

STUDENT BEHAVIOR RESPONSE TRAINING

Accreditation Report

Certified Student Behavior Response Practitioner (CSBRP)

Course length: 2 hours | Requested scope: Live online and in-person delivery

Item	Information
Submitted by	Jose "Jay" Emilio Vigoreaux Jr.
Course providers	Clear English and Lens Publishing and Network
Submitted to	International Teachers Association (ITA)
Course type	Professional development and competency-based training
Primary audience	Teachers and educators working with students ages 6-18
Report date	2 August 2026

Purpose

To explain the course purpose, content, teaching methods, assessment system, professional boundaries, certification rules, and quality controls for accreditation review.

Executive Summary

Student Behavior Response Training is a practical professional development course for teachers and other education workers. It helps participants notice student behavior carefully, avoid harmful labels, choose helpful classroom responses, and build stronger relationships with students.

The course is based on a simple idea: student behavior gives information. Teachers should first describe what they can see, then think about what support may be needed, and finally respond in a calm and professional way.

The course does not train participants to diagnose or treat medical, psychological, developmental, or behavioral conditions. It teaches educators to observe, support, document, communicate, and refer concerns when qualified professional help may be needed.

Accreditation is requested for the live online and in-person versions of Student Behavior Response Training.

Course at a Glance

Area	Course Information
Course title	Student Behavior Response Training
Credential	Certified Student Behavior Response Practitioner (CSBRP)
Course length	2 hours
Delivery	Live online or in person
Main focus	Behavior recognition, professional response, relationship-building, and reflection
Assessment standard	Participation, reflection, required forms, and competency assessment
Passing score	80% on the formal assessment

Accreditation Request

Clear English and Lens Publishing and Network request accreditation for Student Behavior Response Training as a two-hour professional development course. The requested accreditation covers both live online and in-person delivery.

1. Course Identity

Item	Information
Official course title	Student Behavior Response Training
Credential title	Certified Student Behavior Response Practitioner
Credential abbreviation	CSBRP
Certificate type	Certificate of Competency
Professional development time	2 hours
Course owner	Jose "Jay" Emilio Vigoreaux Jr.
Course providers	Clear English and Lens Publishing and Network
Accreditation body requested	International Teachers Association

Primary audience	Teachers and educators serving students ages 6-18
Secondary audience	School leaders, tutors, ESL educators, trainers, and education organizations

2. Purpose and Need

Teachers often see a student's behavior before they understand why it is happening. A student may refuse work, talk during a lesson, avoid a group, cry, interrupt, use a phone, or appear unmotivated. If a teacher reacts too quickly, the teacher may use labels such as lazy, rude, difficult, or bad.

This course gives educators a clear process for responding. It does not ask teachers to ignore rules or accept unsafe behavior. It teaches them to correct behavior without shaming the student and to use information, structure, and relationships to support learning.

- Observe behavior before making a judgment.
- Describe actions instead of defining the student.
- Separate facts from assumptions.
- Respond calmly instead of reacting emotionally.
- Use clear directions, support, and appropriate choices.
- Protect the student's dignity.
- Know when to document, communicate, or refer a concern.

3. Course Philosophy

Student behavior is communication. Effective educators recognize behavior, respond intentionally, build relationships, and support student growth.

The course is built on five principles:

1. Behavior gives information.
2. Observe before you assume.
3. Respond instead of reacting.
4. Relationships affect behavior.
5. Support growth instead of using labels.

Behavior, Disorder, and Label

Term	Simple Meaning	Example
Behavior	Something a student does that can be observed.	The student did not begin work after ten minutes.
Disorder or diagnosed condition	A condition identified by a qualified professional.	ADHD, dyslexia, or an anxiety disorder.
Label or assumption	A judgment that may not be supported by evidence.	The student is lazy or disrespectful.

4. Professional Boundaries and Ethical Practice

This course does not qualify participants to diagnose, assess, treat, or provide clinical services for medical, psychological, developmental, or behavioral conditions.

Participants are taught to:

- use observable and respectful language;
- protect student privacy and dignity;
- avoid unsupported medical or psychological claims;
- use school records and confirmed information appropriately;
- document repeated patterns when needed;
- communicate concerns with parents, leaders, or support staff;
- refer concerns to qualified professionals when necessary.

The course also recognizes that culture, language, family values, learning needs, age, environment, and personal experience may affect behavior. Educators should not treat one behavior as proof of a student's character or condition.

5. Learning Outcomes

By the end of the course, participants should be able to:

6. Explain the difference between observable behavior, a label, and a diagnosed condition.
7. Recognize common student behavior patterns without making unsupported conclusions.
8. Use profile cards as thinking tools rather than fixed labels.
9. Identify responses that may calm, support, or redirect a student.
10. Identify responses that may shame, escalate, or damage trust.
11. Apply response strategies during scenarios and roleplay.
12. Reflect on their own reactions, language, and classroom practice.
13. Explain the limits of an educator's role and when referral may be needed.

6. Course Structure

Module	Time	Main Purpose
Module 1 - Introduction and Philosophy	10 minutes	Explain the course philosophy, behavior versus labels, and professional boundaries.
Module 2 - Profile Exploration	20 minutes	Study student behavior profiles, possible needs, teacher mistakes, and supportive responses.
Module 3 - Behavior Recognition	20 minutes	Practice separating observable facts from assumptions and unsupported conclusions.
Module 4 - Response Practice	50 minutes	Apply calm, clear, and respectful responses through scenarios and roleplay.
Module 5 - Reflection and	20 minutes	Review learning, complete

Certification		reflection, and explain certification requirements.
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7. Teaching and Learning Methods

The course is taught as an active workshop. It is not designed as a lecture-only session. Participants must think, discuss, practice, and reflect.

Method	How It Is Used
Short direct teaching	The facilitator explains key ideas in simple language.
Visual profile cards	Participants study classroom situations, behaviors, needs, common mistakes, and possible responses.
Guided discussion	Participants explain what they observe and compare possible responses.
Scenario analysis	Participants decide what is fact, what is assumption, and what support may be useful.
Roleplay	Participants practice teacher, student, and observer roles.
Professional feedback	Observers explain what helped, what escalated the situation, and what could improve.
Reflection	Participants connect the course to their own professional practice.

Online Delivery

- The facilitator shares the presentation and profile cards on screen.
- Participants use chat, discussion, polls, or breakout rooms when available.
- Roleplay may take place in the main room or in small groups.
- Participants need a stable internet connection and working audio.
- Camera use may be required to verify attendance and participation.

In-Person Delivery

- Participants work in pairs or small groups.
- Printed or digital profile cards are used during activities.
- Roleplay and observer feedback take place in the training room.
- The same objectives, timing, assessment, and certification rules apply.

8. Module Descriptions

Module 1 - Introduction and Philosophy

Participants learn that behavior is something a student does, while labels are judgments about who the student is. The facilitator explains that educators support students but do not diagnose them.

Module 2 - Profile Exploration

Participants study selected profile cards. Each card shows observable behavior, possible needs, common teacher mistakes, helpful responses, and a key principle. The cards are used to support discussion, not to place students into permanent categories.

Module 3 - Behavior Recognition

Participants examine short cases and decide what can truly be observed. They identify labels, assumptions, and information that may still be missing. The goal is careful reasoning, not guessing a diagnosis.

Module 4 - Response Practice

Participants practice real-time classroom response. The teacher role uses a calm tone, clear directions, appropriate choices, redirection, wait time, private correction, and relationship-based language. The observer gives focused professional feedback.

Module 5 - Reflection and Certification

Participants explain what they learned, how their understanding changed, and what they plan to use in their work. The facilitator reviews the certificate requirements and next steps.

9. Official Course Materials

- Facilitator presentation
- Facilitator guide
- Participant guide
- Student behavior profile cards
- Behavior recognition activities
- Roleplay scenarios
- Pre-Course Survey
- Post-Course Survey
- Reflection Statement form
- Competency rubric
- Formal assessment and answer key
- Attendance record
- Certificate template
- Certificate and participant tracking record

Only current, approved course materials may be used. The course owner is responsible for updates, version control, and certificate records.

10. Competency Areas

Competency	What the Participant Must Show
Course philosophy	Understands behavior as information and separates observation from judgment.
Profile understanding	Uses profiles to think about support without turning

	them into fixed labels.
Behavior recognition	Describes observable behavior and identifies missing information.
Response practice	Uses calm, clear, respectful, and useful classroom responses.
Professional reflection	Explains learning and connects it to future practice.
Professional boundaries	Avoids diagnosis and understands when documentation or referral may be needed.

Competency Scale

Score	Level	Meaning
4	Exceeds competency	Applies the skill clearly, professionally, and independently.
3	Meets competency	Shows the required understanding and applies the skill appropriately.
2	Approaching competency	Shows partial understanding but needs more practice or support.
1	Below competency	Shows limited understanding or uses the skill inaccurately.
0	Not demonstrated	Does not complete the task or provides no evidence of competency.

Recommended standard: an average score of 3 or higher, with no score below 2 in Response Practice or Reflection and Certification.

11. Assessment and Certification Requirements

The accredited course uses more than attendance alone. Participants must complete the required learning and verification steps.

Requirement	Required
Complete the Pre-Course Survey	Yes
Attend the full two-hour course	Yes
Arrive no more than ten minutes late	Yes
Participate in activities and roleplay	Yes
Complete the Post-Course Survey	Yes
Submit the Reflection Statement	Yes
Complete the formal assessment	Yes
Earn at least 80% on the assessment	Yes

Formal Assessment

The course uses a 20-question assessment covering behavior recognition, response selection, professional reflection, practical application, and professional boundaries. The passing score is 16 out of 20, or 80%.

The first retake may be offered without charge. Additional retakes may include a small administrative fee. Participants should review missed concepts before taking the assessment again.

Reflection Statement

The reflection should be at least 100 words. It should explain what the participant learned, how the course changed or strengthened their understanding, and one strategy they plan to use.

12. Attendance and Participation Policy

- Participants must attend the full two-hour course.
- Participants may arrive up to ten minutes late and remain eligible.
- A participant who arrives more than ten minutes late may attend but is not eligible for the certificate.
- A participant who leaves early without an approved reason receives incomplete status.
- Roleplay and activity participation are required.
- An approved accommodation may be provided when participation needs to be adjusted.
- Attendance alone does not guarantee certification.

13. Certificate and Verification System

Item	Standard
Certificate title	Certificate of Competency
Credential	Certified Student Behavior Response Practitioner (CSBRP)
Professional development time	2 hours
Certificate number	Unique sequential certificate number
Issuer	Clear English and Lens Publishing and Network
Accreditation wording	Accredited by the International Teachers Association, after approval
Verification	Records held by the authorized course administrator

Certificates are issued only after all requirements are checked. The certificate does not give the holder permission to diagnose, assess, treat, or provide clinical services.

14. Records, Privacy, and Verification

Each participant receives a unique cohort or certificate number. This number helps connect course records while limiting the unnecessary use of personal information in working documents.

The course administrator may keep the following records:

- participant name and email;
- country and professional role;
- cohort or certificate number;
- training date and delivery format;
- attendance and participation status;
- survey completion;

- reflection completion;
- assessment result;
- certificate issue date.

Records are stored securely and are used only for administration, verification, accreditation, quality review, and approved communication.

15. Quality Assurance and Annual Review

The course owner will review the program at least once each year. The review may consider updated education guidance, participant feedback, facilitator observations, assessment performance, technology needs, and changes in classroom practice.

Quality Area	Control
Materials	Only the current approved version may be used.
Facilitators	Facilitators must be approved, trained, and observed.
Certificates	Certificates are issued through the central record system.
Assessment	Assessment content and passing standards are controlled by the course owner.
Professional boundaries	Diagnostic and clinical limits are repeated throughout the course.
Participant feedback	Feedback is reviewed to guide reasonable course improvements.
Annual review	Content, delivery, and records are checked at least once each year.

16. Facilitator Standards

An authorized facilitator should:

- have at least two years of teaching or education experience;
- complete Student Behavior Response Training successfully;
- complete the approved facilitator pathway;
- observe an approved training session;
- co-facilitate before independent delivery;
- use the current official materials;
- follow the course timing, philosophy, and assessment rules;
- submit attendance and completion records;
- protect participant privacy;
- avoid changing the course into clinical or diagnostic training.

Facilitator approval is valid for one year and may require renewal, observation, and an annual license.

17. Course Ownership and Material Control

Student Behavior Response Training is owned and managed by Jose "Jay" Emilio Vigoreaux Jr. through Clear English and Lens Publishing and Network.

- Facilitators may not claim ownership of the course.
- Facilitators may not issue certificates independently.
- Assessment questions, philosophy statements, surveys, and certification rules may not be changed without approval.
- Images and wording may be adjusted for local culture only with approval and without changing the course meaning.
- Unauthorized changes may result in the loss of facilitator approval.

18. Proposed Role of the International Teachers Association

Following accreditation approval, ITA may:

- recognize the course as an accredited professional development program;
- allow approved accreditation wording and logo use;
- promote the course through approved ITA channels;
- list or distribute approved course information;
- receive summary quality reports when required;
- support international access to the live online and in-person versions.

19. Delivery and Implementation Plan

Area	Plan
Live online delivery	Scheduled professional workshops through an approved video meeting platform.
In-person delivery	School, organization, conference, or private professional development setting.
Maximum group size	Normally 20 participants for a highly interactive session.
Course language	English, unless an approved localized version is developed.
Materials	Digital participant materials; printed materials may be used in person.
Certification	Issued after attendance, participation, reflection, forms, and assessment are verified.

20. Risk Management

Risk	Control
Participants confuse recognition with diagnosis	Repeat the scope statement, use observable language, and assess professional boundaries.
Course becomes too theoretical	Use profile cards, scenarios, roleplay, and practical response choices.
Participants receive certificates without competency	Require attendance, participation, reflection, forms, assessment, and record review.
Facilitators change the course	Use approval, current materials, annual renewal, and central certificate control.
Personal information is exposed	Use unique numbers, limited-access records, and secure storage.
Online technology interrupts learning	Use a tested professional platform and send access

	instructions before training.
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21. Formal Accreditation Request

Clear English and Lens Publishing and Network respectfully request accreditation of Student Behavior Response Training as a two-hour professional development course leading to the Certified Student Behavior Response Practitioner credential.

Accreditation is requested for live online and in-person delivery. The course has a defined purpose, clear learning outcomes, structured modules, active learning methods, professional boundaries, competency standards, assessment requirements, certificate controls, facilitator standards, privacy procedures, and an annual quality-review process.

The course owner agrees to maintain approved materials, protect participant records, control certification, monitor facilitator quality, and revise the course when needed to protect its professional value.

22. Supporting Documents for Accreditation

Appendix	Document
A	Course syllabus
B	Facilitator guide
C	Participant guide
D	Student profile card samples
E	Pre-Course Survey
F	Post-Course Survey
G	Reflection Statement form
H	Competency rubric
I	20-question assessment
J	Assessment answer key - internal use
K	Certificate template
L	Attendance and certification policy
M	Course ownership and professional-boundaries statement
N	Facilitator standards and authorization policy
O	Annual review and quality-assurance policy

Approval and Sign-Off

I confirm that the information in this report describes the official Student Behavior Response Training course and its planned quality, assessment, certification, and delivery standards.

Item	Details
Course owner	Jose "Jay" Emilio Vigoreaux Jr.
Organizations	Clear English and Lens Publishing and Network
Signature	
Date	2 August 2026
International Teachers Association review	
ITA representative signature	
Approval date	

Student Behavior Response Training supports educators in observing carefully, responding professionally, and protecting student dignity.