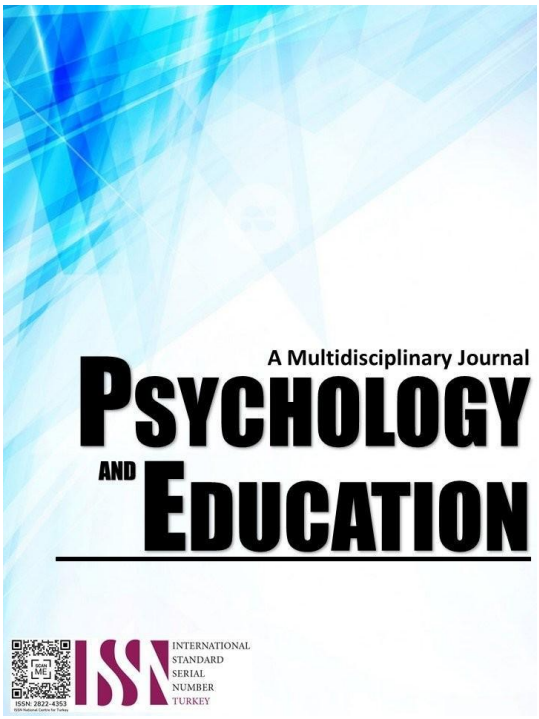
IMPACTS OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT TO THE ACADEMIC PERFORMANCE OF LEARNERS



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Research Article

Impacts of Positive Behavior Interventions and Support to the Academic Performance of Learners

Joe Marie Marañan,* Maria Celerina D. Oreta, Melchor B. Espiritu
For affiliations and correspondence, see the last page.

Abstract

This study aimed to explore the impact of positive behavior interventions on learners' academic performance in Pitogo, Quezon. Aspects studied included the respondents' demographic profiles and their positive behavior interventions to improve learners' academic performance. In the past decade, a negative perception of school has emerged due to random acts of violence. This incident might affect not only students' emotional well-being but also their ability to engage in effective learning. However, a bigger problem aside from the violence is the disruptive students' behavior. This behavior may affect not only the students involved but also their classmates and teachers. This minor classroom interruption can create a chaotic environment that makes it hard to achieve the educational goals.

Keywords: *behavior, academic performance, intervention, positive, learners*

Introduction

This section presents the problem and its setting; it includes the introduction, statement of the problem, conceptual framework, research design, significance of the study, scope and delimitation, and definition of terms.

In the past decade, a negative perception of school has emerged due to random acts of violence. This incident might affect not only students' emotional well-being but also their ability to engage in effective learning. However, a bigger problem aside from the violence is the disruptive students' behavior. This behavior may affect not only the students involved but also their classmates and teachers. This minor classroom interruption can create a chaotic environment that makes it hard to achieve the educational goals.

To address these issues, schools may use positive behavior interventions and supports, which are among the most successful practices for engaging students in instruction and reducing behavioral problems. It minimizes the disruptions, allowing the students to focus on their academic tasks and engage more actively in their learning. Furthermore, students develop social skills such as communication and teamwork.

Positive Behavior Interventions and Supports also promote self-management techniques, helping students set objectives and track their progress efficiently. Additionally, it encourages a supportive environment that helps lessen tension and anxiety, giving learners more confidence to tackle their academics. Students can focus on developing efficient study techniques when there are clear behavioral expectations and pleasant relationships with teachers who offer individualized support tailored to each student's needs.

Corresponding with international research (Bradshaw et al., 2015), the Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is a universal prevention strategy currently implemented in 16,000 schools across the United States. The SWPBIS aims to reduce students' behavioral problems by altering staff behavior and developing systems and supports to meet children's behavioral needs. It has been demonstrated that PBIS deployment helps reduce behavioral issues in the classroom and at school.

According to McGurty et al. (2016), discipline issues may decline significantly when PBIS is used. This is probably because PBIS is a proactive approach that emphasizes teaching and rewarding appropriate behavior rather than just punishing inappropriate behavior. Additionally, Horner and Sugai (2015) highlight that Schoolwide Positive Behavioral Interventions and Supports (PBIS) is a framework for delivering both the additional tiers of behavior support intensity and the whole-school social culture needed to improve educational and social outcomes for all students.

As a result, educational institutions must take the initiative to establish a learning environment that supports all students and includes built-in mechanisms to address disruptive behavior. This study examines the precise effects of Positive Behavior Interventions and Supports on study skills, acknowledging that an organized and encouraging setting can significantly enhance students' capacity to engage in productive learning activities. The findings will contribute to the ongoing conversation about integrating behavioral interventions into educational practices to optimize student outcomes.

Research Questions

This study sought to determine the effects of positive behavior interventions on learners' academic performance in Pitogo, Quezon. Specifically, this sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1 age; and
    1.2 sex?
2. What are the impacts of positive behavior interventions on the academic performance of learners in Pitogo in terms of:
    2.1 reduced disruption;

2.2 improved focus and engagement;
2.3 enhanced social skills; and
2.4 increased self-esteem?

3. Is there any significant difference in the perceived impacts of positive behavior interventions on learners' academic performance when respondents are grouped by profile?

Methodology

Research Design

This study used a descriptive survey method to collect data on the Impacts of Positive Behavior Interventions and Supports on learners' academic performance. The researcher used a survey questionnaire as an instrument. According to Gay, the descriptive survey method involves collecting data to test hypotheses or answer questions about the current status of the study's subject. It allows researchers to gather quantitative information that can help identify patterns, trends, and relationships within the data.

Respondents

The researcher selected 100 students enrolled at Dulong Bayan Elementary School, Pitogo, Quezon, and the study will focus on the impacts of positive behavior interventions on learners' academic performance. The respondents were selected through proportionate random sampling. According to Kothari, proportionate random sampling ensures that each stratum of the population is adequately represented in proportion to its frequency, making it particularly useful for studies aiming to generalize results accurately to the population as a whole.

Instrument

The researcher used a questionnaire. This questionnaire uses a Likert scale of 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Fairly Agree (FA), 2 – Disagree (D), and 1 – Strongly Disagree (SD). The researcher prepared a questionnaire for the respondents. It is composed of a demographic profile of the respondents. To test the questionnaire's internal consistency using Cronbach's Alpha, a pilot test was conducted at Eastern Quezon College Inc. with 12 respondents.

Procedure

The target population was the learners of Dulong Bayan Elementary School. A descriptive research method using a Likert scale was used to rate the impact of positive behavior interventions on learners' Academic Performance. Data will be gathered through "purposive sampling." Both male and female students from different Schools of Pitogo will be selected to fill out the questionnaire.

In administering the questionnaire, the researcher used the allotted time to avoid distractions during class discussion. The student response will be given enough time to answer the questions. After data gathering, the researcher compiled the data for tallying scores and applying the statistical treatment to be used in the study.

Prior to conducting the study, the researcher sent a letter to the principal and the adviser of the selected students at the school. Upon approval, the researcher administered the instrument to the target respondents.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They were tallied and entered into the master data collection sheet. Percentage and Frequency were used to interpret the respondents' profile. To get the weighted mean to describe the items in the indicators, the researcher used the formula (Calmorin, 2007, pp. 116-118).

Results and Discussion

This section presents, analyzes, and interprets the data. All the gathered data were presented in tabular form, along with corresponding interpretations.

The first part described the respondents' profiles by age, sex, and grade level. The second part examines the impacts of positive behavior interventions and supports on learners' academic performance.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	*Frequency*	*Percentage (%)*	*Rank*
13-y/old	39	39	2
14y/old	46	46	1
15y/old	15	15	3
Total	100	100	

Table 1 shows that the majority of respondents were 14 years old, accounting for 46% of the total participants, making them the largest age group in the study. This is followed by 13-year-olds, who make up 39% and are ranked second. The least represented age group is

the 15-year-olds, accounting for only 15% of the respondents. This distribution suggests that most of the participants are in the early teenage years, specifically aged 13 and 14.

The results in Table 1 show that the majority of the respondents in the study were 14 years old. Out of 100 students, 46 were in this age group, making them the largest group among all respondents. This high percentage suggests that 14-year-olds are the most active or available group during the data-gathering process, or possibly the most represented age in the grade level surveyed.

Following the 14-year-olds, the second-largest group of respondents were 13-year-olds, who made up 39% of the total. This shows that a significant number of younger teenagers also participated in the study. The slight difference in percentages between 13- and 14-year-olds indicates that both age groups were well represented, providing a balanced perspective on early teens.

In contrast, 15-year-old respondents were the least in number, accounting for only 15% of the total participants. This lower number may be due to several reasons, such as fewer 15-year-olds enrolled in the grade level surveyed or limited participation from older students. Despite their smaller number, their responses are still essential to consider in the overall analysis.

The age distribution shows that most respondents are in their early teens, specifically ages 13-14. This concentration could influence how results are interpreted, especially if age is a factor in behavior, opinions, or experiences related to the topic being studied. Researchers should take note of this pattern, as it could help in understanding the context behind the responses.

Overall, the age data in Table 1 support the idea that the study reflects the thoughts and experiences of mostly younger adolescents. Having this precise distribution helps validate the results by showing who the main participants are. It also gives researchers a better understanding of which age group may need more attention, support, or further study, depending on the topic being investigated.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	*Frequency*	*Percentage (%)*	*Rank*
Male	47	47	2
Female	53	53	1
Total	100	100	

Table 2 presents the frequency and percentage distribution of teacher respondents by sex. The data show a relatively balanced distribution of respondents by sex, with slightly more females (53%) than males (47%). This slight difference may or may not affect the study's outcome, depending on the topic being analyzed, but it does show that both male and female perspectives are well represented. A survey by Reinke et al. (2011) found that PBIS interventions had a more pronounced effect on reducing problem behaviors among male students, leading to increased time on task and better study habits.

On the other hand, female students may show more consistent engagement and self-regulation, requiring less behavior correction. Research by Lopez et al. (2016) suggests that while female students may benefit from the structure and positive reinforcement of PBIS, improvements in their study skills may be more closely related to the program's emotional and social support, fostering greater academic confidence and initiative.

Reduced Disruption

Table 3. *Respondents' Assessment on The Impacts of Positive Behavior Interventions*

Indicators	*Mean*	*Verbal Interpretation*	*Rank*
I feel safer and more comfortable learning in less disruptive classroom environment.	4.59	Strongly Agree	5
Classroom disruptions negatively affect my ability to learn.	3.77	Strongly Agree	1
It is hard to hear the Teacher because of the noise.	4.31	Strongly Agree	4
It is hard to hear the Teacher because of the noise	4.18	Strongly Agree	2
My classroom is a calm and respectful environment.	4.27	Agree	3
Grand Mean	4.22	Strongly Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 3 presents the quantitative results on the impact of a positive behavior intervention on grade-6 students during class hours, in terms of reduced disruptions. With a weighted mean of 3.77, the students agree that classroom disruptions can negatively affect their ability to learn. In contrast, those with the highest weighted mean of 4.59 strongly agree that it is safer and more comfortable to learn in a less disruptive classroom environment. The result implies that students become more efficient and focused during class hours when they are in a more focused, less disruptive classroom setup. The result also demonstrates the importance of ensuring that students understand the teacher during lectures by minimizing disruptive noise. It also highlighted the importance of implementing classroom rules to reduce class disruption and ensure a calm, respectful environment.

According to Bradshaw, Mitchell, & Leaf (2010), schools implementing PBIS observed improved student behavior and fewer incidents that led to noisy, unproductive classrooms.

The sense of safety and comfort in a less disruptive environment (mean = 4.59) reflects a core benefit of PBIS: it fosters emotional security. As. (McIntosh et al 2011) Noted: PBIS helps create environments where students feel supported and respected, which, in turn, boosts their academic engagement and willingness to participate. Additionally, the indicator "My classroom is a calm and respectful

environment" (mean = 4.27) supports Horner et al.'s (2009) findings that, when PBIS is implemented consistently, schools experience a noticeable improvement in school climate, including calmer classrooms and stronger peer-to-peer respect.

The grand mean of 4.22, interpreted as "Strongly Agree," shows a consistent belief among learners that PBIS positively influences their academic environment. This is further reinforced by Luiselli, Putnam, Handler, & Feinberg (2005), who found that academic outcomes tend to improve as classroom behavior improves under a PBIS framework.

Improved Focus and Engagement

Table 4. *Respondents' Assessment on The Impacts of Positive Behavior Interventions*

Indicators	*Mean*	*Verbal Interpretation*	*Rank*
I pay attention during class.	4.38	Strongly Agree	4
I find lessons interesting and engaging	4.44	Strongly Agree	5
I participate actively in class discussions in activities	4.26	Strongly Agree	2
I am motivated to complete my classwork and homework.	4.31	Agree	3
I feel focused and alert during class time.	4.25	Strongly Agree	1
Grand Mean	4,33	Strongly Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 4 shows the results of improvements in students' focus and classroom engagement during class lectures. With the highest weighted mean of 4.44, the respondents strongly agree that the class lessons during discussion are interesting and engaging. On the other hand, with 4.25 WM, the students also strongly agree that they remain focused and alert during class discussion. The result implies that implementing positive behavior interventions positively impacts students' willingness to learn and participate during class hours. It also shows the importance of an effective teaching method in keeping students motivated, engaged, and alert, and in improving overall classroom performance during class lectures.

According to Rene Martinez, Mervyn Wighting, and Marissa Ash in the study Cultivating Positive Teacher-Student Relationships: Effects of Tailored Positive Behavior Support Interventions on Classroom Discipline, during PBIS implementation, students develop a positive relationship with their teachers, resulting in better performance during class discussions. Also, it highlights the importance of a harmonious relationship between teachers and students to encourage students to be more participative in class.

Enhanced Social Skills

Table 5. *Respondents' Assessment on The Impacts of Positive Behavior Interventions*

Indicators	*Mean*	*Verbal Interpretation*	*Rank*
I get along well with my classmates	4.39	Strongly Agree	5
I am comfortable working collaboratively with peers	4.28	Agree	3
I resolve conflicts peacefully with my classmates.	4.12	Strongly Agree	1
I help my classmates when they need assistance	4.35	Strongly Agree	4
I feel comfortable interacting positively with others in my class	4.21	Strongly Agree	2
Grand Mean	4.27	Strongly Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 5 presents the outcomes of a positive behavior intervention on students' social skills. With the lowest weighted mean of 4.12, students agree that they can resolve conflicts peacefully with their classmates, while students strongly agree that they get along well with their classmates, with a weighted mean of 4.39. This implies the valuable impact of positive behavior intervention when implemented during class hours. Wherein students build harmonious relationships with their classmates and can easily resolve problems with them. Students exhibit positive behavior toward others in the classroom, making the class an ideal learning space.

According to Houchens et al. (2017), the study found that PBIS promotes positive behavior among students, as reflected in their relationships with classmates. Thus, in this kind of teaching environment, the study shows a positive impact on students' academic performance.

Increased self-esteem

Table 6. *Respondents' Assessment on The Impacts of Positive Behavior Interventions*

Indicators	*Mean*	*Verbal Interpretation*	*Rank*
I am confident in my ability to succeed in school	4.59	Strongly Agree	5
I feel good about my accomplishments in school	4.54	Agree	4
I believed in my ability to learn and grow	4.48	Strongly Agree	2
I feel proud of my efforts in school	4.40	Strongly Agree	1
I feel positive about myself as a pupil.	4.49	Strongly Agree	3
Grand Mean	4,50	Strongly Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 6 presents the results of the impact of positive behavior intervention on self-esteem improvement. With a weighted mean of 4.40, the students strongly agree that they are proud of their efforts in school. On the other hand, having the highest weighted mean of 4.59,

the respondents strongly agree that they are confident in their ability to succeed in school.

The result demonstrates the vital impact of positive behavior intervention on students' self-esteem. It shows that students can give their best effort and perform well in class, fostering a positive learning perspective and confidence in themselves.

According to Martinez, Wighting, and Ash (2024), the study "Cultivating Positive Teacher-Student Relationships: Effects of Tailored Positive Behavior Support Interventions on Classroom Discipline" shows that during the implementation of PBIS, students with shows that during the implementation of PBIS, those who have behavioral problems, significantly improved their outlook about learning school because it provides motivational tool and gives them something to work towards their self. Thus, those who have undergone this intervention are more proactive in succeeding in school.

Table 7. *Frequency and Percentage Distribution of the Respondents by Grade Level*

Impacts of Positive Behavior Interventions and support to the academic performance	*Average Mean*	*Verbal Interpretation*	*Rank*
Reduced disruption	4.22	SA	4
Improved Focus and Engagement	4.33	SA	2
enhanced Social Skills	4.27	SA	3
Iincreased Self-esteem	4.50	SA	1
Total	4.33	100	

This table shows the Frequency and Percentage Distribution of respondents by grade level – the impact of Positive Behavior Intervention and Support (PBIS) on Academic Performance. Based on the data, Positive Behavior Intervention and Support (PBIS) has shown a substantial positive impact on students' academic performance. The highest average is "Increased Self-Esteem" at 4.50, ranked first. This indicates that PBIS helps students feel better about themselves, which is an essential foundation for both learning and personal growth.

Next, "Improved Focus and Engagement" received a high average of 4.33, placing second in the ranking. This means that students became more attentive and actively involved in their schoolwork after PBIS was implemented. This benefit is crucial in helping students stay motivated and succeed in class.

In third place is "Enhanced Social Skills", with an average of 4.27. This indicates that PBIS also helps students improve their communication, teamwork, and positive relationships in school. These social skills are essential not just for academics, but also for life outside the classroom.

Meanwhile, "Reduced Disruption" had a slightly lower mean of 4.22, but still falls into the "Strongly Agree" (SA) category. This suggests that PBIS has helped create a more peaceful and orderly learning environment by reducing classroom behavior problems and distractions.

Overall, the average of 4.33 clearly shows that students strongly agree that PBIS has improved their academic performance. The consistently high ratings across all categories reflect that PBIS is effective in supporting students both academically and behaviorally.

Table 8 presents an analysis of the perceived impacts of Positive Behavior Interventions and Supports (PBIS) on learners' academic performance, categorized by age into three groups: 11-12 years old, 13-14 years old, and 15 years and above.

Table 8. *Significant differences in the perceived impacts of positive behavior interventions on learners' academic performance when respondents are grouped by age*

Groups	*N*	*Median*	*df*	*P - value*	*Significant Level*	*Decision*
11-12 years old	39	4.2				
13-14 years old	46	4.23	2	0.8774	0.05	Accept Ho
15 years and above	15	4.1				

The median perceived impact scores demonstrate a notable consistency across these groups: 4.2 for the 11–12-year-old group (N=39), 4.23 for the 13–14-year-old group (N=46), and 4.1 for the 15 years and above group (N=15). Given that the P-value (0.8774) is greater than or equal to the significance level (0.05), the null hypothesis is accepted. This decision clearly indicates that there is no statistically significant difference in the perceived impact of PBIS on academic performance across age groups. Therefore, the findings suggest that age is not a substantial factor in respondents' perceptions of these interventions' effects on academic performance in this study. This aligns with broader research indicating that PBIS is effective across various age groups, even if the specific behavioral and academic benefits may manifest differently (Bradshaw et al., 2010; Sugai et al., 2010).

Table 9. *Significant difference in the perceived impacts of positive behavior interventions on the academic performance of learners when respondents are grouped according to sex*

Groups	*N*	*Median*	*df*	*P - value*	*Significant Level*	*Decision*
Male	47	4	1	0.5434	0.05	Accept Ho
Female	53	4.15				

Table 9 presents a closer look at how male and female learners perceive the impact of Positive Behavior Interventions and Supports (PBIS) on their academic performance. The study included 47 male respondents and 53 female respondents. Interestingly, male students reported a median perceived impact score of 4.0, while their female counterparts showed a slightly higher median of 4.15.

However, a 1-degree-of-freedom statistical test yielded a P-value of 0.5434. Since the result exceeds the standard significance level of 0.05, the null hypothesis is accepted. Simply put, this means there is no statistically significant difference in how males and females perceive the academic benefits of PBIS.

This outcome is particularly insightful. While other research suggests that PBIS interventions might manifest differently for boys and girls—perhaps leading to more noticeable behavioral improvements in males or bolstering study skills in females through social and emotional support (Reinke et al., 2011; Lopez et al., 2016)—the findings indicate that when it comes to perceiving the positive influence on academics, both sexes in this sample largely agree. Sex, therefore, does not appear to be a significant factor in how these learners view PBIS's impact on their schoolwork.

Table 10. *Significant difference in the perceived impacts of positive behavior interventions on the academic performance of learners when respondents are grouped by grade level*

Groups	*N*	*Median*	*df*	*P - value*	*Significant Level*	*Decision*
Grade Six	39	4.2				
Grade 7	46	4.23	2	0.8774	0.05	Reject Ho
Grade 8	15	4.1				

The data in Table 10 explored whether students' grade level shapes their perception of PBIS's influence on academic performance. Interestingly, the findings indicate a remarkable consistency across Grade Six (N=39), Grade 7 (N=46), and Grade 8 (N=15). All three groups reported similar median perceived impact scores (4.2, 4.23, and 4.1, respectively).

A statistical test confirmed this consistency, yielding a P-value of 0.8774 (2 degrees of freedom), well above the 0.05 significance threshold. This leads to the conclusion that grade level does not significantly alter how students perceive the academic advantages of PBIS. This outcome resonates with the general understanding that PBIS is a robust framework, adaptable and beneficial throughout a student's educational journey, even as its specific focus areas evolve with age (Horner et al., 2014; Simonsen et al., 2012).

Conclusions

This section presents the research summary and conclusions or judgments, based on a thorough examination of the data and information. The researcher offers recommendations based on the findings regarding the Impacts of Positive Behavior Interventions on the academic performance of learners in Pitogo, Quezon.

The findings revealed the positive impact of positive behavior interventions on students. It shows that classrooms that observe and implement this intervention provide a better learning environment for students, giving them a chance to perform well during discussions and creating a friendly, ideal classroom for the respondents. It means students can hone their emotional skills, confidence, and intellectual capacity. Based on the results of this study, it is clear that Positive Behavior Intervention and Support (PBIS) has brought many good changes to the lives of learners in Pitogo, Quezon. One of the most meaningful impacts is the increase in self-esteem. When students believe in themselves, they become more confident to speak up in class, turn in their work, and try new things in their learning journey. The respondent's perception does not vary by age or sex, but it does vary by grade level.

Based on the study's findings, the following recommendations are made: Parents may assist their children in developing positive behaviors at school to ensure better outcomes from the intervention. Teachers may help communicate the intervention's impact to each student, the administrator, and parents based on their observations. Future researchers may help by using this research as a basis for developing an intervention program to improve the current intervention. Learners may continue using and following the positive behavior intervention and support to improve their academic performance in their learning endeavors.

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Affiliations and Corresponding Information

Joe Marie Marañan
Eastern Quezon College Inc. – Philippines

Maria Celerina D. Oreta, Ed.D.
Eastern Quezon College Inc. – Philippines

Melchor B. Espiritu, Ed.D.
Eastern Quezon College Inc. – Philippines