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A Review of PBIS Integration Models in Special Education Behavioral Support Systems

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Abstract

Positive Behavioral Interventions and Supports (PBIS) has become a cornerstone of school-wide behavior management, yet its integration within special education behavioral support systems remains uneven and conceptually fragmented. This paper presents a comprehensive review of PBIS integration models that align tiered behavioral frameworks with individualized supports for students with disabilities. Drawing from implementation science, inclusive education, and multi-tiered systems of support literature, the review synthesizes conceptual, empirical, and policy perspectives to identify how PBIS can be adapted, expanded, and sustained in special education contexts. The study examines the alignment between universal, targeted, and intensive interventions and the requirements of Individualized Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans. Key models identified include blended tiered frameworks, wraparound service integration, data-driven decision-making cycles, and collaborative problem-solving teams that connect general and special education practices. The review highlights the role of implementation fidelity, professional development, leadership commitment, and family engagement in sustaining PBIS across diverse school environments. Evidence suggests that integrated PBIS models improve behavioral outcomes, increase instructional time, strengthen inclusion, and reduce disciplinary disparities among students with disabilities. However, persistent barriers such as

fragmented data systems, limited training, resource constraints, and inconsistent monitoring hinder long-term sustainability and equitable implementation. To address these gaps, the paper proposes a synthesized conceptual model that integrates fidelity monitoring, outcome measurement, and continuous improvement processes within a unified behavioral support architecture. The model emphasizes interoperable data dashboards, risk indicators, and role-based accountability to support early intervention and strategic resource allocation. It also recognizes contextual moderators including school climate, cultural responsiveness, and staff capacity as essential factors shaping implementation success. Practical implications include guidance for policymakers, educators, and administrators on scaling integrated PBIS systems through iterative evaluation, cross-sector collaboration, and sustained professional learning. By bridging school-wide and individualized behavioral supports, the review advances a cohesive roadmap for strengthening special education behavioral service delivery and promoting inclusive learning environments. Ultimately, the study underscores the importance of aligning policy, practice, and data systems to ensure that PBIS integration leads to improved student well-being, academic engagement, and long-term educational success across diverse educational systems worldwide. Future research should test scalability.

Keywords: PBIS, Special Education, Behavioral Support Systems, Implementation Fidelity, Inclusive Education, Multi-Tiered Systems of Support

1. Introduction

Positive Behavioral Interventions and Supports (PBIS) has emerged as one of the most widely adopted frameworks for promoting positive school climates and addressing behavioral challenges in educational settings. Rooted in prevention science and data-informed decision-making, PBIS provides a structured, tiered approach to supporting student behavior through proactive strategies, clear expectations, and consistent reinforcement (Dako, *et al.*, 2019, Nwafor, *et al.*, 2019, Oguntegbe, Farounbi & Okafor, 2019). Schools implementing PBIS aim to reduce disciplinary incidents, improve student engagement, and

create safe and inclusive learning environments that benefit all learners. Over time, the framework has evolved into a cornerstone of school-wide behavior management, offering evidence-based practices that emphasize prevention, early intervention, and collaborative problem-solving (Bayeroju, Sanusi & Nwokediegwu, 2019, Filani, Fasawe & Umoren, 2019, Nwafor, *et al.*, 2019).

Despite its widespread adoption, the integration of PBIS within special education behavioral support systems remains uneven and conceptually fragmented. Students with disabilities often require individualized behavioral supports that extend beyond universal and targeted interventions typically emphasized in school-wide PBIS models. Special education processes, including Functional Behavioral Assessments and Behavior Intervention Plans, provide individualized pathways for addressing complex behavioral needs, yet these processes are frequently implemented in parallel rather than in alignment with broader PBIS structures (Ezeh, *et al.*, 2025, Oparah, *et al.*, 2025, Sanusi, 2025, Ukasoanya, *et al.*, 2025). This separation can lead to duplication of effort, inconsistent practices, and missed opportunities for coordinated support. As schools strive to strengthen inclusive education, the need for integrated behavioral frameworks that bridge general and special education becomes increasingly evident.

The growing emphasis on inclusive education and Multi-Tiered Systems of Support has intensified calls for stronger alignment between PBIS and special education practices. Integrated models have the potential to enhance consistency, improve communication among educators and specialists, and ensure that students receive coherent and comprehensive behavioral supports. Such integration also supports more efficient use of resources and strengthens accountability by linking school-wide initiatives with individualized interventions. However, achieving this alignment requires a clear understanding of existing PBIS integration models, the challenges associated with implementation, and the factors that contribute to sustainability (Okafor, *et al.*, 2024, Oparah, *et al.*, 2024, Uduokhai, *et al.*, 2024).

A review of PBIS integration models in special education behavioral support systems is therefore essential to inform policy, practice, and future research. By examining how tiered behavioral frameworks can be aligned with individualized supports, this study seeks to provide a foundation for strengthening behavioral service delivery and promoting inclusive, supportive learning environments for students with diverse needs (Ahmed, Odejebi & Oshoba, 2021, Dako, *et al.*, 2021, Ogunisola & Michael, 2021).

2.1 Methodology

This study uses a PRISMA-informed systematic scoping review method combined with design-science conceptual synthesis to identify, classify, and compare PBIS integration models within special education behavioral support systems, and to derive an actionable integration architecture that strengthens fidelity, equity, and sustainability. The methodology is appropriate because PBIS integration models are often described across heterogeneous study designs, program descriptions, and implementation reports; therefore, the review prioritizes comprehensive coverage, transparent screening, structured data extraction, and theory-driven synthesis rather than meta-analysis alone. The review begins by defining focused questions on how PBIS is

integrated with special education processes (IEPs, FBAs, BIPs), how tiered supports are coordinated across school-wide and individualized levels, what governance and data infrastructures enable implementation, and which outcomes and sustainability mechanisms are reported. A review protocol is then specified in advance to guide inclusion and exclusion decisions, operationalize key constructs, and standardize extraction fields. Inclusion criteria prioritize documents that present an explicit PBIS integration model, describe operational components across tiers, link implementation to special education decision systems, or evaluate outcomes relevant to students with disabilities; exclusions remove commentaries without model detail, duplicated descriptions, or studies lacking sufficient methodological transparency.

Search and retrieval procedures follow a multi-source strategy including peer-reviewed databases and targeted grey literature, supported by backward and forward citation tracking to reduce omission risk. Records are deduplicated and screened using a two-stage process: title/abstract screening followed by full-text screening, with conflicts resolved through rule-based adjudication. Because equity risks can emerge from inconsistent discipline recording and biased interpretation of behavior data, an explicit bias-and-robustness appraisal is embedded in quality checks, using logic analogous to countermeasure thinking in modern biometric systems where bias, spoofing, and error pathways are proactively identified and mitigated (Adeniyi, Odejebi & Taiwo, 2025). Evidence quality appraisal combines methodological rigor checks (design clarity, sampling, measurement validity, fidelity reporting) with implementation usability checks (replicability of model components, feasibility of staffing and training requirements, and clarity of tier-linking mechanisms). Studies are not excluded solely due to design type; rather, the appraisal is used to weight confidence in claims during synthesis.

Data extraction applies a structured codebook to capture model features at five levels: (1) tier structure and intervention menu (Tier 1–3 alignment and intensification rules), (2) special education linkage (IEP goal alignment, FBA-to-BIP translation, accommodation integration), (3) team-based operating system (collaborative problem-solving teams, role clarity, meeting cadence, family participation), (4) data and analytics infrastructure (data sources, dashboards, decision thresholds, progress monitoring routines), and (5) governance and sustainability (professional development, coaching systems, accountability routines, and policy alignment). To strengthen comparability across diverse models, extracted features are mapped into a layered “integration architecture” that adapts scalable enterprise architecture principles—defining modular components, interfaces, and minimum data contracts—similar to secure cloud messaging frameworks that emphasize scalability, reliability, and controlled access (Ahmed & Odejebi, 2018). Resource feasibility is treated explicitly by translating staffing time, coaching intensity, and data-review workload into “allocation constraints,” drawing an analogy from energy-efficient resource allocation approaches used in data centers, where limited capacity must be distributed to maintain performance (Ahmed & Odejebi, 2018).

Analytic synthesis proceeds in two streams. First, narrative synthesis summarizes dominant integration patterns,

contextual moderators (leadership, climate, training capacity), and reported outcomes. Second, cross-case matrices compare models across coded dimensions to identify recurring design choices and gaps. Where models present conflicting recommendations or incomplete information, a constraint-satisfaction logic is applied to ensure internal coherence of the derived architecture, mirroring algorithmic approaches used to resolve conflicting constraints in distributed systems (Ahmed, Odejobi & Oshoba, 2019; Ahmed, Odejobi & Oshoba, 2021). Predictive and early-warning elements are synthesized as optional “advanced maturity” capabilities, adapting the concept of predictive scaling—anticipating demand spikes and adjusting resources—to behavioral support systems by defining leading indicators such as incident acceleration, attendance changes, rising classroom removals, and stalled goal progress (Ahmed, Odejobi & Oshoba, 2020). For sustainability, the review extracts and generalizes compliance and timeliness mechanisms (e.g., meeting schedules, documentation deadlines, escalation rules) and aligns them with high-velocity reporting logic to reduce drift and missed obligations across multiple classrooms or schools (Akinola *et al.*, 2025). Human capacity development is treated as a core sustainability mechanism, informed by organizational development perspectives that emphasize structured professional growth pathways, role progression, and continuous learning supports for staff delivering complex interventions (Adenuga *et al.*, 2025). Finally, the synthesized architecture and the resulting recommendations are validated through stakeholder review using scenario walkthroughs. Panels of special educators, general educators, behavior specialists, school leaders, and family representatives examine whether the model’s tiers, data rules, and decision points are feasible, ethically defensible, and understandable. Feedback is used to refine terminology, clarify thresholds, and strengthen equity safeguards. The final output is a reviewed set of PBIS integration model typologies, an evidence-informed integration architecture, and a practical implementation playbook that emphasizes professional development, fidelity monitoring, interoperable dashboards, cross-sector collaboration, and continuous improvement cycles.

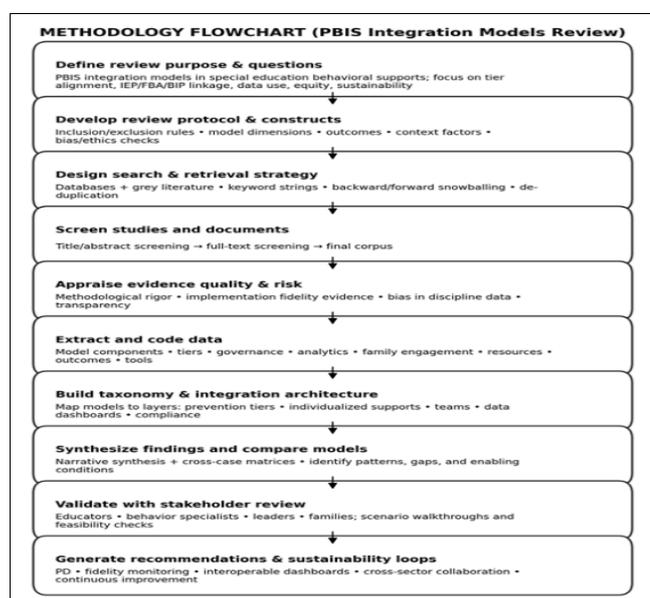


Fig 1: Flowchart of the study methodology

2.2 Conceptual and Theoretical Foundations

Understanding the integration of Positive Behavioral Interventions and Supports within special education behavioral support systems requires a strong conceptual and theoretical foundation rooted in implementation science, inclusive education principles, and Multi-Tiered Systems of Support. These perspectives collectively provide the intellectual framework for examining how school-wide behavioral approaches can be effectively aligned with individualized supports for students with disabilities. By drawing on these traditions, PBIS integration can be understood not merely as a technical adjustment but as a systemic transformation that reshapes how schools design, deliver, and sustain behavioral supports (Akinrinoye, *et al.*, 2015, Aminu-Ibrahim, Ogbete & Ambali, 2019).

Implementation science offers a critical lens for understanding how evidence-based practices such as PBIS are adopted, implemented, and sustained in real-world educational environments. Originating in health and social service research, implementation science focuses on the processes that determine whether innovations are delivered with fidelity and produce intended outcomes. Central concepts such as fidelity, adaptation, scalability, and sustainability are particularly relevant to PBIS integration (Osushi Sanni, *et al.*, 2023). Schools often face challenges when translating behavioral frameworks from theory to practice due to resource constraints, competing priorities, and variations in staff expertise. Implementation science emphasizes that successful adoption depends on leadership commitment, professional development, organizational readiness, and ongoing monitoring. Within the context of PBIS integration, this perspective highlights the importance of aligning school-wide behavioral practices with individualized interventions while maintaining fidelity to core principles. The recognition that implementation occurs within complex organizational systems underscores the need for structured supports, continuous feedback, and iterative refinement (Akinrinoye, *et al.*, 2020, Rukh, Seyi-Lande & Oziri, 2023, Sanusi, Bayeroju & Nwokediegwu, 2023).

Inclusive education principles provide a complementary theoretical foundation by framing behavioral support as a shared responsibility within general education settings. Inclusive education is grounded in the belief that all students, regardless of ability or disability, should have access to meaningful participation in mainstream educational environments. This perspective emphasizes equity, participation, and the removal of barriers that limit access to learning opportunities (Farounbi, *et al.*, 2021, Olatunji, *et al.*, 2021, Oparah, *et al.*, 2021). Within inclusive frameworks, behavioral support is not viewed as the sole responsibility of special education professionals but as a collaborative endeavor involving general educators, specialists, families, and students themselves. PBIS aligns naturally with inclusive education because it emphasizes prevention, positive reinforcement, and school-wide systems that benefit all learners (Arowogbadamu, Oziri & Seyi-Lande, 2023, Dako, Okafor & Osuji, 2022, Umoren, *et al.*, 2022). However, integrating PBIS into special education requires careful consideration of how universal and targeted supports can be adapted to meet the needs of students with complex behavioral challenges. Inclusive education theory highlights the importance of collaboration, shared accountability, and culturally responsive practices in achieving this integration (Osushi Sanni, Atima & Attah,

2022). Figure 2 shows an overview of how the Positive Family Support (PFS) model integrates within positive behavior interventions and supports (PBIS) as presented by Smolkowski, *et al.*, 2017.

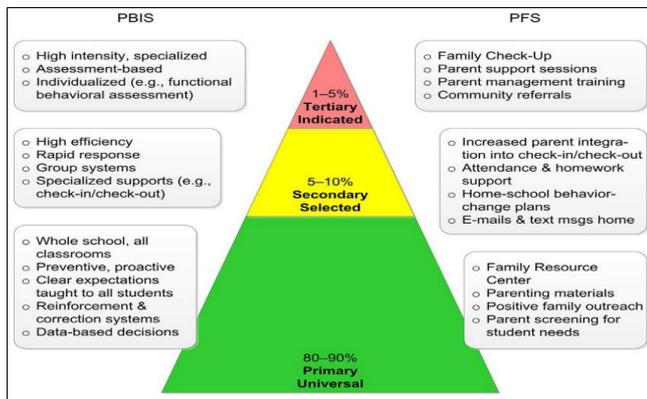


Fig 2: An overview of how the Positive Family Support (PFS) model integrates within positive behavior interventions and supports (PBIS) (Smolkowski, *et al.*, 2017)

The concept of Multi-Tiered Systems of Support provides the structural framework that connects implementation science and inclusive education within PBIS integration. MTSS is a comprehensive approach that organizes academic and behavioral supports into tiers of increasing intensity based on student need. Tier 1 focuses on universal supports provided to all students, Tier 2 offers targeted interventions for students at risk, and Tier 3 delivers intensive individualized supports for students with significant needs (Oguntegbe, Farounbi & Okafor, 2023, Oshoba, Ahmed & Odejobi, 2023, Uduokhai, *et al.*, 2023). PBIS is widely recognized as the behavioral component of MTSS, providing a systematic approach to promoting positive behavior across tiers. Integrating PBIS within special education requires ensuring that Tier 3 interventions align with individualized behavioral plans and specialized services. This alignment reduces fragmentation and ensures continuity of support across tiers.

The MTSS framework emphasizes early identification and prevention, encouraging schools to use data to identify students who may require additional support before challenges escalate. This proactive approach aligns with the goals of PBIS, which prioritize prevention and early intervention over reactive disciplinary measures. Data-driven decision-making is central to MTSS, supporting the use of behavioral data to guide intervention selection and monitor progress. Within integrated PBIS models, data systems must capture information across tiers, enabling educators to track the effectiveness of interventions and adjust strategies as needed (Adenuga, *et al.*, 2025, Michael & Ogunsola, 2025, Oparah, *et al.*, 2025).

Collaboration emerges as a key theme across all three theoretical perspectives. Implementation science highlights the role of teams in supporting adoption and sustainability, inclusive education emphasizes shared responsibility, and MTSS relies on multidisciplinary collaboration to deliver tiered supports. PBIS integration therefore requires strong collaborative structures that bring together general educators, special educators, behavior specialists, administrators, and families. These teams play a critical role in interpreting data, selecting interventions, and ensuring alignment across systems (Dako, Okafor & Osuji, 2021,

Ezeh, *et al.*, 2021, Ogunsola & Michael, 2021). Figure 3 shows the problem-solving logic used in schoolwide (SW) positive behavior support presented by Lewis, *et al.*, 2017.

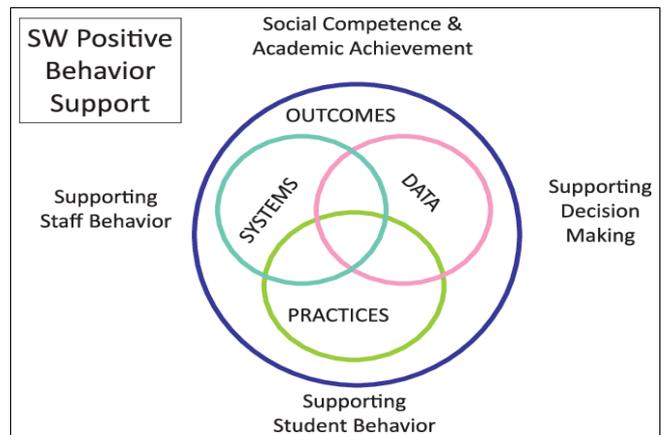


Fig 3: The problem-solving logic used in schoolwide (SW) positive behavior support (Lewis, *et al.*, 2017)

Another important theoretical consideration is the balance between fidelity and adaptation. Implementation science recognizes that interventions must be delivered with fidelity to maintain effectiveness, yet schools must also adapt practices to fit local contexts and student needs. PBIS integration requires navigating this balance carefully, ensuring that core principles are preserved while allowing flexibility in implementation. This balance is particularly important when aligning school-wide practices with individualized behavioral supports, as students with disabilities often require tailored interventions (Oguntegbe, Farounbi & Okafor, 2019, Michael & Ogunsola, 2019, Oziri, Seyi-Lande & Arowogbadamu, 2019).

Cultural responsiveness is also central to the theoretical foundation of PBIS integration. Inclusive education emphasizes the importance of recognizing and addressing cultural and contextual factors that influence student behavior and engagement. PBIS frameworks must be implemented in ways that respect diverse cultural perspectives and avoid reinforcing biases (Ogunsola & Michael, 2023, Osuji, Okafor & Dako, 2023, Uduokhai, *et al.*, 2023). This requires ongoing reflection, professional development, and engagement with families and communities.

Sustainability represents another critical dimension of the theoretical framework. Implementation science emphasizes that long-term success depends on institutionalizing practices through policy, professional learning, and organizational culture. PBIS integration must therefore be supported by leadership commitment, resource allocation, and continuous monitoring. Sustainability also involves building capacity within schools to adapt and refine practices over time (Ogunsola & Michael, 2022, Olatunji, *et al.*, 2022, Oparah, *et al.*, 2022).

Together, implementation science, inclusive education principles, and Multi-Tiered Systems of Support provide a comprehensive theoretical foundation for reviewing PBIS integration models in special education behavioral support systems. These perspectives highlight the importance of collaboration, data-informed decision-making, cultural responsiveness, and continuous improvement. By grounding PBIS integration in these theoretical traditions, educators

and policymakers can develop more coherent and sustainable approaches to supporting student behavior and promoting inclusive learning environments (Ahmed, Odejobi & Oshoba, 2020, Nwafor, Ajiroto & Uduokhai, 2020).

2.3 PBIS Framework and Tiered Behavioral Support

Positive Behavioral Interventions and Supports is structured around a tiered framework designed to promote positive behavior, prevent challenges, and provide increasingly intensive support for students who require additional assistance. This tiered structure aligns closely with Multi-Tiered Systems of Support and provides a systematic approach for addressing the behavioral needs of all learners. Understanding the role of Tier 1, Tier 2, and Tier 3 interventions is essential for examining how PBIS can be integrated effectively within special education behavioral support systems, particularly for students with disabilities who may require individualized and sustained interventions (Akinrinoye, *et al.*, 2020, Odejobi, Hammed & Ahmed, 2020, Oguntegebe, Farounbi & Okafor, 2020).

The first tier represents universal behavioral support provided to all students across the school environment. Tier 1 focuses on prevention and the creation of a positive school climate through clear expectations, consistent routines, and reinforcement of appropriate behavior. Schools implementing Tier 1 PBIS typically establish a small set of positively stated behavioral expectations, teach these expectations explicitly, and reinforce them through recognition systems. Universal screening and data collection are also central features, enabling schools to monitor behavioral trends and identify students who may require additional support. For students with disabilities, Tier 1 supports are foundational because they create predictable and structured environments that reduce barriers to participation (Michael & Ogunsoola, 2023, Ogunsoola & Michael, 2023, Uduokhai, *et al.*, 2023). Consistent expectations, visual supports, and proactive teaching of behavioral skills help ensure that students with diverse learning needs can access the general education environment more effectively. When implemented with fidelity, Tier 1 supports reduce the likelihood that students with disabilities will experience exclusionary discipline and promote inclusive participation in school activities.

Despite the preventive nature of universal supports, some students require additional assistance to meet behavioral expectations. Tier 2 interventions are designed for students who do not respond adequately to universal supports and who exhibit emerging or moderate behavioral challenges. These targeted interventions are typically delivered in small groups and focus on skill development, self-regulation, and increased adult support. Examples include check-in/check-out systems, social skills groups, mentoring programs, and targeted behavioral instruction (Osuashi Sanni, *et al.*, 2024, Wedraogo & Osuashi Sanni, 2024). Tier 2 interventions are particularly relevant for students with disabilities who may experience difficulties with executive functioning, emotional regulation, or social communication. These supports provide additional structure and feedback while maintaining connection to the general education environment. By addressing challenges early, Tier 2 interventions reduce the risk of escalation and prevent the need for more intensive services. Effective Tier 2 systems rely heavily on data to monitor progress and determine

whether students require continued support or movement to more intensive interventions. Figure 4 shows conceptual framework for implementation of SWPBS in high schools as presented by Flannery, *et al.*, 2013.

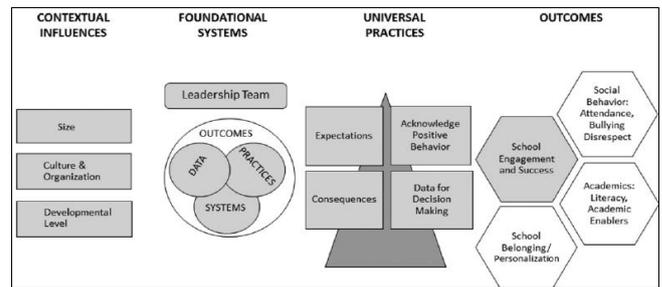


Fig 4: Conceptual Framework for Implementation of SWPBS in High Schools (Flannery, *et al.*, 2013)

Tier 3 represents the most intensive level of behavioral support and is designed for students with significant and persistent behavioral challenges. These interventions are highly individualized and often involve comprehensive assessment and planning processes. Functional Behavioral Assessments play a central role in identifying the underlying causes of challenging behavior, while Behavior Intervention Plans outline specific strategies for addressing those behaviors. Tier 3 supports may include individualized counseling, wraparound services, crisis intervention planning, and collaboration with external agencies (Akinola, *et al.*, 2020, Nwafor, Uduokhai & Ajiroto, 2020, Osuashi Sanni, Ajiga & Atima, 2020). For many students with disabilities, Tier 3 interventions overlap directly with special education services and individualized planning processes. This overlap highlights the importance of integrating PBIS with special education systems to ensure coherence and consistency. When Tier 3 supports are aligned with IEP goals and services, students benefit from coordinated and comprehensive behavioral support (Akinrinoye, *et al.*, 2024, Seyi-Lande, Arowogbadamu & Oziri, 2024, Uduokhai, *et al.*, 2024).

The relevance of the tiered PBIS framework for students with disabilities lies in its emphasis on prevention, early intervention, and individualized support. Students with disabilities often face increased risk of disciplinary action and exclusion, making the proactive nature of PBIS particularly valuable. The tiered framework encourages schools to address behavioral challenges before they escalate and to provide supports that are responsive to individual needs. Integration with special education ensures that behavioral interventions are aligned with academic and functional goals, creating a holistic approach to student support (Ajayi, *et al.*, 2023, Odejobi, Hammed & Ahmed, 2023, Onyelucheya, *et al.*, 2023).

Data-driven decision-making is central to the tiered framework and supports effective integration with special education. Schools collect and analyze behavioral data to identify trends, monitor progress, and evaluate intervention effectiveness. For students with disabilities, this data can be combined with academic and functional progress monitoring to create a comprehensive understanding of student needs. Data systems also support communication among educators, specialists, and families, ensuring that interventions are coordinated and responsive (Ajayi, *et al.*, 2023, Olatunji, *et al.*, 2023, Oshoba, Ahmed & Odejobi, 2023).

Collaboration is another key feature of the PBIS tiered framework. Successful implementation requires teamwork among general educators, special educators, administrators, and support staff. Collaboration ensures that interventions are consistent across settings and that students receive coordinated support. For students with disabilities, collaboration is particularly important because behavioral challenges often intersect with academic and social needs (Michael & Ogunsola, 2024, Ogunsola & Michael, 2024, Okafor, Osuji & Dako, 2024).

Equity considerations are embedded within the tiered framework. PBIS emphasizes the importance of monitoring discipline data to identify and address disparities. Students with disabilities are disproportionately affected by exclusionary discipline practices, and PBIS aims to reduce these disparities through preventive and supportive approaches. By promoting positive behavior and reducing reliance on punitive measures, the framework supports more equitable educational outcomes (Ezeh, *et al.*, 2022, Onyelucheya, *et al.*, 2021, Oparah, *et al.*, 2021).

The tiered structure also supports scalability and sustainability. Schools can implement universal supports broadly while allocating intensive resources to students who need them most. This efficient use of resources is particularly important in contexts where staffing and funding are limited. Sustainability is further supported through ongoing professional development and leadership commitment (Akinola, *et al.*, 2025, Odejebi, Hammed & Ahmed, 2019, Oshoba, Hammed & Odejebi, 2019).

The integration of Tier 1, Tier 2, and Tier 3 interventions within special education behavioral support systems represents a powerful approach to promoting inclusive and supportive learning environments. By aligning universal, targeted, and individualized supports, schools can create cohesive systems that address the diverse behavioral needs of students with disabilities. The PBIS framework provides the structure and processes necessary to ensure that behavioral support is proactive, data-driven, and collaborative. Through effective integration, the tiered model contributes to improved behavioral outcomes, increased instructional time, and stronger participation in inclusive education settings (Aransi, *et al.*, 2018, Farounbi, *et al.*, 2018, Odejebi & Ahmed, 2018).

2.4 Alignment with Special Education Processes

Aligning Positive Behavioral Interventions and Supports with established special education processes is essential for creating coherent behavioral support systems that meet the needs of students with disabilities. Although PBIS provides a tiered, school-wide framework for promoting positive behavior, students with significant behavioral challenges often require individualized planning and specialized services (Onyelucheya, *et al.*, 2023, Sanusi, Bayeroju & Nwokediegwu, 2023, Uduokhai, *et al.*, 2023). Integration with Individualized Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans ensures that school-wide practices and individualized interventions operate within a unified system rather than parallel structures. This alignment strengthens consistency, improves communication, and enhances the effectiveness of behavioral supports across educational settings (Aminu-Ibrahim, Ogbete & Iwuanyanwu, 2025, Osuashi Sanni, Iwuanyanwu & Essien, 2025).

The Individualized Education Program serves as the central planning document for students receiving special education services, outlining goals, accommodations, related services, and monitoring strategies. Behavioral support frequently forms a critical component of IEPs, particularly for students whose behavior affects their learning or the learning of others. Integrating PBIS within the IEP process ensures that behavioral goals are not isolated from broader school-wide expectations and practices (Ezeh, *et al.*, 2024, Michael & Ogunsola, 2024, Oparah, *et al.*, 2024). Instead, behavioral interventions become part of a continuum of support that spans universal, targeted, and individualized levels. This integration allows educators to draw upon PBIS data and strategies when developing IEP goals, ensuring alignment between school-wide expectations and individualized objectives. When behavioral goals reflect the language and expectations used across the school, students experience greater consistency and clarity, which supports skill development and reduces confusion (Ogbete & Aminu-Ibrahim, 2024).

Functional Behavioral Assessments play a pivotal role in understanding the underlying causes of challenging behavior and informing individualized interventions. FBAs involve systematic data collection and analysis to identify the function of behavior, including environmental triggers, maintaining consequences, and contextual influences. Integrating FBAs with PBIS enhances the depth and relevance of assessment processes by incorporating school-wide behavioral data and observations. PBIS data systems often track patterns such as office discipline referrals, attendance, and classroom behavior, providing valuable context for FBA processes (Ezeh, *et al.*, 2023, Oguntegbe, Farounbi & Okafor, 2023, Odejebi, Hammed & Ahmed, 2023). When these data sources are combined, teams can develop a more comprehensive understanding of student behavior and design interventions that address root causes rather than surface-level symptoms. Integration also ensures that FBA findings are communicated effectively across teams, promoting shared understanding and coordinated action (Attah & Osuashi Sanni, 2023, Sanusi, Bayeroju & Nwokediegwu, 2023, Uduokhai, *et al.*, 2023).

Behavior Intervention Plans translate assessment findings into actionable strategies for supporting positive behavior. BIPs typically include proactive strategies, teaching of replacement behaviors, reinforcement systems, and crisis management procedures. Aligning BIPs with PBIS ensures that individualized interventions are consistent with school-wide practices and expectations. For example, reinforcement systems outlined in a BIP can be aligned with the school's broader recognition framework, enabling students to participate in the same systems as their peers (Michael & Ogunsola, 2025, Onyelucheya, *et al.*, 2025, Oparah, *et al.*, 2025). This alignment reduces fragmentation and promotes inclusion by ensuring that individualized supports complement rather than contradict school-wide initiatives. When BIPs are embedded within PBIS structures, educators can implement interventions more consistently across settings, increasing the likelihood of positive outcomes.

Collaboration is central to aligning PBIS with special education processes. Effective integration requires coordinated teamwork among general educators, special educators, behavior specialists, administrators, and families. Collaborative teams review data, develop intervention plans, and monitor progress, ensuring that behavioral supports are

responsive and consistent. Collaboration also facilitates shared ownership of behavioral outcomes, reducing the likelihood that responsibility for students with disabilities will be placed solely on special education staff. When all educators view behavioral support as a shared responsibility, students benefit from cohesive and supportive learning environments (Okafor, *et al.*, 2021, Oshoba, Hammed & Odejobi, 2021, Umoren, *et al.*, 2021).

Data integration plays a significant role in supporting alignment. PBIS relies on continuous data collection to monitor behavior and guide decision-making, while special education processes require documentation of progress toward IEP goals. Integrating these data systems allows educators to track behavioral progress alongside academic and functional outcomes, providing a comprehensive view of student development. Data integration also supports more efficient communication among stakeholders, reducing duplication and improving accuracy. For example, data collected through PBIS monitoring can inform IEP progress reports, ensuring that reporting reflects real-time information rather than retrospective summaries (Olatunji, *et al.*, 2023, Oparah, *et al.*, 2023, Uduokhai, *et al.*, 2023).

Consistency across settings is another key benefit of alignment. Students with disabilities often interact with multiple educators and environments throughout the school day. When PBIS and special education processes operate independently, students may encounter conflicting expectations or inconsistent responses to behavior. Integration promotes consistency by aligning strategies, language, and reinforcement systems across classrooms and support services. Consistency enhances predictability and stability, which are particularly important for students who benefit from structured environments (Ezeh, *et al.*, 2025, Michael & Ogunsola, 2025, Sanusi, 2025, Oziri, Arowogbadamu & Seyi-Lande, 2025).

Professional development is essential for supporting alignment between PBIS and special education processes. Educators require training on both PBIS principles and individualized behavioral interventions to implement integrated systems effectively. Professional learning opportunities that bring together general and special educators foster shared understanding and collaboration. Ongoing coaching and support help educators refine their skills and maintain fidelity to integrated practices (Ajayi, *et al.*, 2025, Okafor, *et al.*, 2025, Ukamaka, *et al.*, 2025).

Family engagement further strengthens alignment. Families provide valuable insights into student behavior and can support the implementation of behavioral strategies beyond the school setting. When families are involved in both PBIS initiatives and special education planning, communication improves and interventions become more consistent across home and school environments. Family engagement also fosters trust and promotes shared responsibility for student success (Osuashi Sanni, Ajiga & Atima, 2020, Oshoba, Hammed & Odejobi, 2020, Oziri, *et al.*, 2020).

Equity considerations underscore the importance of integration. Students with disabilities are disproportionately affected by exclusionary discipline practices, and fragmented support systems can exacerbate disparities. Aligning PBIS with special education processes promotes preventive and supportive approaches that reduce reliance on punitive measures. Integrated systems focus on teaching and reinforcing positive behavior, supporting more equitable outcomes for students with disabilities (Ogunsola &

Michael, 2021, Osuashi Sanni & Atima, 2021, Umoren, *et al.*, 2021).

Sustainability is enhanced when PBIS and special education processes operate within a unified framework. Integrated systems reduce duplication of effort, streamline communication, and support efficient resource use. Leadership commitment and policy alignment further contribute to sustainability by embedding integrated practices within organizational structures (Odejobi & Ahmed, 2018, Seyi-Lande, Arowogbadamu & Oziri, 2018). Aligning PBIS with Individualized Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans creates a comprehensive and coordinated approach to behavioral support. Through collaboration, data integration, consistency, professional development, and family engagement, schools can develop cohesive systems that promote positive behavior and inclusive learning environments. This alignment ensures that behavioral supports are proactive, individualized, and consistent, ultimately improving outcomes for students with disabilities and strengthening the effectiveness of school-wide behavioral initiatives (Ahmed & Odejobi, 2018, Nwafor, *et al.*, 2018, Seyi-Lande, Arowogbadamu & Oziri, 2018).

2.5 Review of Existing PBIS Integration Models

Technology-enabled leadership has become increasingly central to the evolution of PBIS integration within special education behavioral support systems. As schools adopt more data-intensive approaches to monitoring behavior, digital tools have expanded the capacity of leaders and educators to track progress, identify challenges, and respond proactively. The emergence of digital dashboards, predictive analytics, and compliance tools has transformed behavioral monitoring from a retrospective reporting exercise into a dynamic system that supports transparency, accountability, and continuous improvement (Akinrinoye, *et al.*, 2019, Nwafor, *et al.*, 2019, Sanusi, Bayeroju & Nwokediegwu, 2019). These technologies enable school leaders to move beyond anecdotal evidence and develop responsive strategies grounded in real-time data.

Digital dashboards serve as a cornerstone of technology-enabled PBIS integration. By aggregating data from multiple sources into visual and accessible formats, dashboards allow educators and administrators to quickly understand behavioral trends and intervention effectiveness. Common data sources include office discipline referrals, attendance records, classroom observations, intervention logs, and progress monitoring tools. When these data are presented through graphs, charts, and heat maps, stakeholders can easily identify patterns and areas requiring attention (Aransi, *et al.*, 2019, Nwafor, *et al.*, 2019, Oguntegbe, Farounbi & Okafor, 2019, Umoren, *et al.*, 2019). For example, dashboards may reveal increases in behavioral incidents during specific times of the day or within particular settings, enabling targeted interventions. In special education contexts, dashboards can integrate behavioral and IEP data, providing a comprehensive picture of student progress and service delivery. This integration enhances communication among team members and supports coordinated decision-making (Akinrinoye, *et al.*, 2025, Ezeh, *et al.*, 2025, Nwafor, *et al.*, 2025, Ukamaka, *et al.*, 2025).

Predictive analytics further extends the capabilities of digital monitoring systems by enabling early identification of

students who may be at risk of behavioral challenges. By analyzing historical and real-time data, predictive models can identify patterns associated with increased likelihood of disciplinary incidents or disengagement. Early warning indicators may include declining attendance, increased minor behavioral incidents, or reduced engagement in classroom activities. When schools use predictive analytics responsibly, they can intervene proactively rather than reactively (Oziri, *et al.*, 2022, Rukh, Seyi-Lande & Oziri, 2022, Umoren, *et al.*, 2022). Early intervention is particularly important for students with disabilities, who may experience compounding challenges if behavioral issues are not addressed promptly. Predictive analytics also support resource allocation by identifying trends that require targeted professional development or additional support services (Michael & Ogunsola, 2019, Seyi-Lande, Arowogbadamu & Oziri, 2019, Umoren, *et al.*, 2019).

The integration of predictive analytics must be approached with careful attention to ethical considerations. Ensuring fairness, avoiding bias, and protecting student privacy are critical responsibilities for school leaders. Transparent communication about how predictive tools are used helps build trust among educators and families. When implemented responsibly, predictive analytics can serve as a powerful tool for promoting equity by identifying disparities and guiding targeted interventions (Adeniyi, Odejobi & Taiwo, 2025, Sanusi, Chinwendu & Kehinde, 2025, Uduokhai, *et al.*, 2025).

Compliance tools represent another important dimension of technology-enabled PBIS integration. Schools must document behavioral interventions, monitor progress, and demonstrate adherence to legal and policy requirements. Digital compliance platforms streamline documentation processes, reducing administrative burden and improving accuracy (Arowogbadamu, Oziri & Seyi-Lande, 2021, Umoren, *et al.*, 2021). These tools enable educators to record interventions, track service delivery, and generate reports efficiently. By automating routine documentation tasks, compliance tools free educators to focus more on instruction and student support. At the same time, they enhance accountability by providing transparent records of implementation (Ahmed & Odejobi, 2018, Seyi-Lande, Arowogbadamu & Oziri, 2018).

Transparency is a key benefit of technology-enabled monitoring systems. Digital platforms allow stakeholders to access relevant information in a timely and user-friendly manner. Role-based access ensures that educators, administrators, and families receive appropriate levels of information while protecting confidentiality. Transparency fosters trust and encourages collaborative problem-solving. Families, for example, can use digital portals to monitor progress and communicate with educators, strengthening home-school partnerships (Ezeh, *et al.*, 2024, Uduokhai, *et al.*, 2024, Umoren, *et al.*, 2024). Students can also engage with self-monitoring tools that promote self-awareness and ownership of behavioral goals.

Technology-enabled leadership requires a shift in mindset as well as tools. Leaders must develop the skills and confidence to interpret data, guide collaborative inquiry, and support evidence-based decision-making. Professional development initiatives that focus on data literacy and digital tool use are essential for building capacity. Leaders play a crucial role in establishing expectations, modeling data-informed practices, and fostering a culture of

transparency and continuous improvement (Nwafor, Uduokhai & Ajirrotutu, 2020, Sanusi, Bayeroju & Nwokediegwu, 2020).

Digital tools also support cross-level communication and coordination. District leaders can use aggregated data to identify trends across schools and allocate resources strategically. School leaders can use building-level data to support staff and refine interventions. Classroom educators can use student-level data to guide instruction and support. This multi-level integration strengthens alignment and ensures that decision-making is informed by comprehensive and timely information (Osuashi Sanni & Adumaza, 2023, Oziri, *et al.*, 2023, Umoren, *et al.*, 2023).

Challenges remain in implementing technology-enabled monitoring systems. Schools must address issues related to infrastructure, training, and sustainability. Investment in reliable technology and ongoing support is essential. Additionally, schools must ensure that data systems are user-friendly and aligned with educational priorities to encourage adoption (Adenuga, *et al.*, 2025, Baalah, *et al.*, 2025, Sanusi, 2025, Uduokhai, *et al.*, 2025).

Despite these challenges, technology-enabled leadership offers significant opportunities to strengthen PBIS integration. Digital dashboards, predictive analytics, and compliance tools enhance responsiveness, accountability, and collaboration. By leveraging these technologies thoughtfully and ethically, schools can create more transparent and effective behavioral support systems that benefit students with disabilities and the broader school community (Ogbete, Aminu-Ibrahim & Ambali, 2020, Seyi-Lande, Arowogbadamu & Oziri, 2020).

2.6 Implementation Challenges and Contextual Factors

The implementation of PBIS integration models within special education behavioral support systems presents significant opportunities for improving student outcomes, yet schools often encounter complex challenges that influence the effectiveness and sustainability of these efforts. While integrated frameworks promise consistency, collaboration, and preventive support, the realities of educational environments introduce barriers related to resources, professional capacity, data systems, school culture, leadership, and family engagement (Asere, *et al.*, 2025, Nwafor, *et al.*, 2018, Seyi-Lande, Arowogbadamu & Oziri, 2018). Understanding these contextual factors is essential for designing realistic and sustainable integration strategies.

Limited resources remain one of the most persistent barriers to effective PBIS integration. Schools frequently operate under financial constraints that affect staffing, professional development, and access to technology. Implementing tiered behavioral support systems requires dedicated time for planning, collaboration, data review, and intervention delivery. In many schools, educators already face heavy workloads and competing priorities, making it difficult to allocate sufficient time for PBIS-related activities (Oziri, *et al.*, 2023, Rukh, Oziri & Seyi-Lande, 2023, Umoren, *et al.*, 2023). Staffing shortages, particularly in specialized roles such as school psychologists, behavior specialists, and counselors, further complicate implementation. Without adequate personnel, schools may struggle to deliver intensive Tier 3 interventions or maintain consistent monitoring practices. Resource limitations also affect the ability to sustain initiatives over time, as funding cycles and

changing priorities can disrupt long-term planning (Osuashi Sanni, *et al.*, 2022, Seyi-Lande, Arowogbadamu & Oziri, 2022, Uduokhai, *et al.*, 2022).

Training gaps represent another major challenge. Successful PBIS integration depends on educators who understand both school-wide behavioral frameworks and individualized special education processes. However, many educators receive limited preparation in behavior management, data analysis, or collaborative problem-solving during their initial training. Professional development opportunities may be sporadic or insufficiently aligned with the complexities of integrated behavioral systems (Osuashi Sanni, Ajiga & Atima, 2020, Seyi-Lande, Arowogbadamu & Oziri, 2020). When staff lack confidence or clarity regarding PBIS principles and special education requirements, implementation fidelity may suffer. Training gaps can also contribute to inconsistent practices across classrooms and schools, reducing the coherence of behavioral support systems. Ongoing professional learning and coaching are therefore critical, yet they require time and resources that may be in short supply (Arowogbadamu, Oziri & Seyi-Lande, 2022, Fatimetu, *et al.*, 2022, Umoren, *et al.*, 2022).

Fragmented data systems present additional obstacles. Effective PBIS integration relies on the ability to collect, analyze, and share behavioral data across teams and settings. In many schools, behavioral, academic, and special education data are stored in separate platforms that do not communicate seamlessly. This fragmentation creates inefficiencies and limits the ability of educators to develop comprehensive understandings of student needs (Bayeroju, Sanusi & Nwokediegwu, 2021, Osuji, Okafor & Dako, 2021, Uduokhai, *et al.*, 2021). Educators may spend significant time duplicating data entry or reconciling conflicting records, reducing the time available for instructional planning and intervention. Fragmented systems also hinder communication among stakeholders, making it difficult to coordinate interventions and monitor progress effectively. Addressing these challenges requires investment in interoperable data systems and training in data literacy (Ahmed, Odejobi & Oshoba, 2019, Nwafor, *et al.*, 2019, Oziri, Seyi-Lande & Arowogbadamu, 2019).

School climate plays a critical role in shaping the success of PBIS integration. A positive and supportive school climate fosters collaboration, openness to innovation, and commitment to shared goals. In contrast, schools with high levels of stress, turnover, or resistance to change may struggle to implement integrated behavioral systems (Seyi-Lande, Arowogbadamu & Oziri, 2021, Uduokhai, *et al.*, 2021). Staff attitudes toward behavior management, inclusion, and collaboration influence the extent to which PBIS is embraced as a shared responsibility. When educators perceive PBIS as an additional burden rather than a supportive framework, engagement may decline. Building a positive school climate requires intentional leadership, ongoing communication, and recognition of staff efforts (Michael & Ogunsola, 2022, Uduokhai, *et al.*, 2022, Umoren, *et al.*, 2022).

Leadership is a key factor in overcoming implementation challenges. School leaders play a central role in establishing priorities, allocating resources, and modeling commitment to integrated behavioral support. Effective leaders communicate clear expectations, provide professional development opportunities, and create structures for collaboration. They also play a critical role in sustaining

initiatives by embedding PBIS integration within school policies and strategic plans (Akinrinoye, *et al.*, 2023, Sanusi, Bayeroju & Nwokediegwu, 2023, Umoren, *et al.*, 2023). Conversely, leadership turnover or lack of commitment can disrupt implementation and undermine progress. Leadership support is particularly important for fostering a culture of continuous improvement and data-informed decision-making (Oguntegebe, Farounbi & Okafor, 2023, Sanusi, Bayeroju & Nwokediegwu, 2023, Uduokhai, *et al.*, 2023).

Family engagement represents both an opportunity and a challenge within PBIS integration. Families provide valuable insights into student behavior and can reinforce behavioral strategies beyond the school environment. However, engaging families effectively requires time, communication, and cultural responsiveness. Language barriers, scheduling conflicts, and differing perspectives on behavior and discipline can complicate collaboration. Schools must develop strategies to build trust and create inclusive communication channels that encourage family participation (Akinrinoye, *et al.*, 2020, Oziri, Seyi-Lande & Arowogbadamu, 2020). When families are actively engaged, interventions are more likely to be consistent and effective.

Cultural and contextual factors also influence implementation. Schools serve diverse communities with varying values, expectations, and experiences. PBIS integration must be adapted to reflect local contexts while maintaining fidelity to core principles. Cultural responsiveness is essential for ensuring that behavioral expectations and interventions are fair and equitable. Failure to address cultural factors may lead to misunderstandings or disparities in discipline and support (Bayeroju, Sanusi & Nwokediegwu, 2022, Umoren, *et al.*, 2021).

Sustainability is another critical challenge. Implementing PBIS integration requires long-term commitment and continuous refinement. Changes in leadership, funding, or policy priorities can disrupt progress. Schools must develop strategies to institutionalize practices and build capacity to sustain initiatives over time (Bayeroju, Sanusi & Nwokediegwu, 2023, Umoren, *et al.*, 2021).

Addressing these challenges requires coordinated efforts at multiple levels. Investment in resources, professional development, data infrastructure, and leadership support can help schools overcome barriers. By acknowledging and addressing contextual factors, schools can strengthen the effectiveness and sustainability of PBIS integration and create more inclusive and supportive learning environments for students with disabilities (Aminu-Ibrahim, Ogbete & Iwuanyanwu, 2020).

2.7 Strategies for Effective Integration and Sustainability

Sustaining effective integration of Positive Behavioral Interventions and Supports within special education behavioral support systems requires coordinated strategies that address professional capacity, data systems, collaboration, and long-term improvement processes. Integration is not achieved through a single initiative or short-term intervention but through a deliberate and sustained effort that aligns policy, practice, and organizational culture. Strategic planning must therefore focus on strengthening professional development, fidelity monitoring, interoperable data dashboards, cross-sector collaboration, and continuous improvement cycles that reinforce long-term effectiveness (Sanusi, Bayeroju & Nwokediegwu, 2020, Umoren, *et al.*, 2021).

Professional development serves as a foundational strategy for effective integration. Educators must possess the knowledge and skills necessary to implement tiered behavioral supports while also addressing individualized needs. Professional learning should move beyond one-time workshops toward sustained and job-embedded opportunities that connect theory to practice. Coaching, mentoring, peer observation, and professional learning communities provide ongoing support and create opportunities for collaborative problem-solving (Rukh, Seyi-Lande & Oziri, 2024, Seyi-Lande & Onaolapo, 2024, Uduokhai, *et al.*, 2024). Training programs should emphasize behavioral assessment, data interpretation, culturally responsive practices, and collaborative planning. When general and special educators participate in shared professional learning, they develop a common language and shared understanding that strengthens consistency across classrooms. Leadership training is equally important, as administrators play a key role in modeling data-informed decision-making and allocating resources to support integration (Ogbete, Aminu-Ibrahim & Iwuanyanwu, 2025). Fidelity monitoring is another critical strategy for ensuring sustainability. Without systematic monitoring, schools may experience implementation drift that reduces effectiveness over time. Fidelity monitoring involves collecting data on whether interventions are delivered as intended and assessing the quality of implementation. Observation tools, self-assessment checklists, and team reviews can help identify strengths and areas for improvement (Bayeroju, Sanusi & Nwokediegwu, 2023, Seyi-Lande, Arowogbadamu & Oziri, 2023, Umoren, *et al.*, 2023). Monitoring processes should be supportive rather than punitive, focusing on professional growth and continuous learning. Regular feedback helps educators refine practices and maintain alignment with PBIS principles and special education processes. Fidelity monitoring also supports accountability by providing evidence of implementation progress and guiding strategic planning (Arowogbadamu, Oziri & Seyi-Lande, 2024, Umoren, *et al.*, 2021).

Interoperable data dashboards play a transformative role in supporting integration. Effective dashboards combine behavioral, academic, and special education data into a single, accessible platform that supports real-time decision-making. Visualization tools allow educators to identify trends, track progress, and monitor intervention effectiveness. Interoperable systems reduce duplication and improve efficiency by enabling data sharing across platforms. When educators have timely access to comprehensive data, they can respond proactively to emerging challenges and allocate resources more effectively. Dashboards also support transparency by providing stakeholders with clear and accessible information (Ezeh, *et al.*, 2025, Oziri, Seyi-Lande & Arowogbadamu, 2020, Umoren, *et al.*, 2025).

Cross-sector collaboration strengthens the capacity of schools to address complex behavioral needs. Students with disabilities often require support that extends beyond the classroom, including mental health services, social services, and community programs. Partnerships with external agencies enable schools to provide comprehensive and coordinated support. Collaborative planning and shared communication channels ensure that interventions are consistent across settings (Atima, Osuashi Sanni & Attah, 2022, Bayeroju, Sanusi & Nwokediegwu, 2022, Uduokhai,

et al., 2022). Cross-sector collaboration also enhances access to resources and expertise that may not be available within schools. Family engagement is an essential component of collaboration, as families provide valuable insights and support the consistency of interventions across home and school environments.

Continuous improvement cycles provide the structure for sustaining integration over time. These cycles involve planning, implementing, evaluating, and refining practices based on data and feedback. Regular data reviews enable teams to assess progress and identify areas for adjustment. Continuous improvement encourages innovation and adaptability, allowing schools to respond to changing needs and contexts. Feedback from educators, families, and students informs refinements and strengthens relevance. Over time, these cycles contribute to the development of resilient and responsive behavioral support systems (Nwafor, *et al.*, 2018, Seyi-Lande, Arowogbadamu & Oziri, 2018).

Leadership commitment is a critical factor in sustaining integration. Leaders must establish clear priorities, allocate resources, and communicate the importance of PBIS integration. Recognizing and celebrating progress helps build momentum and sustain engagement. Policy alignment further supports sustainability by embedding integrated practices within organizational structures (Nwaigbo, *et al.*, 2025, Shah, Oziri & Seyi-Lande, 2025, Umoren, *et al.*, 2025).

Together, professional development, fidelity monitoring, interoperable data dashboards, cross-sector collaboration, and continuous improvement cycles create a comprehensive strategy for sustaining PBIS integration. These strategies reinforce accountability, collaboration, and innovation, ensuring that behavioral support systems remain effective and responsive. By investing in these approaches, schools can create inclusive environments that support the success and well-being of students with disabilities (Akinrinoye, *et al.*, 2020, Sanusi, Bayeroju & Nwokediegwu, 2021).

2.8 Conclusion

The review of PBIS integration models in special education behavioral support systems highlights the growing recognition that school-wide behavioral frameworks and individualized supports must operate within a unified and coherent structure. Across the literature, consistent themes emerge regarding the importance of alignment, collaboration, data-informed decision-making, and sustained leadership commitment. Integrated approaches that combine tiered prevention, individualized planning, and cross-disciplinary teamwork offer a pathway toward more consistent and equitable behavioral support for students with disabilities. By connecting universal, targeted, and intensive interventions, integrated models reduce fragmentation and strengthen the continuity of services across educational environments.

A key insight from this review is that successful PBIS integration depends on the interaction of multiple components rather than any single strategy. Blended tiered frameworks, wraparound services, collaborative problem-solving teams, and technology-enabled monitoring systems collectively contribute to stronger behavioral support systems. The integration of PBIS with Individualized Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans ensures that behavioral

interventions are aligned with broader educational goals and delivered consistently across settings. These models emphasize prevention, early intervention, and proactive support, shifting the focus away from reactive and punitive approaches toward inclusive and supportive learning environments.

The implications for policy and practice are substantial. Policymakers can play a critical role in promoting integration by establishing standards for data interoperability, supporting professional development initiatives, and encouraging cross-sector collaboration. Schools and districts can use the insights from this review to strengthen leadership capacity, build collaborative teams, and invest in digital data systems that support real-time decision-making. Professional development that brings together general and special educators fosters shared understanding and strengthens implementation fidelity. Family engagement and community partnerships further enhance the relevance and sustainability of integrated behavioral supports.

Future directions for strengthening PBIS integration include expanding research on long-term outcomes, exploring culturally responsive practices, and leveraging emerging technologies to enhance monitoring and intervention. Continued investment in professional learning, data infrastructure, and leadership development will be essential for sustaining progress. As educational systems continue to evolve, integrated PBIS models offer a promising framework for promoting inclusive, equitable, and effective behavioral support systems that benefit students with disabilities and the broader school community.

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