



Examination of Usage Patterns in an Online DBR Training Module

Nicholas J. Crovello¹, Austin H. Johnson¹, Sandra M. Chafouleas¹ & T. Chris Riley-Tillman²
 University of Connecticut¹ & University of Missouri²

Introduction

Direct Behavior Rating (DBR) has been established as an efficient progress-monitoring tool that provides reliable, valid, and accurate results. When using DBR, an observer makes an estimate of the percentage of time a student was engaged in one or more target behaviors during a pre-specified observation period (Chafouleas, 2011). In order to increase the accuracy of DBR-derived ratings, an online training module was developed for DBR Single-Item Scales pertaining to academically engaged, disruptive, and respectful behaviors. This online training module consists of three core components: (a) an overview of the DBR methodology and uses in practice, (b) frame-of-reference training, and (c) opportunities for practice and feedback dependent upon initial performance. Preliminary evaluations suggest the module is effective in improving rater accuracy (Chafouleas et al., 2014). The poster presents information on (a) the usability and prevalence of module use, as well as (b) rating patterns within the module.

Method

Participants. Participants in this study consist of 523 individuals who have completed the DBR online training module (<http://directbehaviorratings.com/training/>) since module inception in September 2011. All ratings completed by members of the research team with direct knowledge of module formation were excluded from the current analyses, as well as ratings for those who did not finish the module.

Procedures. The researchers explored differences between groups of participants such as professional setting and geographic location. In addition, the researchers examined participant-level variables such as the amount of time to completion of module and rating accuracy. In addition to this descriptive information, the accuracy of ratings as compared to an expert-consensus-derived estimate was examined for academic engagement, disruptive, and respectful behaviors, both when rated individually (e.g., rating only academic engagement) and as a group (e.g., simultaneously rating academically engaged, disruptive, and respectful

Discussion

Results indicate that the module is being used most prevalently in states along the Atlantic and Pacific coast as well as through the Great Lakes region. Almost all users indicated that their primary employment setting was a school or university. Furthermore, the majority of users took between 30 and 45 minutes to complete the training module.

Preparation of this poster was supported by research grants provided through the Institute for Education Sciences (IES), U.S. Department of Education (R324B060014; R324A110017). Please direct all correspondence to Dr. Sandra Chafouleas, University of Connecticut (sandra.chafouleas@uconn.edu).

Results and Discussion

Figure 1. Geographic distribution of participants

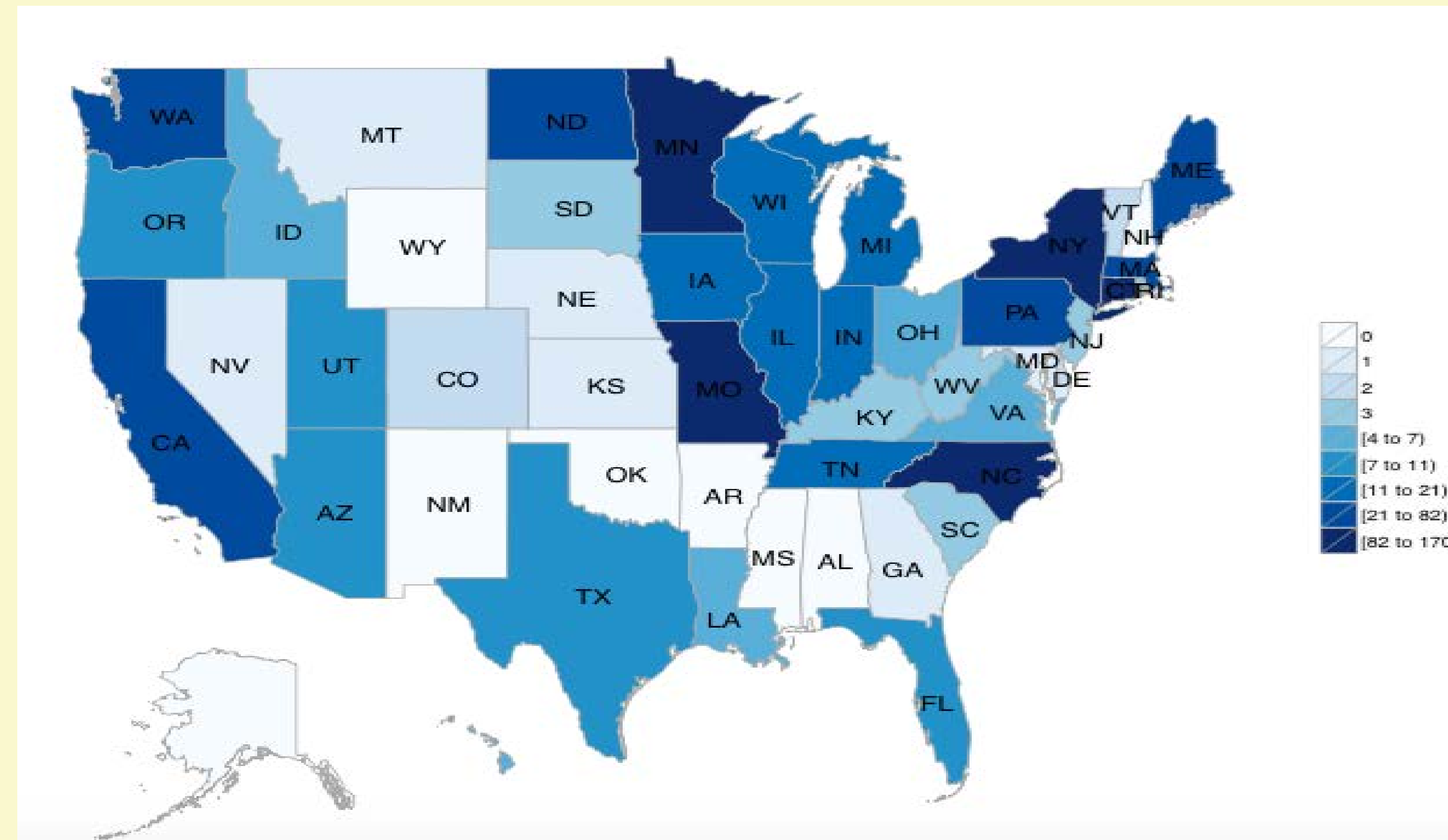


Figure 2. Distribution of time needed to complete the module

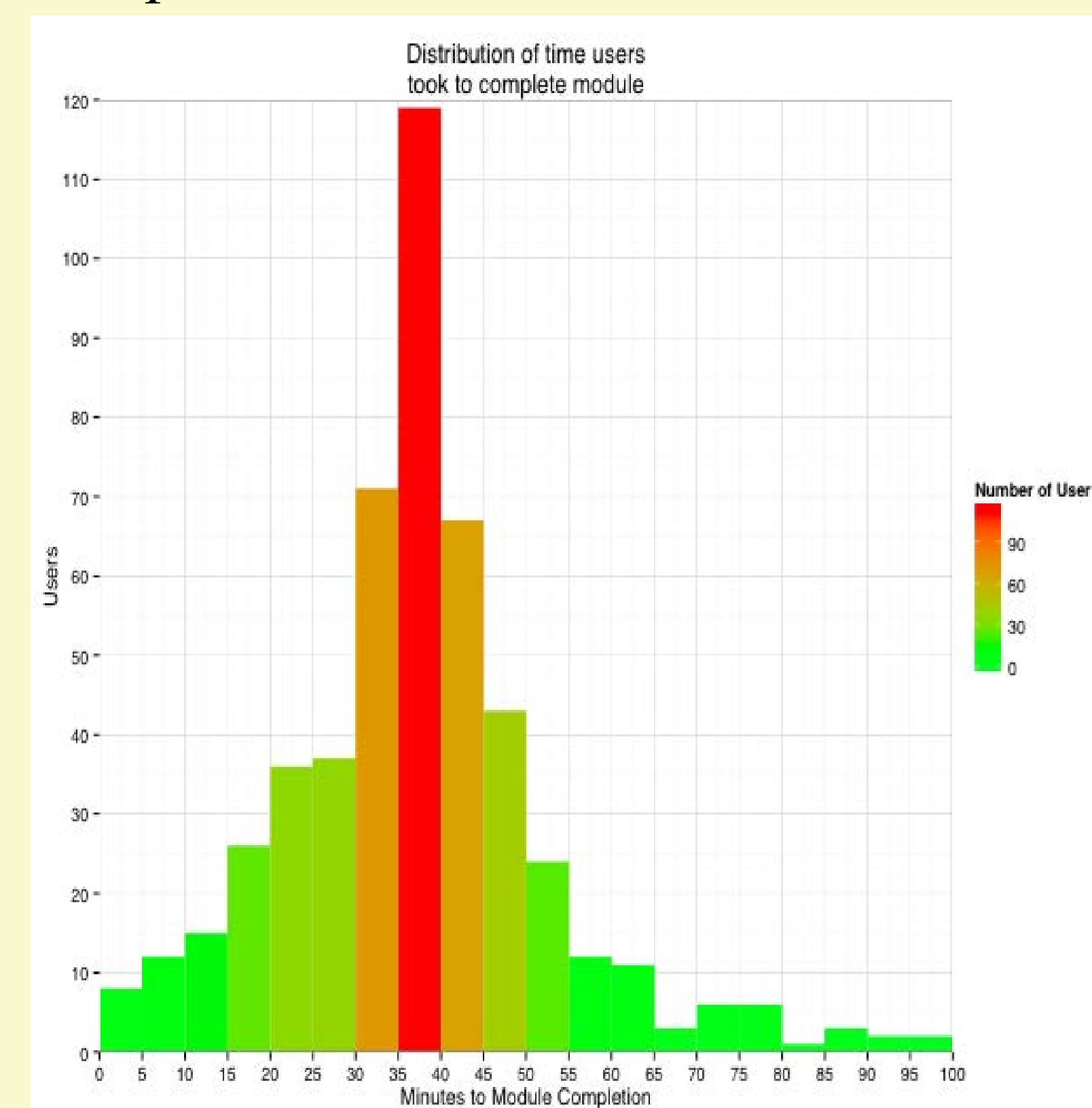


Figure 3. Flowchart used to determine which clips participants view

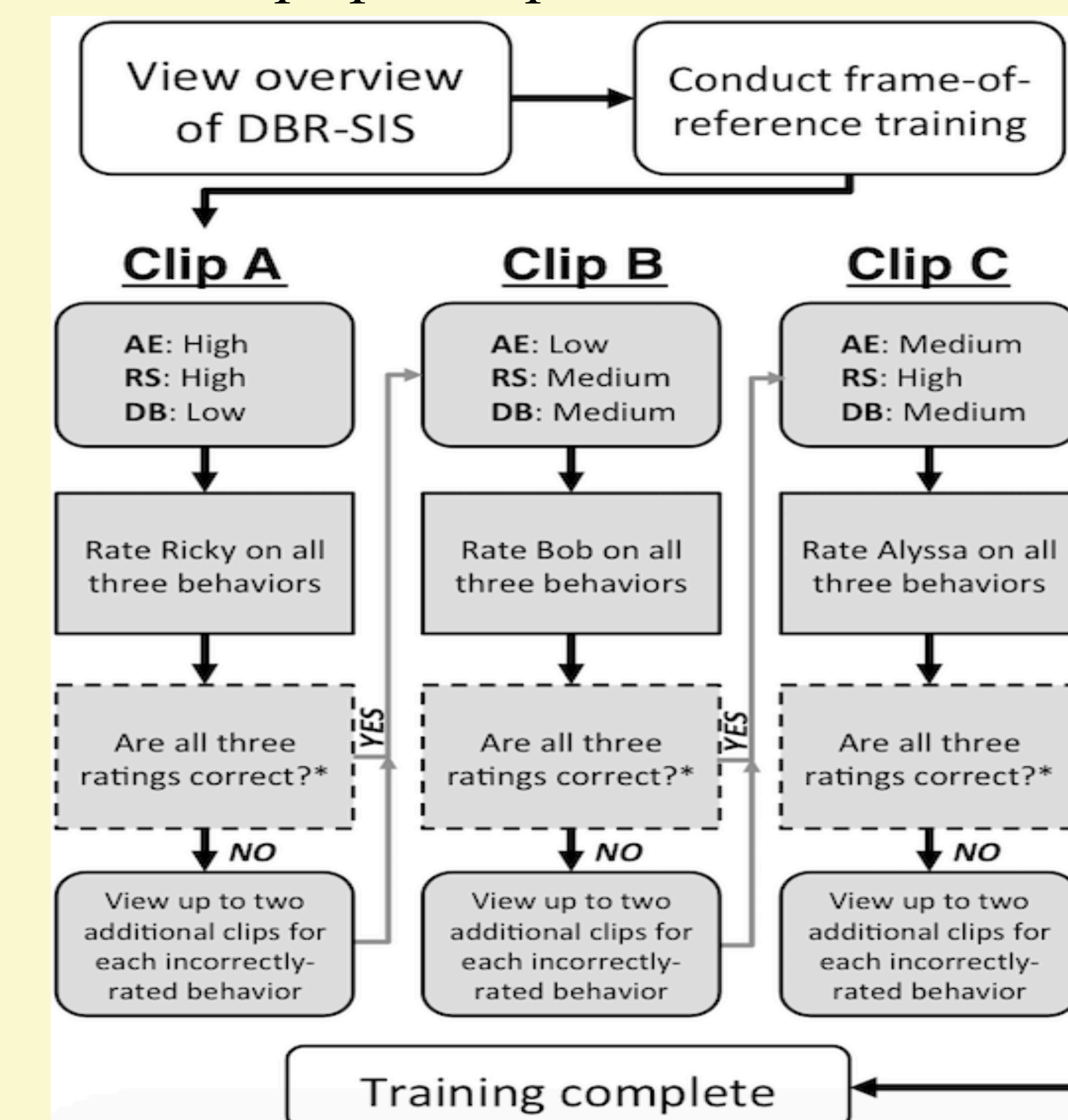


Figure 4. Box plot of accuracy when rating academically engaged, respectful, and disruptive behaviors simultaneously

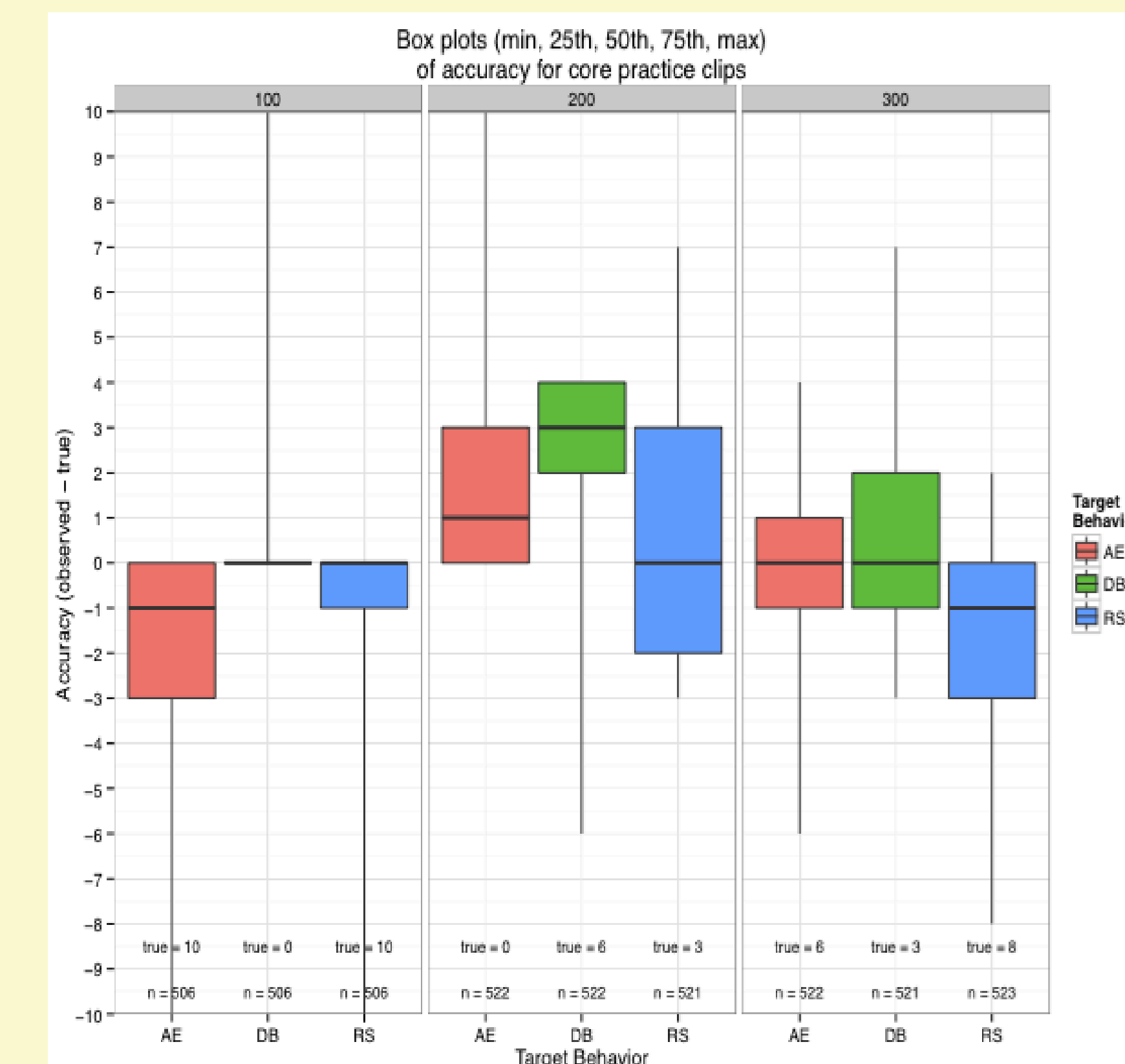


Figure 5. Box plot of accuracy when rating only academically engaged

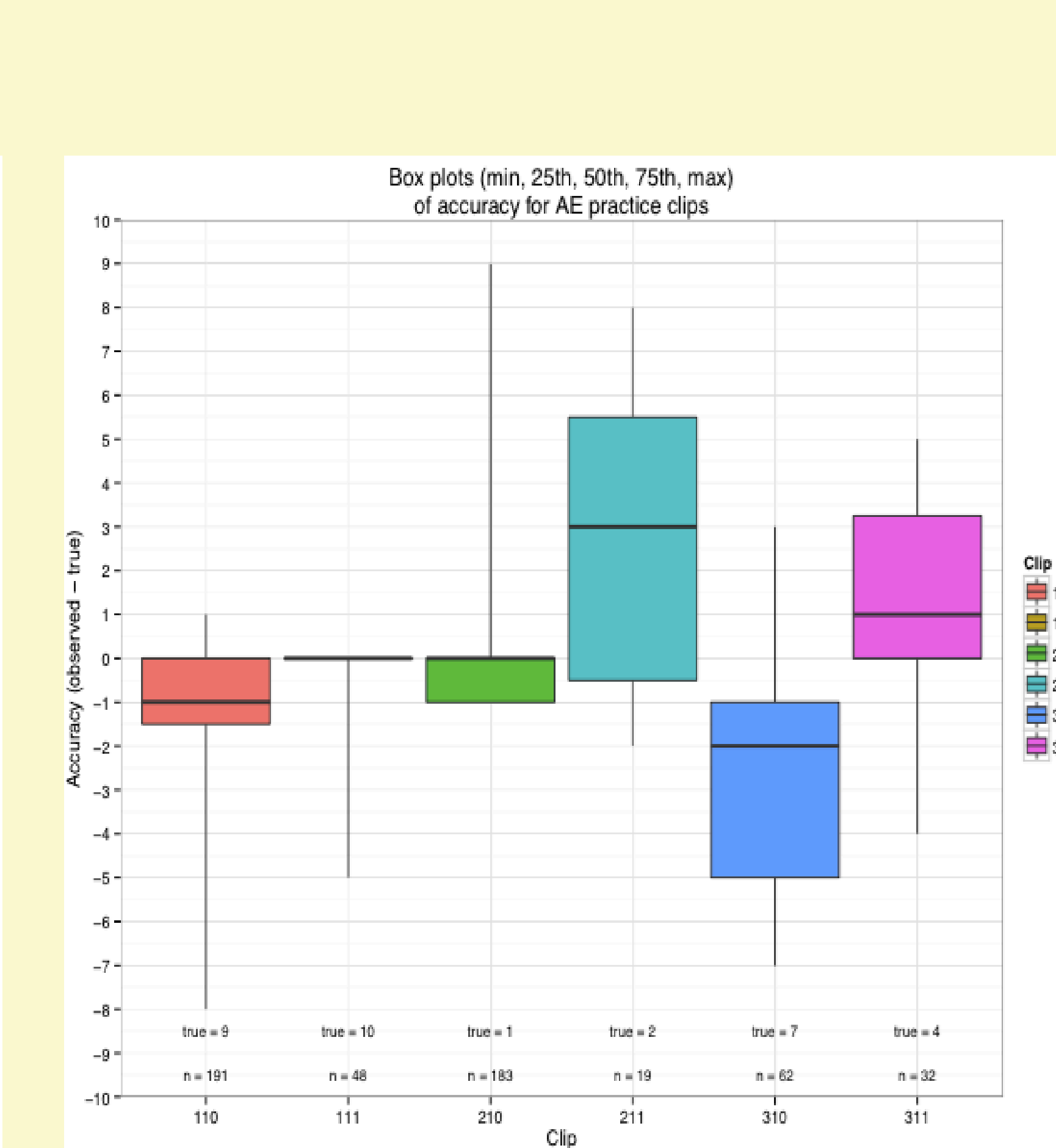


Figure 6. Box plot of accuracy when rating only disruptive

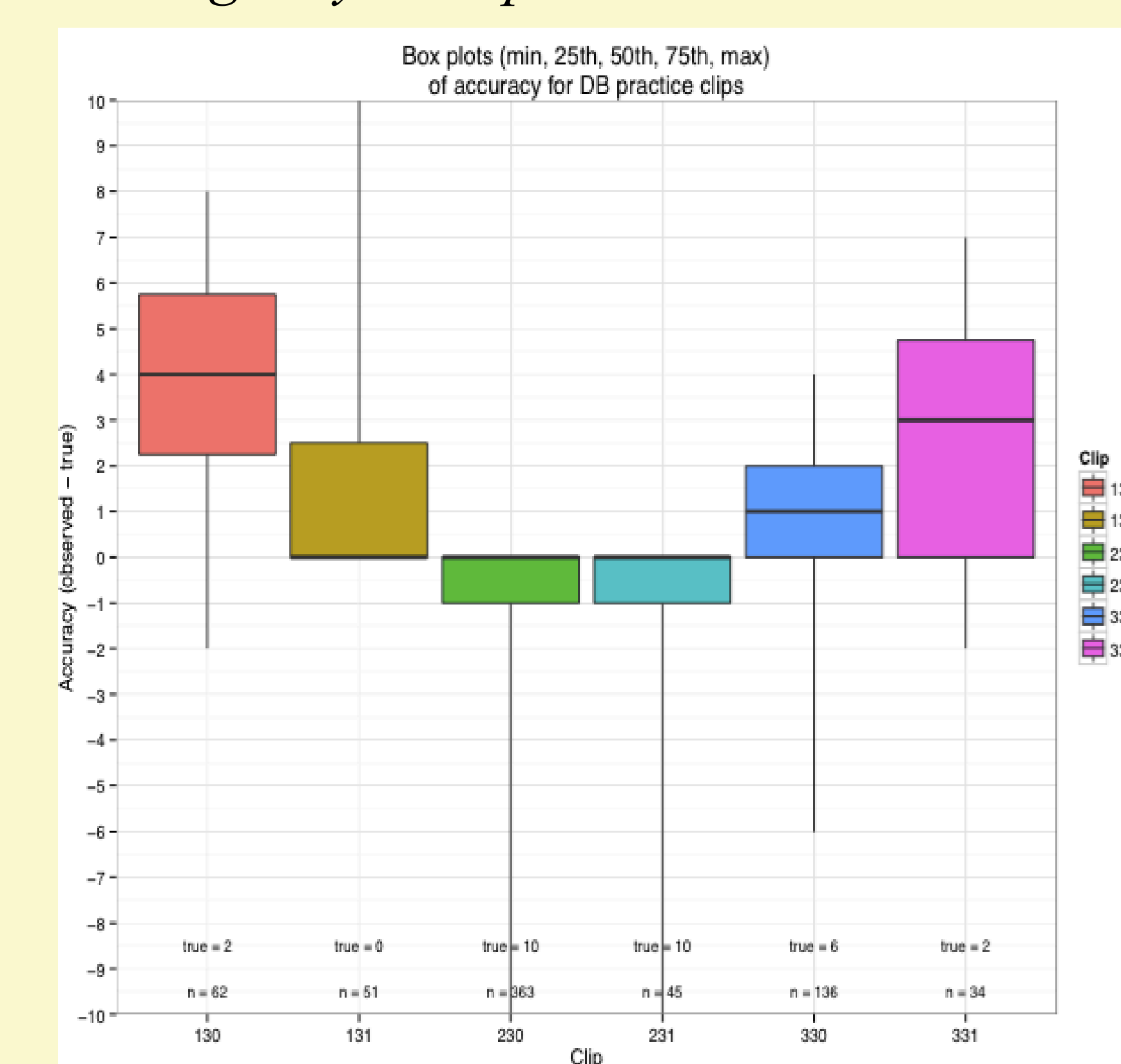
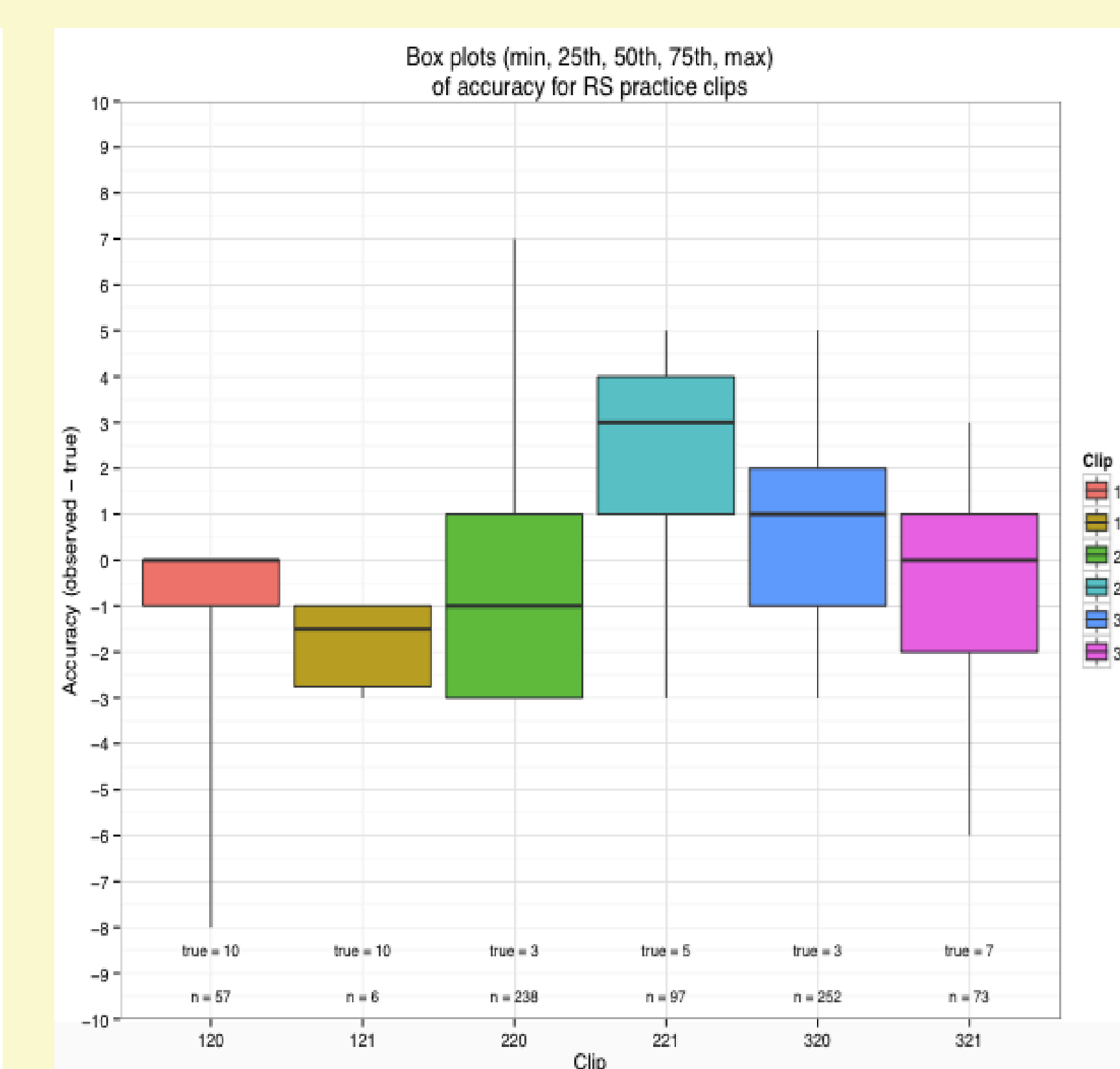


Figure 7. Box plot of accuracy when rating only respectful



More participants tended to be initially accurate when rating rates of DB and RS at the extremities of the DBR scale (i.e. 10 or 0). For example, at least 88% of participants required no additional practice on DB or RS after core clip 1. On the other hand, participants required additional practice for rates of AE at the extremities of the scale. Between 38% and 35% of raters required at least one extra practice clip for AE after viewing core clip 1 and 2, respectively. Surprisingly, however, only 12% of raters required additional practice when AE was displayed at a medium rate (i.e. between 3 and 7). This contrasts with medium rates of DB for which between 26% (practice clip 330) and 70% (practice clip 230) of users required at least one

additional practice clip. Similarly, 46% of participants required one additional practice clip after rating medium rates of RS (core clip 2). Results suggest that participants may require less training to accurately rate medium rates of AE, whereas extra practice is useful to obtain accurate ratings for medium rates of DB or RS. Although initial rating accuracy was dependent on behavior type and the rate at which it was displayed, it is important to note that the majority of raters (i.e. > 80%) were able to achieve accuracy for all levels of all behavior types with needing only one additional practice clip. That is, most participants did not require a second practice clip.