

Understanding Gaps in Behavioral Intervention Practices for Learners with Disabilities in Davao City Schools

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Abstract

SPED teachers experienced gaps in behavioral intervention practices for learners with disabilities. Guided by the Concerns-Based Adoption Model, we explored how SPED teachers perceived and experienced these gaps in private schools in Davao City. Using a qualitative descriptive design, we selected SPED teachers through purposive sampling. We gathered data through in-depth interviews and analyzed the responses using thematic analysis. The findings showed that SPED teachers understood behavioral intervention as learner-centered and individualized, but they also faced personal concerns, classroom management difficulties, limited support, weak home follow-through, and challenges in collaboration. The study also showed that consistent intervention helped improve learner behavior, while better resources, training, and collaboration were still needed. School heads may strengthen teacher support through regular training and clearer collaboration with families. Future studies may include other stakeholders or use quantitative and mixed-method designs to examine these gaps further.

Keywords: Understanding gaps in behavioral intervention practices; learners with disabilities; Davao City schools

I. Introduction

In this chapter, we presented the problem and its scope, the significance of the study, the research questions, the theoretical lens, and our assumptions. This chapter served as the foundation of the study by introducing the main issue being explored and explaining why it was important to understand the gaps in behavioral intervention practices for learners with disabilities. It also provided the direction of the study and the concepts

that guided its overall inquiry.

The Problem and Its Scope

As researchers, we have recognized that managing the behavior of learners with disabilities remains a real challenge for many teachers in inclusive classrooms. This study was conducted to explore the gaps in behavioral intervention practices as experienced by teachers who directly handle these learners in their daily teaching situations. Behavioral intervention plays an important role in supporting learners with disabilities in the classroom. It helps teachers manage challenging behaviors, promote positive learning environments, and guide learners toward appropriate social and academic behaviors. For many learners with disabilities, structured behavioral interventions are necessary to support their participation and success in school.

Recent studies have shown that teachers encounter several challenges when implementing behavioral interventions in the classroom. Teachers often manage multiple instructional responsibilities while also addressing the behavioral needs of learners, which can create additional pressure in their daily teaching practice. In the United States, we found that competing instructional demands, stress, and limited training can affect the consistent use of behavioral classroom interventions among teachers (Lawson et al., 2022). In a similar way, other studies reported that limited time, large class sizes, and insufficient preparation may prevent teachers from effectively applying classroom management strategies for learners with behavioral difficulties (Szép et al., 2021). In India, Vincent and Shobha (2020) found that teachers' classroom practices in handling children with learning disabilities were at low to moderate levels and emphasized the need for regular training, workshops, and intervention measures to strengthen teachers' classroom practice. Similarly, in Indonesia, Mahabbati et al. (2023) found that teachers experienced challenges in assessing students' emotional and behavioral problems, managing severe behaviors, and collaborating with parents and colleagues in implementing school-based positive behavior support. Taken together, these studies suggest that gaps in training, time, resources, and collaborative support continue to hinder the effective implementation of behavioral interventions across different educational settings.

We observed that the implementation of behavioral intervention practices continues to be difficult in actual school settings, especially when teachers are expected to respond to learners' behavioral needs while also carrying the daily demands of instruction. What should serve as a structured and supportive process often becomes inconsistent in practice because teachers work within limited time, resources, and support systems. In the Philippines, this concern remains evident despite the country's formal commitment to inclusive education. Republic Act No. 11650 institutionalized important mechanisms such as the Child Find System, Individualized Education Plans, teacher training, and Inclusive Learning Resource Centers, showing that the education system formally recognizes the need to support learners with disabilities (Republic Act No. 11650, 2022). However, recent national evidence suggests that major implementation gaps still remain. A national study by EDCOM II and IDinsight (2025) reported that only a small portion of children with disabilities are enrolled and formally identified in schools, 60% of enrolled learners with disabilities have no access to any special needs education support, none of the converted Inclusive Learning Resource Centers is fully operational, and two in three teachers reported lacking the training and tools needed to support these learners. These conditions suggest that while policy support is already in place, many schools still struggle to translate these mandates into consistent classroom practice (EDCOM II & IDinsight, 2025; Republic Act No. 11650, 2022).

This concern also exists in Davao City. A qualitative study involving licensed SNEd teachers in public elementary schools in Davao City found that teachers had to adjust their teaching strategies continuously, rely on collaboration, work within policy demands, and respond to stigma and other community-level barriers while implementing inclusive education. The same study also identified limiting factors such as lack of contextualized training, limited policy specificity, and stigma surrounding disabilities

in the local community. These findings show that teachers in Davao City also face practical barriers in providing appropriate support to learners with disabilities (Español et al., 2025).

At the classroom level, teachers continue to face challenges that affect their ability to provide effective support to learners with special educational needs. Quizana and Espiritu (2023) found that teachers commonly deal with behavioral problems, communication difficulties, lack of parental involvement, lack of materials, and chronic absenteeism among learners with special educational needs. Other Philippine studies also point to continuing difficulties related to teacher preparation, limited resources, overcrowded classrooms, weak collaboration systems, and challenges in engaging parents. These realities show that teachers are often left to manage complex classroom demands without enough behavioral support structures in place (Quizana & Espiritu, 2023).

For this reason, our study focused on the gaps in behavioral intervention practices as its main research concern. Specifically, it sought to describe how these gaps were perceived by SPED teachers in Davao City schools, since their direct experiences provided meaningful insight into what continued to hinder effective behavioral support for learners with disabilities. In particular, the study centered on the challenges, limitations, and support needs they observed and experienced in actual school settings, and did not cover the measurement of learner outcomes or the testing of specific intervention programs.

1.1 Significance of Study

This study was significant to SPED teachers because it helped describe the gaps they faced in behavioral intervention practices and gave voice to the challenges they experienced in actual school settings. It could help them reflect on their needs for training, resources, and support in handling learners with disabilities.

Also, it will be beneficial to school administrators because it provides practical information that could guide school-based support, teacher development, and the improvement of intervention practices in schools. For policy makers and education leaders, the findings could serve as a basis for strengthening inclusive education policies, training programs, and support services for teachers and learners with disabilities.

For future researchers, this could serve as a useful reference in exploring other issues related to behavioral intervention, inclusive education, and teacher support in different settings. This was also aligned with Sustainable Development Goal 4: Quality Education, which aimed to ensure inclusive and equitable quality education for all, including persons with disabilities, and to promote disability-sensitive learning environments and teacher support systems (United Nations, n.d.).

1.2 Research Questions

We focused on the perceived gaps in the implementation of behavioral interventions for learners with disabilities according to SPED teachers. We explored the perceptions and experiences of SPED teachers by specifically asking the following question:

- 1) What do you know about behavioral interventions for learners with disabilities?
- 2) How do you understand behavioral interventions in relation to your role as a SPED teacher?
- 3) What personal concerns have you experienced in implementing behavioral interventions for learners with disabilities?
- 4) What has been your experience in managing behavioral interventions in your actual classroom practice?
- 5) How do behavioral interventions affect your learners and your classroom practice?
- 6) How do you experience collaboration when implementing behavioral interventions for learners with disabilities?

- 7) What changes or improvements do you think are needed in implementing behavioral interventions for learners with disabilities?

1.3 *Theoretical lens*

Our study was guided by the Concerns-Based Adoption Model (CBAM) developed by Gene Hall and Shirley Hord to explain how individuals experience and implement change, especially in educational settings. CBAM was developed to help researchers, school leaders, and evaluators understand how people respond when a new program, practice, or innovation is introduced in schools (American Institutes for Research [AIR], 2015). CBAM is a conceptual framework that provides tools and techniques for facilitating and assessing the implementation of new practices or reform initiatives.

For this study, we focused on the Stages of Concern under the diagnostic dimension of CBAM. CBAM explains that concerns develop in stages, beginning from simple awareness and moving toward deeper involvement and possible improvement. In this model, *Awareness* refers to having little knowledge or concern about the practice, *Informational* refers to wanting to know more about what the practice is and how it works, and *Personal* refers to concerns about how the practice may affect the teacher's role, confidence, or responsibilities. *Management* focuses on the actual process of carrying out the practice, including time, workload, and classroom demands. *Consequence* refers to concerns about whether the practice is helping learners and producing good results. *Collaboration* involves working with others in implementing the practice, while *Refocusing* refers to thinking of possible changes or better ways to improve it (American Institutes for Research [AIR], 2015; Southwest Educational Development Laboratory [SEDL], n.d.).

We used these stages to understand how SPED teachers experienced the implementation of behavioral interventions for learners with disabilities. Through the Stages of Concern, we were able to examine their awareness, understanding, personal concerns, classroom experiences, views on outcomes, experiences of collaboration, and suggestions for improvement. In this way, the model helped us identify the issues and support needs that affected how behavioral interventions were carried out in school settings.

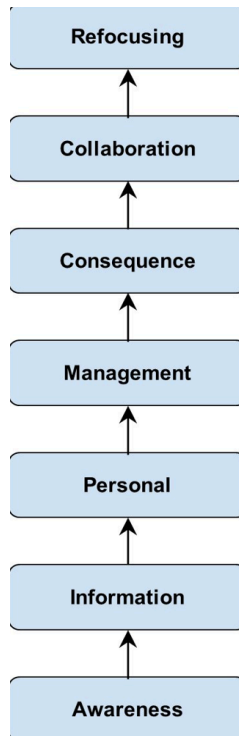


Figure 1. The figure presents the Stages of Concern under CBAM, showing how teachers' concerns move from basic awareness of a practice to deeper involvement in its implementation.

I.4 Assumptions

This study was guided by several assumptions related to the experiences of SPED teachers in implementing behavioral interventions for learners with disabilities.

First, it was assumed that SPED teachers have firsthand experience in managing behavioral concerns in their classrooms and are therefore able to share meaningful insights about the practices they use and the challenges they encounter.

Second, it was assumed that the participants would share their experiences and perspectives honestly during the interview process. Their responses were expected to reflect their actual classroom and professional experiences in implementing behavioral interventions.

Lastly, the study assumed that the experiences shared by the participants could provide meaningful insights into the existing gaps in behavioral intervention practices, particularly in areas such as knowledge, training, resource, collaboration, and classroom implementation.

II. Method

This chapter presents the research methods used in conducting the study. It described the research design, locale of the study, sampling procedure, data gathering technique, data analysis, and trustworthiness of the study. These methods were used to ensure that the study could effectively explore

the experiences and perceptions of SPED teachers regarding the implementation of behavioral interventions for learners with disabilities.

2.1 Research Design

This study used a qualitative descriptive research design. We chose this design because it helped us explore and understand how SPED teachers perceived the gaps in the implementation of behavioral interventions for learners with disabilities. It allowed us to gather clear, detailed descriptions from their own views, experiences, and insights (Creswell, 2013).

This design was appropriate because our study focused on the actual challenges and limitations that teachers encountered in school settings. Through this approach, we were able to obtain direct and meaningful descriptions of the issue without measuring variables or testing interventions. For this reason, the qualitative descriptive design best fits the purpose of our study.

2.2 Locale of the Study

The research was conducted in selected schools situated in the central area of Davao City. We chose this locale because it gave us access to school settings where SPED teachers who directly handled learners with disabilities could be reached. The area also provided a practical setting for gathering rich descriptions of their perceptions regarding the gaps in behavioral intervention practices.

Davao City was considered an appropriate locale because local studies had already shown that teachers in the city continued to experience challenges in implementing inclusive education. Español et al. (2025) found that licensed SNEd teachers in public elementary schools in Davao City faced difficulties in adjusting teaching strategies, working with stakeholders, following school policies, and responding to social attitudes toward disability. In the same local setting, Hulganga et al. (2025) also noted concerns such as limited resources, insufficient teacher training, and inconsistent parental involvement. These findings showed that Davao City was a relevant setting for examining the perceived gaps in behavioral intervention practices among teachers.

2.3 Sample and Sampling

Purposive sampling was used in selecting the participants. We chose this sampling method because the study required participants who could provide direct, meaningful information about perceived gaps in the implementation of behavioral interventions for learners with disabilities. The participants were selected based on their actual experience in handling learner behavior and their ability to share the challenges they encountered in practice.

The participants of the study were SPED teachers currently teaching in Davao City with at least two years of teaching experience. They were selected from private schools. These teachers were considered suitable because they directly handled learners with disabilities, managed behavioral concerns in their daily classroom practice, and experienced the challenges of behavioral intervention firsthand. Their experiences allowed them to speak from actual practice rather than from theory alone. To be included in the study, they had to be directly involved in managing the behavioral concerns of learners with disabilities and be willing to participate voluntarily in the study. Through these criteria, we were able to select participants who could provide relevant and experience-based insights into the research problem.

2.4 Data Gathering Technique

We chose an in-depth interview to gather data from the participants. With this method, it enabled us to obtain detailed descriptions of SPED teachers' perceptions, experiences, and observed concerns regarding the implementation of behavioral interventions for learners with disabilities. According to Creswell (2013), qualitative interviews are useful in gathering participants' views and experiences in depth, which made them appropriate for our study.

The in-depth interview used open-ended guide questions that focused on the challenges, limitations, and support needs related to behavioral intervention practices. Through this process, we were able to ask follow-up questions and clarify the participants' responses, which helped us gather richer and more meaningful data.

2.5 Data Analysis

The data gathered in this study were analyzed using thematic analysis. We used this method because it helped us identify, organize, and interpret patterns or themes from the responses of the SPED teachers (Braun & Clarke, 2006). This was appropriate for our study because it allowed us to examine their perceptions and experiences and identify the common issues they observed in the implementation of behavioral interventions for learners with disabilities.

In analyzing the data, we first became familiar with the participants' responses by reading the interview transcripts several times. After that, we identified initial codes from meaningful statements related to their perceptions and experiences. Similar codes were then grouped together to form broader categories, which were later reviewed and refined into themes. Lastly, we defined and interpreted the themes based on how they answered the research problem.

2.6 Trustworthiness of the Study

To ensure the trustworthiness of the study, we followed the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Ahmed, 2024). Before gathering the data, we informed the participants about the purpose of the study, the process involved, possible risks, and their rights, including their freedom to withdraw at any time. Their participation was voluntary, and informed consent was secured.

To protect their identity, we used pseudonyms and kept their information private. We supported credibility by presenting their responses faithfully. We strengthened transferability by clearly describing the study context and participants. We maintained dependability by carefully documenting the research process, and we observed confirmability by making sure that the findings were based on the participants' actual responses and not on our personal views (Lincoln & Guba, 1985; Ahmed, 2024). Through these measures, we maintained transparency, accountability, and integrity in the research process and in the findings of the study (Lincoln & Guba, 1985; Ahmed, 2024).

III. Results

In this chapter, the findings from the data analysis are displayed, highlighting the perceptions of private school SPED teachers and how they understand, implement, and experience behavioral interventions for learners with disabilities. These themes reflect both the strengths and gaps in current practices, grounded in the actual classroom experiences of the participants.

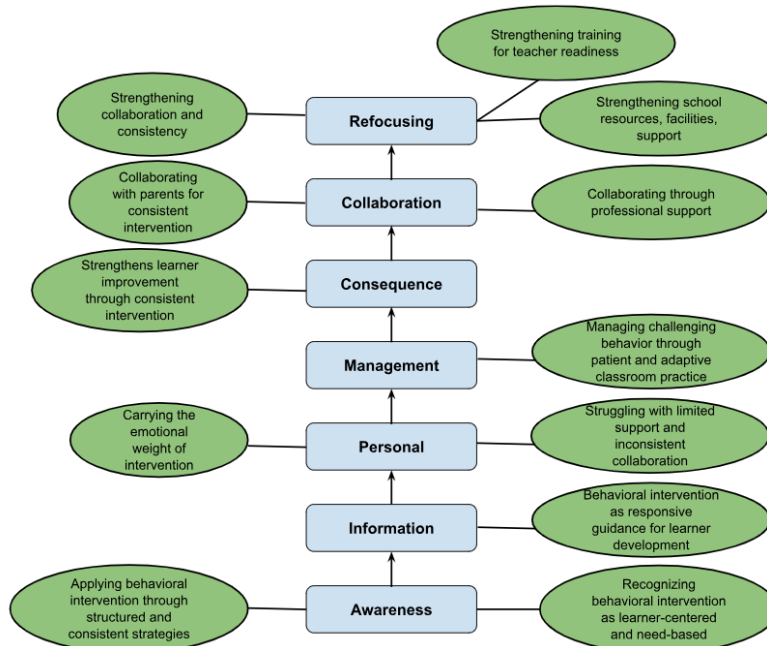


Figure 2. Modified Paradigm Illustrating the Stages of Concern of SPED Teachers in Behavioral Intervention Implementation

3.1 Awareness of Behavioral Interventions

Participants described behavioral intervention as a process that begins with understanding the learner. They emphasized that behavior is not simply something to correct, but a way for learners to communicate their needs, especially when they cannot express themselves verbally, aligning with the view that challenging behaviors often serve communicative functions (Cooper et al., 2020).

As we listened to the participants, we slowly understood that behavioral intervention meant more than simply correcting behavior. Participant 2 made us realize that teachers also need to understand why learners behave in certain ways and what those behaviors may be trying to communicate. From Participant 3, we saw that behavioral intervention involved carefully assessing behavior and creating ways to help improve it. Participant 4 helped us understand that there is no single strategy that works for all learners, because every child responds differently, which is why teachers need to stay consistent and flexible in handling behavior.

Base sa akoang understanding sa behavioral intervention ha, kay naa man gud two sides of behavior, pwede man gud siya good pwede pud siya bad, so kung mo ingon ka ug behavioral intervention, kung naa siyay intervention maybe naay need i-correct, naay need i-manage, naay need i-understand ngano ingani iyahang behavior... P2 Lines 174 - 177

Behavioral intervention is modification sa behavior...magbuhat mi ug baseline to correct na, to address...to correct the behaviors. - P3 Lines 463 - 465

Actually akong nahibal-an lang gayud about sa behavior especially sa bata na kanang... akoang

na observe kay katong naa nako diri kay nakita gayud nako ang consistency sa teacher; on how nila pag kanang ano sa behavior... daghan man gud mi og strategies na ginabuhay ang mga teachers with regard sa behavior pero depende sa behavior pud sa mga bata. - P4 Lines 618 - 622

Overall, the participants saw behavioral intervention as more than correcting behavior. For them, it involves understanding the learner, identifying the reason behind behaviors, and using strategies that fit the learner's individual needs.

3.2 Informational Understanding of Behavioral Interventions

Behavioral intervention was closely connected to helping learners become more independent and understood as individuals. The participants viewed behavior as something that should be carefully assessed and interpreted rather than simply corrected. They also emphasized that interventions should match the specific needs, abilities, and behaviors of each learner, showing the importance of individualized and consistent support in SPED settings.

The participants' responses helped us understand behavioral intervention more clearly. Participant 1 made us realize that behavioral intervention was important in helping learners become more independent and improve behaviors that affect their daily functioning. Participant 2 showed us that understanding the reason behind a learner's behavior was necessary before deciding what strategy or intervention should be used. We also understood from Participant 3 that behavioral intervention required proper assessment, individualized planning, and structured programs that matched the learner's specific needs and abilities. In the case of Participant 4, we realized that behavioral intervention was necessary in guiding and improving the behavior of learners with special needs instead of simply leaving behaviors unaddressed.

Ang amoa is, maging independent lang sila. And dili nila makab-ot ang independence if behavioral palang daan, wala na correct. So, for us, ang behavioral interventions sa mga bata is, mao jud na among pinaka-primary na goal na ma-lesser, ma-correct, at least ma kuhaan siya magamay. - P1 Lines 40-43

...ang kana nga behavior na ilang gina show, part rapud na sailahang ilahang disability ba na dili nila ma-explain on their own. And kami kay, dapat kabalo mi saamong mga estudyante individually kung unsay pasabot saiyang gina display. - P1 Lines 47-49

Sa akoo, ang pag understand nako sa behavioral intervention... is sabton nimo ngano ingana ang behavior sa bata. For example, ngano mo hilak sila kung naa silay gusto, ngano they want you na kuhaon nila imong kamot then ikaw ang mo kuha ana, nganong mo lie down man sila sa floor, nganong mo run man sila, because they have sensory (difficulty) ang mga bata na autistic kay naa man gud na silay three deficits, it's either adaptation, social, or communication. - P2 Lines 222-226

So pag nasabtan nimo ang behavior sa bata didto nimo ma gets "ah okay, not all strategy apply to everyone" especially kato, so didto nako na discover "ok, dili applicable sa imoha" - P2 Lines 243 - 245

...management sa klase-klaseng manifestation sa mga bata. Then, after that, naa tay

individualized na program to address the behavior. So, pwede ma-apply ang ABA or any behavioral management na imong ma kuha sa mga training sa gawas... - P3 Lines 481 - 484

Assessment jud na para naa kay baseline. So, after baseline, imong himuag program ang bata para ma correct ug address tong behavior. So, kami naa man mi program na among sarili, na gi design, so mao to among i-apply. So dili ingon na sa isa ka-program, ma-apply tanan na siya na approach, na management. Depende pud na siya sa assessment sa bata. Naa may high functioning and may low.

- P3 Lines 485 - 490

Naa siyay early intervention program. Naay children's program. Naay transition program. Naay mainstream program. So, mainstream, modular sila, murag pang regular school. So, enrolled sila sa regular school, pero ang module nila is diri. - P3 Lines 494 - 497

Syempre teach, importante siya especially sa mga special children, naa gayud kay dapat buhaton para ma improve ang ilahang behavior; dili lang kanang pasagdan lang siya na ingon ani, dapat teach naa jud kay buhaton para... to improve and kung unsa to ang kulang sa ilaha, kung katong dapat buhaton sa ilahang behavior.

- P4 Lines 632 - 635

In general, the participants understood behavioral intervention as a way of helping learners improve through proper understanding, assessment, and individualized support. Their responses showed that effective intervention depends on using strategies that match the learner's specific needs and behaviors.

3.3 Personal Concerns in Implementation

Implementing behavioral interventions also carried emotional and personal challenges for teachers. Their experiences showed feelings of concern, frustration, physical exhaustion, and pressure in handling learners with disabilities while also dealing with limited support and inconsistent follow-through at home. The participants also highlighted how collaboration and consistency between teachers and parents were important in making behavioral interventions more effective. This reflects the idea that teachers' experiences in behavioral intervention are often influenced by emotional demands, family involvement, and support systems within and outside the classroom Moore, T. C., Daniels, S., Taylor, K. L., Oliver, R. M., Chow, J., & Wehby, J. H. (2024).

The participants' responses helped us understand the personal concerns teachers experience while implementing behavioral interventions. Participant 1 shared feelings of concern and empathy for both learners with disabilities and their parents, while also experiencing physical and emotional strain in handling challenging behaviors. Participant 2 expressed the need for more regular training and recognized how managing learners with special needs requires patience and understanding from both teachers and parents. Participant 3 emphasized that consistency and coordination between the school and the family were important because interventions became less effective when they were not continued at home. Participant 5 described frustration with parents who did not consistently follow behavioral programs at home and believed that stronger communication and agreement with parents were necessary before interventions could succeed.

For me, lo-oy ang mga bata. Especially, maluoy ko sa mga parents. Naa man guy mga parents teach na tag-isa lang ang anak. Sorry. Mostly, sa side sa mga parents naa man guy uban na working moms, ang uban kay single moms. Daily, ano nila teach is ma-stress. Kana gung kapoy na hunahuna ba nan aa pa diay kay anak na atimanon...dako jud siyag needs. Naa pud uban parents na love kaayo nila ilang anak. Sa sobra nila ka love teach gina hatag nila tanan. Walay development...for example sa food. Strict kaayo mi sa food when it comes sa mga sweets. - P1 Lines 61-68

Personally, maluoy ko sa mga bata na wala man gyud choice na naa silay ingana. - P1 Lines 69-70

Before teach kay bugbog sarado ko teach...masagpa nila mi teach - P1 Lines 81 and 83

Si (name of the teacher) man gud busy kaayo na siya. So, gusto namo na naa mi weekly ba or monthly training. Pero dili jud siya kanang... murag for a school year as of now, once lang mi nag training human among gusto kay monthly pero ma-gets gud namo si (name of the teacher) dili namo siya gina-blame kay other than that, siya man gud naga lihoc tanan dinhia unya wala siyay assistant. - P2 Lines 261 - 265

Kung ako noh kay ma stretch imong patience and then ma appreciate nako ang work sa mga teachers na naga handle og mga special na bata, labi na sa mga parents na naay anak na autistic labi nag severe gud ilang bata, non-verbal ilang anak. - P2 Lines 286 - 288

Actually, ang problem is sa gawas. The parents, ang environment. Kay pila raman mi ka oras. Kung assessment, kung 1-on-1 namo is 1 hour, after that, pag gawas ang anak, kinsa may mas dakog oras? Sa family diba? Dapat may consistency. So, kung unsa inyong gina-implement sa bata nga program, unsay management, na gina hatag sa bata, mo pud imong isulti sa parents, ug mao pud nay dapat sundon. - P3 Lines 5017 - 512

Dapat naay coordination. Kay kung diri raman sa school...dili...Kung sa gawas, give in tanan, wala gihapon. Guba gihapon imong kuan...Consistency raman jud - P3 Lines 512 - 514

Practically, my personal concern is the parent. Because based on my experience, I can handle the child actually. But I can't handle the parent. And I cannot handle child at home. So there are programs implemented. Most of the parents didn't obey or follow it. And they keep on denying things. So I think it's one of the problem. - P5 Lines 787 - 790

As a teacher, somehow, there's a little bit frustration and being disappointed noh. But I realize that you need to talk to the parents before the program starts. If they will agree with you. So there must be a contract. There are certain activities that will be implemented at home. - P5 Lines 799 - 801

In this theme, the participants showed that implementing behavioral interventions can be emotionally and physically challenging for teachers. Their responses highlighted the importance of patience, support, consistency, and strong collaboration with parents in making interventions more effective for learners with disabilities.

3.4 Management of Behavioral Interventions

As we listened to the participants, we understood that managing behavioral interventions required patience, preparation, and constant adjustment in the classroom. Their experiences showed that learner behavior was affected by routines, classroom conditions, sensory needs, and the consistency of interventions. They also emphasized the importance of individualized support and collaboration between school and home in managing challenging behaviors effectively. This supports the idea that behavioral intervention management requires flexible, learner-centered, and consistent practices in classroom settings McGuire, S. N., Meadan, H., & Folkerts, R. (2024)

The participants' responses helped us understand the challenges of managing behavioral interventions in the classroom. Participant 1 shared that learner behaviors were affected by the environment and sensory conditions. Participant 2 emphasized the importance of routines and one-on-one support in managing behavior. Participant 3 explained that interventions should be adjusted based on the learner's progress. Participant 4 described how consistent intervention helped improve tantrums and challenging behaviors. Participant 5 highlighted the importance of preparation, prevention, and support from parents or caregivers.

Naay times na ma-manage nimo siya. Then, naa puy times na dili gyud kay, nagsabay naman sila tanan teach....Dili sya assurance na today, okay ang behavior.Tomorrow, okay pa rin ang behavior. Wala sya assurance teach sa ilang level. - P1 Lines 96-100

tagaan nako silag time pero pag akoo nang time, maminaw man pud sila. - P1 Lines 101

For example igang, mu show mana silage behavior. Ang uban pud pag masobraan ka guot ang classroom, mag show behavior. Ang uban baya kay naag sensory problem so maka apektu jud ang environment kung dili conducive for learning. - P1 Lines 105-108

At first, kay naa man jud mi one-on-one ug group na tawag. Tanan group ni agi gyud nag one-on-one na pagma-enroll ang bata diri naa gayud mi routine, I-build jud namo na nga routine, I-build namo na nga rules nga classroom management. - P2 Lines 320 - 322

Siyempre, makita nimo...kuntahay for three months, siyempre naman, naa naman jud kay magkita na progress ana. So tanan mga activities na imong giready para sa iyaha, sa ingana na skills, expected na after three months, naa nakay makita. Kunwari kung compliance, naa kay activities ana, for three months or one month, pag primero nimong assessment, di pa mo comply, pagka the next ninyong assessment, sa 10, naa nakay 8 progress makita sa bata. So kung dili tanan activities or program na ihatag saiya effective kay makita man nimo pag 1 month, ay wala may progress, so naa jud siguro problema ani. So imu napod siyang studyhan. - P3 Lines 526 - 533

Actually, tanan man jud teach. Lahi-lahi gyud ilahang pakita na behavior, dili parehas naay uban teach grabe kaayo mag tantrums, as in kanang evreyday makita namo siya mag tantrums gayud siya. Dili gayud siya ingon sayon I-manage, lisod gayud siya, pero ayun nga as I said kung makita nimo siya naga improve, ma-correct nimo ang behavior, okay gayud siya. - P4 Lines 655 - 658

that's one of the behavioral problem of the child. Ma-ano siya ba, mapuno siya. He cannot identify already, 'That's my mom,' 'that's my teacher,' as long as 'I'm hungry, I need to throw things.' So, that's one of the things I need to prevent from time to time. That's my experience. Avoid hurting,

major, major damage. Because I know if the child is the tantrums, the high intensity of the tantrums, you cannot control the child anymore. So, as much as possible, I need to lessen it. Hindi na magdating pa doon sa violence. Ngayon pa lang, we need to be informed that if the task is so heavy to the child, don't push it. Don't push the activity that is not fit to the child. Don't force the child. Allow the child to cope up in every activity. Avoid hitting, hurting. So, that's my personal experience about this child. - P5 Lines 860 - 868

So, I need to prepare all the materials in one set up. And after that, I need to get a shadow teacher to assist me and also to assist the child. And sometimes, I let the yaya or the mother come in and sit down with me to observe how I teach the child. So, I implement it or I record some video for the parents to copy the activity or how I approach the child. - P5 Lines 875 - 879

In this theme, the participants showed that managing behavioral interventions requires patience, consistency, and flexibility in responding to learners' changing behaviors and needs. Their responses highlighted the importance of routines, individualized strategies, supportive classroom environments, and collaboration with parents or caregivers in helping manage challenging behaviors effectively.

3.5 Perceived Consequences on Learners and Classroom Practice

As we looked closely on the perceived consequences on learners and classroom practice, we began to see a hopeful pattern in the participants' narratives. Their words gently showed us that behavioral interventions, when done consistently, helped support learner improvement.

We realized that the real weight of intervention was not only in using a strategy once, but in carrying it out again and again with the same response, the same rule, and the same guidance. The participants' responses helped us see this more deeply. Participant 1 made us realize that even when teachers tried their best in school, improvement became weak when the same intervention was not continued at home. Participant 2 strongly showed us that consistency was not a small matter, but a core part of helping learners with special needs improve, especially when teachers and parents followed the same limits without giving mixed responses. We also understood from Participant 3 that classroom management became easier when behaviors were properly addressed through intervention. In the case of Participant 5, we understood how rewards and consequences became helpful only when they were used in a planned and steady manner.

"Ang isa kay naay time para sailang activity. Kay kung tanan sila mag dungan, mahurot amoang time, limited lang among time di namo sila ma hold into 2-3 hours na class." (One is that there is a scheduled time for their activity. If all of them do it at the same time, our time will be consumed because it is limited, and we cannot hold them for a 2-3 hour class.) - P1 Lines 115-117

"kung dili continuous ang intervention gikan sa school padulong sailang balay... kung unsa amoang gina buhat diri... tapos sailang balay kay gina baby sila, so...wala." (If the intervention is not continued from school to home... if what we do here is not followed at home and they are babied there, then it will not work.) - P1 Lines 118-122

"Ilahang improvement. Ang amoa jud number one mantra diri is consistency... kung mag 'no' ko and then ang bata manipulative man... meaning dili mi consistent." (Their improvement. Our number one mantra here is consistency... if I say "no" and the child goes to another teacher who says "yes," that means we are not consistent.) - P2 Lines 357-361

"Dinhia nimo makita ang improvement sa bata, even sa balay... diri mi consistent, then pag-abot sa

balay dili consistent... ayaw gyud ninyo i-tolerate...” (This is where you can see the child’s improvement, even at home... if we are consistent here but they are not consistent at home... do not tolerate it.) - P2 Lines 370–375

“kung consistent gayud ka mo implement sa rules nimo... makita gayud nimo ang improvement sa bata... paspas gayud ang improvement sa bata...” (If you consistently implement your rules... you will really see the child’s improvement... the child’s improvement is really faster.) - P2 Lines 394–398

“Siyempre, ang inyuhang behavior management, pag correct na, mas easy sa imuha... kung naay behavioral intervention, mas na-easy... kung walay intervention... wala man na address.” (Of course, behavior management becomes easier for you once it is corrected... if there is behavioral intervention, it becomes easier... without intervention, it is not addressed.) - P3 Lines 538–544

“The child wants to get toys, get anything... Then I give reward to the child because of the good behavior, which is compliance. Then if the child doesn't obey, there will be consequences also. There's no reward...” (The child wants toys or anything... then I give the child a reward for good behavior, which is compliance. If the child does not obey, there are also consequences. There is no reward.) - P5 Lines 893–897

For us, this showed that consistency gave learners a clearer sense of direction, which slowly supported better behavior, better compliance, and better adjustment in the classroom.

3.6 Collaborative Experiences in Implementation

SPED teachers did not carry out behavioral intervention alone, because their work was often shaped by the help of co-teachers, assistants, program heads, and parents. As we listened to their responses, we saw that collaboration gave them support in handling difficult behaviors, sharing strategies, discussing learner needs, and continuing intervention beyond the classroom. Their responses showed that behavioral intervention became more manageable when support was shared within the school and when parents were kept informed, since this helped make the intervention more guided, more coordinated, and more possible in daily practice.

“naa ang mga assistants... ang mga co-teachers... ang mga program director, ang program head... kung dili na gyud kaya teach, mangayo mig tabang.” (There are assistants... co-teachers... program directors, and the program head... if it is really too difficult, we ask for help.) - P1 Lines 133–135

“Sa akoang co-teachers, naa mi murag mini meeting... naga sharing mi... naga collab pud mi kung unsa ilahang strategies... mag tinabangay mi... mga materials tabangay mi ug photo copy...” (With my co-teachers, we have mini meetings... we share... we also collaborate on strategies... we help each other... even with materials and photocopying.) - P2 Lines 417–427

“Collaboration is naa mi mga parents-teachers conference... naa pud mi parents orientation... Kami ni (teacher’s name) mag brainstorming mi. Maka help jud siya.” (Collaboration is that we have parent-teacher conferences... we also have parent orientation... Me and [teacher’s name] do brainstorming. It really helps.) - P3 Lines 549–561

“Even sa parents kay dili man mi pwede na dili namo sila isturyahan... kung unsa ang performance sa bata kay gina ingon jud namo... naa gayud mi communication... gina-ingon pud namo na isa gayud sa amoang rule is dili pakan-on og bawal... dili gayud sila consistent ba.” (Even with parents,

we cannot avoid talking to them... we really tell them about the child's performance... we really have communication... we also tell them that one of our rules is not to give prohibited food... they are really not consistent.) - P4 Lines 691–699

Their sharing meant that collaboration played an important role in making behavioral intervention more supported and more coordinated for SPED teachers.

3.7 Refocusing and Suggested Improvements

The responses showed that SPED teachers wanted better support in carrying out behavioral intervention practices. Their words pointed to the need for stronger school resources and facilities, more regular and practical training, and closer collaboration with parents and other people involved in the learner's care. As we listened to them, we saw that improvement was not only about adding more strategies, but also about building better conditions that could support both the teacher and the learner with special needs in daily practice.

"Siguro, ang small changes needed lang kay ang facility kay daghan ang mga estudyante, tapos gamay ang classroom. So dili namo ma accommodate tanan... isa pud baya ang facility sa learning sa mga bata... Kay diri kaya maka sulod ug five ka bata." (Maybe the small change needed is the facility, because there are many students but the classroom is small. So we cannot accommodate all of them... the facility is also part of the children's learning... This room can only fit five children.) - P1 Lines 152–155

"So, kung sa akoo ang i-improve kanang kung maka provide unta ang school ug mga resources... dapat naa kay... palit ka ug bugas, palit ka ug monggos, palit ka ug corn, palit ka ug kinetic sand, which is dili ma... ma afford kay financially dili lagi mi kuan." (If it were up to me, what should be improved is if the school could provide resources... you need to buy rice, mung beans, corn, kinetic sand, which cannot be afforded because we are not financially supported.) - P2 Lines 441–445

"Sa implementation sa intervention kay katong training unta... naa man miy training pero one a year lang... kana sa implementation unta naa man lang siya monthly ba or quarterly..." (In implementing intervention, what is really needed is training... we do have training, but only once a year... I hope it could be monthly or quarterly.) - P2 Lines 452–457

"I think the teacher needs more training... not the theories only, but the actual... The actual is more challenging..." (I think the teacher needs more training... not only theories, but actual practice... The actual is more challenging.) - P5 Lines 937–944

"Mao ra gyud na among gina ingon na consistency is the key. Muingon mi diri bawal ni, unya didto diay pwede saila... wala... dili mi maka move. Dili pud namo ma blame ang parents usahay kay trabaho." (That is really what we always say, that consistency is the key. We say here that something is not allowed, but at home it is allowed... then nothing happens, we cannot move forward. We also cannot fully blame the parents sometimes because of work.) - P3 Lines 578–580

In this sense, the responses showed that SPED teachers wanted improvements that were practical and continuous, especially in school support, teacher readiness, and consistency of intervention across settings.

IV. Conclusions

4.1 Seeing Behavior Beyond Correction

Our study showed that behavioral intervention was not viewed by the SPED teachers as simple correction. Instead, it was understood as a process of first knowing the learner, especially the meaning behind the behavior, before deciding how to respond. Behavior was seen as something that may communicate need, difficulty, or distress, which made intervention more thoughtful than punitive. This supports Jeong and Copeland (2020), who found that interventions based on functional behavior assessment produced stronger outcomes than those that were not function-based. In this sense, our study supports the idea that when behavior is first understood, intervention becomes more fitting and more effective.

4.2 Understanding Intervention as Individualized Support

Looking more closely, behavioral intervention was understood as individualized support rather than a fixed set of strategies. The SPED teachers connected it with proper assessment, baseline information, learner differences, and the goal of helping learners with disabilities become more independent in daily functioning. This supports Samudre et al. (2020), who emphasized that functional behavior assessment should guide behavior support and that educators need stronger preparation in this area. Our finding agrees with this because the accounts in the study clearly linked intervention with assessment, individualized planning, and support that matched the learner's actual needs.

4.3 Carrying the Personal Weight of Implementation

Beyond understanding the practice itself, behavioral interventions carried a personal weight for SPED teachers. Their responses spoke of pity, frustration, physical strain, stretched patience, and emotional pressure, especially when home support was weak or inconsistent. This supports Lawson et al. (2022), who found that teachers' use of behavioral classroom interventions was affected by competing demands, forgetting, and feeling stressed, frustrated, or burned out. Our study gave this finding a more grounded picture because the SPED teachers did not only mention barriers in general terms; they described how those barriers were felt in their own bodies, emotions, and daily work with learners with disabilities.

4.4 Managing Intervention in the Realities of the Classroom

In the same way, our study showed that managing behavioral intervention in real classrooms required constant adjustment. The SPED teachers talked about routines, one-on-one support, sensory triggers, classroom space, preparation of materials, prevention of escalation, and the need to change strategies when progress was slow. These responses support Markkanen et al. (2019), who reported that teaching personnel needed knowledge, skills, and support in managing challenging situations with pupils. Our study adds that in SPED settings, this work becomes even more demanding because teachers must respond not only to behavior itself, but also to the learner's sensory needs, pace, readiness, and safety in the moment.

4.5 Seeing Learner Growth Through Consistent Intervention

At the same time, the SPED teachers saw improvement in learners when intervention was carried out consistently. They described progress in compliance, behavior regulation, and classroom manageability when the same rules, responses, rewards, and limits were followed over time, especially across school and home. This supports Monzalve and Horner (2021), who found that improving the contextual fit of a behavior support plan improved plan fidelity and student behavior. Our study supports that finding by showing that consistency

was not a minor detail in practice; it was the condition that helped intervention work and made learner improvement more visible.

4.6 Working with Others in the Process of Intervention

Relatedly, behavioral intervention was not something SPED teachers carried alone. They depended on co-teachers, assistants, program heads, doctors, and especially parents to keep support going. This supports Garcia-Melgar et al. (2022), who examined collaborative teamwork among teachers, teacher assistants, allied health professionals, and parents in supporting inclusion of children with disability in mainstream schools. Our study supports that wider view of collaboration, but it also sharpens it by showing that for SPED teachers, collaboration mattered not only for inclusion in general but for the actual day-to-day continuity of behavioral intervention.

4.7 Reframing Practice Through Needed Improvements

Lastly, our study showed that the SPED teachers did not simply describe problems; they also pointed to what needed to improve. They asked for better facilities, more materials, stronger financial support, more regular and practical training, and closer collaboration with parents and other professionals. This supports Moore et al. (2024), who reported that teachers identified specific ways school and district administrators could better prepare and support them for classroom and behavior management challenges. Our study strongly agrees with this because the SPED teachers also did not ask for abstract change. What they wanted were concrete supports that could help them carry out behavioral intervention more effectively in actual practice.

Overall, these findings were closely connected to the Concerns-Based Adoption Model (CBAM), particularly the Stages of Concern, because the teachers' experiences reflected the movement from awareness and understanding, to personal and management concerns, to consequence, collaboration, and refocusing. In this way, the model helped us see that the gaps in behavioral intervention practices were not only problems in implementation, but also signs of the teachers' continuing need for support, coordination, and better conditions in carrying out behavioral interventions for learners with disabilities.

Implications for Practice

Various initiatives may be conducted by school heads, DepEd, and LGUs to strengthen behavioral intervention practices for learners with disabilities. School heads may conduct regular behavior management training, monthly case conferences, and mentoring sessions where teachers can share strategies and concerns. DepEd may provide clear guidelines, teacher training, and ready-to-use intervention tools for managing challenging behaviors in inclusive and SPED classrooms. LGUs may support schools by funding sensory materials, parent seminars, community awareness programs, and access to specialists. These initiatives may help teachers feel more supported and may improve the consistency of behavioral interventions in both school and home settings.

Future Direction of My Study

For future studies, this research may be extended by conducting a quantitative study on the gaps in behavioral intervention practices for learners with disabilities. Moreover, researchers may examine how teacher training, availability of resources, parent collaboration, and school support predict the effective implementation of behavioral interventions. Also, a mixed-method study may also be used to further validate the themes

identified in this study and measure how these gaps affect teachers' actual classroom practices. Lastly, future researchers may also include school heads, parents, and receiving teachers as participants to provide a wider understanding of behavioral intervention implementation.

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Appendix A

Interview Guide

Statement of the Problem	Research Question	Probing Question
<i>What are the gaps in the implementation of behavioral interventions for learners with disabilities perceived by the SPED teachers?</i>	<i>What do you know about behavioral interventions for learners with disabilities?</i>	<i>When did you first become aware of behavioral interventions in your teaching practice?</i> <i>What have you observed about the use of behavioral interventions in your school?</i>
	<i>How do you understand behavioral interventions in relation to your role as a SPED teacher?</i>	<i>What do you know about how behavioral interventions are expected to be carried out in school settings?</i> <i>How would you explain behavioral interventions based on your own teaching experience?</i>
	<i>What personal concerns have you experienced in implementing behavioral interventions for learners with disabilities?</i>	<i>What thoughts or feelings do you experience when you are expected to use behavioral interventions in your class?</i> <i>In what ways does implementing behavioral interventions affect you as a teacher?</i>

	<i>What has been your experience in managing behavioral interventions in your actual classroom practice?</i>	• <i>What difficulties do you experience when trying to carry out behavioral interventions during regular class activities?</i> • <i>How do time, workload, or classroom conditions affect your ability to implement these interventions?</i>
	<i>How do behavioral interventions affect your learners and your classroom practice?</i>	• <i>Based on your experience, how do behavioral interventions influence the behavior of your learners with disabilities?</i> • <i>How do these interventions affect your teaching and classroom management?</i>
	<i>How do you experience collaboration when implementing behavioral interventions for learners with disabilities?</i>	• <i>Who do you usually work with when addressing the behavioral needs of your learners?</i> • <i>How do these people help or support you in implementing behavioral interventions?</i>
	<i>What changes or improvements do you think are needed in implementing behavioral interventions for learners with disabilities?</i>	• <i>What support do you think teachers need to implement behavioral interventions more effectively?</i> • <i>What changes in school practices, resources, or training would help you in this area?</i>