



## Improving Appropriate Behaviour of a Student with Emotional and Behavioural Problems through SWPBS and LST Collaboration

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**Abstract:** Support for students with emotional and behavioural problems (EBP) in Indonesia remains limited. This action research explores the use of School-Wide Positive Behaviour Support (SWPBS) to improve student behaviour through collaboration among classroom teachers, subject teachers, special education teachers, school administrators, parents, and psychologists. The study involved 13 teachers and key school stakeholders working together as a learning support team to enhance the student's appropriate behaviours with EBP. Data were collected through structured and informal teacher reflections and analysed using descriptive statistics. Findings show that collaborative implementation of SWPBS increased the student's appropriate behaviours and reduced inappropriate ones. Internalising behaviours, such as staying on task and avoiding distractions, reached 100% frequency, while externalising behaviours, such as physical disruptions, dropped to 0%. Class cooperation and routine adherence also reached 100%. However, verbal engagement remained low, with 0% participation in discussions and 33–67% in other academic behaviours, indicating the need for continued support in this area. Teachers reported using various strategies to foster a supportive classroom environment, including greeting the student (66.7%), maintaining a calm setting (40%), assisting with problem-solving (33.3%), and teaching emotional regulation (26.7%). Other strategies included adapted tasks, physical activity, leadership opportunities, and positive reinforcement. These findings highlight the effectiveness of teacher-driven, relationship-based strategies in supporting students with EBP. They also suggest implications for future educational policy, including integrating social-emotional learning into teacher training and including student well-being indicators in school practice to promote more inclusive and responsive educational environments.

**Keywords:** collaboration, learning support team (LST), students with emotional and behavioural problems (EBP), school-wide positive behaviour support (SWPBS)

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### Introduction

Support for students with emotional and behavioural problems (EBP) in Indonesia remains limited, despite research showing that 52.2% of children aged 4 to 9 experience such difficulties (Septiana et al., 2023). One major challenge is that many teachers perceive these students as problematic, often focusing on their deficits rather than their strengths (Yumpi-R, 2017). Teachers are frequently underprepared to manage EBP effectively due to limited training in behaviour management and social-emotional learning. Furthermore, systemic barriers, such as the lack of institutional support, clear policies, and access to school-based psychologists, often leave teachers to manage complex behaviours with minimal guidance or resources.

Although some schools provide support through classroom and special education teachers, this limited model often fails to meet the diverse needs of students with EBP. A case in a private school in

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Yogyakarta, for example, showed that intervention was ineffective when only classroom and special education teachers were involved. Research has shown that effective support for students with EBP requires a comprehensive, coordinated approach that includes collaboration among educators, parents, and mental health professionals (Mumpuniarti et al., 2019; Widiastuti, 2017).

To address these gaps, this study uses the School-Wide Positive Behaviour Support (SWPBS) framework, which applies a three-tiered system of proactive support to target universal, group, and individual student needs. This framework was selected for its emphasis on prevention, data-based decision making, and collaborative implementation—elements that align well with inclusive education goals.

This study aims to support a Grade 5 student through EBP by forming a collaborative Learning Support Team (LST) comprising classroom teachers, subject teachers, special education teachers, administrators, psychologists, and parents. By combining structured behavioural support with interprofessional collaboration, this research contributes to addressing a critical gap in inclusive education practices in Indonesia. It provides a scalable model for schools facing similar challenges.

A learning support team (LST) is a team consisting of classroom teachers, special education teachers, subject teachers, school counsellors, and other specialists or experts that support students with special needs based on their needs to meet their educational goals (Motitswe, 2014; NSW Education, 2023; NSW Teachers Federations, 2020). The roles of LST include assessing students' needs, planning the intervention, implementing the intervention to support students' needs, and monitoring and evaluating progress (NSW Education, 2023; Rottaro, 2022; Stephenson et al., 2022). To achieve students' educational goals, LST work requires collaboration among all members (Bryceson & Sheridan, 2022; Hendrickson, 2022; Mooney, 2021; Motitswe, 2014; Mulholland & O'Connor, 2016; Rottaro, 2022). Effective collaboration among LST members also contributes to the development of classroom teachers, special education teachers, and specialists (Head, 2003; Rottaro, 2022).

Collaboration among LST, students, and parents is essential to effectively support students with disabilities. According to Little (2020), to support students with disabilities, teachers must collaborate with people who support them, including the student, family, other staff, and associated professionals, such as physicians and therapists. Moreover, Quinn et al. (2000) stated that improving cooperative and positive learning for students with behavioural problems requires collaboration among teachers, families, school psychologists, mental health specialists, and paraprofessionals. Furthermore, an excellent school system that supports collaboration will remove barriers and improve educational outcomes for students with disabilities (Van Garderen et al., 2012). Some studies also highlighted the importance of cooperation between academic groups and professionals to better support students with behavioural problems, promote a positive classroom environment, and handle challenging situations (Arter, 2007; Markkanen et al., 2019; Nichols et al., 2017; Saito et al., 2015). Additionally, a project that provided professional educational seminars and resources for teachers and parents, followed by collaboration to support students with behavioural problems, showed increased knowledge and skills in dealing with students (Cowling et al., 2005). However, collaboration will be effective when team members agree on their responsibilities and roles (Grosche and Volpe, 2013).

Vanderbilt Kennedy Centre (2014), Luangrath & Hiscock (2011), and Ogundele (2018) classified emotional and behavioural problems (EBP) as internalising or emotional issues, such as depression, anxiety, social withdrawal, and self-harm, and externalising or disruptive problems such as aggression, outward disruption, and hyperactivity. Furthermore, Mahabbati et al. (2023) explained that internalising can affect the individual, while externalising can influence others.

There are several definitions of EBP, Vanderbilt Kennedy Centre (2014) defined EBP as various conditions and symptoms that affect students' learning difficulties, social functioning, safety, and behavioural health. Little (2020) defined EBP as any action or behaviour of students that harms themselves, other students, or school members. Ogundele (2018) described EBP as an extremely difficult and challenging behaviour outside the norm for age and development. Furthermore, the Department of Health and Ageing of Commonwealth Australia (2010) explained the signs of EBP in students, including significant changes in feelings outside peers at similar ages; persistent difficulties in attachment with family; long times of withdrawal, fear, anxiety and upset; difficult to manage anger and frustration; frequent tantrums or aggression; difficulty paying attention, following instruction, and complete tasks; and frequent defiance and refusal to follow instruction.

Many factors cause EBP, Conway (2006) explained factors associated with EBP, such as low socioeconomic family, low-paid employment family, blended and stepfamily, unstable relationship with parents or caregiver, death of parents, inappropriate parenting, discord, violence, divorce, and parents with mental health, alcohol, and drug issues. Abu-Rayya & Yang (2013) found that similar factors contributed to EBP, including low-income families, socioeconomic disadvantage, and living with a mother. Furthermore, the Department of Health and Ageing of Commonwealth Australia (2010), Miller (2023), Ogundele (2018), and Vanderbilt Kennedy Centre (2014) explained that EBP occurs in students with anxiety, depression, attention deficit hyperactive disorder (ADHD), emotional obsessive disorder (OCD), oppositional defiance disorder (ODD), conduct disorder (CD), autism spectrum disorder (ASD), learning difficulties (LD), and posttraumatic stress disorder (PTSD).

EBP will affect students in the short and long term if they do not receive appropriate interventions. Vanderbilt Kennedy Centre (2014) explained that, in the short term, students with EBP who do not receive adequate intervention are excluded from the general education setting for academic and behavioural reasons and drop out of school. In the long term, it will increase the number of students involved in crime, abuse, unemployment, and suicide. Furthermore, Ogundele (2018) explained the relationship between EBP in the early childhood stage and long-term physical and mental health. Therefore, students with EBP must be supported through appropriate interventions from teachers, support staff, parents, and psychologists to reduce challenging emotions and behaviours and to develop appropriate behaviour to achieve their educational goals.

A comprehensive approach is needed to support students with EBP in handling their emotions and effectively changing challenging behaviours. A solution to support students with EBP is school-wide positive behaviour support (Little, 2020; Warren et al., 2006). School-wide positive behaviour support (SWPBS) is an educational approach that changes students' living environments to improve their quality of life and reduce behaviour problems (Carr et al., 2002). Furthermore, Cumming (2012) explained that SWPBS is based on a three-tier continuum of primary, secondary, and tertiary prevention, in which students receive different supports based on their responses to academic and behavioural interventions. Moreover, Carr et al. (2002) explained SWPBS practices such as: 1) the need for collaboration between teachers, school administrators, families, and students to change student behaviours; 2) the use of intervention and support strategies to reduce behaviour challenges; and 3) train stakeholder team members to improve competence. Interventions can include social skills, behavioural expectations, and behavioural replacement, which team members teach and apply to reduce and change challenging behaviours to be appropriate (Lewis et al., 1998; Warren et al., 2006). Students will also benefit from the intervention, including better developmental outcomes, greater community participation and social inclusion, better academic outcomes, and a reduction in the severity of mental health issues (Department of Health and Ageing of the Commonwealth of Australia, 2010; Vanderbilt Kennedy Centre, 2014). However, to implement SWPBS effectively, teachers must have appropriate competence (knowledge, skills, and attitudes). This research aims to improve students' appropriate behaviour through the implementation of SWPBS and collaboration with the LST.

Therefore, the purpose of this study is to improve a Grade 5 student's appropriate behaviour through the implementation of SWPBS in conjunction with a collaboratively functioning Learning Support Team (LST). By evaluating how structured behavioural support and interprofessional collaboration operate in practice, this study aims to demonstrate an effective model for supporting students with EBP within Indonesian inclusive education settings.

## **Methods**

This research focuses on improving student behaviour and reducing inappropriate behaviour through collaboration among LST, school administrators, students, and parents. Action research was used to conduct this study by: 1) creating the learning support team, 2) planning to train the team members and intervention, 3) implementing the intervention, and 4) reflection. Action research is suitable for improving teaching competence and practices that benefit teachers and students (Carr & Kemmis, 1986; Hien, 2009; Laudonia et al., 2017; Morales, 2016). Furthermore, action research is usually implemented by a group of teachers, in collaboration with students, to develop and improve their teaching practice (Carr & Kemmis, 1986; Hien, 2009; Laudonia et al., 2017; Morales, 2016).

This action research was conducted from 21 July to 18 August 2023 to improve the appropriate behaviours of a Grade 5 student with emotional and behavioural problems (EBP) through collaboration among teachers, psychologists, parents, and school administrators. The study followed the four stages of action research—planning, action, observation, and reflection—and involved one focal student, 13 teachers, a psychologist, the principal, and two vice principals. Ethical procedures were applied, including informed consent, student assent, confidentiality safeguards, and ongoing support to ensure the student's well-being.

Data were collected using two instruments: a behaviour checklist and a reflection questionnaire. The checklist, developed and validated through expert review and inter-rater reliability checks, captured both positive and inappropriate behaviours and was completed daily for 10 school days. The reflection questionnaire gathered teachers' perceptions of SWPBS implementation and collaboration during the reflection phase. The intervention relied on the Tier 3 component of the School-Wide Positive Behaviour Support (SWPBS) framework. It incorporated strategies such as positive reinforcement, modelling of emotional regulation, visual schedules, structured routines, a calming space, and coordinated home-school communication. These actions were embedded into regular lessons to maintain the students' inclusion in the classroom.

Quantitative checklist data were analysed descriptively to compare behavioural trends before and after the intervention, while qualitative reflection data were examined through thematic analysis with independent coder verification. Although the study provided rich insights into collaborative support for students with EBP, its findings are limited by the short intervention duration, single-student focus, and context-specific conditions in the participating school. Future research should consider longer-term, multi-site studies to enhance generalisability and strengthen the evidence base for collaborative, SWPBS-based interventions.

## Results and Discussion

### Results

The results of this research are divided into four categories: 1) increasing appropriate behaviour of the student and reducing inappropriate behaviours, 2) teachers' perception of the benefit of SWPBS for the student, 3) teachers' positive behaviour support, and 4) teachers' hope in improving support to students with EBP and disabilities in the future.

### Increasing Students' Appropriate Behaviour

The student's behavioural development was measured using a 20-item checklist adapted from Youth Therapy Source (n.d.), which documented the frequency and percentage of observed appropriate behaviours over six sessions. Table 1 presents the complete behavioural data.

**Table 1.** Student Behaviour Checklist Categorised by Behaviour Type

<b>a. Internalising Behaviours</b>			
<b>No.</b>	<b>Student's Appropriate Behaviour</b>	<b>Frequency</b>	<b>Percentage</b>
1	He remains in his seat during the lessons.	6	100%
2	He remains on task and works on the assigned activity.	6	100%
3	He avoids distractions in the classroom.	6	100%
4	He does not distract other students.	6	100%
11	He is passionate and cheerful.	2	33%
15	He stays in class except for going to the bathroom or the nurse.	6	100%
16	He does not put his head on the table.	0	0%
17	He does not cry.	6	100%
18	He does not anger.	6	100%

<b>b. Externalising Behaviours</b>			
<b>No.</b>	<b>Student's Appropriate Behaviour</b>	<b>Frequency</b>	<b>Percentage</b>
5	He does not talk to other students during lessons.	3	50%
12	He cooperates and follows the class routine.	6	100%
13	He keeps the workspace organised.	5	83%
19	He does not break his and his friends' things and class properties.	6	100%
20	He does not hit or kick friends or teachers.	6	100%
<b>c. Verbal Engagement and Class Participation</b>			
<b>No.</b>	<b>Student's Appropriate Behaviour</b>	<b>Frequency</b>	<b>Percentage</b>
6	He pays attention to the teacher's presentation.	4	67%
7	He raises his hand when asking or answering questions.	0	0%
8	He answers the teacher's question.	2	33%
9	He takes notes during the lessons.	3	50%
10	He works independently during the class.	4	67%
14	He participates in class discussions.	0	0%

The student demonstrated significant progress in managing internalising behaviours, particularly in areas related to self-regulation and classroom focus. He consistently remained on task, avoided distractions, and followed classroom routines, with all these behaviours recorded at 100% frequency. These results suggest a marked improvement in his ability to maintain discipline, sustain attention, and respond appropriately to classroom structure. However, some internalising behaviours that relate more directly to academic engagement, such as answering questions (33%), taking notes (50%), and expressing enthusiasm (33%), were observed less frequently. These outcomes indicate that while the student can regulate his emotions and maintain focus, he continues to face challenges in engaging actively and confidently in learning activities.

In terms of externalising behaviours, the intervention was highly effective. The student no longer exhibited aggressive or disruptive behaviours, such as hitting, damaging property, or displaying anger, with 100% of these behaviours recorded as appropriate. This suggests that the support strategies helped the student significantly reduce outward expressions of frustration or distress. Despite these successes, the student continued to have difficulty with verbal participation. He did not raise his hand or participate in class discussions at all (0%), pointing to ongoing struggles in initiating interaction with teachers or peers. This limitation highlights the need for further support in developing the student's communication skills and confidence in social and academic settings.

These results demonstrate that the SWPBS intervention effectively supported the student in adhering to behavioural expectations and classroom routines. However, limited verbal engagement and class participation indicate the need for targeted support in social communication and confidence-building. Given the small sample size (n = 1) and short observation period (6 sessions), this analysis remains descriptive. Further research involving longer durations, control comparisons, and inferential statistical methods would be beneficial for validating and strengthening these findings.

### Teachers' Positive Behaviour Support

Data from the LST members' reflections via a Google Form on implementing SWBPS for the student with EBP are shown in Table 2 and Figure 1 below.

**Table 2.** Teachers' Positive Behaviour Support

<b>No.</b>	<b>Teachers's Positive Behaviour Support</b>	<b>Percentage</b>
1	Say hello and ask about the student's feelings	66.7%
2	Create a calm class with minimal conflict	40%
3	Help the student solve his problems or problems with friends	33.3%
4	Teach how to express anger and disappointment	26.7%
5	Give the student space to express his emotions	26.7%
6	Provide materials and assignments that the student is capable	20%
7	Provide various challenging activities and allow the student to move	13.3%
8	Create learning competitions and provide rewards and praises for his success	13.3%
9	Provide opportunities to lead prayers, take snacks, or ask for prayer	13.3%

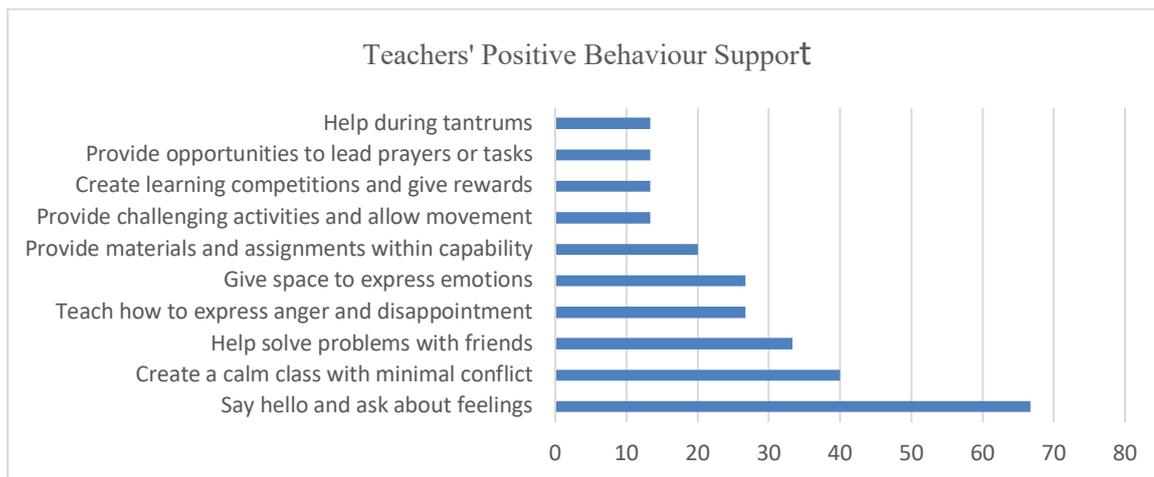


Figure 1. Reflection of Teachers to Support Students with EBP

Teachers use several strategies to promote a constructive and supportive classroom environment. A significant portion of teachers, about 66.7%, emphasized the importance of greeting the student and inquiring about their feelings, suggesting that establishing a personal connection with students is crucial in fostering a positive atmosphere. This simple act of acknowledging student's emotions plays a pivotal role in creating a welcoming and emotionally secure environment.

Moreover, 40% of teachers focused on creating a calm classroom with minimal conflict, highlighting the need for a peaceful, structured learning space. This approach is fundamental in ensuring the student can concentrate on his studies without the distraction or stress of interpersonal conflicts. Additionally, about 33.3% of teachers actively helped students resolve their problems, either personally or with peers, indicating the importance of conflict-resolution skills in maintaining a harmonious classroom dynamic.

Teaching students how to express anger and disappointment was a strategy used by 26.7% of teachers, reflecting the emphasis on emotional regulation. This approach is complemented by giving the student the space to express his emotions, which an equal percentage of teachers found necessary. These strategies are essential for helping the student navigate his emotional experiences in a healthy, constructive way.

Regarding academic support, 20% of teachers provided materials and assignments within the student's capabilities, ensuring that academic tasks were achievable yet challenging enough to engage the student. Furthermore, 13.3% of teachers incorporated challenging activities and allowed students to move around, recognizing the importance of physical activity and varied learning experiences for maintaining student engagement.

Using learning competitions and rewards was also employed by 13.3% of teachers, suggesting that positive reinforcement and celebrating success effectively motivate students. Similarly, providing opportunities for students to take on responsibilities, such as leading prayers or distributing snacks, was valued by 13.3% of teachers, underscoring the role of leadership opportunities in fostering a sense of responsibility and belonging.

Finally, helping the student during tantrums was highlighted by 13.3% of teachers, indicating that support during emotional outbursts is critical to ensuring the student returns to a state of calm and continues participating in classroom activities.

### Teachers' Perception of Benefits to the Student

The team leader and the LST members discussed the research's findings in formal and informal meetings about their perceptions of the benefits of action research for the student. Here are teachers' reflections about action research.

#### a. Classroom Teacher

"In collaboration, I can learn to deal with the students with behaviour problems. By sharing experiences with parents and teachers, we can complement each other by learning to deal with students with behavioural problems and get information we don't yet know." (CT)

b. Special Education Teachers

"The collaboration that has been carried out helps teachers, especially me as a special education teacher, understand children's behaviour to make the right decision if the student experiences emotional and behavioural problems. For example, when a child has a tantrum, we know what we can do, even though each student has different problems and treatments. With this collaboration, we have received the knowledge. The collaboration that has been carried out has also opened new insights into the surrounding environment so that we can care more." (SET1)

"This form of collaboration helps us as special education teachers to improve children's skills in managing unpleasant stimuli. By collaborating, we can learn about the child's condition when we are not with him because we get information from other teachers. Collaboration means handling information that is not centralised but can be disseminated to teachers, staff, and other students. The most visible thing is that collaboration means that the student now has close friends in the class." (SET2)

c. Subject Teachers

"For me, collaborative activities benefit students and teachers directly and indirectly. This collaborative activity enriches students' psychological and technical approaches, providing increasingly diverse educational stimulation and enabling them to accommodate these stimuli according to their learning style or personal needs. This collaboration also enriches the repertoire of learning strategies for teachers involved in research, enabling them to accommodate and implement differentiated, learner-centred learning more concretely. Hopefully, collaborative activities like this can continue to be developed and improve the quality and quantity according to the needs of each educational unit." (ST1)

"This collaborative research strengthens my understanding of providing education to children. Children have different characteristics according to their nature. Therefore, I must adapt to their conditions in providing services to children. Better understand the characteristics of each student so that there is no mistake in providing services or education." (ST2)

"With the collaboration, we monitor that students can control their emotions and attitudes during our painting lessons. His emotions and attitudes are controlled, as can be seen in the fact that the student completes painting tasks well, in groups and individually." (ST3)

"This collaboration can help and have a great influence on improving student behaviour and abilities." (ST4)

"Collaborative activities help increase knowledge and skills in dealing with children with emotional and behavioural problems. We can take appropriate action when behavioural disturbances occur while the child is with us so that the child does not have tantrums for a long time and can carry out useful activities again." (ST5)

### **Teacher's Expectations**

Teachers expressed expectation with four focuses based on the interview: a) continuation of the collaboration, b) dissemination to other teachers and parents, c) involvement of the school community, and d) evaluation for educational and behavior services.

a. Continuation of the Collaboration

"Continue the programmes that have been made." (T1)

"Continue it and be enthusiastic about the process." (T2)

"During the case conference, hopefully in the future, we can discuss together, and in the future, there will be an evaluation programme of the service programme that has been developed." (T3)

b. Dissemination to Other Teachers and Parents

"Refreshing material related to supporting children with special needs is better carried out regularly." (T4)

"So that ways of helping children can be disseminated to all teachers. Provide information to all teachers about who needs special support and how to deal with students who have emotional and behavioural problems." (T5)

"Also, there must be done for other children with special needs." (T6)

c. Involvement of the School Community

"Cooperation is needed from all parties, especially the school community. It cannot be denied that the friendship environment does not always support the condition of students with special needs, so it is necessary to convey this condition to their friends." (T7)

"Make children with special needs into children with special abilities." (T8)

"Establish good communication between teachers and special education teachers to convey the development or problems of students with special needs and how to handle students with special needs earlier." (T9)

"Services for children with special needs need the cooperation of all parties, especially teachers in parallel classes. It is necessary to inform their friends about the condition of children with special needs." (T10)

d. Evaluation for Educational and Behaviour Services

"Provide a special place when a child has a tantrum so that when a child has a tantrum, there is no confusion in finding a place to calm down and discuss." (T11)

"Students identified as children with special needs are placed in small classes so that teachers can be more intensive in helping these students and can also assist other students' learning." (T12)

"Make a special room for children so that when children have tantrums, they are not embarrassed to be seen by others." (T13)

## **Discussion**

### **Increasing Student's Appropriate Behaviour**

The results revealed a significant increase in appropriate behaviours, particularly those related to internalising behaviours (self-regulation), such as remaining in his seat, staying on task, avoiding distractions, not crying or showing anger, cooperating with class routines, and maintaining an organized workspace. Similarly, externalising behaviours, such as refraining from distracting others, damaging property, or exhibiting physical aggression, were consistently appropriate across all observations. These improvements demonstrate the effectiveness of School-Wide Positive Behaviour Support (SWPBS) in promoting positive behavioural changes, as supported by earlier research (Lewis et al., 1998; Warren et al., 2006).

However, several behaviours linked to verbal engagement and classroom participation—such as raising a hand to ask or answer questions, responding to teacher prompts, taking notes, participating in discussions, and demonstrating enthusiasm—remained limited. While these behaviours do not disrupt others, they reflect a lower level of active engagement and may hinder the student's academic progress and social integration.

Compared to studies in Western contexts, where SWPBS is often supported by robust school-wide infrastructure and professional development systems (Sugai & Horner, 2002), this study highlights how collaborative, teacher-led implementation of SWPBS in an Indonesian private school—without formal national policy frameworks—can still yield measurable improvements. This underscores the adaptability and relevance of SWPBS in under-resourced or decentralised education systems when supported by a collaborative Learning Support Team (LST). Future interventions should target participatory behaviours to further support the student's academic and social outcomes in inclusive classrooms.

### **Teachers' Positive Behaviour Support**

The teachers take a multifaceted approach to support the student's positive behaviour in the classroom. The strategies range from emotional support and conflict resolution to academic engagement and physical activity, demonstrating the holistic nature of positive behaviour support. Teachers recognise that a combination of personal connection, emotional regulation, and academic challenge is essential in fostering a supportive and effective learning environment. The varied strategies suggest that flexibility and responsiveness to the student's needs are vital to successful behaviour support. Creating a classroom environment where the student feels understood, supported, and motivated to succeed is essential. These practices align with the principles of SWPBS, emphasising the need for a supportive and structured environment to manage student behaviour (Carr et al., 2002). Overall, teachers have already effectively implemented positive behaviour support for the student. However, this support must be continuously improved to help the student achieve his social and academic goals.

### **Teachers' Perception of Benefits to the Student**

Teachers reported that collaboration enabled them to share experiences and strategies, enhancing their ability to understand and manage the behaviour of a student with emotional and behavioural problems (EBP). This collaborative environment fostered a culture of mutual support, enabling teachers,

parents, and other stakeholders to exchange information and draw on diverse perspectives to address students' needs. These findings align with existing literature emphasizing the importance of collaboration in successfully supporting students with EBP (Arter, 2007; Cowling et al., 2005; Little, 2020; Markkanen et al., 2019; Nichols et al., 2017; Quinn et al., 2000; Saito et al., 2015).

The collaborative process contributed to improvements in three key areas of teacher competence:

a. Emotional Support and Empathy

Special education teachers emphasized that collaboration helped them develop a deeper understanding of the student's emotional experiences. This understanding was especially crucial when managing emotional outbursts, such as tantrums, enabling more empathetic responses and context-sensitive interventions. Teachers also reported increased awareness of how the school environment affects student behaviour, leading to more emotionally responsive teaching practices.

b. Instructional Practice

Subject teachers observed that collaborative planning enabled them to tailor instructional strategies to students' individual learning needs. By integrating various stimuli and learning approaches, they were able to apply differentiated instruction more effectively. This learner-centred approach supported the student's academic engagement while allowing teachers to adapt content and delivery in real time.

c. Behavioural Management

Teachers highlighted improvements in their ability to handle behavioural issues constructively. They noted that shared strategies—such as using visual cues, structured routines, and consistent reinforcement—helped de-escalate problematic behaviours and reinforce positive ones. This reflects previous research (Cowling et al., 2005; Head, 2003; Rottero, 2022) that links collaboration with enhanced behavioural management skills among educators.

In summary, collaboration not only supported the student's behavioural improvements—such as increased task engagement and reduced disruptive actions—but also significantly enhanced the teachers' emotional, instructional, and behavioural competencies. These outcomes suggest that embedding collaborative practices within school structures can lead to more inclusive, responsive educational environments and improved outcomes for students with EBP.

### **Teacher's Expectation**

The expectations and suggestions voiced by educators in this study emphasize the importance of strengthening collaboration and advancing inclusive practices in managing and supporting students with emotional and behavioural problems (EBP) and other disabilities. Teachers unanimously stressed the need for cooperation among all members of the school community, highlighting that peer relationships often do not accommodate the social-emotional needs of students with disabilities. Therefore, they recommended involving classmates in understanding the unique conditions and challenges these students face, fostering empathy and peer support.

A key expectation was the provision of regular refresher training on supporting students with disabilities, reinforcing earlier research on the importance of equipping teachers with effective behavioural strategies (Cowling et al., 2005; Quinn et al., 2000). Teachers advocated for the dissemination of behaviour support strategies to all teaching staff, ensuring consistency and readiness across classrooms. They also called for extending interventions beyond selected students to benefit a broader student population and foster a school-wide inclusive culture.

One of the most actionable and novel recommendations was the creation of designated calming spaces within classrooms or school areas. These environments would serve as safe, non-stigmatizing spaces where students experiencing distress can self-regulate without feeling embarrassed. In addition, some teachers proposed small-group or structured classroom settings to allow for more individualized support, benefiting both students with and without disabilities.

What distinguishes this study from previous research is the teacher-led innovation that emerged from their collaborative participation in the Learning Support Team (LST) within the action research framework. Unlike top-down policies or isolated individual practices, the recommendations in this study were grounded in shared professional experience and daily classroom realities. These teacher-driven strategies—such as creating calming spaces and flexible placement—highlight a shift toward inclusive, context-responsive environmental design, an area underrepresented in current literature.

Furthermore, teachers emphasized the importance of continuous communication between general and special education teachers. They recommended routine updates on student development, challenges,

and intervention outcomes to allow for timely adjustments and early support. They also called for the involvement of the broader school community—including parents, administrators, and support staff—in maintaining a consistent and informed approach to inclusion.

In conclusion, these teacher-derived insights provide practical, scalable recommendations for future practice and policy. Embedding SWPBS across all classrooms, encouraging collaboration through LSTs, and promoting proactive environmental adjustments represent promising steps toward more inclusive and supportive educational systems. These findings advocate for educational policies that recognize the central role of teachers not just as implementers, but as innovators of inclusive practices.

The findings of this study should be interpreted with caution, considering several key limitations. First, the relatively short intervention period of only four weeks limited the opportunity to observe sustained behavioural changes over time. While positive outcomes were evident, it remains unclear whether these improvements would persist or evolve in the long term. Second, the study employed a single-student case study design, which inherently restricts the generalisability of the findings. Although the results offer valuable insights into effective strategies for supporting students with emotional and behavioural problems (EBP), they may not be applicable to broader student populations or different educational contexts.

Additionally, the behavioural checklist used to measure changes was implemented over just six sessions. This limited data-collection window may not fully capture the natural variability in the student's behaviour that can occur across a typical academic term. Furthermore, the absence of a control group is another limitation, as it reduces the ability to draw definitive causal conclusions about the intervention's effectiveness.

To address these limitations, future research should consider extending the intervention duration to observe longer-term effects. Including a more diverse sample of students would enhance the generalisability of the results and provide a clearer understanding of how different learners respond to similar support strategies. Moreover, incorporating a mixed-methods approach—combining quantitative data with qualitative insights—could improve the reliability and depth of the findings. Such methodological refinements would contribute to a more comprehensive understanding of effective support for students with EBP in inclusive educational settings.

### **Conclusion**

Collaboration among members of the Learning Support Team (LST) through the implementation of School-Wide Positive Behaviour Support (SWPBS) in this action research led to two key outcomes: 1) an increase in the student's appropriate behaviour and a reduction in inappropriate behaviour, and 2) an increase in teachers' use of positive behaviour support strategies for the student with emotional and behavioural problems (EBP). These findings are consistent with existing literature that highlights the value of structured behaviour support systems and collaborative interventions in managing EBP in school settings (Arter, 2007; Cowling et al., 2005; Little, 2020; Markkanen et al., 2019; Nichols et al., 2017; Quinn et al., 2000; Saito et al., 2015).

This study contributes to the scientific development of inclusive education practices by demonstrating how collaborative, school-based behaviour interventions can be practically applied in real classroom settings. Future research could build on this work by exploring the long-term impact of LST and SWPBS implementation on student outcomes across multiple schools or grade levels. In addition, further investigation is needed to examine how parent involvement and school culture influence the sustainability and effectiveness of positive behaviour support strategies. Experimental studies or larger-scale mixed-methods research could also provide stronger generalisability and deeper insights into the mechanisms behind successful behaviour change for students with EBP.

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