

Examination of the Usability of the DBR Training Module

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Introduction

Direct Behavior Rating (DBR) has been shown to be a flexible, defensible, efficient, and repeatable tool that can be used in both progress monitoring and screening. DBR involves a rater's estimation of the percentage of time in which a student was engaged in a particular behavior during a pre-specified observation period. In order to increase the accuracy of these ratings, the DBR Online Training Module was developed. 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. This poster presents information regarding (a) the perceived usability of the online training module and (b) the purposes for which DBR is currently being used.

Method

Participants: Approximately 1,200 individuals who completed the DBR online training (<http://directbehaviorratings.com/training/>) since module inception in September 2011 were selected to complete a brief survey. Of these individuals, up to 160 provided responses to the survey items regarding usability, while as many as 95 responded to questions regarding the ways in which DBR is used in practice.

Procedures: The researchers explored participants' ratings of the usability of the features of the online training module. Usability was conceived as being comprised of acceptability of training procedures, feasibility of completion, understanding of content knowledge, system support for DBR use, aesthetic appeal, and effectiveness of components. Participants responded to a series of items related to these constructs using a 6 point Likert scale that ranged from "strongly disagree" to "strongly agree". Items were adapted from previous work by Chafouleas et al. (2012) and Stinson et al. (2015). In addition to usability items, participants were also asked about the various ways in which they have used or currently use DBR in practice. Participants responded to items regarding the purposes for which they have used DBR, the amount of students for whom they utilized DBR, the frequency of DBR use for those students, and the types of decisions affected by DBR data.

Discussion

An examination of the usability scores for each factor indicates that participants tended to support the use of the DBR online training module. Similarly, participants agreed with statements asserting the effectiveness of each component of the training module. Given the efficiency of web-based training (i.e. it can be rapidly and widely disseminated at a low cost) and previous investigations that have indicated the capacity of online training to improve rating accuracy (Chafouleas et al., 2015), these positive perceptions of usability lend further support to the use of web-based procedures as a means of delivering training to use behavior assessment tools. 95 participants (59%) noted they have used or currently use DBR. However, it is

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Results and Discussion

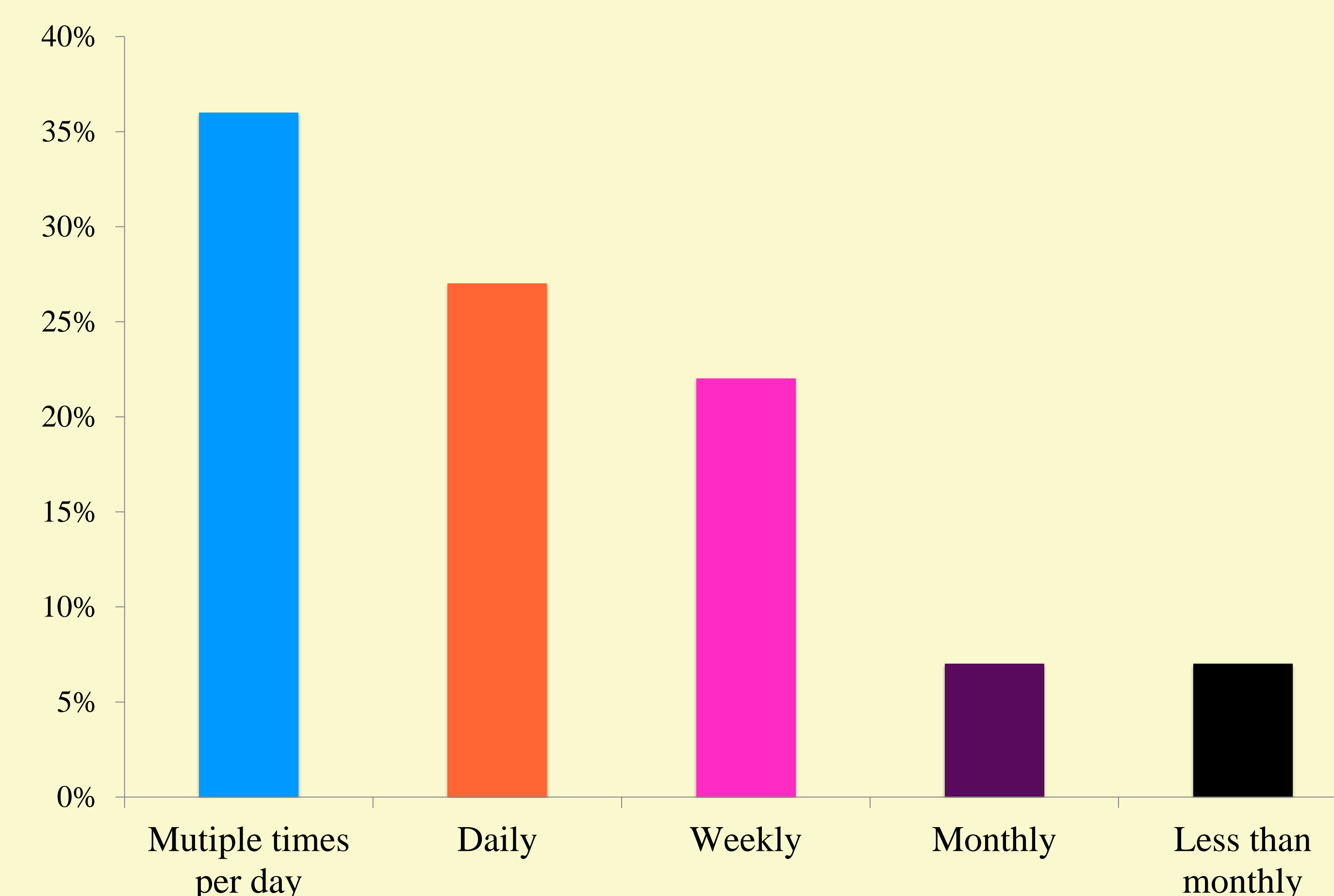
Figure 1. Perceived usability scores grouped by each factor

Factor	n	Mean	Standard Deviation
Acceptability	160	5.09	.72
Feasibility	160	5.05	.87
Understanding	160	5.17	.72
Systems Support	148	4.88	.92
Aesthetic Appeal	155	4.98	.66

Figure 2. Perceived effectiveness of each component of the training module

Effectiveness of Components	n	Mean	Standard Deviation
Brief Overview of DBR	157	5.06	.65
Guided Practice	157	5.17	.77
Opportunities for Independent Practice	157	5.06	.80
Feedback on Independent Ratings	156	4.99	.87

Figure 4. Frequency of DBR data per individual student (n respondents = 95)



important to note that 49 individuals (31%) reported that they had not collected any behavioral data in applied settings (e.g. students who completed the module as a class requirement) or had not had any opportunity to use DBR. In other words, 86% of users that had an opportunity to collect behavioral data did so using DBR. Survey results indicate that progress monitoring is the most popular use of DBR, although the data show that users of DBR tend to use the instrument for multiple purposes. Survey results indicated that users of DBR tended to utilize the tool for multiple students (median = 5), however users varied widely in the amount of students rated

Figure 3. Purposes for which DBR is used (n respondents = 95)

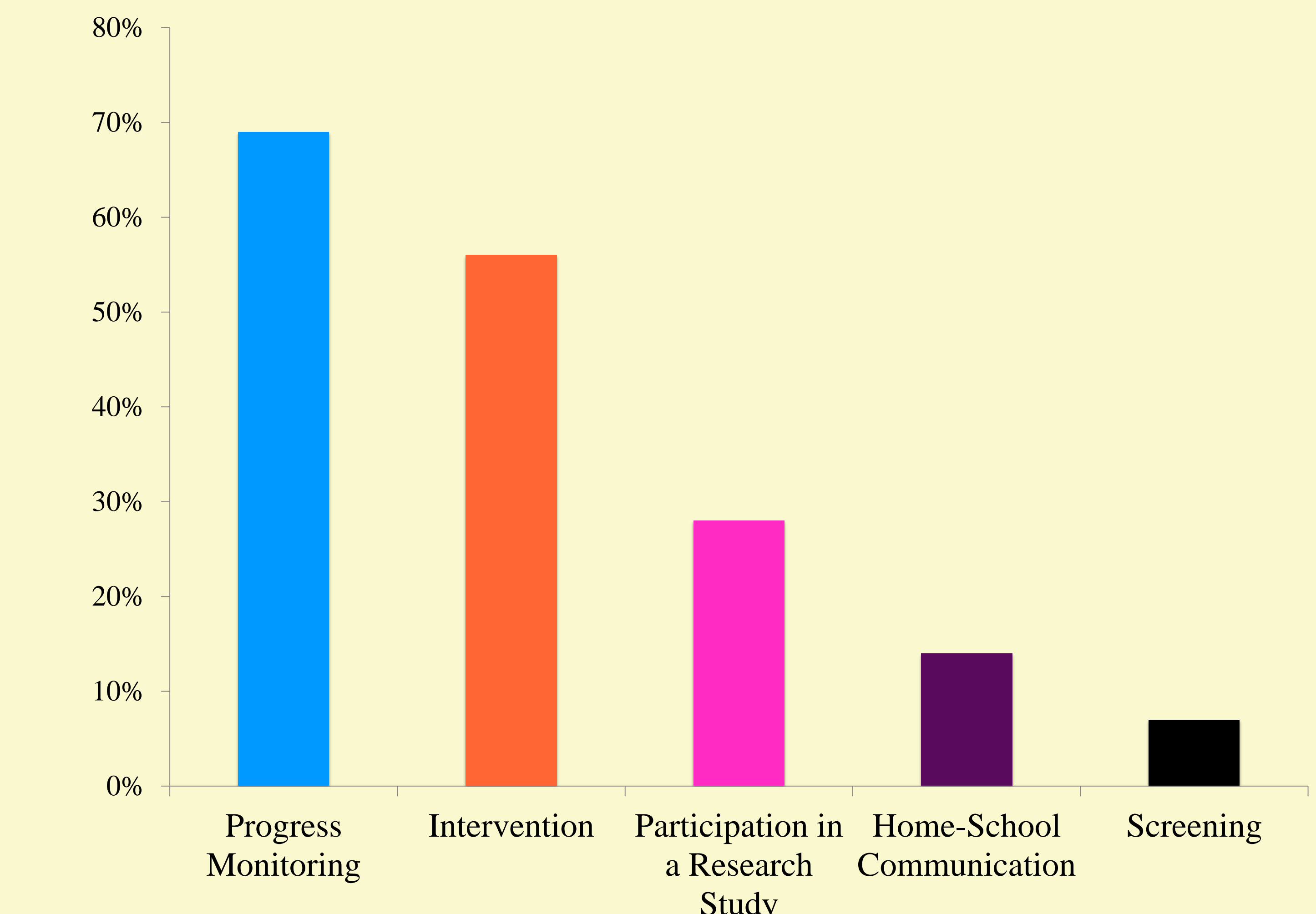


Figure 5. Types of decisions influenced by DBR data (n respondents = 72)



(range = 1 to 160). Users most frequently obtained 2 ratings per day per student. However, it should be noted that 2 ratings per day is consistent with research study procedures. Therefore, users outside of participation in a research study may be more likely to use DBR on a daily or weekly basis. Finally, 72 participants indicated that DBR data influenced decisions about supports provided to students. The majority of these decisions related to continuing or changing an existing intervention, although many respondents indicated the data influenced multiple types of decisions.