

" BETWEEN SUPPORT AND STRUGGLE: SPECIAL EDUCATION TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF BEHAVIOR INTERVENTION PLANS "

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Abstract

Behavior Intervention Plans (BIPs) are essential tools special education teachers use to manage and improve challenging behaviors among learners with special needs. While widely mandated, little is known about how educators perceive and implement these plans in authentic classroom contexts. This study employed qualitative descriptive research design to understand the perceptions of tenured special education teachers in implementing BIPs in a public school setting in Mati City, Philippines. Further, this study was anchored in the Theory of Planned Behavior (TPB). The study comprised ten special education teachers and was selected using purposive sampling. Data were collected through in-depth interviews and analyzed using Colaizzi's (1978) seven-step thematic analysis method. The findings revealed five major themes: (1) Teachers' Attitudes Toward the Use of BIPs, (2) Influence of Subjective Norms on the Use of BIPs, (3) Perceived Behavioral Control in Implementing BIPs, (4) The Intention to Use Behavior Intervention Plans, and (5) Actual Behavior about Attitudes, Subjective Norms, and Perceived Behavioral Control. While participants expressed a strong commitment to using BIPs, many reported the need for strategic adaptation and flexibility to address real-world constraints. These findings highlight the importance of sustained professional development, institutional support, and collaborative practices to bridge the gap between policy and practice. Schools can better support teachers in implementing effective behavioral interventions by addressing individual and contextual challenges.

Keywords: Behavior Intervention Plans (BIPs), Special Education, Teacher Perceptions, Classroom Behavior Management, Qualitative Research, Implementation Barriers

1. Introduction

Behavior management is crucial to effective teaching, especially in Special Education, where students often face unique behavioral and emotional challenges (Amstad & Müller, 2020). One common approach used in schools to manage these challenges is the Behavior Intervention Plan (BIP), which is an individualized plan designed to support positive behavior and reduce disruptive conduct (Kang et al., 2021).

The importance of effective behavior strategies in Special Education is widely acknowledged globally. For instance, in the United States, the Individuals with Disabilities Education Act (IDEA) requires using BIPs for students with disabilities whose behaviors interfere with learning (U.S. Department of Education, 2018). Similarly, countries like Canada, Australia, and the United Kingdom emphasize involving teachers in creating and applying behavior support plans that match each student's specific needs (Simonsen & Myers, 2018; Morin et al., 2020). Despite these efforts, many teachers still face challenges, such as lack of training, time, and support, which make it difficult to use BIPs effectively (Katz et al., 2021).

In the Philippine context, special education (SPED) teachers face significant challenges in implementing Behavior Intervention Plans (BIPs). A systematic literature review by Espeño et al. (2024) highlights issues such as inadequate funding, insufficient teacher training, and infrastructural barriers that hinder effective Behavior Intervention Plans (BIPs) implementation. Additionally, Mangongon (2023) found that while SPED teachers recognize the importance of Behavior Intervention Plans (BIPs), they often struggle due to a lack of instructional support and adequate training.

Despite the widespread implementation of Behavior Intervention Plans (BIPs) as mandated support for students with disabilities, there remains a significant research gap concerning how special education (SPED) teachers perceive and apply these plans in real-world educational settings (Meyer et al., 2021). While BIPs are designed to be evidence-based and individualized, studies have identified that many are of low technical quality and often misaligned with students' needs, leading to ineffective behavioral outcomes (Stevenson et al., 2020). Research indicates that SPED teachers frequently adapt or personalize evidence-based practices based on their own experiences and perceptions, which can result in inconsistent implementation of BIPs (Robertson et al., 2020).

1.1 Statement of the Problem

This study aimed to investigate special education teachers' perceptions regarding the implementation of behavior intervention plans.

Specifically, it sought to answer the following sub-questions:

1. What are the perceptions of special education teachers regarding their attitudes toward the use of Behavior Intervention Plans?
2. What are special education teachers' perceptions about the influence of subjective norms on their use of Behavior Intervention Plans?
3. How do special education teachers perceive their perceived behavioral control when implementing behavior intervention plans?
4. What are special education teachers' perceptions regarding their intention to use Behavior Intervention Plans?
5. How do special education teachers perceive their actual behavior in relation to their attitudes, subjective norms, and perceived behavioral control when using Behavior Intervention Plans?

1.2 Theoretical Lens

This study was anchored in the Theory of Planned Behavior (TPB) developed by Ajzen (1991), which asserts that human behavior is shaped by three interrelated components: attitudes, subjective norms, and perceived behavioral control. These components collectively influence an individual's behavioral intentions, which then shape their actual behavior. In exploring how special education teachers engage with Behavior Intervention Plans (BIPs), TPB offers a robust framework for analyzing the transition from intention to implementation. Unlike models, TPB emphasizes the cognitive decision-making process and recognizes the influence of contextual barriers such as time constraints and institutional support commonly experienced in educational settings.

Each core construct of TPB directly informed the study's research questions. *Attitudes* reflect how teachers evaluate the effectiveness and practicality of BIPs (RQ1). *Subjective norms* pertain to the perceived expectations from peers, administrators, and parents that may influence their use of BIPs (RQ2). *Perceived*

behavioral control captures teachers' confidence and perceived ability to implement BIPs effectively despite limitations in resources or support (RQ3). *Behavioral intentions* relate to teachers' willingness or commitment to use BIPs in future situations (RQ4), while *actual behavior* examines how teachers' actions align or do not align with their attitudes, social expectations, and perceived control (RQ5). Through the TPB lens, this study aimed to understand not only what teachers think and feel about BIPs but also how those perceptions are enacted or constrained in their day-to-day classroom practices.

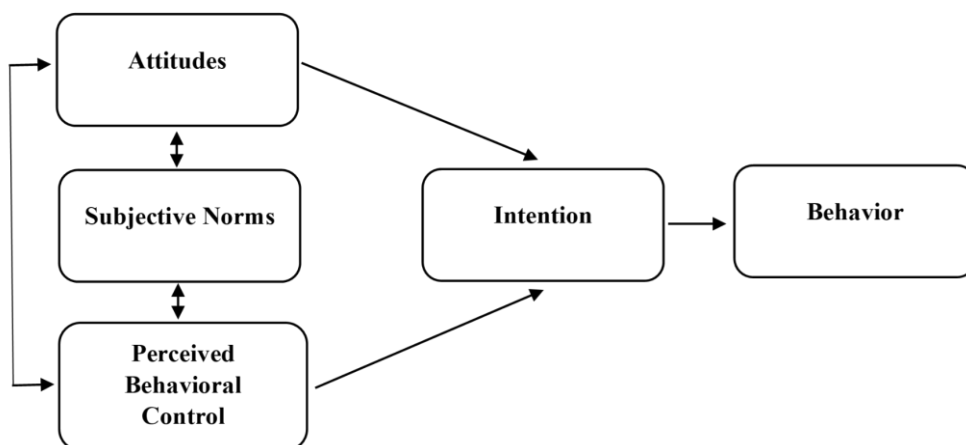


Figure 1. IPO Conceptual Framework of the Study

2. Method

In this chapter, the researchers presented the research method and procedures to be used. It included the research design, the participants and sampling, research instruments, data collection, data analysis, and ethical considerations.

This study utilized a qualitative descriptive research design to gain a clear understanding of tenured special education teachers' perceptions regarding the implementation of Behavior Intervention Plans (BIPs). This descriptive approach was deemed appropriate for studies aiming to describe and interpret participants' viewpoints in a straightforward manner, particularly when focusing on understanding opinions, experiences, and perspectives without deeper interpretive analysis (Doyle et al., 2020). This design aligned well with the Theory of Planned Behavior (TPB) (Ajzen, 1991), which served as the theoretical foundation for the study. TPB emphasized the role of attitudes, subjective norms, and perceived behavioral control in shaping individuals' intentions and actual practices. By applying a descriptive approach within this framework, the study sought to capture how teachers perceived the processes of designing, applying, and sustaining BIPs in their educational contexts.

The participants of this study were ten special needs education (SNE) teachers selected through purposive sampling. This sampling method was chosen to ensure that participants possessed specific knowledge and experience relevant to the implementation of Behavior Intervention Plans (BIPs), aligning with Palinkas et al. (2015), who emphasized that purposive sampling is instrumental in qualitative research when identifying

and selecting information-rich cases for the most effective use of limited resources. The inclusion criteria for participation in the study were as follows: (1) participants must be tenured Special Needs Education (SNE) teachers currently employed in Mati SPED Center; (2) they must have at least one year of experience in implementing Behavior Intervention Plans (BIPs); and (3) they must be willing to participate and provide informed consent voluntarily. Conversely, the exclusion criteria included (1) teachers who were not specifically trained or designated as SNE teachers, (2) those who had no direct experience with BIPs in their current or previous teaching roles, and (3) individuals who were on leave or no longer actively teaching during the time of data collection. This is in line with the provisions of the Data Privacy Act of 2012, which ensures the confidentiality and protection of participants' personal information throughout the study.

In conducting this study, the researchers prioritized adherence to ethical standards at every stage of the research process to ensure the protection, dignity, and autonomy of all participants. Informed consent was obtained from each participant after clearly explaining the study's objectives, procedures, potential risks, and benefits. Participation was entirely voluntary, with participants assured of their right to withdraw at any time without consequence. Confidentiality and anonymity were strictly maintained throughout data collection and analysis, with identifying information and sensitive content securely handled and excluded from final reporting to protect participant privacy. During the interviews, the researchers maintained a respectful, neutral, and nonjudgmental approach to avoid any form of discomfort, coercion, or psychological distress.

The researchers gathered data from multiple sources, with a particular focus on semi-structured interviews. This study aimed to investigate special education teachers' perceptions regarding the implementation of Behavior Intervention Plans (BIPs). Engaging directly with SPED teachers from the SPED Center in Mati City, the semi-structured interview approach allowed for open dialogue and provided participants the freedom to share their perceptions regarding BIPs. This method offered rich insights into their perceptions, challenges, and practices related to the implementation of BIPs within their unique teaching contexts. Further, the researchers employed focus group discussions to provide rich insights into their perceptions, challenges, and practices related to the implementation of BIPs within their unique teaching contexts.

Moreover, participants were purposely selected based on inclusion criteria, with confidentiality and voluntary participation prioritized. Informed consent was obtained through face-to-face or virtual platforms, ensuring a complete understanding of the study. Data collection involved 40–60-minute focus group discussions employing open-ended questions to elicit rich, personal narratives about inclusive Education. Throughout the process, the researchers maintained ethical integrity, sensitivity, and accuracy to capture the real-world experiences of educators.

This study utilized Braun and Clarke's (2006) six-phase thematic analysis to identify, analyze systematically, and report patterns within the data gathered from semi-structured interviews. Thematic analysis followed the steps of familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. To ensure trustworthiness, the researchers conducted member checking by sharing emerging themes with participants for confirmation and maintained an audit trail documenting coding decisions, theme development, and methodological choices. Limitations included the small, localized sample and potential researcher bias, which, despite mitigation strategies, may influence the interpretation of findings.

3. Results and Discussion

In this chapter, the findings of the study are presented based on the perceptions of special education teachers regarding the implementation of Behavior Intervention Plans.

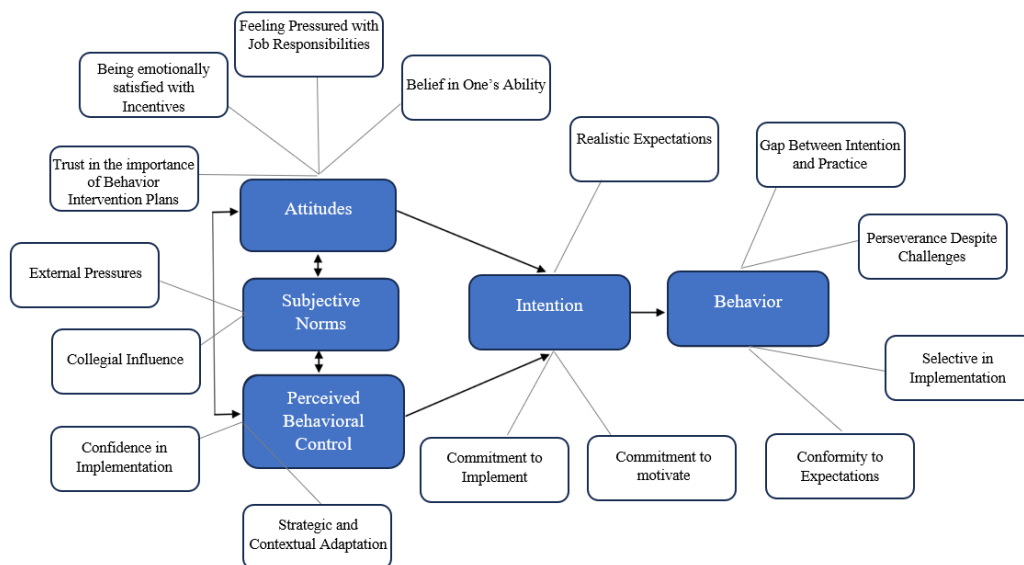


Figure 2. Modified Conceptual Framework of the Study

Teachers' Attitudes Toward the Use of BIPs

In line with the first research objective, this section presents findings that address special education teachers' perceptions regarding their attitudes toward the use of Behavior Intervention Plans (BIPs). The data revealed that teachers hold generally positive attitudes toward BIPs, perceiving them as valuable tools in managing and improving student behavior. However, the practical application of BIPs is influenced by a range of internal and external factors that shape how teachers approach and implement these plans in real classroom settings.

Through thematic analysis, four key themes emerged that represent these attitudes: (1) **Trust in the importance of Behavior Intervention Plans**, (2) **Being emotionally satisfied with Incentives**, (3) **Feeling Pressured with Job Responsibilities**, and (4) **Belief in One's Ability**. These themes offer insight into the cognitive and emotional factors that influence teachers' behavioral intentions and practices related to BIPs. Each theme is discussed in detail below.

Trust in the importance of Behavior Intervention Plans. Teachers consistently described BIPs as essential for managing student behavior. They viewed BIPs as practical tools that promote structure, consistency, and behavioral improvement. This belief often stemmed from their own classroom experiences, where well-implemented BIPs resulted in noticeable positive behavioral changes among students.

“Very essential gid siya, especially in supporting the behavioral needs of the learners.” (It is really essential, especially in supporting the behavioral needs of the learners.)– IDI1

Other participants shared the same sentiments,

“Useful ang BIPs... kasabot ko sa ilang purpose... paningkamotan nako nga ma-implement sila.” (BIPs are useful... I understand their purpose... I will do my best to implement them.)– IDI10

“Yes, BIPs kay effective jud sya ing supporting learners with challenging behavior.” – IDI8

“Very helpful siya sa mga teachers.” (It is very helpful for teachers.)– IDI5

Teachers widely expressed a strong belief in the effectiveness of BIPs in managing and improving student behavior. Their perceptions are grounded in personal classroom experiences where structured behavioral strategies led to observable improvements in student conduct. This aligns with Zimmerman et al. (2022), who found that evidence-based interventions like BIPs can significantly reduce problem behaviors when implemented consistently. Teachers’ positive reinforcement from such outcomes further validates their trust in the efficacy of BIPs.

Being emotionally satisfied with Incentives. Teachers reported that witnessing student progress was a powerful motivator. The emotional satisfaction derived from seeing students succeed reinforced their commitment to using BIPs, even in the face of challenges. This motivational factor appeared to strengthen teachers’ resilience and persistence in implementing the interventions.

“Seeing these students succeed ... motivates me as a teacher.” – IDI1

Other participants expressed,

“Pag nakita nako nga ang student naay progress, ma motivate jud ko ana.” (When I see that a student is making progress, I really get motivated.)– IDI9

“Nakaka-motivate kapag may progress kang nakikita.” (It’s motivating when you see progress.)– IDI5

“Nagiging committed ko sa paggamit sa BIPs.” (I become more committed to using BIPs.)– IDI7

The emotional gratification from witnessing student progress emerged as a powerful intrinsic motivator. Teachers reported that behavioral improvements affirmed their efforts and reinforced their commitment to BIP implementation. This resonates with Ryan & Deci’s (2020) Self-Determination Theory, which posits that intrinsic motivation driven by competence and relatedness is essential for sustained engagement in teaching practices.

Feeling Pressured with Job Responsibilities. Despite their favorable attitudes, many teachers cited time constraints and heavy workloads as significant barriers to the effective implementation of BIPs. Competing

demands, such as teaching responsibilities, paperwork, and administrative tasks, often hindered their ability to carry out BIPs with consistency and depth.

“Oras talaga ang pinaka-hadlang. Nauubos sa teaching, IEP meetings, paperwork...” (Time is really the biggest obstacle. It is consumed by teaching, IEP meetings, paperwork...) – IDI6

Other participants echoed the same perceptions,

“Busy na schedule and monitoring maglisod pagmanage sa time.” (Busy schedules and monitoring make it hard to manage time.)– IDI4

“Very time-consuming ang pag-... behavioral intervention plan ... you need time para e-explore ...” (Creating a behavioral intervention plan is very time-consuming... you need time to explore it...)– IDI1

Despite favorable attitudes, many teachers cited that the high volume of responsibilities, such as paperwork and administrative tasks, hinders their ability to execute BIPs fully. This concern reflects findings by Hasson et al., (2021), who emphasized that time pressures often impede the fidelity of behavioral interventions in inclusive settings.

Belief in One’s Ability. Participants expressed varying levels of confidence in using BIPs. Some felt empowered and well-prepared, particularly for straightforward behavioral issues, while others felt less confident, especially when dealing with more complex cases or when systemic support was lacking. This variation in confidence often determined how actively and effectively teachers engaged with BIPs in practice.

“I feel confident especially with simpler cases... for complex cases... mag duha duha nako.” (I feel confident especially with simpler cases... but for complex ones... I hesitate.) – IDI9

Other participants expressed,

“I am fairly confident ... as a trained teacher.” – IDI1

“Not totally 100% confident, because every day we are learning.” – IDI8

Teacher confidence varied depending on the complexity of behavioral cases. While some felt empowered by training and experience, others expressed uncertainty, especially in cases lacking institutional support. According to Li (2023) concept of self-efficacy, teachers with higher confidence are more likely to adopt and persist in challenging instructional behaviors, highlighting the need for continued professional development.

Influence of Subjective Norms on the Use of BIPs

In response to the second research question, *“What are the perceptions of special education teachers about the influence of subjective norms on their use of Behavior Intervention Plans (BIPs)?”* the data reveal that social expectations significantly influence how teachers approach and implement BIPs in the classroom. According to the Theory of Planned Behavior (Ajzen, 1991), subjective norms refer to perceived pressures from

key referents, such as administrators, colleagues, and parents, which can shape an individual's intention and behavior.

The thematic analysis uncovered three major themes that illustrate how these social influences impact teachers' use of BIPs: (1) **External Pressures** and (2) **Collegial Influence**. The majority of participants consistently supported these themes.

External Pressures. Teachers described parents as key influencers in the success or struggle of BIP implementation. While some parents actively supported behavioral goals, others were described as resistant, uninvolved, or in denial about their child's needs. These varied levels of parental engagement significantly affected how and when teachers implemented BIPs. These mixed experiences highlight how social and emotional dynamics between school and home can shape the practical use of BIPs. Teachers often found themselves needing to mediate between institutional expectations and parental concerns, influencing the degree to which BIPs were executed with fidelity.

"May mga magulang na sobrang involved ... pero may iba na medyo nag-aalangan." (Some parents are very involved... but others are a bit hesitant.)– IDI6

Other participants expressed the same thought,

"Kung parent dili makadawat... lisod mag argue." (If the parent cannot accept it... it is hard to argue.) – IDI7

"Ang uban kay very involved... uban kay defensive o in denial." (Some are very involved... others are defensive or in denial.)– IDI10

Teacher confidence varied depending on the complexity of behavioral cases. While some felt empowered by training and experience, others expressed uncertainty, especially in cases lacking institutional support. According to Li (2023) concept of self-efficacy, teachers with higher confidence are more likely to adopt and persist in challenging instructional behaviors, highlighting the need for continued professional development.

Collegial Influence. Another dominant theme was the positive influence of colleagues. Teachers consistently expressed that peer collaboration fostered a shared commitment to using BIPs effectively. Informal discussions, shared resources, and mentoring relationships were noted as sources of encouragement and professional growth. The presence of a collaborative culture strengthened the belief that BIPs were not merely obligations but integral to effective teaching.

"Madalas kaming nagtutulungan, nagpapalitan ng ideas." (We often help each other and exchange ideas.)– IDI6

Other participants shared the same perceptions,

"Supportive kaayo... mag-share pa og strategies... mag-motivate nako." (Very supportive... they even share strategies... it motivates me.)– IDI5

“Collaboration with colleagues ... makapamangkot ka ... improve mo ang sarili mo.”
(Collaboration with colleagues... you can ask questions... it helps you improve yourself.) –
IDI2

Positive peer interactions were seen as a strong enabler for BIP implementation. Sharing strategies and collaborating within a supportive culture reinforced the value of the BIPs study by Cojorn and Sonsupap. (2015) emphasized that collaborative professionalism fosters reflective practice, increasing teachers' willingness to adopt innovative strategies like BIPs.

Perceived Behavioral Control in Implementing BIPs

In addressing the third research question, *"How do special education teachers perceive their perceived behavioral control in implementing Behavior Intervention Plans (BIPs)?"* the study sought to understand teachers' perceived ability to carry out BIP-related tasks effectively, considering both internal confidence and external constraints. Perceived behavioral control, as conceptualized in the Theory of Planned Behavior, encompasses a person's belief in their ability to perform a behavior shaped by access to resources, knowledge, skills, and perceived obstacles. Analysis of interview data led to the emergence of three key themes: (1) **Confidence in Implementation** and (2) **Strategic and Contextual Adaptation**.

Confidence in Implementation. Several teachers expressed a strong sense of confidence when implementing BIPs, particularly for less complex student cases. They attributed this confidence to their training, experience, and familiarity with classroom routines. Despite differing levels of confidence, all participants agreed that confidence grew with experience and positive outcomes, highlighting its dynamic and developmental nature.

“Ngayon, mas kampanante na ako at mas okay na rin yung quality ng implementation ko.”
(Now, I feel more at ease and the quality of my implementation has improved.)– IDI6

Many teachers felt confident in implementing BIPs, especially for less complex student behaviors. This confidence was tied to prior success and accumulated experience, aligning with Gale et al., (2021) assertion that mastery experiences are critical for building self-efficacy in educators.

Strategic and Contextual Adaptation. Despite constraints, teachers reported adapting their implementation strategies based on classroom dynamics and feasibility. This strategic use of BIPs reflects a practical understanding of control—teachers use discretion to implement interventions where they feel they can make the most impact. Teachers' strategic adaptation indicates that perceived behavioral control is not just about internal belief but also about negotiating situational realities.

“Minsan, parang nawawala ‘yung professional judgment ko dahil sa pressure from admin or parents.” *(Sometimes, I feel like I lose my professional judgment due to pressure from admin or parents.)–IDI5*

Other participants expressed,

“Makasuggest ko... pero ang final decision... mag-hesitate ko nga suwayan ang bag-ong butang.” (I can make suggestions... but when it comes to the final decision... I hesitate to try new things.)– IDI10

Teachers adapted BIP strategies based on situational demands, demonstrating practical flexibility. This is consistent with the findings of Dawes et al., (2024), who argued that effective behavioral management in classrooms often requires adapting interventions to fit the context and individual student needs.

Intention to Use Behavior Intervention Plans

This section addresses the fourth research question: *“What are the perceptions of special education teachers regarding their intention to use Behavior Intervention Plans (BIPs)?”* The analysis explores the internal motivation, beliefs, and professional values that inform teachers’ stated intention to use BIPs, regardless of external constraints. In the Theory of Planned Behavior framework, intention is a key predictor of behavior, reflecting an individual’s readiness to perform a given action. Thematic analysis revealed three prominent themes: (1) **Commitment to Implement**, (2) **Commitment to motivate**, and (3) **Realistic Expectations**.

Commitment to Implement. Teachers expressed a strong sense of professional responsibility and dedication to using BIPs as a regular part of their practice. This commitment was described not as a requirement but as a moral and instructional obligation rooted in their role as special educators. This sense of commitment underscores the internalization of BIP use as a core component of their teaching identity, supporting the idea that intention stems from personal and professional conviction.

“Committed ko sa paggamit sa BIPs.” (I am committed to using BIPs.) – IDI7

Other participants noted,

“I always intend to use behavioral intervention plan.” – IDI7

Teachers consistently expressed a moral and professional obligation to use BIPs, framing their intention as a reflection of their teaching identity. According to Yasir et al., (2021), firm intention is a precursor to behavior, particularly when it aligns with one's values and professional role.

Commitment to motivate. Teachers noted that their intention to use BIPs was reinforced by evidence of student progress. Observing behavioral improvements was described as highly motivating and validated their efforts, encouraging continued use of BIPs. This connection between outcome and intention suggests that teachers are driven not only by duty but also by the emotional and professional reward of student success.

“Pag nakita nako nga ang student naay progress, ma motivate jud ko ana.” (When I see that a student is making progress, it really motivates me.) – IDI9

Observing student progress motivated teachers to continue using BIPs. The feedback loop between action and observed benefit reinforces intention, aligning with Wang et al., (2022) emphasis on competence and autonomy as motivational factors in Education.

Realistic Expectations. While the intention to use BIPs was clear, teachers acknowledged that implementation often required adaptability due to varying classroom and institutional conditions. They described the need to modify strategies based on what was realistically achievable. This theme highlights a

nuanced understanding of intention—not as a rigid plan, but as a flexible and context-sensitive commitment. Teachers’ professional judgment and adaptability ensure that their intention remains strong, even when ideal conditions are lacking.

“We just need to be flexible all the time and in all aspects.” – IDI8

Other participants echoed the same perceptions,

“Mura’g nagsunod ra ko... dili permi ko makahatag og input...” (It feels like I’m just following... I can’t always give input...)- IDI10

While intentions were high, teachers acknowledged the need to remain flexible due to contextual challenges. Their adaptability reflects a pragmatic approach, where intention is guided by both ideal goals and real-world constraints, supporting Lu et al.’s (2024) findings on teacher resilience and responsiveness.

Actual Behavior in Relation to Attitudes, Subjective Norms, and Perceived Behavioral Control

This section discusses findings related to the fifth research question: *How do special education teachers perceive their actual behavior in relation to their attitudes, subjective norms, and perceived behavioral control when using Behavior Intervention Plans (BIPs)?* Grounded in the Theory of Planned Behavior, this question integrates the interplay of internal beliefs (attitudes), external pressures (subjective norms), and the perceived capacity to act (perceived behavioral control) to understand how these factors manifest in actual teaching practice.

The data revealed that although teachers generally hold positive attitudes toward BIPs and recognize their importance, there are significant gaps between intention and consistent application due to internal and external factors. The analysis revealed four main themes that illustrate how these influences are reflected in actual behavior: ***The gap Between Intention and Practice, Perseverance Despite Challenges, Selective in Implementation, and Conformity to Expectations.***

Gap Between Intention and Practice. Many teachers admitted that although they intend to use BIPs consistently, their real-world execution often falls short. This discrepancy is attributed to overwhelming workloads, time constraints, and lack of support. At least four teachers described similar experiences, illustrating that practical limitations often undermine good intentions.

*“May mga araw na hindi ko talaga nagagawa lahat ng steps dahil sa kakulangan ng oras.”
(There are days when I really can’t complete all the steps due to lack of time.)– IDI6*

Many teachers admitted a disconnect between the intention and actual implementation of BIPs, primarily due to workload and systemic limitations. This supports the concept of the "intention-behavior gap" in Song et al., (2024) model, where external factors limit the translation of positive intentions into action.

Perseverance Despite Challenges. Despite these barriers, many participants revealed that they continue using BIPs to the best of their ability. Their strong belief in the tool’s effectiveness and a sense of responsibility toward students serve as motivators.

"Mahirap minsan ... pero ginagawa ko pa rin." (It's difficult sometimes... but I still do it.)— IDI5

Other participants noted,

"Even though naay mga frustrating students, I want to use it regularly." (Even though there are frustrating students, I want to use it regularly.)— IDI9

"Dili sayon pero need jud og perseverance." (It is not easy, but you need perseverance.)— IDI8

"BIPs ... helpful siya, consistent lang." (BIPs... they are helpful, as long as you stay consistent.)— IDI2

Despite barriers, teachers demonstrated perseverance, driven by their belief in BIPs and student-centered values. This perseverance reflects the findings by Cramer et al., (2023), who emphasized that successful implementation often depends on teacher commitment and persistence.

Selective in Implementation. Some teachers acknowledged modifying or selectively applying BIPs depending on the context, the student involved, or available resources. This practical flexibility is a coping strategy that allows them to manage their workload while still maintaining some fidelity to the intervention.

"Sometimes gusto ko mahitabo duon na adlaw ... pero dili ko ma attend ... ga depende lang ako ng response ng iso." (Sometimes I want it to happen that day... but I can't attend to it... it just depends on the student's response.)— IDI7

Other participants stated their perceptions,

"Kung makakita ko nga ang laing teacher nag-succeed... i-modify ang akong approach..." (If I see that another teacher succeeded... I modify my approach.)— IDI10

Teachers admitted to selectively applying BIPs based on feasibility, highlighting their use of professional judgment in constrained environments. This adaptive behavior resonates with Syed et al. (2024), who noted that behavior support systems must be flexible and context-responsive to be sustainable.

Conformity to Expectations. Another common theme was the influence of administrative, parental, or peer expectations on implementing BIPs. Some teachers reported that their behavior was adjusted to meet these external expectations, even when it conflicted with their professional judgment.

"Fairly often ... expectations from admin, parents, colleagues influence pag conduct og BIP." (Fairly often... expectations from admin, parents, and colleagues influence how I conduct a BIP.)— IDI8

Other participants expressed their thoughts,

"Minsan, parang nawawala 'yung professional judgment ko dahil sa pressure from admin or parents." (Sometimes, I feel like I lose my professional judgment because of pressure from admin or parents.)— IDI5

Teachers sometimes altered their behavior to align with expectations from administrators or parents, even when it conflicted with their judgment. This aligns with Li et al.'s (2023) theory that subjective norms can directly influence behavior, especially in high-pressure environments.

Conclusion

In conclusion, grounded in the Theory of Planned Behavior (TPB), this study revealed important insights into how special education teachers perceive and implement Behavior Intervention Plans (BIPs). Teachers expressed generally positive *attitudes* toward BIPs, valuing them as practical tools for promoting structure and improving student behavior. However, challenges such as time constraints, paperwork, and the complexity of cases often impacted their ability to implement these plans with fidelity. *Subjective norms*, particularly expectations from administrators, colleagues, and parents, played a significant role in shaping teacher behavior, sometimes leading to compliance-driven practices rather than instructional depth. Meanwhile, *perceived behavioral control* emerged as both an enabler and a barrier; teachers' confidence was often influenced by their training and experience, yet limited time, lack of support, and institutional demands restricted their implementation capacity. Despite these challenges, teachers showed strong *intentions* to use BIPs, were motivated by professional commitment, and observed student progress. However, gaps remained between intention and *actual behavior*, mainly due to contextual limitations that demanded flexibility and adaptation.

Recommendation

Based on these findings, several practical recommendations emerge. Teachers would benefit from ongoing professional development focused on practical BIP strategies and time-efficient implementation techniques. School leaders should reduce non-teaching tasks and provide consistent mentoring and monitoring to foster instructional use of BIPs rather than mere compliance. Policymakers must address systemic barriers by investing in adequate staffing, resource allocation, and structured support systems that align with inclusive education goals. Future research should explore the perspectives of other stakeholders, particularly parents whose support or resistance significantly affects BIP outcomes. Additionally, longitudinal studies could provide deeper insights into how teacher beliefs, practices, and student outcomes evolve, helping sustain meaningful and effective use of BIPs in inclusive education settings.

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