255	-.7462	Not significant
Cognitive behavioral	Reading comprehension	.087	.2487	Not significant
Cognitive behavioral	Numerical proficiency	.360	1.0911	Not significant
Cognitive behavioral	Writing skills	.503	1.6465	Not significant
Cognitive behavioral	Social skills	.636	2.3311	Significant
Cognitive behavioral	Emotional skills	.481	1.5530	Not significant
Cognitive behavioral	Learner engagement	.617	2.2192	Not significant
Socio-emotional learning	Academic achievement	.680	2.6226	Significant
Socio-emotional learning	Reading comprehension	-.431	-1.3532	Not significant
Socio-emotional learning	Numerical proficiency	-.317	-.9462	Not significant
Socio-emotional learning	Writing skills	-.684	-2.6515	Significant
Socio-emotional learning	Social skills	-.641	-2.3608	Significant
Socio-emotional learning	Emotional skills	-.267	-.7831	Not significant
Socio-emotional learning	Learner engagement	-.410	-1.2695	Not significant
Token-economy system	Academic achievement	.063	.1777	Not significant
Token-economy system	Reading comprehension	-.361	-1.0948	Not significant
Token-economy system	Numerical proficiency	.416	1.2942	Not significant
Token-economy system	Writing skills	.030	.0850	Not significant
Token-economy system	Social skills	.234	.6810	Not significant
Token-economy system	Emotional skills	-.076	-.2184	Not significant
Token-economy system	Learner engagement	.552	1.8702	Not significant

Legend: Critical $t = 2.262$ at $\alpha = .05$. Significant negative coefficients indicate inverse associations in the aggregated ratings and should not be interpreted as causal effects.

The pattern supports a differentiated rather than one-size-fits-all model. Applied behavioral techniques may influence outcomes when target behavior, task demands, prompting, and reinforcement are directly linked; however, the inverse relationship with academic achievement requires cautious interpretation and may reflect differences in the intensity of intervention, such as greater use of applied techniques among learners with more pronounced academic needs. The same caution applies to the negative socio-emotional learning relationships with writing and social skills. The correlational design does not establish direction or causality, and the coefficients were based on stakeholder assessments rather than an experimental intervention. The findings therefore identify areas for targeted inquiry rather than evidence that a technique caused improvement or decline.

The absence of significant relationships for positive behavioral and token-economy techniques does not invalidate their classroom value. Positive practices may operate broadly by improving climate and predictability, while specific academic gains require direct instruction. Token systems may also be used inconsistently or for short-term compliance rather than tied to a carefully selected learning behavior. The results align with the broader

literature showing that interventions work best when matched to the learner, the function of behavior, and the outcome being taught (Cooper et al., 2020; Filderman et al., 2022).

Challenges in Implementation and Learner Outcomes

Challenges related to behavior-management practice were moderately evident overall ($M = 3.06$). Applied behavioral techniques received the highest challenge mean ($M = 3.24$), followed by cognitive behavioral ($M = 3.14$), positive behavioral ($M = 3.08$), token-economy ($M = 2.96$), and socio-emotional learning techniques ($M = 2.89$). Administrators reported the highest overall challenge mean ($M = 3.18$), while parents reported the lowest ($M = 2.89$).

Table 6. *Challenges Encountered in Behavior-Management Practice*

Technique	Administrators	Receiving Teachers	SNED Teachers	Parents	Composite Mean	Rank
Positive behavioral	3.28	3.10	3.03	2.90	3.08	3
Applied behavioral	3.45	3.17	3.16	3.17	3.24	1
Cognitive behavioral	3.35	3.14	3.03	3.02	3.14	2
Socio-emotional learning	2.95	3.12	2.89	2.60	2.89	5
Token-economy system	2.88	3.15	3.05	2.77	2.96	4
Overall	3.18	3.14	3.03	2.89	3.06	—

Legend: All composite means were interpreted as moderately evident.

The higher difficulty associated with applied and cognitive behavioral techniques is understandable because these approaches require accurate problem definition, individualized assessment, planned teaching, data collection, and professional judgment. Staff may need coaching to distinguish between general classroom management and function-based intervention. Resources, class size, time, and continuity of support can also affect fidelity. The result underscores the need for practical tools that translate technical principles into manageable classroom routines.

Challenges related to learner outcomes were also moderately evident ($M = 3.12$). Academic achievement across learning areas ranked as the greatest challenge ($M = 3.29$), followed by reading comprehension ($M = 3.25$), numerical proficiency ($M = 3.10$), emotional skills ($M = 3.09$), social skills ($M = 3.07$), writing skills ($M = 3.05$), and learner engagement ($M = 2.97$). SNED teachers reported the highest overall challenge mean ($M = 3.35$), which may reflect their direct involvement with learners requiring more intensive support.

Table 7. *Challenges Encountered in Learners' Learning Outcomes*

Learning-Outcome Domain	Administrators	Receiving Teachers	SNED Teachers	Parents	Composite Mean	Rank
Academic achievement	3.65	3.16	3.34	2.98	3.29	1
Reading comprehension	3.00	3.19	3.46	3.34	3.25	2
Numerical proficiency	2.73	3.16	3.47	3.04	3.10	3
Writing skills development	2.75	3.10	3.37	2.99	3.05	6
Social skills development	2.95	3.10	3.37	2.87	3.07	5
Emotional skills development	2.93	3.11	3.33	2.98	3.09	4
Learner engagement	2.78	3.09	3.14	2.87	2.97	7
Overall	2.97	3.13	3.35	3.01	3.12	—

Legend: All composite means were interpreted as moderately evident.

The co-occurrence of behavioral and academic challenges reinforces the need for integrated planning. Teachers should not postpone academic instruction until behavior is fully resolved, nor should they treat task refusal or disengagement without examining whether the activity is accessible. The findings support coordinated

problem solving in which teams define the behavior, analyze instructional demands, select an intervention, identify a measurable outcome, and review progress together.

Proposed Behavior Management Guide

The study developed The Inclusive Classroom Behavior Management Guide for Beginning Teachers, described in the thesis as an easy model for diverse behavior in every classroom. The guide integrated the five assessed techniques—positive behavioral, applied behavioral, cognitive behavioral, socio-emotional learning, and token-economy system techniques—into a practical resource for inclusive classroom use. It was designed to address variations in stakeholder practice, connect behavioral intervention with learning outcomes, and support beginning teachers who may have limited experience in responding to diverse learner behavior.

Four implementation anchors organized the proposed guide. Collaborative Stakeholder Engagement promoted shared expectations and communication among administrators, teachers, specialists, and parents. Continuous Professional Development emphasized orientation, coaching, demonstration, and reflective practice. Adaptive and Individualized Interventions required strategies to be adjusted to learner strengths, needs, communication, developmental level, and the function of behavior. Systematic Monitoring and Feedback required teams to document implementation, review learner response, and revise support when progress was insufficient. Together, these anchors converted the study findings into a cyclical model rather than a fixed collection of techniques.

Acceptability of the Proposed Guide

The proposed guide received an overall composite mean of 3.51 and was interpreted as acceptable. School administrators ($M = 3.46$), SNED teachers ($M = 3.84$), and parents ($M = 3.52$) rated it acceptable, while receiving teachers rated it moderately acceptable ($M = 3.22$). The highest-rated indicator was the belief that the guide would improve behavior-management outcomes ($M = 3.56$), followed by willingness to adopt it in the respondent's role ($M = 3.54$). Clarity and adequacy of resources each received a mean of 3.53, while perceived practicality received the lowest indicator mean of 3.45, although it remained favorable overall.

Table 8. *Acceptability of the Proposed Behavior Management Guide*

Indicator	Composite Mean	Interpretation
Will improve behavior-management outcomes	3.56	Acceptable
Willingness to adopt the guide	3.54	Acceptable
Clarity and understandability	3.53	Acceptable
Adequacy of resources	3.53	Acceptable
Adaptability to learner and classroom needs	3.52	Acceptable
Promotes positive engagement	3.52	Acceptable
Supports teachers and parents	3.51	Acceptable
Addresses the needs of learners with special needs	3.47	Acceptable
Aligned with school policies	3.46	Acceptable
Practical and easy to use	3.45	Acceptable
Overall	3.51	Acceptable

Legend: Stakeholder overall means: administrators = 3.46; receiving teachers = 3.22; SNED teachers = 3.84; parents = 3.52.

The favorable assessment indicates readiness for a structured and adaptable classroom resource, but the lower rating from receiving teachers is important. General education teachers may require more examples, shorter procedures, ready-to-use forms, coaching, and protected collaboration time before the guide is fully workable in everyday practice. Acceptability should therefore be treated as a starting condition rather than proof of effectiveness. Pilot implementation and repeated evaluation are necessary to determine whether the guide improves fidelity, learner behavior, and academic outcomes in actual classrooms.

CONCLUSION

Behavior management was already evident in the participating inclusive elementary schools, particularly among school administrators and SNED teachers. Positive behavioral techniques were the most consistently practiced, whereas token-economy techniques were least used. However, the significant differences among stakeholder assessments showed that implementation was not fully aligned across administrative, specialized, general classroom, and home contexts. This variation points to the need for common language, shared procedures, and stronger school-home collaboration.

Learners demonstrated their strongest outcomes in social skills and academic achievement, while writing skills and numerical proficiency remained areas of concern. The correlation results further showed that behavioral techniques did not relate to all outcomes in the same manner. Applied behavioral, cognitive behavioral, and socio-emotional learning techniques had significant associations with selected outcomes, while positive behavioral and token-economy techniques had no significant relationships with the measured outcomes. These findings do not establish causality but demonstrate that interventions must be selected for a defined learner need and paired with direct instruction in the targeted academic or developmental skill.

The moderately evident challenges reported by all stakeholder groups confirm that sustained training, appropriate resources, coaching, and progress monitoring are necessary. The Inclusive Classroom Behavior Management Guide for Beginning Teachers was found acceptable and offers a practical framework built on collaborative engagement, continuing professional development, individualized intervention, and systematic feedback. Its principal contribution is the integration of behavior support with inclusive instruction rather than the promotion of a single universal technique.

Recommendation

The Schools Division Office and participating schools should pilot the Inclusive Classroom Behavior Management Guide for Beginning Teachers through a phased implementation that includes orientation, demonstration, coaching, and scheduled review. School heads, SNED teachers, and receiving teachers should agree on observable behavior definitions, common expectations, referral procedures, reinforcement practices, and simple monitoring forms so that interventions remain consistent and feasible.

Professional development should prioritize applied behavioral and cognitive behavioral procedures because these domains were among the most challenging to implement. Training should use actual classroom cases and provide guided practice in antecedent analysis, prompting, reinforcement, self-regulation instruction, data recording, and intervention adjustment. Token-economy systems may be strengthened through ethical and developmentally appropriate procedures that identify meaningful reinforcers and gradually transfer control to natural and social consequences.

Behavior plans should be integrated with direct academic intervention, especially in writing and numerical proficiency. Teams should identify whether challenging behavior is related to task difficulty, communication demands, insufficient scaffolding, or low reinforcement, and then adjust both the learning task and the behavioral support. Parents should be included in planning and provided with practical strategies that can be reinforced at home without creating unnecessary burden or inconsistency.

The proposed guide should undergo field testing using preimplementation and postimplementation measures of teacher fidelity, learner behavior, engagement, and academic performance. Future studies may include private schools, other divisions, larger and more diverse samples, direct classroom observation, learner-level data, and longitudinal or experimental designs. Research should also examine why some significant relationships were negative and determine whether intervention intensity, learner need, or stakeholder perception explains these patterns.

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