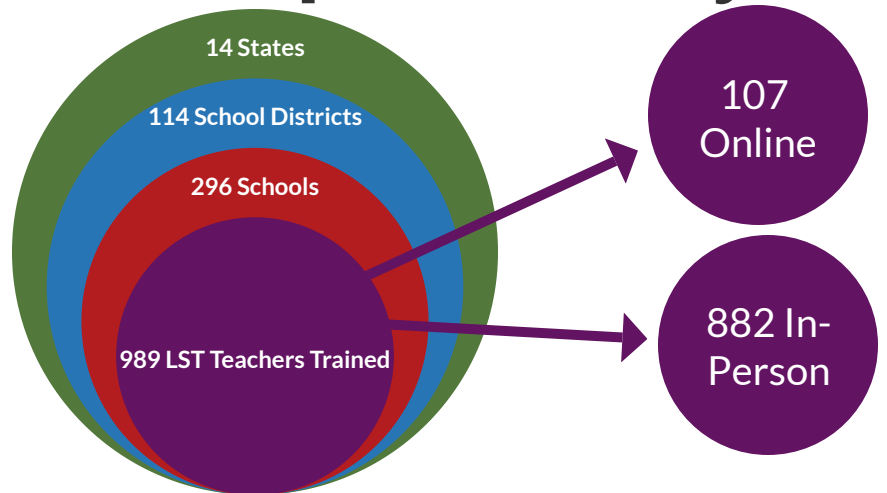


Online or In-Person

Does training modality matter for facilitators of evidence-based interventions?

Using previously collected process evaluation data between academic years 2016–2017 and 2018–2019, we asked a critical question related to training facilitators: Does it matter if Evidence-Based Interventions (EBI) facilitators are trained in-person or online?

Scope of Study



Measures of Fidelity



Adherence to the curriculum (percentage of curriculum points taught.)



Dosage (length of the lesson.)



Quality of delivery (facilitator was knowledgeable, enthusiastic, etc.)



Student responsiveness (students understood and participated in lessons.)

Results

Lessons with online and in-person trained facilitators had similar:



• Adherence



• Dosage



• Student responsiveness

Lessons with online-trained facilitators had lower:



• Quality of delivery

The Takeaway—While online training may not be a perfect substitute, it does build competencies important for curriculum-based EBI implementation. Ensuring the inclusion of experiential learning activities may be key to the quality of delivery as online training for facilitators of curriculum-based EBIs evolve. This study shows that when in-person training is not possible, online training is a great option.

Article reference and access to the full text can be found below

Combs, K. M., Drewelow, K. M., Håbesland, M. S., Lain, M. A., & Buckley, P. (2021). Does training modality predict fidelity of an evidence-based intervention delivered in schools? *Prevention Science*, 22, 928–938. [10.1007/s11121-021-01227-6](https://doi.org/10.1007/s11121-021-01227-6)

