

Web-Based Dissemination of *Unstuck and on Target* to Elementary School Educators: A Mixed-Methods Evaluation of Reach, Educator Feedback, and Impacts on Adoption



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BACKGROUND

- Unstuck and On Target*: school-based, group intervention that improves executive functioning (EF) in elementary students with autism and ADHD
- Diverse elementary school professionals (e.g., teachers, counselors, paraprofessionals) implement *Unstuck* with fidelity in treatment trials
- To reach more students, it is necessary to refine dissemination tools to better reach and support educators to adopt and implement *Unstuck*

OBJECTIVE

Evaluate reach, acceptability, and effectiveness of *Unstuck*'s web-based dissemination strategies: a website and asynchronous online training

METHODS & RESULTS

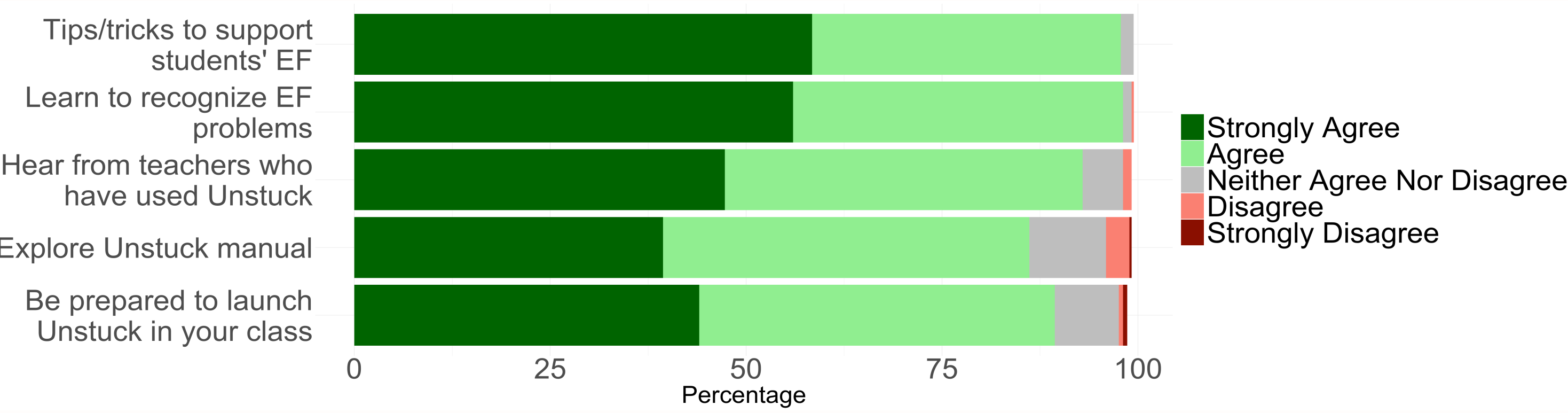
Website Reach

- Website reached **29,002 unique visitors** in first year (only 3% rural zip codes)

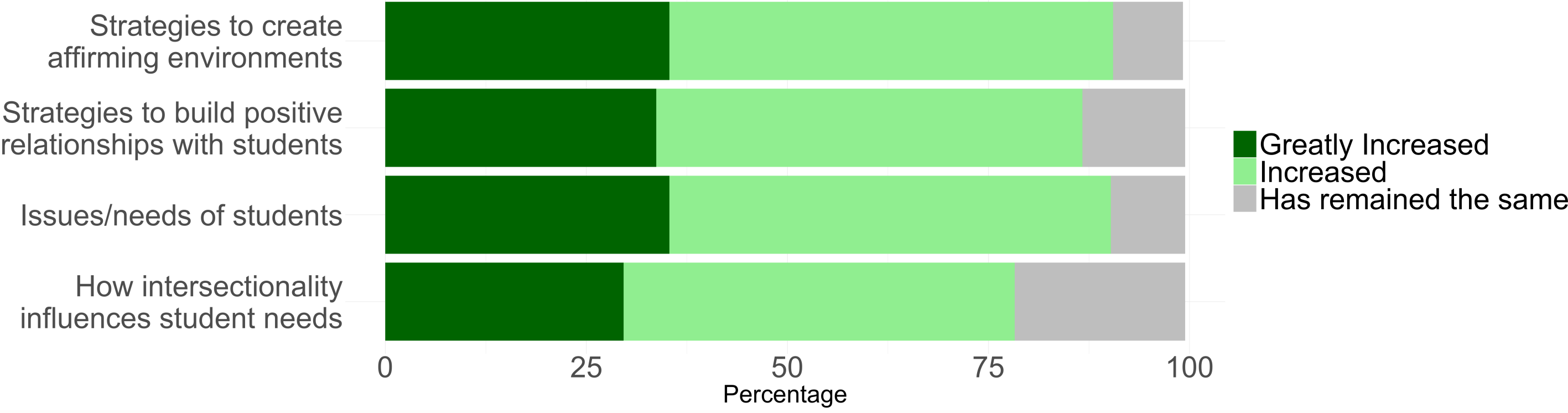
Training Reach & Acceptability

Mixed Methods Survey (n = 338 online training participants)

- Reach (2 years)**: 338 completed training (92% female; 75% White; 4% Hispanic)
- Quality of Training**: 89% rated training as "Good" or "Exceptional"
- Learning Objectives Met**: 86-98% agreed



- Knowledge Gained**: 78-91% of participants across specified topics



- 83% **planned to implement** *Unstuck* after the training
- Qualitatively**, educators reported:

Open-Ended Item	Common Responses
Most useful Strategies?	- Real-world videos/examples - Concrete tools - Visual materials - Unstuck-specific vocabulary
What would you change/add?	- Access to manual during training - Improved web interface for easier navigation - More videos of real teachers/students - Briefer training
Anticipated impact on work?	- More understanding of students' EF difficulties - More knowledgeable about how to support EF - Likely to use Unstuck & tell colleagues about it
Anticipated barriers to applying strategies?	- Lack of buy-in and EF knowledge of other staff - Limited time

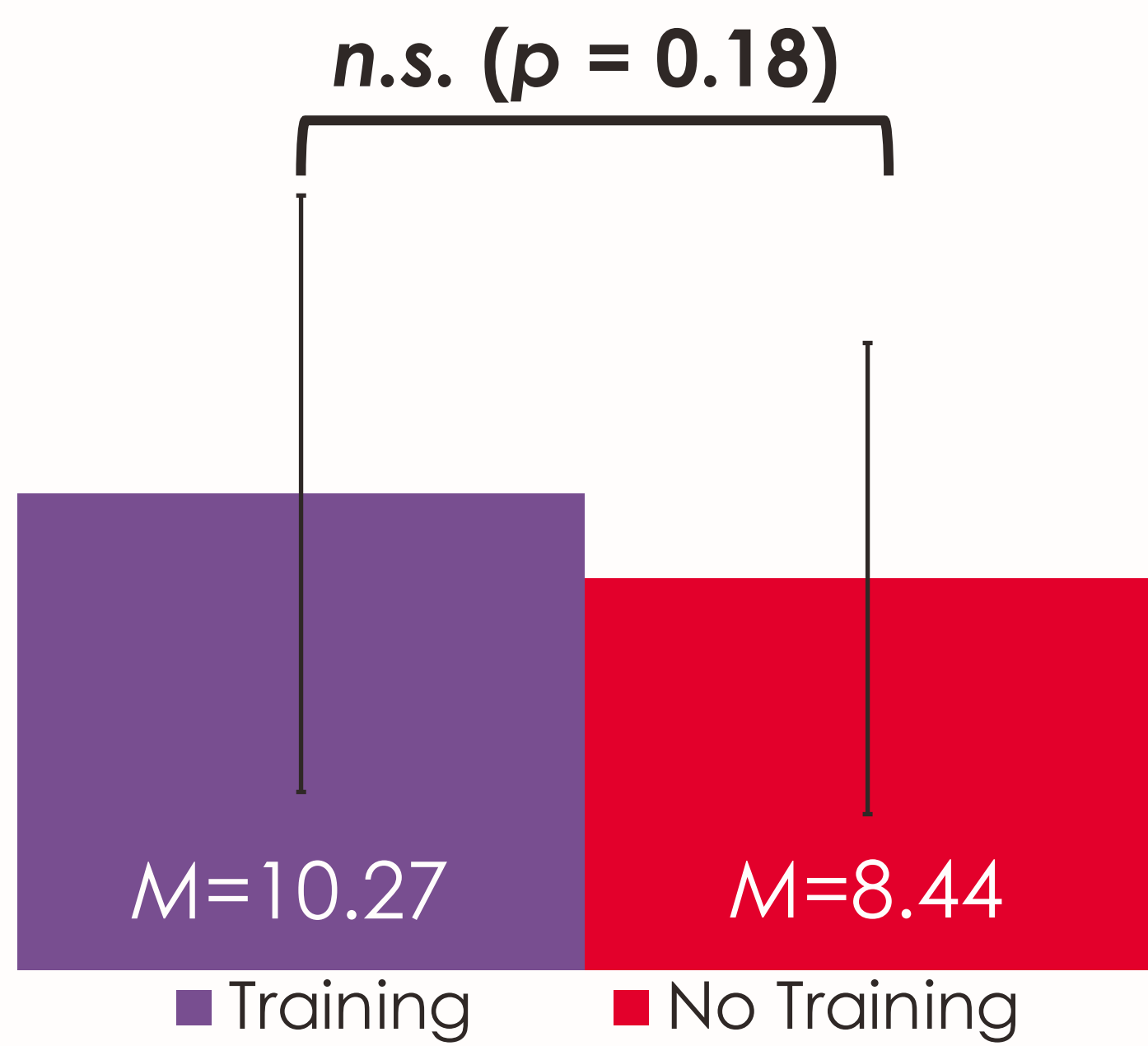
Training Effectiveness

Implementation Trial (n = 192 school-based implementers)

- Compared adoption and implementation by **training status**: completed training vs. did not complete training

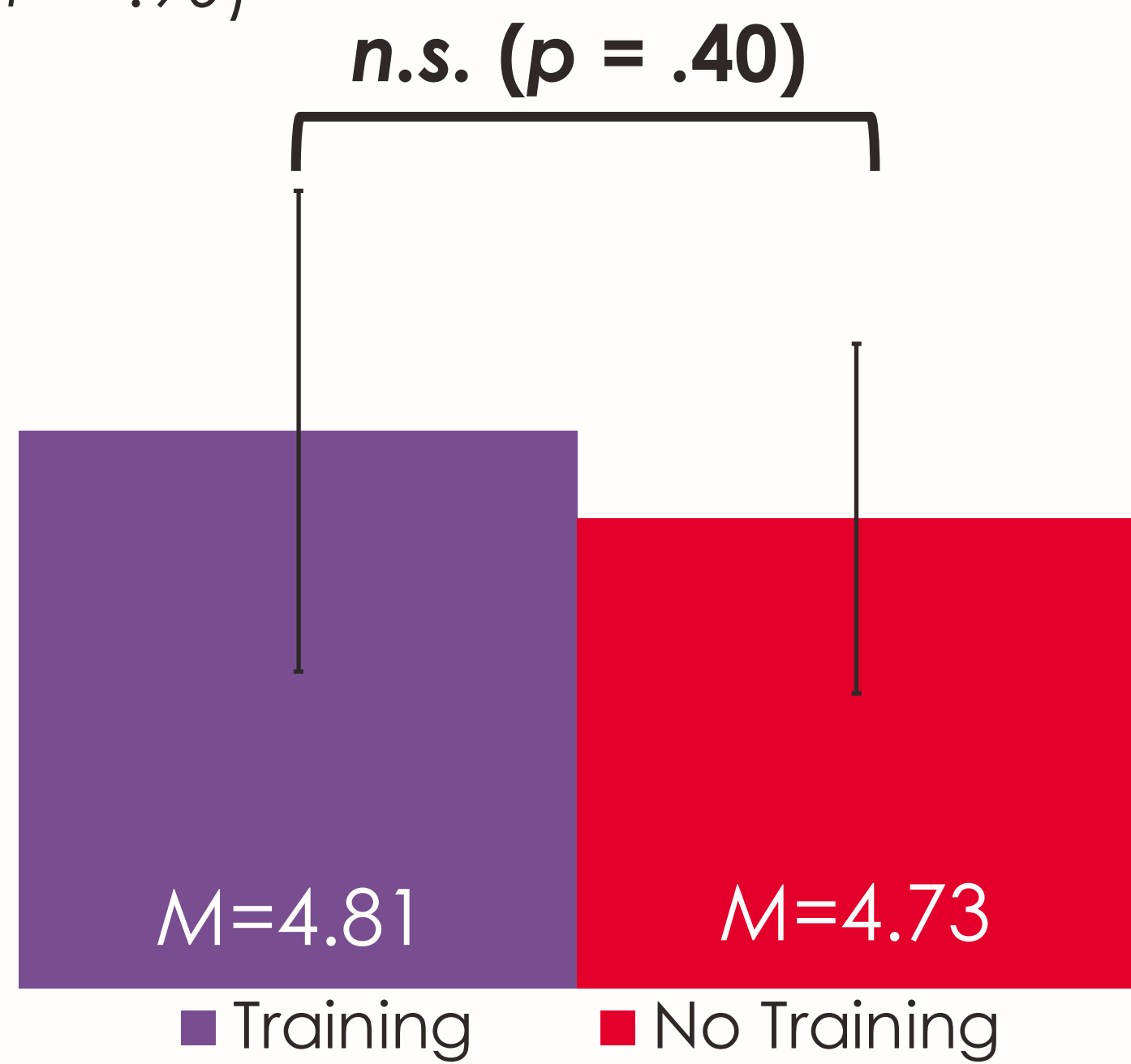
Adoption (Self-Report):

- Educators who completed training were **more likely to adopt** *Unstuck* (Chi-square analysis: $\chi^2 = 19.03$, $p < .001$)
- Once adopted, they **delivered more lessons** than those without training (t-test: $t = -1.38$), but this was non-significant



Fidelity Observation:

- Rating (1-5) by study staff, averaged across 10 lessons
- Implementation **fidelity did not differ significantly** by training status (t-test: $t = -.90$)



CONCLUSIONS

- Educators were satisfied with the asynchronous online training
- Feedback will inform revising & designing future *Unstuck* trainings
- Those who complete training may be more motivated to start delivering *Unstuck* in the first place
- No definitive evidence that training is needed to implement *Unstuck* with fidelity
- Passive website is insufficient to engage rural educators
- Need active dissemination strategies to target rural educators, seek buy-in, & limit barriers

