

The Essential Factors for Overcoming Behavioral Problems with Positive Behavior Support Approach in Inclusive Schools

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Abstract. Behavioral problems among students have been observed to be a significant challenge that is prevalent in inclusive schools. An effective approach for addressing this issue includes the implementation of Positive Behavior Support (PBS). Therefore, this study aims to thoroughly explore important aspects of PBS and provide recommendations for the optimal implementation of the support program in inclusive schools using a Systematic Literature Review (SLR). In order to achieve the stated objective, the investigation adhered to the Preferred Reporting Items for Systematic Review and MetaAnalysis (PRISMA) guidelines to review relevant articles. The article search focused on publications from the last 5-10 years (2014-2024). Accordingly, inclusion and exclusion criteria were established with a sole focus on studies related to the implementation or implications of PBS, Positive Behavioral Interventions and Supports (PBIS), or School-Wide Positive Behavioral Interventions and Supports (SWPBIS). Articles were sourced from the Scopus electronic database, and out of the 415 publications obtained related to the subject matter, 16 were observed to completely meet the inclusion criteria. The reviewed studies were observed to have predominantly adopted quantitative, qualitative, and mixed methods. The obtained results showed that the important aspects of implementing effective PBS in inclusive schools consisted of school readiness (teachers and staff), inclusiveness of parents, contributions of professionals, engagement of the surrounding community, effective communication and cooperation among stakeholders, comprehensive planning to program evaluation, and availability of adequate school facilities. Moreover, staff and teacher training is also an important prerequisite for schools intending to successfully implement PBS intervention programs.

Keywords: behavioral problems, inclusive school, positive behavior support

Faktor Penting untuk Mengatasi Permasalahan Perilaku dengan Pendekatan Dukungan Perilaku Positif di Sekolah Inklusi

Abstrak. Permasalahan perilaku pada siswa masih banyak dijumpai di sekolah inklusi. Dukungan perilaku positif menjadi salah satu pendekatan yang efektif untuk mengatasi permasalahan perilaku tersebut. Tujuan dari tinjauan sistematis ini adalah untuk mengeksplorasi aspek-aspek penting dalam implementasi program dukungan perilaku positif dan memberikan rekomendasi bagi penerapannya yang optimal di sekolah inklusi. Penelitian ini menggunakan pedoman Preferred Reporting Items for Systematic Review and MetaAnalysis (PRISMA) untuk meninjau artikel. Pencarian artikel difokuskan pada rentang 5-10 tahun terakhir (2014-2024). Kriteria inklusi dan eksklusi telah ditetapkan, meliputi penelitian mengenai implementasi atau implikasi dari *positive behavior support*, *positive behavioral interventions and supports*, atau *school-wide positive behavioral interventions and supports*. Artikel diperoleh dari pangkalan data elektronik Scopus. Dari 415 artikel terdapat 16 artikel yang memenuhi kriteria. Pendekatan penelitian pada artikel yang dikumpulkan menggunakan kuantitatif, kualitatif, dan *mixed method*. Hasil penelitian menunjukkan bahwa aspek penting dalam penerapan *positive behavior support* yang efektif di sekolah inklusi terdiri dari kesiapan sekolah (termasuk guru dan staf), peran orang tua, peran tenaga profesional, peran masyarakat sekitar, komunikasi dan kerja sama berbagai pihak, perencanaan hingga evaluasi program secara komprehensif, dan fasilitas sekolah yang memadai. Pelatihan untuk para staf dan guru merupakan hal penting yang perlu dilakukan oleh sekolah bila akan menerapkan program intervensi *positive behavior support*.

Kata Kunci: dukungan perilaku positif, permasalahan perilaku, sekolah inklusi

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Inclusive education is simply defined as the fulfillment of a fundamental human right, with the aim to eliminate inequality and discrimination in education. Its implementation is supported by various global and national regulations, including *the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities*. In Indonesia, the foundation for inclusive education can be found in Article 28H paragraph (2) of the 1945 Constitution and the Regulation of the Minister of National Education (Permendiknas) No. 70 of 2009. According to UNICEF (2017), an inclusive education system accommodates all students across all levels, from preschool and elementary school to secondary school, college, vocational education, and lifelong learning, regardless of respective inherent abilities or needs. This form of education is considered very important because it fosters a learning environment that supports, values, and respects every student, irrespective of background, potential, or differences (Mitchell, 2015).

Despite years of practice, inclusive schools continue to face significant challenges, among which is a lack of awareness and commitment among educators to uphold the principles of inclusion (Oosero, 2015; Rose & Rajanahally, 2019). Additionally, various schools have been reported to experience a shortage of special assistant teachers (Irerri et al., 2020; Rasmitadila et al., 2018), as well as comprise both regular and special needs

students possessing persistent behavioral problems (Schwab et al., 2013). Behaviors such as aggressiveness, withdrawal, and difficulty concentrating have been observed to be challenges often associated with students having learning disabilities in inclusive schools. Beyond inclusive school settings, these behaviors also pose a challenge for families, caregivers, close relatives, and even the individual. Challenging behavior that is often possessed by individuals with learning difficulty is typically characterized by limitations in social interaction, loudness (noise), unresponsiveness, and unpredictability (NICE, 2015). According to a previous study, individuals who exhibit difficulties in learning may engage in more than one form of behavior including aggressiveness, which may lead to self-harm or damage to properties (Emerson, 2001). Another investigation reported that challenging behaviors associated with learning difficulties had several negative impacts on children, such as less positive social interactions, hindered inclusion and learning, exclusion from the learning environment, and increased symptoms of stress and depression among relatives (Mestari et al., 2024).

A study by Nunan and Ntombela (2019) showed that teachers faced significant challenges related to student behavior. Typically, these behaviors possess the capability to drastically disrupt the learning environment. In inclusive classrooms, challenges related to behavior are compounded by the presence of students with internalizing problems, who may

experience social exclusion, thereby further complicating respective social interactions and contributing to behavioral issues (Kulawiak et al., 2020; Loeper et al., 2022). Following the report of another previous investigation, the situation is further worsened by the lack of adequate teacher training to manage diverse classrooms, leaving many educators ill-equipped to effectively implement inclusive practices (Kuzmicheva & Afonkina, 2020; Rose & Rajanahally, 2019). Moreover, children with learning disabilities often require specifically focused as well as special interventions, and the absence of systematic approaches in this regard can potentially increase behavioral difficulties (Ioannidi & Samara, 2019). The outlined issues have been reported to not only disrupt the learning process for the affected students but also for respective peers. In the long term, unaddressed behavioral challenges can impede the social and academic development of students. These findings typically emphasize the need for comprehensive behavioral interventions, adequate support, and resources to ensure the success of inclusive education.

An effective approach schools can adopt to address challenging behaviors is the implementation of individualized intervention programs, such as Positive Behavior Support (PBS). PBS is a study-based, comprehensive framework introduced with the primary aim of improving the quality of life for individuals, particularly those with disabilities, by promoting the adoption of adaptive behaviors

and the rejection of problematic behaviors through non-aversive strategies. As described by Morris and Horner (2016), PBS focuses on teaching replacement behaviors, managing environmental factors, and ensuring that appropriate behaviors produce more benefits than problematic ones. In inclusive educational settings, PBS invariably plays a very important role by fostering effective behavioral interventions, thereby enhancing the entire learning environment for all students, including those with disabilities.

The implementation of School-Wide Positive Behavior Interventions and Supports (SWPBIS) has been shown to enhance school discipline outcomes by fostering a more supportive and inclusive climate for diverse student populations (Lee et al., 2021). Moreover, evidence from various studies has emphasized that PBS could significantly improve the quality of life and reduce challenging behaviors in individuals with learning disabilities, thereby facilitating successful inclusion in educational settings (Lewis et al., 2021). Social support and adequate provisions for teachers have been reported to also play a significant role, as these provisions positively influence the attitudes of educators toward inclusive education, and substantially contribute to the successful implementation of PBS strategies (Desombre et al., 2021). Accordingly, the implementation of PBS must be designed to the specific needs of students with disabilities to promote active participation in the learning process (Hayward

et al., 2021). In essence, PBS has shown its ability to create supportive and effective learning environments that benefit all students.

Despite the success of the approach in reducing problem behaviors across various educational settings, the implementation of PBS continues to face significant challenges that may lead to the limited effectiveness of the support system. A major issue within this context is the lack of trained personnel and organized teams to effectively assess and intervene in behavioral issues (Juntak et al., 2023). A systematic review found that insufficient understanding and training among staff could potentially hinder the effective use of PBS in disability services, leading to inconsistent implementation and poor outcomes for students with special needs (Hayward et al., 2021).

According to previous studies, the sustainability of PBS practices is often undermined by inadequate leadership support and insufficient resources (McDaniel et al., 2021; Scaletta & Tejero Hughes, 2021). Additionally, the absence of a structured framework for program evaluation can lead to stagnation. This typically renders PBS efforts incapable of meeting the evolving needs of schools or communities. As stated in prior investigations, without a comprehensive strategy comprising training, leadership, and ongoing assessment, the full potential of PBS may remain unrealized, leading to unsatisfactory outcomes (Hayward et al., 2021;

Lewis et al., 2021). Considering these challenges, the effective implementation of PBS in inclusive schools requires special attention to critical factors that address behavioral problems among students with disabilities and foster a conducive learning environment for all students. Fundamentally, a focused literature study is essential to identify and formulate these key success factors before developing a complex and highly effective PBS program designed specifically for inclusive schools in Indonesia. The current study aims to explore these aspects systematically and provide actionable recommendations for the optimal implementation of PBS in inclusive educational settings.

Method

The current study was carried out using a systematic literature review (SLR) approach, which is recognized as a rigorous approach to conducting literature reviews. Specifically, SLR is designed as a structured approach for studies comprising literature reviews (Fink, 2005). It is characterized as a systematic, explicit, comprehensive, and reproducible process for identifying, evaluating, and synthesizing a body of completed and published work produced by investigators, scholars, and practitioners (Okoli & Schabram, 2010). The main characteristic of SLR is how the process of building a study with a literature review is carried out systematically and strictly according to certain standards. The Systematic Literature Review conducted in this

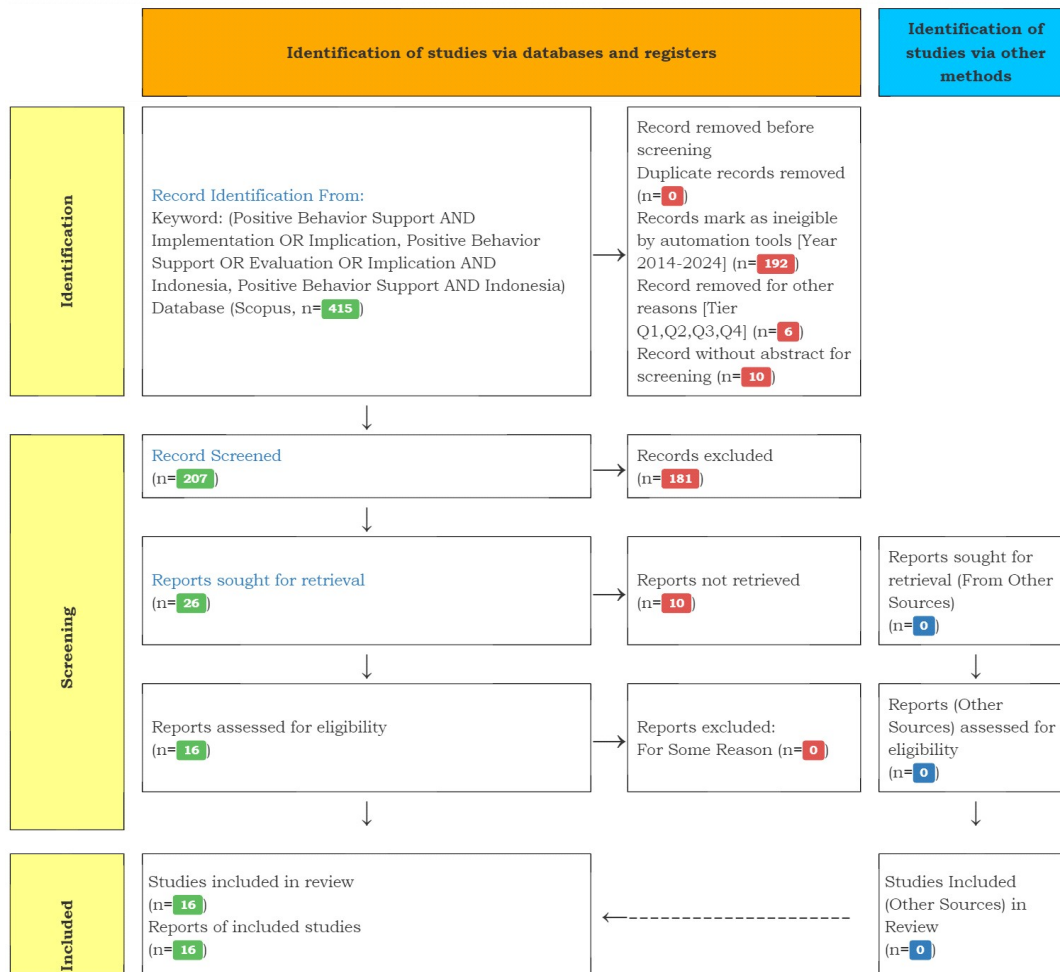
study adopted the use of PRISMA or Preferred Reporting Items for Systematic Review which has been connected to Watase Uake Tools. As previously stated, PRISMA provides a methodological standard through its comprehensive checklist, which was meticulously followed to compile this review (Abelha et al., 2020).

The collection of sources for the current investigation was conducted through a search of the Scopus database using several Boolean-based keywords, including Positive AND Behavior AND Intervention OR Support AND Program, Positive Behavior Support AND Implementation in School, Positive Behavior Support AND Evaluation OR Implementation, Positive Behavior Support AND Indonesia, Implementation of Positive Behavior Support Plans, and Evaluation of Positive Behavior Support-Intellectual Disability-Autism. To streamline the initial screening process, the investigators established inclusion and exclusion criteria to identify relevant articles for further analysis. The inclusion criteria specified articles published between 2014 and 2024 (emphasizing the last five years), studies focused on the use or implications of PBS,

methodologies adopting quantitative, qualitative, or mixed approaches, articles accredited within Q1–Q4 rankings, availability in the Scopus electronic database, and publications written in English or Indonesian. Accordingly, the exclusion criteria include articles published before 2014, studies unrelated to PBS applications or implications, explorations adopting methodologies other than quantitative, qualitative, or mixed approaches, articles outside Q1–Q4 accreditation, and publications in languages other than English or Indonesian.

Using the outlined keywords, 415 articles ($n = 415$) were initially identified. After applying the inclusion criteria, the pool was narrowed to 207 articles ($n = 207$). Subsequently, a screening process comprising the review of abstracts and titles was carried out, which further reduced the selection to 26 articles ($n = 26$). These 26 publications were then synchronized with the PRISMA framework, resulting in 16 scientific articles ($n = 16$) that were selected for detailed analysis. The process of searching, screening, and selecting articles is summarized in Figure 1, which shows the methodology for identifying and refining the study sources.

Figure 1
PRISMA Chart



Generate From Watase Uake Tools, based on Prisma 2020 Reporting

Results

Following the data collection process, a total of 415 articles related to the implementation of PBS in schools were identified. However, through a systematic screening process that incorporated inclusion criteria such as articles published between

2014 and 2024 and those specifically addressing the implementation of PBS in schools, only 16 publications were considered appropriate after synchronization with the PRISMA framework. These findings are detailed in Table 1, which provides a comprehensive overview of the selected studies.

Table 1

Data Description

Title	Study Location	Study Participant	Method	Study Results
Classified Staff Perceptions of Behavior and Discipline: Implications for Schoolwide Positive Behavior Supports (Feuerborn et al., 2018)	United States	Classified staff and certified teachers	Mixed method quantitative-qualitative (survey and interview)	Inconsistent student treatment and ineffective communication among teachers and trained staff are important factors that contribute to the failure of PBIS implementation in schools.
Using Data to Support Educators' Implementation of Positive Classroom Behavior Support (PCBS) Practices (Simonsen et al., 2019)	United States			<p>Effective decision-making is needed for the successful implementation and evaluation of the impact of strategies used to promote equity among all students and educators. To increase the probability that decisions will produce the desired outcomes, educators and staff require the availability of relevant information or data and a logical process to guide respective decision-making processes.</p> <p>When educators use a data-driven decision-making approach, the focus would invariably be on PCBS practices to support students in respective classrooms.</p> <p>Throughout the process, educators and the leadership team (staff and others who supported the implementation of PBIS) considered the used data based on respective observations and experiences about how to recognize student and staff needs and what consequences will occur. For example, if data show that educators are not consistently implementing PCBS practices, the school leadership team can increase PD support by providing additional coaching.</p>
School-wide positive behavior support (SWPBS) in the classroom: Assessing perceived challenges to consistent implementation in Connecticut schools (Fallon et al., 2014)	United States	171 school principals	Quantitative (Survey)	Despite the increasing number of schools implementing SWPBS, many have not fully understood its implementation in the classroom, specifically in terms of consistency and overcoming challenges. Key challenges observed in this regard include consistency in implementing SWPBS practices, difficulty in defining and teaching expected behaviors, and adjusting instructional materials to student abilities. To achieve successful SWPBS implementation, consistency, support from various parties (PBS teams, colleagues, administrators, and community resources), and improving the quality of teaching through professional training and evidence-based practices are needed.

Title	Study Location	Study Participant	Method	Study Results
Knowledge and Will: An Explorative Study on the Implementation of School-Wide Positive Behavior Support in Sweden (Nylén et al., 2021)	Sweden	59 IBIS (Inclusive Behavior Support) members from 9 schools in Uppsala, Sweden	Semi-structured interview (Qualitative)	The success of IBIS implementation depends on several important factors. First, a clear understanding of the program's goals alongside the correspondence of the goals with staff beliefs is essential. Second, a focus on the process, patience, and consistency in its implementation are key because changing student behavior takes time. Third, full participation from all stakeholders, including the allocation of special time and integration of IBIS into school routines, are considered essential requirements. Last, strong leadership and a solid implementation team with clear roles are also crucial to achieving optimal results.
South Korean early childhood education teachers' perceptions of program-wide positive behavior support (Noh et al., 2016)	South Korea	169 Korean early childhood education teachers working in inclusive preschool classrooms serving children with and without disabilities aged 3–5 years	Quantitative (Survey)	The findings show that although PWPBS strategies such as verbal praise and communication with families are considered important, the implementation of the measures in South Korea still faces challenges. Teachers, despite having a philosophy that is in line with PWPBS, still lack adequate training and required resources. In addition, cultural factors also affect the effectiveness of PWPBS strategies, such as verbal praise. It is important to improve training and support for teachers and pay attention to cultural factors hence the implementation of PWPBS can be maximized.
Teacher Perceptions of Implementation Climate Related to Feasibility of Implementing Schoolwide Positive Behavior Supports and Interventions (Corbin et al., 2022)	Pacific northwest United States	348 teachers from 39 schools	Quantitative (Survey)	Positive perceptions held by teachers towards respective abilities and good school climate were positively correlated with the implementation of SWPBIS (<i>School-wide Positive Behavior and Intervention Support</i>) in schools. In addition, this study found that teachers in schools with a more positive implementation climate reported that SWPBIS was more feasible to implement.

Title	Study Location	Study Participant	Method	Study Results
Going to scale: exploring the implementation of positive behavior intervention and support within and across different types of early childhood programs (Johnson, 2019)	Minnesota, USA	132 educators from 32 preschool education services	Mixed method (training and observation)	Training aimed at developing educators' abilities in terms of building relationships and creating a supportive environment, social-emotional teaching strategies, defining challenging behavior for individual intensive interventions, developing behavioral support plans for individual intensive interventions, and leadership strategies to support children's social and emotional development and address challenging behavior, is effective in supporting and contributing to the implementation of PBS and PBIS in better preschool environments. Educators who have participated in the training have also been shown to be able to implement PBS for students who experience developmental delays before entering public schools/higher levels.
School-wide positive behavior support in six special schools of South Korea: processes and outcomes across years (Park et al., 2019)	Seoul, South Korea	6 special schools (SLB)	The experiment used a <i>single-group pretest-posttest</i> design to measure program changes in each school.	The core components of the implementation of <i>Seoul School-wide Positive Behavior Support</i> (SSW-PBS) include a PBS program implementation team, setting clear expectations for behavior change, consistent learning to change behavior, consistent recognition and reward for appropriate behavior, evidence-based practices for teaching behavior and social skills, using data for each intervention, and conducting systematic assessments. Based on the implementation of PBS in the six schools, it was found that each student who was observed experienced a decrease in the frequency and intensity of problematic behavior and increased student participation in learning. In addition, PBS has been shown to increase positive social relationships with the environment.
Learning from Educators: Implementation of A Positive Behavior Support Program Targeting Challenging Behavior in Children with Autism (Mestari et al., 2024)		30 educators who have undergone PTR-YC (<i>Prevent-teach-Reinforce for Young Children</i>) training and implemented it in collaboration with families	Mixed methods	Optimal PBS implementation requires a combination of various approaches, one of which is PTR-YC which focuses on prevention, teaching, and reinforcement of positive behavior. The success of PBS also depends heavily on collaboration between various parties, specifically between educators and families. Educators need a variety of skills, such as communication, early diagnosis, and adaptation, which can be obtained through training. Organizational support in providing such training is also very important. In essence, PBS requires solid cooperation between all parties included in the student's environment.

Title	Study Location	Study Participant	Method	Study Results
Implementing Positive Behaviour Intervention and Support in Finnish Early Childhood Education and Care: Leadership Team's Perspective (Heiskanen et al., 2024)	Finland	The leadership team from <i>Early Childhood Education and Care</i> (ECEC)		<p>The effectiveness of PBS implementation requires organizational and professional changes where the entire surrounding community including educators and students are fully committed to the principles, practices, and shared structures to create a safe and supportive social climate.</p> <p>All teams participating in PBS need training that can support respective abilities. All trained teams will then share obtained knowledge to maximize the implementation of PBS. Skills such as <i>decision-making communication, and support</i> from fellow implementers and other schools are also very much needed in the implementation of PBS. Currently, there are still many challenges faced by the leadership or implementing team, namely unequal and inadequate level of knowledge, the imbalance between the application, adaptation, and theoretical aspects of the approach, regulations and motivation from implementers, lack of understanding of the need to change and commitment to experience a change, and many <i>gaps</i> or clashes between everyday reality and the implementation of the <i>PBS plan</i>.</p>
Promoting inclusion in preschool with program-wide positive behavior supports (Robbins et al., 2022)	Southeastern region of the United States	10 preschool program teachers and 17 students from preschool programs	Experiment and observation	<p>Acceptance of the type of intervention by teachers and staff is important in the implementation of PBS/PBIS in inclusive schools. Teachers and staff who received the program were proven to easily understand the material during the training and were competent in implementing PBS in respective schools. After being trained at levels one and two, teachers were able to implement PW-PBS with a 51% accuracy rate, then teachers were given a follow-up session by the investigator, hence compliance with the PBS system increased to 58%. The pretest-posttest results showed a significant increase in social skills and a significant decrease in problematic behavior in students.</p>

Title	Study Location	Study Participant	Method	Study Results
Reducing Challenging Behaviour of Adults with Intellectual Disabilities in Supported Accommodation: A Cluster Randomized Controlled Trial of Setting-Wide Positive Behaviour Support (McGill et al., 2018)	England	1-8 adults with <i>intellectual disabilities</i>	Experiment	Specific interventions or treatments tailored towards changing behaviors that are considered 'problematic' from individuals without the use of drugs (with the implementation of PBS) have proven to be an appropriate and feasible implementation approach.
School-Based Positive Behavior Support for Students with Emotional and Behavioral Problems: Implementation and Teachers' Experiences (Mahabbati et al., 2023)	Indonesia	5 assistant teachers and 3 teaching teachers from 5 inclusive schools	Focused Group Discussion (Qualitative)	PBS has been implemented in schools to address students' behavioral, emotional, and learning problems. The implementation of PBS comprises identifying problems, determining intervention strategies, and monitoring student progress. However, there are challenges in dealing with complex behavioral problems and conducting accurate assessments, hence collaboration between teachers and cooperation with parents is very important. The success of PBS requires a comprehensive framework with support from all stakeholders, including the development of school policies and strong collaboration between schools, parents, and professionals.
Individual Behavior Support in Positive Behavior Support Schools in Finland (Paananen et al., 2023)	Finland	51 students and teachers from 11 different schools.		CICO Support or <i>check-in/check-out</i> support methods can be provided to all students at all levels. CICO itself is more widely implemented and effectively influences the handling of male student behavior. This is because behavioral problems are easier to identify among male students hence it is easy to provide positive behavioral support. Other findings also concluded that the provision of PBS with CICO could be carried out as a preventive measure for schools. In addition, the use of PBS including CICO itself also requires good pedagogical skills in educators.

Title	Study Location	Study Participant	Method	Study Results
School-wide Positive Behaviour Interventions and Support in Dutch Schools for Special Education (Willemse et al., 2023)	Dutch	40 teachers from <i>special education schools</i> (SPED)	Qualitative with individual and group interviews	SWPBIS in special education teachers emphasizes that this approach contributes to a safer school climate in schools. This is based on the contribution of SWPBIS to team building, new staff members, and supporting students with increasingly complex behaviors. Students benefit from the positive, structured, and predictable approach that comes from showing behavioral expectations and clear procedures.
Positive Behavior Interventions and Supports Implementation in Secure Care Juvenile Justice Schools: Results of a National Survey of School Administrators (Gagnon et al., 2018)	United States of America	143 Principals	Survey (Quantitative)	Key components of the school-wide PBIS intervention system include (a) establishing a tiered support system (MTSS); (b) defining behavioral expectations and consequences; (c) monitoring PBIS implementation; (d) providing training for educators and staff; and (e) implementing crisis prevention and management strategies.

Discussion

During the learning process, some students showed problematic behaviors. These behavioral issues were observed to predominantly arise from the inability of the students to adhere to established procedures and routines. According to Wong and Wong (2018), this occurred for three primary reasons including the fact that the teacher did not adequately anticipate classroom dynamics, students were not explicitly taught how to follow procedures, or the teacher had not dedicated sufficient time to managing the classroom using established procedures. Generally, effective behavior management requires a clear understanding of its principles. As defined by O'Donnell and Boyle (2008), managing behavior includes adopting

conditions that increase the probability of desirable behavior while reducing the likelihood of undesirable behavior.

PBS concept

Student misbehavior is a natural and inevitable part of the classroom environment. However, teachers can adopt various techniques to promote the adoption of desired behaviors and minimize unwanted ones. To address this issue, Positive Behavior Support (PBS) has been observed to be a very effective approach that can be used. PBS is a multicomponent framework to support individuals with intellectual disabilities who engage in behaviors that are generally described as challenging behaviors (Gore et al., 2013). Support within this context can include

all educational change methods and systems that can be used to teach, reinforce, and increase opportunities to demonstrate positive behaviors. Carr et al. (2002) stated that the development of positive behaviors is useful in creating a safe, supportive, and conducive classroom. It is also important to comprehend that the approach is not limited to general education settings, but also serves as a school-wide intervention method aimed at cultivating a culture of inclusion (Sailor et al., 2009). This is further supported by Willemse et al. (2023), whose study showed that the implementation of PBS in special education contexts enhanced school safety. Similarly, Sørli (2021) reported that a well-executed PBS framework improved the learning environment and positively shifted student behavior.

Unlu et al. (2014) further documented how PBS interventions led to significant reductions in student behavioral problems, fostering behavioral improvements. Park et al. (2019) corroborated these findings, stating that PBS implementation in schools decreased the frequency and intensity of negative behaviors and increased student participation in the learning process. The implementation process typically includes identifying and assessing emotional or behavioral issues, establishing behavioral change goals, designing strategies and procedures, as well as monitoring and evaluating student progress during the intervention period (Fallon et al., 2014; Mahabbati et al., 2023; Park et al., 2019).

Accordingly, Gagnon et al. (2018) outlined significantly important processes to be adopted when implementing PBS or PBIS (Positive Behavioral Interventions and Supports). These processes include establishing a tiered support system, defining behavioral expectations and consequences, monitoring PBS practices, providing training, and managing crises. However, things that need to be considered in the implementation of good PBS are trying to apply all practices, strategies, or consequences consistently (Fallon et al., 2014; Feuerborn et al., 2018; Park et al., 2019) and a clear explanation of PBS procedures so that later it is expected to provide more effective benefits to students (Willemse et al., 2023).

Methods and important factors of PBS program success

There are different mediums through which negative behavior can be reduced and desired attitudes promoted in students. The Prevent-Teach-Reinforce for Young Children (PTR-YC) program pushes for teaching and promotes positive behaviors, and is very effective at implementation of PBS, Mestari et al. (2024) find. Like Park et al. (2019), consistency in recognizing and appreciating the behaviors of students can serve effectively in South Korea. Further supported by studies from Feuerborn et al. (2018); Noh et al. (2016), studies showed that verbal praise is effective and provides four positive comments per negative for student behavior within the PBS process. While responses of educators to

climbers' behavioral challenges may differ according to the principle of PBS, it is equally crucial for the demographic to reteach proper behavior, give corrective feedback, and honor when the students effectively carry out necessary activities.

Through data, appropriate follow-up strategies for negative student behavior are identified and determined. It serves as a foundation for decisions made and as a basis for adjustment of PBS practices in the classroom and providing areas for improvement and practices being applied to plug into the specific needs of students. There's also been data work to determine if students are achieving positive behavior outcomes (Park et al, 2019; Simonsen et al, 2019). Raw facts also help us determine whether educators and staff are practicing PBS appropriately and in a sustainable way (Noh et al, 2016; Simonsen et al, 2019) and initiate further professional development and retraining, where needed.

There has been evidence to suggest that training and professional development as a form of support for educators and staff have been amazing in the successful implementation of PBS in schools (Fallon et al, 2014; Feuerborn et al, 2018; Johnson, 2019; Noh et al, 2016; Nylén et al, 2021; Robbins et al, 2022; Simonsen et al, 2019) report corroborating this finding, finding that PBS training showed significant improvement in itself and that PBS intervention showed a decrease in problematic behaviors amongst the students (Heiskanen et al, 2024; R.

B. Johnson & Christensen, 2019; Mestari et al, 2024). This finding is corroborated by the report of Robbins et al (2022), who found that after receiving PBS training, teachers showed significant improvements in respective social skills, while students who received PBS interventions reflected a decrease in problematic behaviors. Also in Johnson and Christensen (2019), training to boost the educator skills like building relationships, creating a supportive environment, social-emotional teaching methods, and behavior support planning for dealing with challenging student behaviors was introduced as positively implemented by PBS in the schools.

The success of PBS implementation in schools has also been found to be influenced by positive perceptions of educators toward PBS above and beyond leadership support through training (Corbin et al, 2022). Additionally, the finding of Sørli (2021) is also consistent with that stated above, where the attitudes and perceptions of all parties engaged in PBS development are very crucial in shaping the idea that the support system could be a useful and viable intervention framework for schools. Therefore, within this context, Heiskanen et al (2024) stressed the fact that the effectiveness of PBS depends on all the stakeholders (educators, students, staff) that commit to the principles, practices, and structures introduced and adopted in order to create a supportive social climate. Furthermore, Mestari et al (2024) and Noh et al (2016) both emphasized

the importance of parents' inclusiveness as well as compatibility between teachers and parents in relation to the effectiveness and sustainability of the PBS process to tackle students' behavior challenges.

Although training and professional development are very important for improving the skills and knowledge of educators as well as staff in implementing PBS, certain gaps still exist, showing inequities in the provision of training. Feuerborn et al. (2018) found that support, including training and professional development, was often directed solely at educators. While staff members are an integral part of the school team, the schedules of the group may differ from those of certified educators

When educators implement a core set of PBS practices, which was referred to as Positive Class Behavior Support (PCBS) in the study by Simonsen et al. (2019), students tend to adopt more appropriate behaviors (e.g., on-task behavior and academic engagement), reduce behaviors that violate rules and norms, and improve respective academic outcomes. It is important to establish that the benefits of implementing PBS practices extend not only to students but also to educators, specifically when school leadership invests in a positive and proactive professional development support system, including training, coaching, and performance feedback. However, in practice, educators and other school personnel have been observed to often struggle to optimally

implement PBS. As stated, in prior investigations, this challenge arises partly from a lack of adequate training on PBS practices (Begeny & Martens, 2006; Chesley & Jordan, 2012; Freeman et al., 2014), and educators have also reported feeling concerned about student behavior and facing difficulties in determining appropriate disciplinary actions (Evertson & Weinstein, 2013). Considering these issues, additional support is essential to ensure that PBS practices are implemented effectively. School teams, including administrators, psychologists, behavioral specialists, instructional leaders, and educators, should, within this context, be fully committed to supporting the implementation of a behavioral support system.

According to Childs et al. (2016), in cases where educators consistently applied PCBS practices, school achievement was observed to improve simultaneously. As previously mentioned, PBS is not only applicable in schools but has also proven effective in reducing challenging behaviors and promoting positive behavior in childcare settings (Ai et al., 2022). However, several challenges were observed to be associated with the implementation and maintenance of behavioral support systems. These challenges include staff turnover, which requires continual correspondence between staff perspectives and PBS goals, as well as limited resources and varying levels of staff commitment to PBS principles.

Despite the significance of the present study, several associated limitations were

observed. A key limitation in this regard is the lack of diversity in the journal articles analyzed, suggesting that future studies should include a broader range of articles to enrich the findings. Furthermore, the exploration did not focus on identifying obstacles or challenges associated with the implementation of PBS in schools. Addressing this gap is very essential, as analyzing associated challenges can provide insights to improve future PBS implementation and ensure its effectiveness.

Conclusions

In conclusion, the learning process in the classroom was observed to be inevitably associated with specific challenges and obstacles. A common issue within this context was the presence of students who possessed disruptive behaviors capable of hindering the flow of learning. PBS offered a practical solution to this problem. Several studies have shown that PBS was highly effective in reducing behavioral problems among students and promoted the development of positive behaviors in line with expected classroom norms. Based on the observations made, the implementation of PBS could take various forms, from simple approaches to more structured programs such as the Prevent-Teach-Reinforce for Young Children (PTR-YC) program, Check-In Check-Out (CICO) support, and the provision of recognition, rewards, and verbal praise for students during daily activities. The essential point to also emphasize is that PBS was found to only function optimally in schools where its key principles were fully and consistently implemented.

While this behavioral support system may seem straightforward, the successful application in schools requires specific strategies and collaboration among various stakeholders. This included the role of families, particularly parents, educators, and the broader school community, including school staff. Furthermore, effective implementation was also observed to require a set of skills such as adaptability, problem-solving, decision-making, supportiveness, teamwork, and clear communication. These skills can be developed through various training programs, provided there are sufficient resources and facilities to support each initiative. The perceptions of educators about the PBS program were also considered essential for its successful application. However, some challenges were identified to persist in the practical implementation of PBS. These issues include staff turnover, limited resources, as well as varying levels of knowledge and commitment among staff members, all of which can significantly impact the coordination and cooperation needed for the successful realization of the behavior support program.

Suggestion

The findings of this study emphasize the need for inclusive schools to implement effective PBS program management and provide comprehensive training for teachers and staff to ensure PBS practices are carried out effectively and efficiently. Future studies are expected to further explore the mechanism

of culture-free training for educators as an effort to enhance and maximize the successful implementation of PBS in schools.

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