
Behavioral Management Strategies in Inclusive Classroom of Early Childhood Education

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Abstract — This study aimed to determine the level of behavioral management strategies employed by early childhood education teachers in inclusive classroom in the Rosario District, Rosario, La Union. Using a descriptive-correlational research design, data were collected from 45 teachers in Rosario District, Rosario, La Union. A validated questionnaire to level of behavioral management strategies in the inclusive classroom of early childhood education teachers along setting clear expectations, creating a positive climate, building relationships, using planned interventions and structure of the classroom.

Results revealed that all strategies were utilized to a “very high” level of behavioral management, with grand overall weighted mean of 4.70. No significant differences were found across their profile variables except civil status when compared to creating a positive climate and building relationships. Findings highlight teachers are performing very well, but further improvement is needed, especially in planned interventions and continuous professional development.

Keywords: *Behavioral Management, Inclusive Classroom, Early Childhood Education, Inclusive Education, Early Childhood Education Teacher*

I. INTRODUCTION

Background of the Study

Early childhood education is a critical foundation for lifelong learning and plays a vital role in achieving inclusive and equitable education, as emphasized by global development goals. In inclusive classrooms, where children come from diverse backgrounds and have varying needs,

effective behavioural management is essential to ensure positive learning environments and equal participation. Research highlights that evidence-based approaches such as Social-Emotional Learning (SEL) and Positive Behavioural Interventions and Supports (PBIS) help improve classroom climate, reduce behavioural disruptions, and enhance children's social and emotional skills. Teachers face the challenge of managing diverse behaviours, but their preparedness and ability to apply both universal strategies (like clear routines and expectations) and targeted interventions (such as individualized support) significantly influence student outcomes. This study is grounded in Skinner's Behaviorism, which emphasizes reinforcement in shaping behaviour; Bandura's Social Learning Theory, which highlights learning through observation and modeling; and Bronfenbrenner's Ecological Systems Theory, which considers the broader social and environmental influences on child development. These theories collectively suggest that effective behavioural management integrates reinforcement, social modeling, and contextual support. Furthermore, the conceptual framework proposes that teachers' personal and professional characteristics shape the strategies they use to manage behaviour in inclusive classrooms. Key strategies include setting clear and positive expectations, creating a supportive and respectful classroom climate, building strong relationships with students and peers, using planned and individualized interventions, and establishing well-structured classroom environments with organized spaces and consistent routines. Overall, the study aims to identify and enhance behavioural management practices that support the holistic development of all learners, particularly those with special needs, and contribute to more inclusive and effective early childhood education.

II. METHODOLOGY

This study employed a descriptive-correlational research design to explore the behavioral management strategies of early childhood education teachers in inclusive classrooms in the Rosario District for the school year 2025–2026. The respondents of the study were 45 Kindergarten and Grade I teachers. Data were collected through a researcher-made questionnaire that was carefully validated by experts, ensuring that the questions were clear and relevant. To gain deeper insights, a focus group discussion with five teachers outside the main group was also conducted. The study focused on five key areas of behavioral management: setting clear expectations, creating

a positive classroom climate, building relationships, using planned interventions, and organizing the classroom effectively. Various statistical tools, including percentage, weighted mean, ANOVA, and Pearson correlation, were used to analyze the data. Throughout the study, ethical standards were strictly followed, with emphasis on voluntary participation, confidentiality, and respect for the rights and privacy of all participants.

III. RESULTS AND DISCUSSION

Profile of Respondents

The respondents' profile provides background information used to analyze their behavioral management strategies in inclusive early childhood classrooms. Most teachers are aged 41 and above, indicating maturity and experience, while younger teachers have opportunities for growth. All respondents are female, showing no male representation in the setting. The majority are married, suggesting stability that may positively influence work performance.

In terms of education, most teachers hold master's degrees or have advanced studies, indicating strong academic qualifications. Many have 11–15 years of teaching experience, reflecting well-developed skills and expertise. Most hold the position of Teacher III, suggesting career progression and promotion opportunities. Additionally, teachers have attended various trainings across district to international levels, highlighting their commitment to professional development.

Level of Behavioral Management Strategies in the Inclusive Classroom of Early Childhood Education

The main purpose of this study is to determine the level of behavioral management strategies in inclusive classrooms of early childhood education by setting clear expectations, creating a positive climate, building relationships using planned interventions and structure in the classroom.

Setting Clear Expectations

Early childhood education teachers demonstrated a “Very High” level of behavioral management strategies in inclusive classrooms, with an overall mean of 4.78. All indicators were rated very high, showing strong use of effective practices such as clearly explaining rules, involving learners in rule-setting, using visual aids, providing reminders, modeling good behavior, and applying consistent discipline. These strategies help promote self-regulation, respect, and positive behavior while improving communication with parents and supporting student success.

The findings highlight that clear and consistent expectations contribute to a positive, structured classroom environment, enhance student engagement, reduce anxiety, and build trust, accountability, and overall learning effectiveness.

Creating a Positive Climate

Early childhood education teachers reported a “Very High” level of behavioral management strategies in creating a positive climate in inclusive classrooms, with a mean of 4.69. This indicates strong competence in maintaining respectful interactions, modeling emotional regulation, and fostering a safe, supportive, and inclusive environment where all learners feel valued and secure. Such practices promote better behavior, emotional well-being, and engagement among learners, while also supporting diversity, strengthening relationships, reducing anxiety, and encouraging a sense of belonging in the classroom.

Building Relationship

The findings show a *very high* level of behavioral management strategies in inclusive early childhood classrooms, with an overall mean of 4.74. This reflects teachers’ strong commitment to quality education. Building positive relationships is central to these strategies, as it helps teachers understand each child’s needs, promote self-esteem, and foster trust, collaboration, and empathy.

Daily positive interactions, structured routines, and conflict resolution practices (like restorative talks) support emotional security and responsible behavior among learners.

These approaches create a conducive learning environment strengthened by open communication with parents. Supporting studies highlight that strong teacher-student relationships improve engagement, reduce behavioral issues, and contribute to better academic outcomes. Additionally, positive relationships are linked to enhanced mental well-being, including lower anxiety, higher self-esteem, and stronger social connections.

Using Planned Interventions

The results indicate a very high level of behavioral management strategies related to planned interventions in inclusive early childhood classrooms, with an overall mean of 4.64. All indicators were rated very high, showing that teachers are highly proactive and intentional in addressing learners' behavioral needs. These strategies include monitoring behavior to identify causes, creating structured intervention plans, reinforcing positive behavior, consistently applying interventions, evaluating their effectiveness, and maintaining communication with families.

Such practices help learners develop key skills like self-regulation, accountability, problem-solving, and confidence, while also improving engagement and social integration. Supporting studies emphasize that planned interventions are essential for providing personalized, proactive support, improving academic and behavioral outcomes, and fostering collaboration between teachers and families to ensure consistent and effective support for diverse learners.

Structure of the Classroom

The study found that early childhood teachers demonstrate a very high level of behavioral management strategies and classroom structure in inclusive classrooms, with a weighted mean of 4.6. All indicators were rated "Very High," suggesting that teachers are highly competent in organizing learning environments and managing student behavior. They effectively arrange

classroom spaces, establish consistent routines, and balance activities to prevent disruptions and promote engagement. These practices support smooth movement, reduce conflict, and enhance learners' self-esteem and positive behavior. Supporting literature emphasizes that well-structured classrooms create safe, predictable, and accessible environments, which reduce anxiety, improve behavior, and foster inclusion and positive peer relationships.

Summary of the Level of Behavioral Management Strategies in the Inclusive Classroom of Early Childhood Education

The overall level of behavioral management strategies among early childhood teachers in inclusive classrooms is very high (mean = 4.70), with all five areas receiving the same rating. This indicates that teachers are highly committed and effective in applying strategies that support instruction and manage learner behavior in inclusive settings. Among these areas, setting clear expectations ranked the highest, highlighting its importance in improving student engagement, focus, and task completion. Research supports that clear rules and expectations help create a structured, safe, and effective learning environment. Additionally, the study used ANOVA to examine whether differences exist between teachers' profiles and their use of behavioral management strategies.

Summary for Mean Difference in the Level of Behavioral Management Strategies in Inclusive Classrooms of Early Childhood Education Across the Profile Variables

The ANOVA results show that there is generally no significant difference in teachers' behavioral management strategies across most profile variables (age, education, experience, position, and training), leading to the rejection of the hypothesis at the 0.05 level. This suggests that any observed differences are not statistically meaningful.

However, a significant difference was found based on civil status in areas such as creating a positive climate, building relationships, and classroom structure. Thus, the hypothesis is accepted for this variable, indicating that differences in these aspects are likely real and not due to chance.

Relationship Between the Level of Behavioral Management Strategies in Inclusive Classroom of Early Childhood Education and their Profile Variables

Some variables such as highest educational attainment (with planned interventions) and number of trainings (with relationship-building and classroom structure) how a significant relationship with behavioral management strategies, indicating these factors are associated but not causally linked.

However, most variables show no significant relationship, leading to the rejection of the overall hypothesis at the 0.05 significance level. This suggests that while higher education and more training tend to align with stronger behavioral strategies, most profile variables do not significantly influence teachers' behavioral management practices.

Proposed Activity to Enhance the Early Childhood Education Teachers' Behavioral Management Strategies in Inclusive Classrooms

IV. Project Title

Enhancing Behavioral Management Strategies of Early Childhood Education Teachers in Inclusive Classrooms

IV. Rationale

Inclusive education is a key priority of the Department of Education, ensuring that all learners, regardless of ability, developmental level, or background, are provided with equitable access to quality education. In early childhood education, managing diverse learner behaviors in an inclusive classroom is both a challenge and a critical responsibility of teachers.

Effective behavioral management strategies are essential in creating a safe, supportive, and engaging learning environment. However, variations in teachers' knowledge and skills in handling diverse behaviors—particularly among learners with special needs—may affect classroom management and learning outcomes. These challenges highlight the need for continuous

professional development focusing on positive, proactive, and inclusive behavioral management approaches.

Anchored on the goals of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), this project is designed to enhance early childhood teachers' competencies in behavior management. It emphasizes understanding child behavior, applying positive discipline strategies, fostering inclusive classroom environments, and utilizing appropriate assessment and intervention techniques.

III. Objectives

General Objective:

To enhance the behavioral management competencies of early childhood education teachers in inclusive classrooms.

Specific Objectives:

1. Strengthen teachers' understanding of child behavior and development in inclusive settings.
2. Enhance the use of positive and proactive behavioral management strategies.
3. Improve teachers' skills in addressing diverse and challenging behaviors.
4. Promote the creation of inclusive and supportive classroom environments.
5. Develop teachers' competence in behavior assessment and intervention planning.

IV. Scope and Beneficiaries

- Primary Beneficiaries: Early Childhood Education Teachers (Kindergarten to Grade 3)
- Secondary Beneficiaries: Learners, including those with special educational needs
- Coverage: School-Based Implementation

V. Project Description

This project involves a series of capacity-building activities, including seminars, workshops, Learning Action Cell (LAC) sessions, demonstration teaching, and coaching and mentoring. It focuses on equipping teachers with practical and research-based behavioral management strategies appropriate for inclusive classrooms. The project also includes the development of behavior management plans, assessment tools, and intervention strategies to support diverse learners.

VI. Implementation Plan (Aligned with SIP/AIP)

Objectives	Activities	Timeframe	Persons Responsible	Success Indicators	Means of Verification (MOVs)	Budget (₱)
Strengthen understanding of child behavior	Seminar on Child Development and Behavior in Inclusive Classrooms	Q1	School Head, Guidance Coordinator	100% of teachers demonstrate improved understanding	Training reports, reflection papers	8,000
	Case Study Analysis Sessions	Q1	Master Teachers	Improved behavior analysis skills	Case outputs, reports	2,000
Enhance positive behavior strategies	Workshop on Positive Behavior Support (PBS)	Q1	Trainers, MTs	Teachers apply positive discipline strategies	Lesson plans, observation results	10,000
	Development of Classroom	Q2	Teachers	100% teachers	Compiled plans	3,000

	Behavior Management Plans			develop behavior plans		
Improve handling of challenging behaviors	Training on Managing Challenging Behaviors (e.g., ADHD, ASD)	Q2	SPED Coordinator	Increased teacher competence	Pre/post test, reports	9,000
	Role-Playing and Simulation Activities	Q2	MTs	Improved application of strategies	Observation checklist	2,000
Promote an inclusive classroom environment	Workshop on Inclusive Classroom Practices	Q3	School Head, MTs	Classrooms reflect inclusive practices	Observation , photos	6,000
	Parent-Teacher Collaboration Sessions	Q3	Teachers, PTA	Increased parent involvement	Attendance, meeting records	2,000
Strengthen assessment practices	Training on Behavior Assessment Tools	Q3	Guidance Coordinator	Teachers use assessment tools effectively	Sample tools, reports	5,000
	Data Analysis and Intervention Planning	Q4	Teachers	Improved learner behavior outcomes	Behavior tracking reports	2,000

Ensure continuous support	LAC Sessions on Best Practices	Q1–Q4	School Head	At least 6 sessions conducted	LAC documentation	2,000
	Coaching and Mentoring	Q1–Q4	Master Teachers	Improved teaching practices	Coaching logs	2,000
Evaluate program effectiveness	Program Review and Evaluation	Q4	School Head, MTs	Completion of the evaluation report	Evaluation report	2,000

IV. CONCLUSION

In light of the findings of this study, the following conclusions were formulated:

1. The early childhood education teachers vary in their profiles, and in certain instances, their variations are extreme.
2. The very high level of behavioral management strategies in the inclusive classroom of early childhood education can be attributed to the teacher's commitment and dedication to the management of an inclusive classroom.
3. The observed difference in the level of behavioral management strategies in inclusive classrooms of early childhood education across the profile variables is likely real and not merely due to random sampling error.
4. The early childhood education teachers' level of behavioral management strategies in the inclusive classroom of early childhood education is affected by the highest educational attainment and the number of relevant trainings attended.

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