



Monika Skura

<https://orcid.org/0000-0001-5279-498X>

University of Warsaw, Poland

monika.skura@uw.edu.pl

Challenging student behaviors and teachers' psychological burden: The significance of a systemic approach

Submitted: 14.06.2025

Accepted: 23.03.2026

Published: 30.06.2026



Abstract

Research objectives (aims) and problem(s): The research explores Polish teachers' experiences managing challenging student behaviors, especially aggression and peer violence, and the emotional impact of these behaviors on teacher well-being. It also addresses the lack of systematic research on effective interventions in Poland and examines the support available to educators.

Research methods: The article uses a qualitative method, involving semi-structured interviews with eight experienced teachers from various subjects and schools in the Mazowieckie Voivodeship. Thematic analysis with inductive coding identified key themes related to behavioral challenges, emotional strain, and support mechanisms.

Process of argumentation: The article begins by noting the global prevalence of school violence and its effect on teacher burnout and attrition, reflecting similar issues in Poland. It highlights Polish teachers' frequent reports of class disruptions, safety concerns, and stress. The Positive Behavioral Interventions and Supports (PBIS) model is introduced as an internationally proven, systemic approach that improves school climate, reduces problem behaviors, and lowers teacher stress. PBIS's multi-tiered framework fosters positive teacher-student relationships and collaborative networks.

Research findings and their impact on the development of educational sciences: The findings reveal that challenging behaviors cause chronic stress, helplessness, and burnout, which are worsened by insufficient training and systemic support. The study advances educational sciences by emphasizing systemic, data-driven methods that

Keywords:

challenging student behaviors, teachers' stress, teachers' burnout, Positive Behavioral Interventions and Supports (PBIS), school-wide approach

promote student development and teacher resilience, suggesting sustainable improvements.

Conclusions and/or recommendations: The study recommends implementing PBIS in Polish schools to better manage challenging behaviors and enhance teacher well-being. It also calls for future research to adapt and evaluate PBIS in Poland, with a focus on teacher training and institutional support. The findings highlight the need for systemic, collaborative strategies to foster positive educational environments and sustain gains in teacher motivation and student outcomes.

Introduction

Challenging student behaviors, such as aggression and peer violence, place a significant strain on teachers, negatively impacting their well-being, instructional quality, and job satisfaction – factors linked to professional burnout (Alarcon, 2011). This stress can also affect student achievement (Arens & Morin, 2016). Teachers working under pressure without adequate support are particularly vulnerable to occupational stress (Travers & Cooper, 1996), often lack confidence in their behavioral strategies, and report that their training did not sufficiently prepare them for such challenges (Gajdzica, 2020; Skura, 2018). Despite the scale of the problem, the Polish educational system lacks a consistent, evidence-based framework for behavioral intervention. In response, there is growing interest in systemic approaches such as the Positive Behavioral Interventions and Supports (PBIS) model that improve student behavior, enhance teacher efficacy, and reduce stress (Horner & Sugai, 2015)

Background

Study context

Challenging student behaviors and teacher stress

Problematic student behaviors – particularly acts of aggression and peer violence – significantly diminish teachers' motivation to remain in the profession. According to UNESCO data (Eck et al., 2016), nearly one in three students globally experiences school-related violence, while over one-third

are involved in physical altercations. Both empirical research and educational practice confirm that behavioral challenges constitute one of the key factors driving teacher attrition – a global phenomenon (Brill & McCartney, 2008; den Brok et al., 2017) that is equally evident in the Polish context (Skura & Wheeler, 2024). Polish educators frequently identify managing challenging student behavior as one of the most demanding aspects of their profession (Pyzalski, 2012), exposing them to frequent disruptions of instructional time and safety concerns, both of which contribute to elevated psychological strain.

Teaching is widely recognized as an emotionally and psychologically demanding profession (Johnson et al., 2005). Teachers face heavy workloads, time pressure, and challenges balancing work and personal life. These stressors are worsened by bureaucratic burdens, strained relationships with colleagues and supervisors, and anxiety over classroom management and external evaluation (Mercer & Gregersen, 2020). Emotional exhaustion can reduce teachers' engagement in lesson planning and student relationships, which may negatively impact students' motivation and sense of competence (Evers et al., 2004; Klusmann et al., 2016). Teacher stress arises from personal and occupational factors, including a lack of social support (Krause et al., 2013), but school-related issues like classroom disruptions, student disengagement, and disciplinary problems are particularly significant (Kyriacou, 2001).

Disruptive behaviors fall into aggressive and non-aggressive categories, with aggressive acts – such as direct challenges to teacher authority – being especially stressful (Wettstein, 2008). Poor teacher responses, often due to inadequate training or support, can worsen these behaviors and increase stress (Wettstein, 2010). Therefore, implementing evidence-based support models and multi-tiered assistance systems is crucial to help teachers understand students' needs, apply effective behavior management, and reduce challenging behaviors.

Supporting teachers in working with students through the PBIS framework

PBIS is a data-driven framework designed to help teachers manage educational and behavioral challenges in daily student interactions. At its core is the accurate assessment of student and school-wide needs, enabling informed decisions and evaluation of intervention effectiveness. By using data systematically, teachers can make better pedagogical choices and track improvements in student behavior and academic outcomes (Santiago-Rosario et al., 2022).

PBIS's effectiveness is well documented in studies across the United States and Europe (Karhu et al., 2020; Michael et al., 2024; Närhi et al., 2014; Nelen et al., 2020), suggesting it could benefit Polish schools facing rising teacher burnout and limited systemic support. Research shows PBIS improves school climate (Bradshaw et al., 2008), reduces problem behaviors (Waasdorp et al., 2012), decreases disciplinary actions (Bradshaw et al., 2010), and lowers teacher stress (Ross et al., 2012). Clear procedures and consistent student expectations give teachers more control and effectiveness in handling behavioral challenges.

PBIS uses a three-tiered support model tailored to student needs. Tier 1 offers universal strategies to build positive relationships, teach prosocial skills, and engage families. Tier 2 provides early, manageable interventions that do not overburden teachers. Tier 3 involves specialized teams for intensive support, easing teachers' responsibilities with high-need students. Implementing PBIS increases teachers' sense of safety, structures their behavior management, and provides practical tools for challenges. Teachers no longer face difficulties alone but work within a cohesive support system benefiting the whole school community.

Purpose

This study aimed to explore the lived experiences of general education teachers in Poland in relation to students' challenging behaviors both during classroom instruction and in non-classroom settings, such as breaks, school trips, and common areas. The purpose was to investigate how these behaviors affect teachers' psychological and emotional

well-being and to understand the kinds of support – formal and informal – that teachers receive in addressing such behaviors. The study sought to address the following research questions from the perspective of teachers: What types of challenging student behaviors do teachers most frequently encounter in their everyday educational and pastoral work, both in the classroom and beyond? How do teachers experience emotional and psychological strain in connection with these behaviors, and in which situations is this strain most strongly felt? What forms of support do teachers receive in dealing with challenging behaviors, and how do they evaluate the effectiveness of that support in meeting their professional needs?

Methods

A qualitative research design, based on semi-structured interviews with teachers representing various subjects, was chosen as the most suitable approach to gain an in-depth understanding of their professional experiences and to explore their perspectives on working with students who display challenging behaviors.

Ethical considerations

The research did not involve the collection of sensitive data about teachers or students and complied with established procedures for conducting academic research within educational institutions. All personal information was kept strictly confidential, and each participant was assigned a pseudonym to ensure anonymity. Teachers were asked to avoid disclosing any personal information about students. In cases where such information was mentioned during interviews, it was removed during the transcription process.

Data collection

To achieve the aims of our study, teachers who were recruited were required to meet the following criteria: they worked in primary schools teaching grades 4–8; they had at least five years of professional experience;

as a group, they represented schools located in towns with varying population sizes; and, as a group, they included teachers of different subjects. Recruitment took place in the Mazowieckie Voivodeship, one of the most populous regions in Poland, allowing participants from diverse socio-demographic backgrounds and locations with varying population sizes to be recruited.

A total of eight teachers were purposively selected for the study (Patton, 2015). Initially, 16 primary schools were contacted by phone; 10 agreed to participate in a preliminary survey to identify eligible teachers. School principals consented to their teachers' involvement, and individual teacher consent was subsequently obtained. The final sample comprised two Polish language teachers, two mathematics teachers, one English teacher, one history teacher, one geography teacher, and one physics teacher. All the participants were women, reflecting trends in the Polish education system. Their average teaching experience was about 25.5 years. Participants worked in schools located in towns of varying sizes – from large cities to small localities – and selection also considered regional differences, access to care and psycho-educational services, and other socio-demographic factors (see Annex).

Data were collected through semi-structured interviews conducted in Polish by the study's author via a video conferencing platform. Each interview lasted between 45 and 90 minutes and was both audio- and video-recorded, except for one, where the video was temporarily disabled due to technical issues. Participants were informed about the study's purpose and procedures and gave their consent to being recorded. Most teachers joined from home, while a few participated from school outside working hours. The interview questions were prepared in advance to align with the research aims. Examples include: "What is your biggest challenge in your daily work with students?" and "What difficult student behaviors do you most often observe outside the classroom (e.g., during breaks, school trips, or after-school activities)?" Open-ended questions encouraged participants to share their experiences freely, and the format allowed them to raise additional topics not initially planned by the interviewer (Adams, 2015; Blandford, 2013).

Data analysis

All interviews were fully transcribed, and participants' identities were protected by assigning unique reference numbers in place of names. The analysis followed a grounded theory approach (Charmaz, 2006) supported by qualitative analysis software. Coding was conducted in two phases: open coding followed by focused coding, without any predefined framework. This flexible method helped minimize bias and revealed unexpected themes (Blandford, 2013). Two researchers independently coded the data – one was the interviewer, the other an education professional not involved in the interviews. Although minor differences occurred, consensus was reached through discussion, leading to a shared coding scheme. This collaborative and inductive process allowed key thematic areas relevant to the research questions to emerge naturally.

Table 1. Main and sub-themes emerging from the analysis

Main theme	Sub-themes	Frequency of mention
Challenges in teachers' daily work	(1) In the classroom	
	Low engagement/reluctance to follow instructions	5
	Distracted by other things/low or no concentration on lesson content	7
	Disrupting others/disturbing the lesson – shouting, crying, walking around, undirected aggression (e.g., swearing, kicking objects)	6
	Aggression toward other students (including verbal aggression)	2
	Aggression toward the teacher	2
	Avoidant behaviors (withdrawal, isolation, no response to external stimuli)	2
	(2) In the wider school	
	Reluctance to follow instructions	5
	Disrupting others – shouting, crying, aimless walking, undirected aggression (e.g., swearing, kicking objects)	6
	Aggression toward other students (including verbal aggression)	4
	Aggression toward teachers or other adults	3
	Avoidant behaviors (withdrawal, isolation, no response to external stimuli)	2
Other – vandalism	2	

Main theme	Sub-themes	Frequency of mention
Teachers' psychological and emotional burdens	Stress and tension	7
	Feelings of helplessness	6
	Emotional exhaustion	7
	Frustration and irritation	7
	Anxiety and fear	3
	Low sense of professional efficacy	6
	Problems with interpersonal relationships	2
	Feelings of loneliness	6
Support that teachers receive	Educational support (e.g., training and professional development)	1
	Psychological support (e.g., supervision, counseling)	2
	Team-based support (e.g., collaboration with school specialists and other teachers)	6
	Social support (e.g., cooperation with parents)	4
	External institutional support (e.g., psychological and pedagogical counseling centers)	2
	Personal support (e.g., mental health professionals)	2

The analysis identified three main thematic areas related to the experiences of school specialists: challenges in teachers' everyday work, teachers' psychological and emotional burdens, and the support teachers receive. Table 1 presents these three main themes along with their corresponding sub-themes. The table also includes the frequency of each sub-theme. The following subsections present the findings in detail, grouped according to the main thematic areas. Where relevant, the analysis is supported by translated, anonymized quotations drawn from the interview data.

Challenges in teachers' everyday work

A wide array of challenging student behaviors that teachers confront in their daily instructional and educational practice emerged from the qualitative analysis of the interviews. Respondents frequently pointed to a lack of concentration and engagement among students during lessons,

often manifesting as outright refusal to participate. As one interviewee remarked, *"They simply say they don't want to respond, that they don't want to work at all"* (W11).

Another prevalent category of problematic behavior was students' need to attract attention through provocations and by assuming the role of the "class clown." One respondent described this as follows: *"It involved certain gestures, obscene ones... this kind of provocation... and while the children might not react the first or second time, eventually it builds up. And the anger, the pressure, it bursts"* (W4). Another participant added: *"They act like the class clown... fooling around a bit, talking back, arguing a little... and the lesson passes by"* (W4).

Teachers also highlighted behaviors that distracted other students, particularly in the case of physically hyperactive children: *"They simply disrupt, they can't sit still, they need to move, and they distract the whole class"* (W6). Simultaneously, there were concerns about students who withdrew from classroom activity, closed themselves off, and avoided interaction: *"They are slumped on their desks, say nothing, shut down... they can't even explain what's wrong"* (W6).

Teachers further indicated difficulties that arise beyond the classroom setting. One of the primary challenges noted was students' lack of self-discipline, especially during collective activities or organizational tasks at school: *"There's no sense of order – if a meeting is supposed to be at a certain time, there's always someone who just doesn't show up"* (W4).

A particularly serious issue was the violation of teachers' personal boundaries – both physical and verbal. Respondents reported instances of disrespect, inappropriate remarks, and even direct verbal abuse. As one participant stated: *"Students sometimes say things that are simply beyond belief... swearing at teachers..."* (W6). Another added: *"You call them out, and they just laugh in your face"* (W11).

Teachers also frequently have to contend with sudden outbursts of energy and emotion that pose risks to other students' safety. These behaviors are often impulsive and unconsidered: *"They run down the hallways – they might bump into someone, hurt someone"* (W4). Another intensifying issue was the prevalence of aggressive behavior, particularly

verbal aggression, often linked to poor emotional regulation and limited understanding of social norms. As one respondent observed, *“Verbal aggression among students is unfortunately on the rise”* (W3), while another noted: *“They don’t control what they say”* (W7).

Interview data also revealed concerns about peer conflict (W8), which disrupts group dynamics and peer relationships, as well as growing problems related to the misuse of mobile phones. Teachers emphasized that students often record or photograph others without their consent and upload the material online. As one respondent put it: *“They take pictures or record videos of others and post them online”* (W11).

The analysis illustrates that educational challenges extend well beyond the classroom and exhibit a multidimensional nature. The behaviors identified not only disrupt the learning environment but also undermine teachers’ professional well-being, the general sense of safety, and the school’s overall climate.

Teachers’ psychological and emotional burdens

Challenging student behaviors, along with the organizational and pedagogical demands teachers face on a daily basis, contribute significantly to their psychological and emotional strain. Many participants described experiencing chronic stress and tension caused by the unpredictability of student behavior and the lack of effective tools to manage difficult situations. As one respondent noted: *“I feel like I’m walking through a minefield all day. I never know when something is going to explode”* (W12). Teachers frequently reported feelings of helplessness and loss of control, particularly when working with withdrawn or aggressive students: *“Sometimes I feel like no matter what I do, I just can’t reach this child”* (W7).

Emotional exhaustion emerged as a common issue, as reflected in numerous accounts of psychological fatigue that intensifies with each successive challenge. One teacher admitted, *“I come home and feel like I have no energy left to be a mother or a partner – I’m completely burned out”* (W6). Many respondents also pointed to a decline in their sense of professional efficacy, expressing frustration that, despite their education and

experience, they were struggling to meet the demands of their roles: *"I have the education, I have the experience, and yet I feel like someone who just can't cope"* (W11).

These difficulties also negatively affect interpersonal relationships both within and beyond the school environment. As one participant observed, *"I've started avoiding conversations in the staff room – everyone's either irritated or exhausted. Sometimes it's better to say nothing at all"* (W6). In addition, teachers frequently mentioned a strong sense of isolation in dealing with professional challenges: *"I feel completely alone with all of this. In theory, we're a team, but in practice, everyone's dealing with their own issues, and no one has time to talk"* (W12).

These testimonies clearly illustrate the profound impact that student behavioral challenges and task overload have on teachers' psychological and emotional well-being. The absence of systemic, comprehensive support, combined with high expectations and a limited sense of agency, leads to serious consequences for mental health and job satisfaction within the teaching profession.

Support received by teachers working with students with challenging behaviors

Teachers emphasize that while professional training and development are undeniably necessary, they are often insufficient in quantity or quality to address challenging student behaviors effectively. As one respondent remarked, *"There are occasional training sessions, but they are infrequent and don't always address the specific issues I face"* (W5).

A similar situation applies to psychological support. While school psychologists are available, their limited working hours and scope of duties often render their assistance inadequate. One teacher noted, *"Unfortunately, our school psychologist only works part-time and is unable to handle all the difficult cases"* (W8), while another added, *"Sometimes the conversations help, but they're too few to really manage the students' problems"* (W7).

Collaboration with school pedagogues and other specialists is also frequently limited, which teachers perceive as a barrier to effectively resolving behavioral challenges: *"Consultations are helpful, but I can't always*

count on prompt support from specialists” (W11), and “I often feel left alone with these issues because not all specialists have the time to engage” (W6). Teachers repeatedly emphasize the importance of social support, particularly from parents, as a key factor in successful behavioral intervention: “When parents are engaged in working with their child, it’s much easier to find solutions” (W8). They also acknowledge that “a lack of parental support makes our job significantly more difficult” (W12).

In conclusion, despite the formal availability of various types of educational, psychological, team-based, and social support, their scope, quality, and accessibility are often insufficient. This presents a considerable daily challenge for teachers when working with students exhibiting difficult behaviors and negatively impacts the effectiveness of their educational efforts.

Discussion

Analysis of the gathered responses clearly indicates that teachers routinely contend with a wide spectrum of challenging student behaviors, including lack of concentration, refusal to cooperate, provocative attitudes, verbal aggression, and violations of personal boundaries. These behaviors are complex, multifaceted, and often rooted in students’ individual emotional, social, or cognitive needs. This reality demands a flexible and personalized approach from educators. Within this context, the intentional design of the educational environment becomes crucial – not merely as a reactive measure, but as a proactive strategy aimed at preventing difficulties by fostering conditions conducive to students’ social, emotional, and cognitive development (Barrett et al., 2018). As emphasized by researchers at the Center on PBIS, such an environment should be not only safe and predictable, but also responsive and supportive of diverse developmental needs among children and adolescents.

Equally important is the presence of clear and consistent classroom rules. Visual displays of expectations, regular reminders, and shared practice of desired behaviors – such as asking for help or managing frustration – help reduce power struggles and enhance group dynamics. Crucially,

effective prevention strategies should go beyond eliminating problematic behaviors; they must also systematically reinforce and recognize positive behaviors at both the individual and group levels (Wheeler & Richey, 2019). Such an approach not only increases student motivation but also cultivates a classroom climate of cooperation and mutual respect.

The behavioral challenges described by participants contribute significantly to chronic stress, feelings of helplessness, and emotional exhaustion among teachers. Many reported experiencing frustration, anxiety, and diminished professional efficacy – factors that negatively impact their mental health and motivation. Kelm and McIntosh (2012) suggest that systemic support for managing student behavior not only helps structure school practices but also enhances teachers' professional self-confidence, which in turn may improve instructional quality. A heightened sense of self-efficacy can also mitigate feelings of overload and burnout. In schools implementing proactive PBIS models, teachers are more likely to feel competent, possess clear response strategies, and perceive greater control over student behavior – all of which support long-term effectiveness and professional engagement.

Teachers further noted that psychological support, professional development, and collaboration with specialists are often insufficient or short-lived, hindering their ability to address behavioral challenges effectively. Many participants emphasized that one-off, theoretical training sessions held at the beginning of the academic year fall far short of their actual needs. Their comments suggested a strong demand for ongoing, systematic support in the form of regular workshops, consultations, and supervision – opportunities to analyze real-life classroom challenges and explore constructive solutions. This highlights the need for comprehensive and sustained support for educators.

A noteworthy example is the Swedish IBIS model (aligned with the PBIS framework), in which each school forms an implementation team comprising the principal and several staff members. This team participates in a year-long online training program (25 hours) led by Uppsala University and receives continuous support from national instructors. Schools are also provided with practical tools, procedures, and scenarios.

Unlike many ad hoc or superficial initiatives, IBIS ensures continuity, practical resources, and systemic collaboration. This structure significantly strengthens teacher competencies and reduces their burden when addressing challenging student behaviors (Karlberg et al., 2022).

Teachers in the study also highlighted the critical importance of parental involvement and collaboration with school psychologists and counselors in effectively managing behavioral issues. They emphasized that the absence of parental support considerably hampers their efforts. Crucially, the proactive PBIS model helps teachers to foster parent collaboration at multiple levels, creating communication bridges and a cohesive support network around the student. PBIS promotes the development of clear, shared behavioral expectations and encourages regular positive communication about student progress – efforts that build trust and a sense of partnership. Parents are actively engaged in school activities, enabling them to better understand and reinforce the behavioral strategies employed in the classroom. This consistent approach between home and school enhances the effectiveness of interventions and strengthens teacher–family relationships (Minch et al., 2020).

Limitations

It should be noted that this study only involved eight subject teachers from the Mazowieckie Voivodeship. Although the interviews were detailed and data saturation was reached, the small sample size may not represent teachers from other regions. Furthermore, interviews were conducted in Polish and later translated, which could have introduced errors or lost some contextual nuances in participants' responses.

Conclusions

The PBIS model can help teachers manage work-related stress by creating environments that promote learning and prosocial behaviors. Through clear expectations, the systematic reinforcement of positive behaviors, and a data-driven approach, it supports all students, including

those with special needs. This reduces the occurrence of challenging behaviors, making classroom management easier and lowering teachers' stress levels. Implementing PBIS in Polish schools could enhance teachers' skills in supporting students and building a positive school climate, thereby helping to prevent burnout and improve job satisfaction.

Funding: This research was funded by Minigrant, IDUB UW, Participation of teachers from different types of schools in supporting positive behaviors of their pupils, PSP 501-D123-20-0004316.

Conflicts of interest: The author declares no conflict of interest.

References

- Adams, W. C. (2015). Conducting semi-structured interviews. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of practical program evaluation* (pp. 492–505). John Wiley & Sons.
- Alarcon, G. M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior, 79*(2), 549–562.
<https://doi.org/10.1016/j.jvb.2011.03.007>
- Arens, A. K., & Morin, A. J. S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology, 108*(6), 800–813.
<https://doi.org/10.1037/edu0000105>
- Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). *Teaching social-emotional competencies within a PBIS framework*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Blandford, A. (2013). Semi-structured qualitative studies. In M. Soegaard & R. Dam (Eds.), *The encyclopedia of human-computer interaction* (2nd ed.). Interaction Design Foundation.
- Bradshaw, C. P., Koth, C., Bevans, K. B., Lolongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavior interventions and supports on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462–473.
<https://doi.org/10.1037/a0012883>
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*(3), 133–148.
<https://doi.org/10.1177/1098300709334798>
- Brill, S., & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy, 36*(5), 750–774.
<https://doi.org/10.1111/j.1747-1346.2008.00133.x>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. SAGE Publications.
- Den Brok, P., Wubbels, T., & van Tartwijk, J. (2017). Exploring beginning teachers' attrition in the Netherlands. *Teachers and Teaching, 23*(8), 881–895.
<https://doi.org/10.1080/13540602.2017.1360859>
- Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers. *School Psychology International, 25*(2), 131–148.
<https://doi.org/10.1177/0143034304043670>
- Gajdzica, Z. (2020). *Uczeń z lekką niepełnosprawnością intelektualną w szkole ogólnodostępnej. Nauczyciele o (nie)zmienianej sytuacji w kontekście kultury szkoły*

- inkluzyjnej* [A pupil with a mild intellectual disability in a mainstream school. Teachers on the (un)changed situation in the context of an inclusive school culture]. PWN.
- Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice*, 8(1), 80–85.
<https://doi.org/10.1007/s40617-015-0045-4>
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178–187.
<https://doi.org/10.1108/02683940510579803>
- Karhu, A., Paananen, M., Närhi, V., & Savolainen, H. (2020). Implementation of the inclusive CICO Plus intervention for pupils at risk of severe behaviour problems in SWPBS schools. *European Journal of Special Needs Education*, 36(5), 758–772.
<https://doi.org/10.1080/08856257.2020.1809801>
- Karlberg M., Angberg M., Beckmann L., Bengtsson P., Boström S., Domeij H., Eckerdal E.-L., Folkunger H., Heiestad F., Husberg H., Karlsson P., Nilsson G., Sandström K., Wallentin Å., & Östnäs S. (2022). *IBIS-PBS manual* (Version 6.0). Uppsala Universitet.
- Kelm J.L., McIntosh K. (2012). Effects of school-wide positive behavior support on teacher self-efficacy, *Psychology in the Schools*, 49(2), 137–147.
<https://doi.org/10.1002/pits.20624>
- Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193–1203.
<https://doi.org/10.1037/edu0000125>
- Krause, A., Dorsewagen, C., & Meder, L. (2013). Messung psychischer Belastungen im Unterricht mit RHIA-Unterricht. In M. Rothland (Ed.), *Belastung und Beanspruchung im Lehrerberuf* (pp. 99–116). VS Verlag.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.
<https://doi.org/10.1080/00131910120033628>
- Mercer, S., & Gregersen, T. (2020). *Teacher wellbeing*. Oxford University Press.
- Michael, D., Nikiforou, M., Charalambous, V., & Vrasidas, C. (2024). Contextual adaptations to implement SWPBS with fidelity: The case of Cyprus. *Journal of Positive Behavior Interventions*, 26(3), 142–156.
<https://doi.org/10.1177/10983007231200546>
- Minch, D. R., Garbacz, S. A., & Weist, M. D. (2020, May 6). *Advancing family-school collaboration in PBIS through the FSCA*. Center on PBIS.
<https://www.pbis.org/resource/advancing-family-school-collaboration-in-pbis-through-the-fsca>

- Närhi, V., Kiiski, T., Peitso, S., & Savolainen, H. (2014). Reducing disruptive behaviours and improving learning climates with class-wide positive behaviour support in middle schools. *European Journal of Special Needs Education, 30*(2), 274–292.
<https://doi.org/10.1080/08856257.2014.986913>
- Nelen, M., Willemse, M., van Oudheusden, M., & Goei, S. L. (2020). Cultural challenges in adapting SWPBIS to a Dutch context. *Journal of Positive Behavior Interventions, 22*(2), 105–115.
<https://doi.org/10.1177/1098300719876096>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Pyżalski, J. (2012). *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży* [Electronic aggression and cyberbullying as new forms of risky behaviour among young people]. Oficyna Wydawnicza Impuls.
- Ross, S. W., Romer, N., & Horner, R. H. (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions, 14*(2), 118–128.
<https://doi.org/10.1177/1098300711413820>
- Santiago-Rosario, M. R., McIntosh, K., & Payno-Simmons, R. L. (2022, July 21). *Centering equity within the PBIS framework: Overview and evidence of effectiveness*. Center on PBIS.
<https://www.pbis.org/resource/centering-equity-within-the-pbis-framework-overview-and-evidence-of-effectiveness>
- Skura, M. (2018). Relacje nauczyciela wspomagającego i nauczyciela wiodącego – temat wciąż otwarty [The relationship between general and supporting teachers – a (still) open debate]. *Niepełnosprawność. Dyskursy Pedagogiki Specjalnej, 1*(29), 66–86.
<https://doi.org/10.4467/25439561.NP.18.004.9842>
- Skura M. & Wheeler J. J. (2024) Addressing challenging behaviours in the classroom: Perceptions of teachers in Poland. *European Journal of Special Needs Education, 39*(4), 94–108.
<https://doi.org/10.1080/08856257.2023.2191109>
- Travers, C. J., & Cooper, C. L. (1996). *Teachers under pressure*. Routledge.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics & Adolescent Medicine, 166*(2), 149–156.
<https://doi.org/10.1001/archpediatrics.2011.755>
- Wettstein, A. (2008). *Beobachtungssystem zur Analyse aggressiven Verhaltens in schulischen Settings (BASYS)* [Observation system for analysing aggressive behaviour in school settings (BASYS)]. Huber.

- Wettstein, A. (2010). Lehrpersonen in schwierigen Unterrichtssituationen unterstützen [Supporting teachers in challenging classroom situations]. *Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete*, 5, 79(2), 145-15. <https://doi.org/10.2378/vhn2010.art12d>
- Wheeler, J. J., & Richey, D. D. (2019). *Behavior management: Principles and practices of positive behavior supports* (4th ed.). Pearson.

Annex. Participants' profiles

Symbol	Type of teacher	Local population	Length of service (years)	Number of pupils in the classroom	Number of pupils with behavioral challenges	Additional training in working with students with behavioral challenges
W 11	General teacher	20,000–100,000	25	18–25	4–5	Workshops: System of counteracting aggression and peer violence; Ways of dealing with manifestations of dysfunctional behavior in students; Prevention of difficult behaviors; Cooperation with parents; Risky sexual behaviors of children and adolescents
W5	General teacher	500,000+	4	20	8	None
W4	General teacher	20,000–100,000	20	25	9	Workshop: Dealing with provocative student behavior
W6	General teacher	500,000+	30	20–22	21	None
W3	General teacher	20,000–100,000	23	23–29	15	Workshop: Challenging behaviors of children with special needs
W7	General teacher	100,000–500,000	18	18	4	None
W8	General teacher	3,000–20,000	24	15	6	None
W12	General teacher	20,000–100,000	20	23	6	TUS: Behavioral therapy (3-step course)