

# STUDENT BEHAVIOR RESPONSE TRAINING

## Pilot Program Accreditation Evidence Report

*Certified Student Behavior Response Practitioner (CSBRP)*

**Pilot delivered live online on 27-29 July 2026 | Course length: 2 hours**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| <b>Submitted by</b>     | Jose “Jay” Emilio Vigoreaux Jr.               |
| <b>Course providers</b> | Clear English and Lens Publishing and Network |
| <b>Requested scope</b>  | Live online and in-person delivery            |
| <b>Report date</b>      | 30 July 2026                                  |
| <b>Pilot stage</b>      | Pre-accreditation pilot program               |

Purpose: To show why the course is needed, how it was taught, what participants learned, and why it is ready for accreditation review.

## Executive Summary

Student Behavior Response Training is a practical course for teachers and other education workers. It teaches them to watch student behavior carefully, avoid harmful labels, choose helpful responses, and build better relationships with students. The course does not train people to diagnose medical, mental health, or developmental conditions.

The course was built from real educator needs. First, 34 educators completed an interest and needs survey in May 2026. Next, 44 people completed the formal Pre-Course Survey. Three live pilot sessions were held from 27 to 29 July 2026. Twenty-three people were recorded as attending, 22 completed the full training, 21 completed both follow-up forms, and 20 pilot certificates had been sent when the final tracking file was reviewed.

**Main finding: Once participants entered the live training, 95.7% completed the full course.**

The results were very positive. All 21 Post-Course Survey respondents agreed that the course met its goals. All 21 said they would recommend it to another educator. Twenty participants said they felt more prepared, while one said “somewhat.” Confidence in recognizing behavior rose from a group average of 3.98 to 4.81 out of 5. Confidence in responding rose from 3.84 to 4.86 out of 5.

The strongest learning result was the difference between an observable behavior and a label or assumption. Participants also learned that behavior can communicate a need and can be shaped by culture, family, language, emotions, learning needs, and the classroom environment. The evidence supports accreditation review for the live online and in-person versions of the course.

### Key Results at a Glance

| Evidence area                       | Result       |
|-------------------------------------|--------------|
| Initial needs survey                | 34 responses |
| Formal Pre-Course Survey            | 44 responses |
| Pilot registration numbers assigned | 56           |
| Recorded live attendees             | 23           |
| Completed full training             | 22           |
| Post-Course Surveys                 | 21           |
| Reflection Statements               | 21           |
| Pilot certificates sent             | 20           |
| Course goals achieved               | 100% agreed  |

| Evidence area                             | Result                   |
|-------------------------------------------|--------------------------|
| Would recommend course                    | 100% yes                 |
| Felt more prepared                        | 95.2% yes; 4.8% somewhat |
| Scope, culture, and philosophy statements | 100% agreement           |

## 1. Course Identity

| Item                          | Information                                              |
|-------------------------------|----------------------------------------------------------|
| Course title                  | Student Behavior Response Training                       |
| Credential                    | Certified Student Behavior Response Practitioner (CSBRP) |
| Course type                   | Live professional development training                   |
| Course length                 | 2 hours                                                  |
| Pilot dates                   | 27, 28, and 29 July 2026                                 |
| Pilot platform                | Google Meet                                              |
| Course owner and facilitator  | Jose “Jay” Emilio Vigoreaux Jr.                          |
| Course providers              | Clear English and Lens Publishing and Network            |
| Primary audience              | Teachers and educators working with students ages 6-18   |
| Requested accreditation scope | Live online and in-person versions                       |

## 2. Purpose and Need

Teachers often see student behavior before they know why it is happening. A teacher may call a student lazy, rude, difficult, or unmotivated. These words can become harmful labels. This course teaches teachers to describe what they see, think about what the student may need, and respond in a calm and professional way.

- Observe behavior before making a judgment.
- Describe actions instead of defining the student.
- Respond calmly instead of reacting emotionally.
- Use support, structure, and clear communication.
- Protect the student’s dignity.
- Know when to document a concern or refer it to a qualified professional.

### 3. Course Philosophy and Professional Boundaries

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

The course uses five simple ideas:

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.

The course also uses this professional boundary:

**This course does not qualify participants to diagnose, assess, treat, or provide clinical services for medical, psychological, developmental, or behavioral conditions. Educators observe, support, document, communicate, and refer when needed.**

### 4. How the Course Was Developed

6. An initial survey was sent to educators in May 2026.
7. The survey identified common classroom behavior problems and training needs.
8. The course, profile cards, activities, and facilitator materials were built around those needs.
9. A formal Pre-Course Survey collected participant background and confidence data.
10. Three live pilot sessions were delivered.
11. Participants completed a Post-Course Survey and Reflection Statement.
12. Results were reviewed to identify strengths and needed changes.

### 5. Initial Needs Survey - May 2026

The Student Behavior Exploration Survey received 34 responses between 12 and 18 May 2026. It included educators working with preschool, primary, middle school, high school, university, pre-university, adult, and mixed-age learners.

#### Main behavior concerns

| Theme                         | Examples reported                                  |
|-------------------------------|----------------------------------------------------|
| Distraction and lack of focus | Difficulty focusing, chatting, not responding      |
| Noise and disruption          | Calling out, side conversations, class disturbance |
| Phone and device use          | Social media, games, mobile phone distraction      |

| Theme                   | Examples reported                                              |
|-------------------------|----------------------------------------------------------------|
| Defiance and refusal    | Not following directions, refusing work, challenging authority |
| Low motivation          | Disengagement, lack of interest, non-participation             |
| Bullying and aggression | Cruelty, aggression, unsafe peer behavior                      |
| Withdrawal and silence  | Quiet, isolated, or overlooked students                        |
| Basic needs             | Hunger, tiredness, and poor health                             |

### What educators believed caused behavior problems

- Family or home problems
- Peer pressure and social influence
- Boredom and weak engagement
- Academic difficulty
- Technology use
- Emotional needs
- Large classes or weak classroom structure
- Unclear rules or inconsistent responses

### What educators wanted from training

- Practical classroom strategies
- De-escalation and conflict support
- Positive behavior support
- Better communication and relationship skills
- Real classroom examples and roleplay
- Support for mixed-ability and crowded classrooms

This survey showed a clear need for practical behavior-response training. It also showed that many teachers already valued patience and relationships but did not always have a clear system for using those ideas.

## 6. Pre-Course Survey - Participant Profile

The formal Pre-Course Survey received 44 responses. It collected information about roles, countries, years of experience, age groups, confidence, classroom concerns, and recent training.

### Participant roles

| Role    | Number | Percentage |
|---------|--------|------------|
| Teacher | 31     | 70.5%      |
| Trainer | 5      | 11.4%      |

| Role                 | Number | Percentage |
|----------------------|--------|------------|
| Administrator        | 2      | 4.5%       |
| Other education role | 6      | 13.6%      |
| Total                | 44     | 100%       |

### Years of experience

| Experience  | Number | Percentage |
|-------------|--------|------------|
| 3-5 years   | 8      | 18.2%      |
| 6-10 years  | 8      | 18.2%      |
| 11-15 years | 9      | 20.5%      |
| 16+ years   | 19     | 43.2%      |

Twenty-eight of the 44 respondents, or about 64%, had more than ten years of education experience. This means the course attracted both newer and veteran educators.

### International reach

Respondents worked in many countries, including Nigeria, India, Pakistan, Maldives, Nepal, Ghana, the United Arab Emirates, Greece, Uganda, Kazakhstan, the United States, Egypt, Indonesia, Kenya, Georgia, Côte d'Ivoire, Tanzania, Rwanda, Liberia, and other locations listed in participant records.

### Age groups served

| Age group        | Number | Percentage |
|------------------|--------|------------|
| Mixed age groups | 35     | 79.5%      |
| Ages 11-14       | 4      | 9.1%       |
| Ages 15-18       | 3      | 6.8%       |
| Ages 6-10        | 2      | 4.5%       |

### Confidence before training

| Skill                               | Average score |
|-------------------------------------|---------------|
| Recognizing student behaviors       | 3.98 out of 5 |
| Responding to challenging behaviors | 3.84 out of 5 |

Participants felt fairly confident, but they felt less confident about responding than recognizing. This supported the need for roleplay and response practice.

### Recent professional development gap

| Recent training in last 12 months | Number | Percentage |
|-----------------------------------|--------|------------|
| No                                | 27     | 61.4%      |
| Yes                               | 17     | 38.6%      |

More than six out of every ten respondents had not received recent training in student behavior or classroom management.

## 7. Training Design and Teaching Method

| Module                                  | Time       | Main learning                                                              |
|-----------------------------------------|------------|----------------------------------------------------------------------------|
| Module 1 - Introduction and Philosophy  | 10 minutes | Behavior, labels, assumptions, relationships, and course limits            |
| Module 2 - Profile Exploration          | 20 minutes | Study behavior profiles, strengths, challenges, and possible support needs |
| Module 3 - Behavior Recognition         | 20 minutes | Separate observable behavior from labels and guesses                       |
| Module 4 - Response Practice            | 50 minutes | Practice calm, clear, respectful classroom responses                       |
| Module 5 - Reflection and Certification | 20 minutes | Review learning and complete follow-up requirements                        |

### How it was taught

- Short direct teaching
- Visual student profile cards
- Behavior-versus-label examples
- Group discussion
- Classroom scenarios
- Teacher, student, and observer roleplay
- Professional reflection

The course was designed as a workshop, not a long lecture. Participants had to think, discuss, practice, and reflect.

## 8. Pilot Participation and Completion

The pilot tracking file assigned 56 pilot registration and certificate numbers. Two entries were marked N/A, but they remained part of the numbered pilot record. The table below shows the full participation path.

| Pilot stage                    | Number | Rate from 56 registrations |
|--------------------------------|--------|----------------------------|
| Registration numbers assigned  | 56     | 100%                       |
| Completed Pre-Course Survey    | 44     | 78.6%                      |
| Recorded with a training date  | 23     | 41.1%                      |
| Completed full training        | 22     | 39.3%                      |
| Completed Post-Course Survey   | 21     | 37.5%                      |
| Completed Reflection Statement | 21     | 37.5%                      |
| Pilot certificates sent        | 20     | 35.7%                      |

### Session distribution

| Training date | Recorded participants |
|---------------|-----------------------|
| 27 July 2026  | 6                     |
| 28 July 2026  | 10                    |
| 29 July 2026  | 7                     |
| Total         | 23                    |

### Completion among active participants

| Measure                                             | Result           |
|-----------------------------------------------------|------------------|
| Full-course completion among recorded attendees     | 22 of 23 - 95.7% |
| Post-survey completion among full-course completers | 21 of 22 - 95.5% |
| Reflection completion among full-course completers  | 21 of 22 - 95.5% |
| Certificates sent among full-course completers      | 20 of 22 - 90.9% |

The main drop happened before live attendance. Once participants entered the course, almost all completed it. This is strong evidence that the live training was engaging and manageable.



At the time the tracking file was reviewed, 20 certificates had been sent. Two full-course participants had not received certificates because all certification requirements or final administrative checks had not been completed. The report does not identify those participants by name.

## 9. Privacy and Certificate Control

Each participant received a unique cohort and certificate number. This number connected registration, surveys, attendance, reflections, and certificate records. It protected personal privacy while still allowing the course administrator to verify each record when needed.

- The Pre-Course Survey was required.
- Full attendance was required.
- Participants more than ten minutes late were not certificate eligible.
- Early departure without an approved reason could remove certificate eligibility.
- Participation in activities was required.
- The Post-Course Survey and Reflection Statement were required.
- Attendance alone did not guarantee a certificate.
- Certificates were controlled and issued by the course owner.

## 10. Post-Course Survey Results

Twenty-one participants completed the Post-Course Survey.

### Confidence after training

| Skill                    | Pre-course group average | Post-course group average | Change |
|--------------------------|--------------------------|---------------------------|--------|
| Recognizing behaviors    | 3.98                     | 4.81                      | +0.83  |
| Responding appropriately | 3.84                     | 4.86                      | +1.02  |

These are group-level results. The pre-course group had 44 respondents, while the post-course group had 21 respondents. The final accredited version should also match each person by cohort number for a stronger person-by-person comparison.

### Did the course meet its goals?

| Answer              | Number | Percentage |
|---------------------|--------|------------|
| Strongly Agree      | 16     | 76.2%      |
| Agree               | 5      | 23.8%      |
| Neutral or disagree | 0      | 0%         |

### Did participants feel more prepared?

| Answer   | Number | Percentage |
|----------|--------|------------|
| Yes      | 20     | 95.2%      |
| Somewhat | 1      | 4.8%       |
| No       | 0      | 0%         |

### Would participants recommend the course?

| Answer | Number | Percentage |
|--------|--------|------------|
| Yes    | 21     | 100%       |
| No     | 0      | 0%         |

### Most helpful module

| Module                          | Number | Percentage |
|---------------------------------|--------|------------|
| Module 3 - Behavior Recognition | 16     | 76.2%      |
| Module 2 - Profile Exploration  | 3      | 14.3%      |
| Module 1 - Philosophy           | 1      | 4.8%       |
| Module 4 - Response Practice    | 1      | 4.8%       |

Module 3 was the clear strongest section. Participants repeatedly said they learned to separate observation from labeling and to assess before making a conclusion.

## 11. Participant View of Professional Value

| Suggested professional price | Number | Percentage |
|------------------------------|--------|------------|
| Under \$25                   | 4      | 19.0%      |
| \$25-\$50                    | 10     | 47.6%      |
| \$51-\$100                   | 7      | 33.3%      |

Seventeen of 21 respondents, or 81%, believed a price of at least \$25 was reasonable. This is not a full market study, but it shows that participants saw professional value in the course.

## 12. Reflection Statement Results

Twenty-one participants submitted Reflection Statements. All 21 agreed with the course's scope-of-practice statement, cultural-awareness statement, and philosophy statement.

| Core statement                                                    | Agreement       |
|-------------------------------------------------------------------|-----------------|
| The course does not authorize diagnosis, assessment, or treatment | 21 of 21 - 100% |
| Culture, language, family, and background can affect behavior     | 21 of 21 - 100% |
| Student behavior is communication                                 | 21 of 21 - 100% |

### Main learning themes

- Observe before judging.
- Separate behavior from labels and assumptions.
- Look for patterns and context.
- Consider culture, family, learning, emotions, and environment.
- Remain calm and respond intentionally.
- Build trust and stronger relationships.
- Use support that fits the individual student.
- Pay attention to positive, quiet, gifted, and neutral students too.
- Protect dignity and refer concerns when needed.

**The clearest change was that participants began to see behavior as information, not as a fixed part of the student.**

### Reflection quality

The reflection quality was mixed. Some participants wrote detailed answers, while others wrote very short answers. Future forms should require at least 100 words and should not allow submission until the minimum length is met.

## 13. Main Strengths of the Pilot

13. The course was built from documented educator needs.
14. Most formal survey respondents were teachers.
15. About 64% of Pre-Course Survey respondents had more than ten years of experience.
16. The participant group was international.
17. More than 60% had not received recent behavior training.
18. Once people attended, 95.7% completed the course.
19. All Post-Course Survey respondents agreed that the course met its goals.
20. All respondents said they would recommend it.

21. Participants showed higher confidence after training.
22. The main lesson - observation instead of labeling - was clearly understood.
23. All reflection respondents accepted the course's ethical limits and cultural-awareness statement.
24. The course used controlled certificates and completion rules.

## 14. Participant Feedback and Planned Improvements

| Finding or request                                      | Planned improvement                                                |
|---------------------------------------------------------|--------------------------------------------------------------------|
| Participants wanted more real classroom examples        | Add two or three more short scenarios.                             |
| Participants wanted more profile cards                  | Add a larger sample set and organize cards by category.            |
| Participants wanted more response practice              | Add another short roleplay or response-choice activity.            |
| Some participants wanted more discussion                | Use timed discussion prompts so the course still finishes on time. |
| Some wanted pre-course materials                        | Create a short two-page preparation guide.                         |
| Some wanted more reflection time                        | Share the prompt before the end and allow follow-up submission.    |
| Some reflections were too short                         | Make 100 words a required minimum.                                 |
| Some participants used words such as diagnose or expert | Add a final terminology and scope review.                          |
| A meeting-platform limit was mentioned                  | Use a paid professional platform for future sessions.              |
| Pre/post comparison was group-level                     | Match responses by cohort number in future reporting.              |

## 15. Limits of the Pilot Data

- The pilot group was small compared with a large research study.
- Most findings came from participant self-reports.
- The surveys measured immediate learning and confidence, not long-term classroom results.
- The Pre-Course and Post-Course groups were different sizes.
- Some reflections were short or incomplete.
- Some cohort numbers were typed in different formats.
- The report does not claim that the course proves long-term behavior change.

These limits do not remove the value of the pilot. They show what should be improved in the accredited version.

## 16. Recommended Requirements for the Accredited Course

25. Complete the Pre-Course Survey.
26. Attend the full two-hour course.
27. Participate in discussions and roleplay.

28. Complete the Post-Course Survey.
29. Submit a Reflection Statement of at least 100 words.
30. Complete a 20-question knowledge assessment.
31. Score at least 80% on the assessment.
32. Agree to the course scope, culture, and professional-boundary statements.

### Recommended competency areas

| Competency area            | What the participant must show                               |
|----------------------------|--------------------------------------------------------------|
| Philosophy and boundaries  | Understands behavior as communication and does not diagnose. |
| Profile exploration        | Uses profiles as support tools, not fixed labels.            |
| Behavior recognition       | Separates observable facts from assumptions.                 |
| Response practice          | Uses calm, clear, respectful, and useful responses.          |
| Reflection and application | Explains learning and how it will be used in practice.       |

## 17. Evidence for Future Course Development

Participants asked for more profile cards, inclusive education content, and deeper information about diagnosed educational support needs. Several reflection statements mentioned education-diagnosed profiles or specific support profiles. This supports a future advanced course, separate from the basic course.

### Suggested future course: CSBRP-Advanced - Diagnosed Educational Support Profiles

The advanced course should focus on classroom support, accommodations, communication, and referral awareness. It should not teach diagnosis or treatment.

## 18. Accreditation Request

Student Behavior Response Training requests accreditation 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 was created after educators reported real behavior challenges. It was tested through three live international pilot sessions. The results show that participants understood the course's main ideas, felt more prepared, and viewed the course as practical and useful. The program also used clear attendance, privacy, form, and certificate controls.

The course owner agrees to keep materials current, protect participant records, control certificates, review the course each year, and improve the course using participant feedback and professional standards.

## 19. Final Conclusion

The pilot provides a strong case for accreditation review. The course solves a documented professional need. It reached the correct audience, including many experienced and international educators. It used active teaching methods, clear ethical limits, and controlled completion rules.

The strongest result was not only that participants enjoyed the course. The strongest result was that they understood a key professional skill: describe what a student does before deciding what it means. They also learned to respond with more care, context, and purpose.

**This was a planned professional development program built from educator needs, tested with a live international audience, measured before and after training, and improved through participant feedback.**

## 20. Accreditation Evidence Checklist

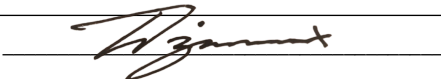
| Appendix | Evidence                               |
|----------|----------------------------------------|
| A        | Course syllabus                        |
| B        | Facilitator guide                      |
| C        | Participant guide                      |
| D        | Student profile card samples           |
| E        | Initial needs survey and analysis      |
| F        | Pre-Course Survey and analysis         |
| G        | Post-Course Survey and analysis        |
| H        | Reflection Statement form and analysis |
| I        | Competency rubric                      |
| J        | 20-question assessment                 |
| K        | Assessment answer key                  |
| L        | Certificate template                   |
| M        | Attendance and certificate rules       |
| N        | Pilot recruitment and update flyers    |
| O        | Approved anonymous testimonials        |

| Appendix | Evidence                                               |
|----------|--------------------------------------------------------|
| P        | Course ownership and professional-boundaries statement |
| Q        | Pilot participant and certificate tracking record      |
| R        | Annual review and course revision policy               |

## Source Documents Reviewed

- Student Behavior Exploration Survey (May 2026), 34 responses.
- Student Behavior Response Training Pre-Course Survey (2026), 44 responses.
- Student Behavior Response Training Post-Course Survey (2026), 21 responses.
- Student Behavior Response Training Reflection Statement (2026), 21 responses.
- Pilot Program Signup and completion tracking record, 56 assigned numbers.

## Report Sign-Off

| Field            | Information                                                                          |
|------------------|--------------------------------------------------------------------------------------|
| Course owner     | Jose “Jay” Emilio Vigoreaux Jr.                                                      |
| Course providers | Clear English and Lens Publishing and Network                                        |
| Report date      | 30 July 2026                                                                         |
| Requested review | Accreditation of live online and in-person Student Behavior Response Training        |
| Signature        |  |
| Date signed      | 31 July 2026                                                                         |