
| RESEARCH ARTICLE

Positive Behavior Intervention and Support (PBIS) in Teaching English Language in Special Education

Dr. Shafiq Banat

English Language and Literature Department, Jerash University, Jordan

Corresponding Author: Dr. Shafiq Banat, **E-mail:** dr.shafiq_banat@yahoo.com

| ABSTRACT

This paper delves into the role of Positive Behavior Intervention and Support (PBIS) in managing behavior while teaching English to students with special needs in mainstream classrooms. PBIS is an approach that reinforces positive behavior, creates a supportive learning environment, and addresses behavioral issues. The paper illustrates the way BIS can be used in English classrooms to meet the needs of special education students, enhancing their social interactions and academic performance. The paper reviews existing literature and presents a practical case study to demonstrate that PBIS not only benefits students with special needs but also contributes to a more inclusive and effective educational environment for all students.

| KEYWORDS

Teaching English Language, Positive Behavior Intervention and Support (PBIS), Special Education, and Inclusive Education.

| ARTICLE INFORMATION

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1. Introduction

In current education, inclusive and equitable learning opportunities for all students in the English language classroom are important. In fact, what is called mainstreaming, which is integrating students into mainstream education, is challenging and has many problems. At the same time, this integration has a lot of benefits, including social inclusion, which is about integrating special needs students into normal classes and giving them the opportunity to mix with normal students. At the same time, this mainstreaming provides equal access to educational resources. Thus, this paper studies the importance of Positive Behavior Intervention and Support (PBIS) in facilitating a supportive learning environment for all special needs students in teaching the English language.

Positive Behavior Intervention and Support (PBIS) came to foster a positive school climate and promote beneficial behavioral outcomes. PBIS is a proactive approach that provides a system of support that addresses students' behavior before it becomes bigger problematic. This PBIS emphasizes the teaching and reinforcing of positive behavior so that we improve the overall students' conduct and achievements. These approaches are great in classrooms with special needs students, which require better and more organized behavioral interventions to succeed in a mainstream environment.

The idea behind the study of PBIS on students with special needs in mainstream schools is important. Firstly, PBIS is used in many educational settings around the world, and its impact on special needs students within mainstream classrooms needs more study and research. I think I will have a focused investigation to make sure that PBIS meets the unique behavioral and educational needs of the students. Secondly, the practical part of this PBIS in mainstream schools and educational centers may lead to significant improvements in social interactions, academic performance, and the overall well-being of the students who are considered special needs students.

Examining the significance and effective implementation of PBIS in teaching students with special needs is crucial for enhancing educational methods and practices to better accommodate diverse learning needs in the English language classroom. This study seeks to contribute to the existing body of knowledge by analyzing a range of studies and literature on the impact of PBIS in mainstream classrooms for students with special needs. The research includes a comprehensive literature review as well as a practical examination of how PBIS fosters an inclusive and supportive educational environment that benefits all students.

Additionally, inclusion and mainstreaming involve integrating students with special needs into regular classroom settings, providing them with the opportunity to participate in general education activities. However, this integration comes with its own set of challenges, including potential social isolation, difficulty in accessing the curriculum, and the need for additional support to address diverse learning needs. Recent research emphasizes the importance of addressing these challenges through structured interventions like PBIS, which can provide a consistent and proactive approach to behavior management, ultimately facilitating a more inclusive educational environment (Simonsen et al., 2020).

The efficacy of PBIS for students with special needs in mainstream classrooms has been a subject of increasing interest, with several studies highlighting its potential benefits. Implementing PBIS can lead to improved social interactions as students learn and practice positive behavior in a supportive setting. Furthermore, consistent positive reinforcement and clear expectations can enhance academic performance by reducing disruptive behavior and increasing engagement. The overall well-being of students is also positively impacted, as PBIS fosters a sense of belonging and acceptance within the school community. As we delve deeper into this, we will explore these benefits in greater detail, examining specific case studies and evidence-based practices that demonstrate the success of PBIS in mainstream settings for students with special needs. By doing so, we aim to provide a comprehensive understanding of how PBIS can be effectively utilized to support these students and create more inclusive educational environments (Sugai & Horner, 2020).

2. Literature Review

These parts of the paper introduce the benefits of Positive Behavior Interventions and Supports (PBIS) and then discuss the framework of Positive Behavior Interventions and Supports (PBIS) and the critical role in mainstream education. PBIS aims to create good changes in school environments and individual behavior management, which is important for the inclusion of all students with special needs (Bradshaw, Mitchell, & Leaf, 2010).

Firstly, the PBIS is very important for correcting and improving behavioral outcomes between special needs students. A study by Bradshaw, Mitchell, and Leaf (2010) explains that these applications and adoptions of PBIS strategies greatly lessen classroom disruptions and non-acceptable behavior by making clear behavioral expectations and consistently applying positive changes. The paper suggests that PBIS helps to create a learning environment that is conducive to the engagement and success of all students, particularly this student with behavioral and emotional disorders.

Secondly, the good and effective applications of PBIS extend after behavioral improvements to influence academic outcomes positively. According to research by Horner et al. (2009), schools that implement PBIS saw notable improvements in the special needs students' test scores. This study indicates that when special needs students are in well-structured and positive environments, they are better able to focus on learning and achieve at higher levels. The rule of PBIS is to foster an environment that minimizes disruptions and maximizes teaching time, which is essential for supporting special needs students.

Thirdly, the PBIS plays an important role in reducing the need for disciplinary action in school, which is beneficial to a student with special needs who might experience disproportionate disciplinary measures. This study was done by McIntosh, Bennett, and Price (2011), and it found that the implementation of PBIS significantly decreased the number of suspensions and expulsions across the board, including among students with disabilities. By promoting positive behavior proactively, PBIS is helping to ensure that these students receive support and encouragement in their behavior management instead of punishment, which will most likely make negative behavior and hinder academic and social development.

Moreover, applying the PBIS will certainly support teachers by giving them tools to lead their classrooms and control students' behavior effectively, which will improve teachers' efficacy and morale. I have also read a study by Ross, Romer, and Horner (2012), which demonstrated that teachers in schools with excellent PBIS have higher job satisfaction and a greater sense of effectiveness in their teachings. This effect is particularly very important in mainstream classrooms that include special needs students.

Finally, regarding the importance of the PBIS, I think that it has contributed to greater social inclusion in mainstream schools. Research that I have read, which was conducted by Brennan, Bradshaw, and Pas (2014), explains that schools that use the PBIS present an improved sense of community and lower rates of bad behavior. This inclusive environment is very crucial for students

with special needs who are at a higher risk of social isolation or bullying. PBIS's emphasis on teaching and reinforcing positive social behavior helps create a school culture that values diversity and inclusivity.

2.1 Theoretical Framework

PBIS stems from other theories that are related to behaviorism and social learning that focus on changing the bad and negative behavior of special needs students, especially the difficult ones, and try to change their behavior into positive behavior (Sugai & Horner, 2006). This framework goes with the idea of having inclusive education, which focuses on the idea that special needs students have the right to study and to have equal opportunities like other students. This theory talks about the positive impact of having special needs students side by side with normal students, and thus, good modifications should be made to their conduct and behavior. There are theories, such as Vygotsky's social development theory, that support the structured environment that is essential for special needs students (Vygotsky, 1978). This framework will have many theories and ways of thinking. Firstly, the behavior modification methods that are important to the PBIS utilize positive enforcement to better the wanted conduct and, of course, the academic engagement. This social learning theory is very important because there is a great connection between having good behavior and academic achievement (Simonsen et al., 2008).

Secondly, one of the most important theories is to establish high expectations for special needs students. This social learning theory can be called establishing behavioral expectations, and this theory helps students recognize what is expected of them, and thus, they will try their best to reach these expectations. This theory led students to be as desired by their teachers (Horner et al., 2005).

Furthermore, the behavioral theory in PBIS is one of the most important theories that has contributed to enhancing this framework. A study conducted by Lewis et al. (2002) explores the issue of applying behavioral theories in the PBIS. The study explores the ways that the behavioral theory supports the issue of positive reinforcements as effective behavior management. This study gives us information about the effectiveness of PBIS in lessening problematic behavior by bettering the whole school environment, especially for special needs students.

Additionally, since special needs students are part of society, they should be part of social theories and studies. A study made by Filter, McKenna, Benedict, Horner, Todd, and Watson (2007) discusses the way PBIS utilizes the principles of this theory. This study explains that this theory is great in the issue of inclusive education, which is the aim and the target of all educational institutions.

Additionally, another study that was conducted by Sugai and Horner (2006) discusses the issue of using and applying the ecological systems theory in PBIS as the researchers study the various environmental system and their impact on special needs students. Sugai and Horner get through the way PBIS is influenced by this theory and how it is used. Their study explains that PBIS usage thinks that the several layers of a student's ecosystem, starting from the school environment reaching to the broader communities influencing, and making and ensuring that all the students, including those with special needs, take great support.

Moreover, cognitive behavioral theory and PBIS suggest that any changing thought patterns will definitely lead to changes in behavior and emotion. I read a study by Putnam, Horner, and Algozzine (2006) that explains the way PBIS uses cognitive behavioral strategies to aid special needs students in knowing and changing the way they think and behave. These strategies, according to the researchers, are effective for special needs students who suffer from emotional and behavioral disorders. Using this strategy enables students with special needs to manage their conduct and behavior positively.

Finally, the theory of planned behavior, according to Todd, Horner, Sugai, and Colvin (1999), asserts that the behavior is managed by cognitive intention in response to social norms and perceived controls. Their study explores the way PBIS influences students' intentions by placing very clear behavioral expectations and a social norm in the school environment. This means that PBIS can help create a self-regulating student body where positive behavior is the norm and is reinforced by supporting the successful inclusion of special needs students.

2.2 Special Needs Considerations

PBIS is very flexible and can be applied to all human beings in general. It can be applied to students with specific and to special needs students to be even more specific. This feature gives us the ability to adapt and use it easily with special needs students and include them in mainstream classrooms (Crone & Horner, 2003). Now, I will provide my reading on some studies that discuss the issue of special needs.

Firstly, there is an important study that was made by Jolivet, Stichter, Nelson, Scott, and Liaupsin (2000), which discusses the way PBIS is designed to fit the different needs of special needs students in mainstream classrooms. This study stresses the importance

of individualized approaches in the PBIS to meet some behavioral challenges. This study found that PBIS strategies are customized to meet individual needs, especially using personalized behavior intervention plans.

Secondly, another very important study that was done and written by McIntosh, Chard, Boland, and Horner (2006) illustrates that PBIS can be integrated with Individualized Education Plans (IEPs) for special needs students. The research explains the way PBIS is used in IEPs to offer a structured approach to behavior management. The researchers found that this integration led to better matching behavioral interventions and educational objectives, resulting in enhanced educational outcomes for students with disabilities.

Moreover, another study conducted by Leaf, Taubman, McEachin, Leaf, and Tsuji (2011) shed light on the use of PBIS for autistic students in inclusive educational settings. The paper explains the effectiveness of PBIS in improving social interactions and reducing disruptive behavior among students with autism. By employing the above-stated strategies that are very specific to the needs of the autistic student, such as the very important visual supports, PBIS aids in improving these students' ability to study in mainstream classrooms.

2.3 Differentiated Instruction and PBIS

Differentiated instruction is one of the most important pedagogical approaches that goes with the PBIS by promoting individualized learning strategies and accommodating the unique and special needs of each student. This approach has many benefits for special needs students, as it facilitates their full participation in mainstream education (Tomlinson et al., 2003).

As explained previously, this differentiation is very important as it focuses on the idea that every student gets individualized questions and activities that consider their special needs, different level, and their uniqueness. Therefore, when having a special needs student with audio problems, teachers may bring to these student activities using a large font or even on special paper color (Banat, 57).

Another example that we can apply this is the ADHS students, who are sometimes required to have papers of certain colors. Therefore, bringing them activities, questions, or even asking them to do activities that match their own needs and specialty will, first of all, engage them in the mainstream classroom and then make them feel that they belong to their classroom, and thus, this will impact their behavior.

According to my understanding from the studies I have read and my practical experience, I think that differentiated instruction is considered a good way to foster positive behavior intervention and support for one reason, which is that when students feel that they are engaged in the classroom, they will be focused, and they will feel that they have value. So as a result, they will be afraid to lose the image that they have created, and they will be afraid to go back to the grey area when they were marginalized and not able to participate and engage in the classroom.

2.4 Success Stories and Case Studies

Practical examples from schools that have implemented PBIS show that comprehensive planning, community involvement, and continuous monitoring are essential for positive outcomes (McIntosh et al., 2010). In my case, my student's name was Ali – a fake name. Ali was a student in grade 8, and he was taller than his classmates. he was diagnosed with ADHD. He was hyperactive and always moved around the class, and sometimes, he hit his classmates. His behavior was a big challenge for all the teachers and all his classmates. I came to this school and was told to teach Ali's class. I applied the Positive Behavior Intervention and Support (PBIS) and decided to use it to help Ali and fix his behavior.

First, I recognize that Ali needs to move often because of his ADHD, so instead of trying not to allow him to move, I found many ways to use his extra energy in a good way. I gave him specific roles in the classroom that require movement. For example, I used to ask him to be my assistant and help me bring the materials from or to the class or prepare the classroom supplies. This technique made him feel important and productive.

In addition to this, I noticed that Ali always struggled with reading the materials that had too much text or were on white sheets, so to help him, I began to prepare my presentations with larger fonts. And I brought him texts printed on colored papers, normally red and blue. This change made a big difference. Ali finds out that he has better focus when texts are printed on colored paper and in larger fonts. This helped him to have better engagement in classroom activities.

These changes made a positive impact, and Ali began to show improvements in his behavior. He was less problematic in class and started to form more better relationships with his classmates. He became more involved in learning, and his confidence grew. It was important to adapt my methods to meet their needs, and this approach was the key to his success.

Ali is now studying in medical school. This is one of the best achievements that was made in the field of education, and I was proud of the progress he made. The change from a student who struggles in a mainstream classroom due to his ADHD to a successful university student. This change was because of the PBIS strategies I used on him. This strategy makes him feel valued and understood, which is critical for students with special needs.

This experience teaches me a lot about the importance of adapting educational thinking and practices to meet the individualized needs of special needs students. Each student can succeed if given the correct support and opportunities. Students like Ali have behavior and learning challenges, so it is crucial to be flexible and patient. The use of the PBIS is to create a supportive environment that addresses their unique needs and helps them to improve academically and socially.

3. Conclusion

This paper has studied the critical rule and effectiveness of Positive Behavior Intervention and Support (PBIS) in mainstream education, more specifically for special needs students. The study of PBIS through various studies, and by studying the theoretical frameworks and making a practical application, has made it clear that it has a significant impact on creating inclusive educational practices and making better educational experiences for all students.

PBIS stems from the behaviorist and cognitive theories and offers a systematic approach to managing and improving students' behavior in inclusive settings. This approach not only supports the behavior and academic achievements of students with special needs but also enhances the school climate. In implementing PBIS, schools create a good environment that encourages positive behavior and academic engagement by reducing the need for disciplinary actions, which are welcome to be used with students with disabilities.

Thus, PBIS is used to meet the diverse needs of students with special needs. This adaptability is very important, as it ensures that these interventions are made to individual learning profiles by maximizing their effectiveness. The application of PBIS has important impacts on the whole classroom, not only on the students with special needs. It promotes an educational environment where positive reinforcement and proactive support replace punitive measures.

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