

Analyzing Evidence-Based Practices and Innovations in Behavioral Education to Support Effective Teaching and Learning Strategies, Comprehensive Systematic Review

By

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Abstract

This study examines evidence-based practices and innovations in behavioral education to enhance teaching strategies and student outcomes. Behavioral education integrates principles from behavioral science to address student needs, promote positive behaviors, and support inclusive learning environments. The research highlights the effectiveness of established interventions like Positive Behavioral Interventions and Supports (PBIS), Applied Behavior Analysis (ABA), and Social-Emotional Learning (SEL). Moreover, emerging innovations, including gamified learning platforms, artificial intelligence, and mindfulness-based programs, are transforming the educational landscape. Challenges persist in implementing these practices, particularly in resource-constrained settings, but tailored interventions such as Individualized Education Plans (IEPs) and Universal Design for Learning (UDL) offer promising solutions. By synthesizing global, regional, and Ethiopian perspectives, this review provides actionable insights for educators, policymakers, and researchers. The findings underscore the importance of professional development, equitable resource allocation, and inclusive strategies to foster effective behavioral education and improve academic and social outcomes for all students.

Keywords: Evidence-based Practices, Behavioral Education, Teaching Strategies, Learning Innovations

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INTRODUCTION

Behavioral education has evolved over the years to become an integral part of shaping effective teaching and learning strategies in classrooms worldwide. The integration of behavioral theories and evidence-based practices has enabled educators to better understand and address the diverse needs of students (Skinner, 1953; Simonsen et al., 2008). This approach focuses on reinforcing positive behavior, minimizing disruptive actions, and supporting students' overall development in both academic and social settings (Sugai & Horner, 2002). The application of innovative practices in this domain has demonstrated its potential to improve student engagement, academic performance, and long-term outcomes (Hattie, 2009). The current evidence-based practices and innovations in behavioral education, offering insights into their effectiveness and their role in fostering inclusive and supportive learning environments.

Behavioral education plays a critical role in shaping the teaching and learning environment, particularly in supporting students' social, emotional, and academic growth. The application of behavioral principles through evidence-based practices has proven effective in enhancing student outcomes by addressing behavioral challenges and promoting positive behaviors (Reeves & Oh, 2017; Cooper, 2010). Evidence-based practices (EBPs) offer structured, research-validated approaches that enhance both instructional methods and student outcomes, fostering environments conducive to growth and teaching (Hattie, 2009). Additionally, innovations such as technological tools and adaptive behavioral interventions are transforming how educators address diverse learning needs, creating more inclusive and equitable classrooms (Reeves & Oh, 2017). By synthesizing these practices and innovations, the review aims to provide educators, policymakers, and researchers with actionable insights to enhance teaching effectiveness and student achievement.

Behavioral education refers to the application of principles from behavioral science to improve teaching and learning outcomes. Key components include structured reinforcement techniques, social-emotional learning frameworks, and data-driven assessments to monitor progress and adapt strategies (Skinner, 1953). While behavioral education has long been recognized as a powerful approach, there is a growing need to systematically analyze its evidence base, particularly in light of new innovations and challenges such as remote learning and increased classroom diversity (Simonsen et al., 2008). This review seeks to define the breadth and depth of behavioral education practices, offering clarity on their applications and potential for scalability in diverse educational settings. Over the years, interventions such as PBIS and Applied Behavior Analysis (ABA) have become widely implemented to improve student engagement, reduce disruptive behaviors, and increase academic achievement (Simonsen et al., 2010). Moreover, innovations in the field, such as the integration of technology for real-time behavior tracking and personalized learning platforms, have introduced new opportunities for teachers to tailor their approaches to meet the diverse needs of students (Hughes et al., 2017). However, while these practices and innovations are gaining traction, challenges remain in effectively incorporating them into classrooms across various educational contexts. This paper explores the role of evidence-based practices and innovations in behavioral education, examining their effectiveness in fostering an inclusive and supportive learning environment that enhances both teaching and student learning.

In Africa, the adoption and adaptation of these evidence-based strategies remain a priority as

educational systems strive to improve both academic outcomes and student behavior. Several African countries are incorporating behavioral interventions into their educational practices, although challenges related to resource limitations, teacher training, and cultural adaptation persist (Funk & Hoffman, 2019). Innovations, such as the use of technology for behavior tracking and intervention, are beginning to gain traction in urban schools, although they are not yet widespread across the continent. Moreover, the emphasis on inclusive education in African nations has highlighted the need for behavioral interventions that cater to diverse learning needs, particularly for students with disabilities (Alemu, 2020).

In Ethiopia, a country with a rapidly developing education system, behavioral education is becoming more integrated into teacher training programs, especially in urban areas. However, many rural schools still face challenges in implementing evidence-based practices due to limited access to resources and training (Asfaw, 2018). Despite these challenges, Ethiopia has made significant strides in incorporating inclusive education principles, emphasizing behavioral interventions to support students with special needs. Innovations such as community-based training programs for teachers are helping to improve the implementation of behavioral strategies, particularly in rural regions, where traditional methods have predominated.

This paper examines how evidence-based practices in behavioral education have been implemented globally, in Africa, and specifically in Ethiopia, exploring innovations, challenges, and opportunities in these contexts. By analyzing the effectiveness of these approaches, the paper highlights their potential in fostering inclusive, supportive learning environments that meet the diverse needs of students.

The primary reason for selecting this title is the widespread challenges faced by public schools in developing countries, particularly Ethiopia, in meeting the criteria for inclusive education. Many schools are outdated and lack awareness or strategies to foster an inclusive learning environment. Contributing factors include a reliance on traditional models of disability, inadequate curriculum and instructional strategies for integrating students with behavioral disability, insufficiently trained educators in special needs education, a lack of essential materials, and limited government commitment to creating accessible and inclusive schools for behavioral disabled students. Additional barriers such as insufficient training on inclusive education and prevailing negative attitudes toward individuals with special needs further exacerbate the problem. Consequently, students with special needs are often unable to learn alongside their peers without special needs. To address this knowledge gap, I aim to review existing literature and explore the components essential for designing and managing an inclusive learning environment. This study seeks to tackle the issues of exclusion and limited educational access, providing educators and stakeholders with valuable insights and strategies to overcome barriers and promote inclusive practices.

STATEMENT OF THE PROBLEM

The integration of evidence-based practices (EBPs) and innovations in behavioral education is critical to addressing the diverse needs of modern classrooms. Despite the growing recognition of their importance, many educators and policymakers face challenges in identifying, implementing, and sustaining these practices effectively. Research indicates that while EBPs can significantly enhance teaching strategies and student outcomes, their

adoption is often hindered by factors such as limited resources, insufficient training, and resistance to change (Simonsen et al., 2008; Sugai & Horner, 2002).

Moreover, the rapid evolution of educational technology and innovative approaches has created both opportunities and complexities. While innovations such as digital tools, gamified learning platforms, and adaptive interventions offer promising avenues for addressing behavioral and academic challenges, their effectiveness remains inconsistently documented (Reeves & Oh, 2017; Hattie, 2009). Educators are left grappling with questions about which strategies work best, under what conditions, and for whom. Given the pressing need to create inclusive and supportive learning environments that cater to the social, emotional, and academic growth of all students, a comprehensive understanding of the current landscape of EBPs and innovations in behavioral education is essential. This systematic review seeks to address the gap in knowledge by analyzing existing research, identifying effective practices, and highlighting the contextual factors that influence their success. The findings aim to inform educators, policymakers, and researchers, providing actionable insights to improve teaching and learning outcomes in diverse educational settings.

RESEARCH QUESTIONS

1. What are the most effective evidence-based practices used in behavioral education to enhance teaching and learning outcomes?
2. How can behavioral interventions be tailored to meet the needs of diverse learners, including students with disabilities?
3. What are the innovative strategies currently being implemented in behavioral education, and how do they impact student engagement and academic achievement?

METHODS AND MATERIALS

Search strategy method

This systematic review was conducted with the Preferred Reporting Items for Systematic reviews and Meta-Analysis (PRISMA) guidelines. In addition, academic performance records and behavioral data will be analyzed to measure the impact of various interventions. A literature review will provide a theoretical foundation for the study, while data analysis will focus on identifying patterns and trends in the effectiveness of different strategies.

LITERATURE REVIEW

Evidence-Based Practices in Behavioral Education Evidence-based practices in behavioral education are interventions that have been tested and proven to be effective in improving student behavior and academic outcomes. These practices include strategies such as PBIS, ABA, and cognitive-behavioral techniques. Research has shown that PBIS, for example, can significantly reduce disruptive behaviors and enhance academic engagement (Simonsen et al., 2010).

Innovative Approaches in Behavioral Education Innovations in behavioral education have emerged with the integration of technology, such as online platforms and apps for tracking behavior, reinforcing positive actions, and providing real-time feedback to students. Additionally, advancements in personalized learning approaches allow for more tailored behavioral interventions that align with individual student needs (Hughes et al., 2017). These innovations offer exciting opportunities to improve how behavioral education is delivered

and assessed. Impact on Student Engagement and Academic Achievement Studies indicate that effective behavioral interventions not only improve student behavior but also enhance engagement and academic achievement. For instance, research on the use of self-monitoring techniques has shown positive results in increasing student motivation and participation (Reinke et al., 2011). Similarly, individualized behavioral interventions have been linked to improved academic performance, particularly for students with disabilities (Cooper et al., 2013).

RESULTS

Based on several studies which are conducted that shows the following accordingly.

1. What are the most effective evidence-based practices used in behavioral education to enhance teaching and learning outcomes?

Effective behavioral education plays a critical role in shaping teaching and learning outcomes by promoting positive behavior, reducing disruptive actions, and fostering a supportive learning environment. Evidence-based practices (EBPs) in behavioral education have been shown to significantly improve both academic and social-emotional outcomes for students. These practices, grounded in research and data-driven methodologies, enable educators to tailor interventions that address the diverse needs of learners while maintaining a focus on academic achievement. Among the most prominent EBPs are Positive Behavioral Interventions and Supports (PBIS), Applied Behavior Analysis (ABA), and Social-Emotional Learning (SEL), which have demonstrated substantial effectiveness in enhancing student engagement, behavior management, and overall academic success. This section explores the most effective evidence-based practices used in behavioral education, highlighting their impact on teaching strategies and student outcomes. The most effective evidence-based practices (EBPs) in behavioral education include:

- **Positive Behavior Interventions and Supports (PBIS):** PBIS emphasizes proactive strategies to reinforce positive behaviors and create structured learning environments. It has been widely adopted in schools for its effectiveness in reducing disruptive behavior and improving academic outcomes (Sugai & Horner, 2002).
- **Functional Behavior Assessments (FBA):** FBA helps educators identify the root causes of challenging behaviors and design targeted interventions, improving behavioral and academic outcomes for students (Scott et al., 2000).
- **Social-Emotional Learning (SEL) Programs:** SEL programs develop students' emotional regulation and interpersonal skills, which are linked to better academic performance and reduced behavioral problems (Durlak et al., 2011).
- **Applied Behavior Analysis (ABA):** ABA techniques focus on reinforcing desirable behaviors and reducing undesirable ones through systematic interventions. ABA is particularly effective in supporting students with developmental disabilities, including those on the autism spectrum (Cooper et al., 2020).
- **Self-Management Strategies:** Teaching students to monitor and regulate their own behavior fosters independence and long-term success. Self-management has been shown to improve task engagement and reduce behavioral disruptions in classroom settings (Mooney et al., 2005).
- **Response to Intervention (RTI):** RTI uses a multi-tiered approach to provide targeted support based on students' specific needs. It has proven effective in addressing both academic and behavioral challenges early (Fuchs & Fuchs, 2006).

These practices, rooted in research, equip educators with tools to create supportive environments that foster both behavioral and academic success.

2. How can behavioral interventions be tailored to meet the needs of diverse learners, including students with disabilities?

Tailoring behavioral interventions to meet the needs of diverse learners, including students with disabilities, is essential for fostering an inclusive and supportive educational environment. Every student brings a unique set of strengths, challenges, and learning needs, and behavioral interventions must be adaptable to ensure all students can succeed. For students with disabilities, interventions need to be individualized and responsive to specific needs, whether related to social, emotional, or academic challenges. Approaches such as Individualized Education Plans (IEPs), Universal Design for Learning (UDL), and culturally responsive practices allow educators to create customized strategies that promote positive behavior, improve academic performance, and support overall development. This section examines how behavioral interventions can be effectively tailored to accommodate the diverse needs of learners, ensuring that all students have access to equitable and effective educational opportunities. Behavioral interventions can be tailored for diverse learners through:

- **Individualized Education Plans (IEPs):** For students with disabilities, IEPs provide a structured framework for aligning behavioral interventions with their specific needs, ensuring a personalized approach (IDEA, 2004).
- **Culturally Responsive Practices:** Educators must consider cultural and linguistic backgrounds when designing interventions to ensure inclusivity and relevance (Gay, 2018).
- **Assistive Technologies:** Tools such as speech-to-text programs, screen readers, and adaptive learning platforms support students with disabilities in accessing behavioral education (Alnahdi, 2014).
- **Differentiated Instruction:** Customizing teaching methods and materials to align with students' learning profiles ensures that behavioral goals are achievable and relevant (Tomlinson, 2014).
- **Behavioral Support Plans (BSPs):** BSPs involve a detailed analysis of individual students' behavior patterns and the development of strategies to address specific needs, such as providing sensory breaks or alternative communication methods (Crone et al., 2015).
- **Universal Design for Learning (UDL):** UDL principles promote accessibility by designing educational experiences that accommodate various learning styles and abilities. For example, visual schedules can help students with autism manage transitions more effectively (Rose et al., 2005).

3. What are the innovative strategies currently being implemented in behavioral education, and how do they impact student engagement and academic achievement?

Education systems worldwide continuously seek innovative strategies to enhance student engagement and improve academic achievement. Behavioral education, which focuses on understanding and influencing students' behaviors to foster positive learning experiences, has become a vital area of exploration. With the growing diversity of student needs and the demand for inclusive learning environments, educators are increasingly integrating innovative techniques to address behavioral challenges and promote academic success. From

implementing evidence-based behavioral interventions to leveraging technology and gamification, these strategies aim to create dynamic and supportive learning spaces. The intersection of behavioral science and education enables educators to tailor approaches that not only engage students but also cultivate their intrinsic motivation and social-emotional skills. This study examines the innovative strategies employed in behavioral education and their measurable impact on student engagement and academic achievement. By analyzing current practices and their outcomes, it aims to contribute to the ongoing discourse on creating effective and inclusive educational frameworks that meet the evolving needs of learners. Innovative strategies in behavioral education include:

- **Gamified Learning Platforms:** These platforms engage students by integrating game mechanics into educational activities, enhancing motivation and participation (Zainuddin et al., 2020).
- **Artificial Intelligence (AI) in Education:** AI-driven tools provide real-time feedback and personalized learning experiences, helping address individual behavioral and academic challenges (Holmes et al., 2019).
- **Mindfulness-Based Interventions:** Programs that teach mindfulness techniques improve students' focus, emotional regulation, and resilience, contributing to better engagement and academic performance (Zenner et al., 2014).
- **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies provide immersive environments that teach social skills and emotional regulation, particularly for students with autism spectrum disorder (ASD). These tools increase engagement and improve real-world behavioral applications (Parsons et al., 2017).
- **Data-Driven Decision-Making:** Digital platforms collect and analyze behavioral data in real time, enabling educators to adjust interventions dynamically. This approach ensures timely support for students and improves intervention outcomes (Fisher et al., 2016).
- **Collaborative Learning Models:** Peer-mediated interventions, such as cooperative learning groups, encourage positive social interactions and teamwork while promoting academic success. These strategies are particularly effective in inclusive classrooms (Johnson & Johnson, 2009).

Innovative strategies not only address behavioral challenges but also foster a culture of collaboration and technological integration, preparing students for future success.

DISCUSSION

The findings support the effectiveness of evidence-based practices in behavioral education, particularly when they are adapted to meet the specific needs of students. The integration of innovative technologies has further enhanced these practices, offering real-time data and personalized support. However, challenges remain in ensuring that all educators have access to proper training and resources to implement these strategies consistently. The study also highlights the need for ongoing research to explore how these practices can be adapted for diverse educational contexts, especially in inclusive classrooms. By synthesizing research on established and emerging approaches, this review provides a comprehensive perspective on how educators can leverage these practices to create effective, inclusive, and supportive learning environments. The findings of this study highlight the critical role of evidence-based practices (EBPs) in behavioral education, emphasizing their capacity to address diverse student needs and foster effective learning environments. Practices such as Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) have

proven successful in promoting positive behaviors, reducing disruptive actions, and enhancing academic performance (Sugai & Horner, 2002; Durlak et al., 2011). For example, PBIS employs proactive strategies to create structured and supportive school-wide systems, leading to measurable improvements in behavior and engagement. Similarly, SEL programs equip students with emotional regulation and interpersonal skills, fostering a holistic approach to education. However, the effectiveness of these practices is contingent upon adequate training, consistent application, and administrative support, as inconsistent implementation can hinder their impact (Bradshaw et al., 2010).

Innovations in behavioral education, such as gamified learning platforms and artificial intelligence-driven tools, are transforming traditional approaches to teaching and behavior management. These technologies provide real-time data, personalized feedback, and immersive learning experiences that cater to individual student needs, particularly those with disabilities (Holmes et al., 2019; Hughes et al., 2017). For instance, gamification enhances student motivation and participation by integrating engaging mechanics into educational activities, while AI-driven tools enable adaptive interventions that address specific behavioral challenges. Despite their potential, these innovations face challenges related to infrastructure, training, and equitable access, particularly in resource-constrained settings. Addressing these barriers requires concerted efforts from policymakers and educators to invest in professional development and scalable solutions, ensuring that all students benefit from advancements in behavioral education (Reeves & Oh, 2017).

Regarding on Impact of Evidence-Based Practices in Behavioral Education which is Evidence-based practices such as Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL) programs, and Functional Behavioral Assessments (FBA) have demonstrated significant benefits in enhancing teaching and learning outcomes. These practices offer structured frameworks for addressing behavioral challenges, fostering positive behaviors, and improving academic performance (Sugai & Horner, 2002; Durlak et al., 2011). However, successful implementation of EBPs is contingent upon several factors, including educator training, administrative support, and fidelity of implementation. For instance, while PBIS is effective in promoting school-wide behavioral improvements, inconsistent application across classrooms can diminish its impact (Bradshaw et al., 2010). Additionally, integrating SEL into curricula requires balancing academic demands with the need for social-emotional growth. Educators must therefore navigate these complexities to maximize the effectiveness of EBPs.

In the mean of Tailoring Interventions for Diverse Learners, tools such as Individualized Education Plans (IEPs), Universal Design for Learning (UDL), and culturally responsive practices enable educators to address a wide range of behavioral and academic challenges (IDEA, 2004; Rose et al., 2005). Despite their potential, these approaches often face barriers such as resource limitations and lack of specialized training. For example, educators may struggle to adapt interventions for culturally diverse students if they lack an understanding of cultural nuances and values. Future research should explore ways to enhance the accessibility and scalability of tailored interventions, ensuring equitable outcomes for all learners.

Considering with Innovations in Behavioral Education, innovative strategies, including the use of gamification, artificial intelligence (AI), and mindfulness-based programs, represent

promising advancements in behavioral education. These approaches address traditional challenges by increasing student engagement, providing personalized support, and fostering emotional regulation (Holmes et al., 2019; Zenner et al., 2014). However, the adoption of innovative strategies is not without challenges. Technological solutions such as AI-driven tools require significant investments in infrastructure and training, which may be prohibitive for under-resourced schools. Furthermore, while mindfulness programs show promise, their long-term effects on diverse populations remain underexplored. Policymakers and educators must collaborate to ensure that these innovations are implemented in ways that are both sustainable and inclusive.

CONCLUSIONS

Behavioral education plays a pivotal role in shaping inclusive, effective, and supportive learning environments. Evidence-based practices such as PBIS, ABA, SEL, and innovations like gamified learning platforms, artificial intelligence, and mindfulness programs have demonstrated significant potential to enhance student engagement, improve academic performance, and address behavioral challenges. However, the successful implementation of these practices requires addressing key barriers, including limited resources, insufficient training, and negative attitudes toward inclusive education. In the context of Ethiopia and other developing countries, the adoption of behavioral education strategies is still evolving, with notable progress in urban areas but significant challenges in rural settings. Tailored interventions like IEPs and UDL provide pathways to equity and accessibility, ensuring diverse learners, including those with disabilities, benefit from behavioral education. This study emphasizes the need for ongoing research, professional development, and policy reforms to sustain and scale these practices. By fostering collaboration among educators, policymakers, and stakeholders, behavioral education can continue to drive transformative change in teaching and learning outcomes.

RECOMMENDATIONS

Professional Development: Teachers should receive ongoing training in evidence-based practices and behavioral interventions, particularly in utilizing new technologies and data-driven tools to track and support student behavior.

Inclusive Strategies: Behavioral interventions should be individualized to meet the needs of diverse learners, with particular attention to students with disabilities.

Policy Implementation: Educational policymakers should support the widespread adoption of evidence-based and innovative practices in classrooms by providing resources, funding, and professional development opportunities for educators.

Further Research: More longitudinal studies are needed to explore the long-term effects of behavioral education innovations on student outcomes, including social and emotional development.

DECLARATION OF INTEREST STATEMENT

No potential conflict of interest was reported by the authors

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