

**UMSAEP UM-UWC Academic Exchange Program Report
2020-2022 Project**

**Training Educators to Conduct Behavioral Assessments for Challenging Behavior in the
Classroom: Disseminating Evidence-based Procedures to Educators in South Africa**

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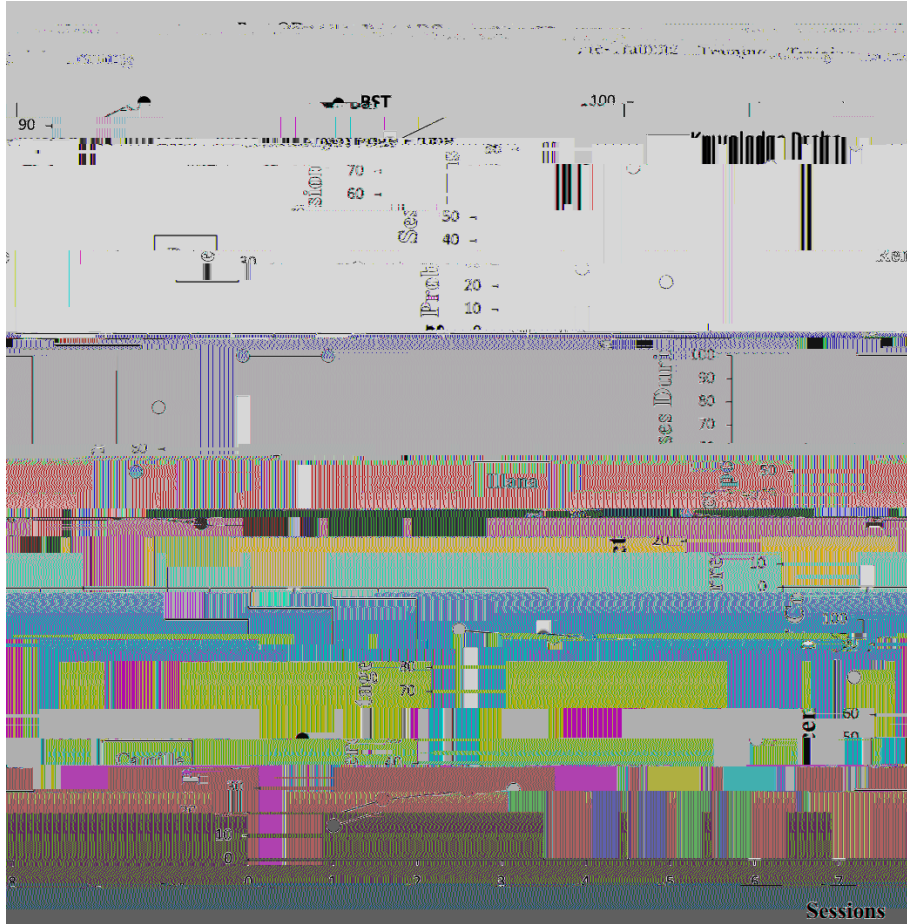
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ABSTRACT

Students' challenging behavior is a common complaint of educators working in special and general education classrooms. According to Sugai et al. (2002), challenging behavior can greatly compromise students' educational experience and the ability of educators to promote an environment

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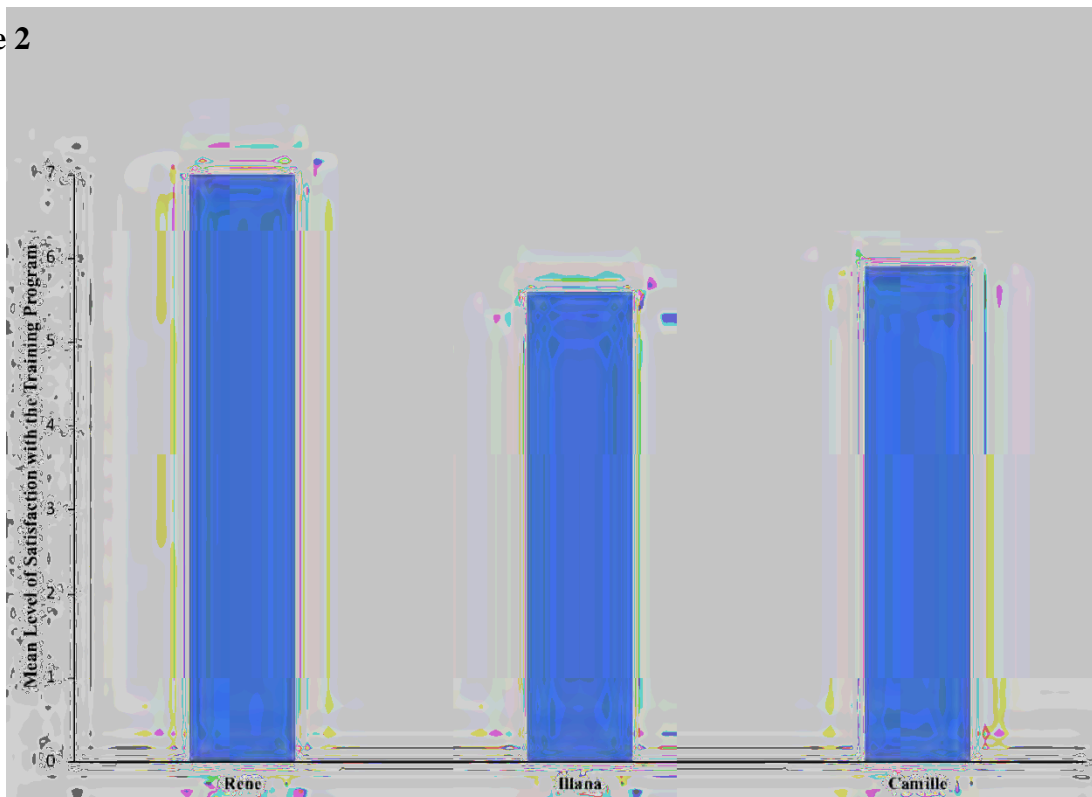
Figure 1
Participants' Performance During Probe Sessions



At the end of the study, participants were asked to complete a Training Acceptability Rating Form to assess the extent to which they considered the training beneficial and easy to follow, and how satisfied they were with the training program. The form contained 12 Likert-scale question and one open question. The scale ranged from 1 to 7 where 1 denoted very unsatisfied and 7 very satisfied. The mean score for all three participants were 6.2 demonstrating a high range of participants satisfaction with the training program (Figure 2). For the open question, one of the participants stated:

ÒExcellent training and facilitation throughout the course of the training.
Was very engaging with interactive assessments for trainee.Ó

Figure 2



Online lecture delivered by Dr. De Souza and Dr. Pizzella on March 3, 2022

Research Project Outcomes

Dr. De Souza, Dr. Pizzella, and Dr. Roman are currently working on a manuscript to be submitted to the **South African Journal of Education** or another international high-impact journal. In addition, we plan to present the study outcomes in international conferences in the field of behavior analysis and education. Finally, Dr. De Souza has been invited to join the **Centre for Interdisciplinary Studies of Children, Families and Society** as a Research Fellow.

Continuing Activities

Several actions have been taken to continue this line of research and expand the project.

1. Dr. De Souza and Dr. Pizzella has secured additional funding from the College of Education (COE) of UMSL to replicate the study in Vietnam. This extension will focus on

implementing some modification of the original training procedure to improve the training program.

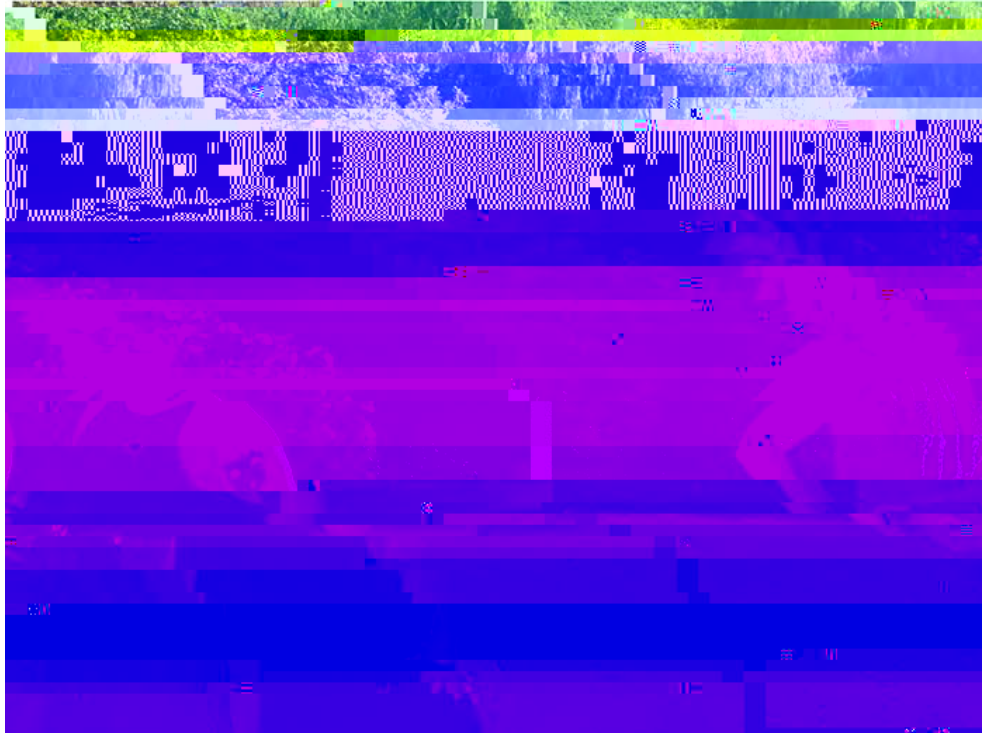
2. Dr. De Souza and Dr. Roman are working on expanding the project in South Africa as a large-scale training. To accomplish this goal, we plan to take the next steps in the next few months:
 - a. Conduct a needs assessment including an online survey and interview to identify educators' barriers and training needs as it relates to classroom management.
 - b. Prepare a training program based on the improvements identified in the previous study (Vietnam replication) and evaluate its effectiveness when delivered in a classroom format (up to 10 participants);
 - c. Develop training material and strategies based on the results of the classroom-format training study to be delivered online with the goal of increasing accessibility and dissemination of evidence-based strategies.
3. Dr. De Souza and Dr. Roman are working on identifying additional funding sources to support the development of this line of research and community application.



Dr. De Souza and Dr. Roman post-study meeting

Acknowledgements

We would like to express our appreciation to UMSAE program for the initial support in getting started with this research project as well as Dr. Rodney Uphoff for his guidance and logistics assistance throughout our trip to Cape Town. Finally, we want to recognize the generosity of participants who dedicated their time to attend training session without whom we will not be able to accomplish our research goals.



Dr. De Souza and Dr. Pizzella enjoying a beautiful weekend in Cape Town

References

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- Sugai, G., Horner, R., & Gresham, S. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior*