

## PROJECT TITLE:

*Teaching Educators about Acquired Brain Injury (Teach-ABI): A healthier classroom for all*

## TEAM MEMBERS

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## RATIONALE

Acquired Brain Injury (ABI) = leading cause of disability among children.

Educators hold misconceptions, have little knowledge, and are ill-prepared to support.

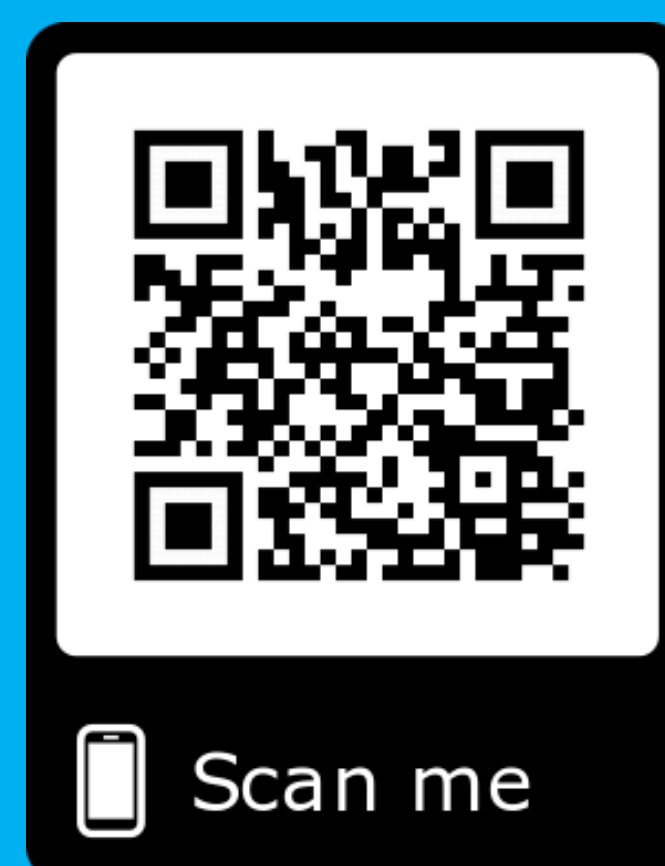
Interventions, inc. focused ABI education for school personnel, may improve outcomes for children.

However, this is challenging in the Ontario school system where ABI is not a recognized area of exceptionality and educators are not provided with formal ABI training.

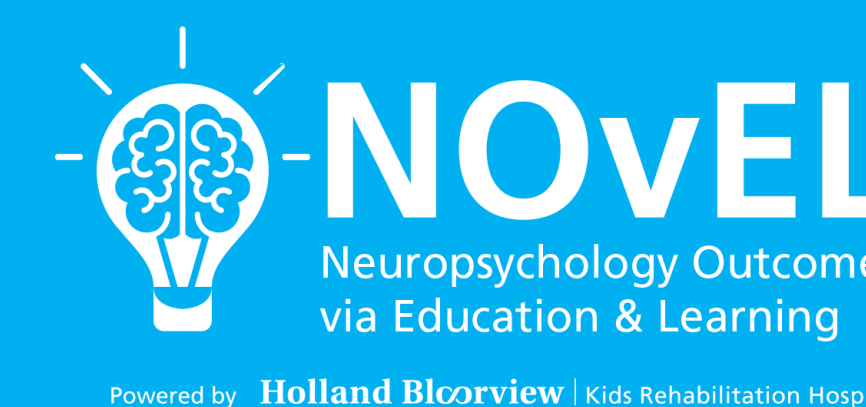
## OBJECTIVE

To build capacity, knowledge, and confidence of educators through development of an accessible, low-cost ABI education solution.

# Teach-ABI: Educators want a standardized, accessible, engaging, short eLearning tool to raise awareness and knowledge & better support students with ABI in the classroom



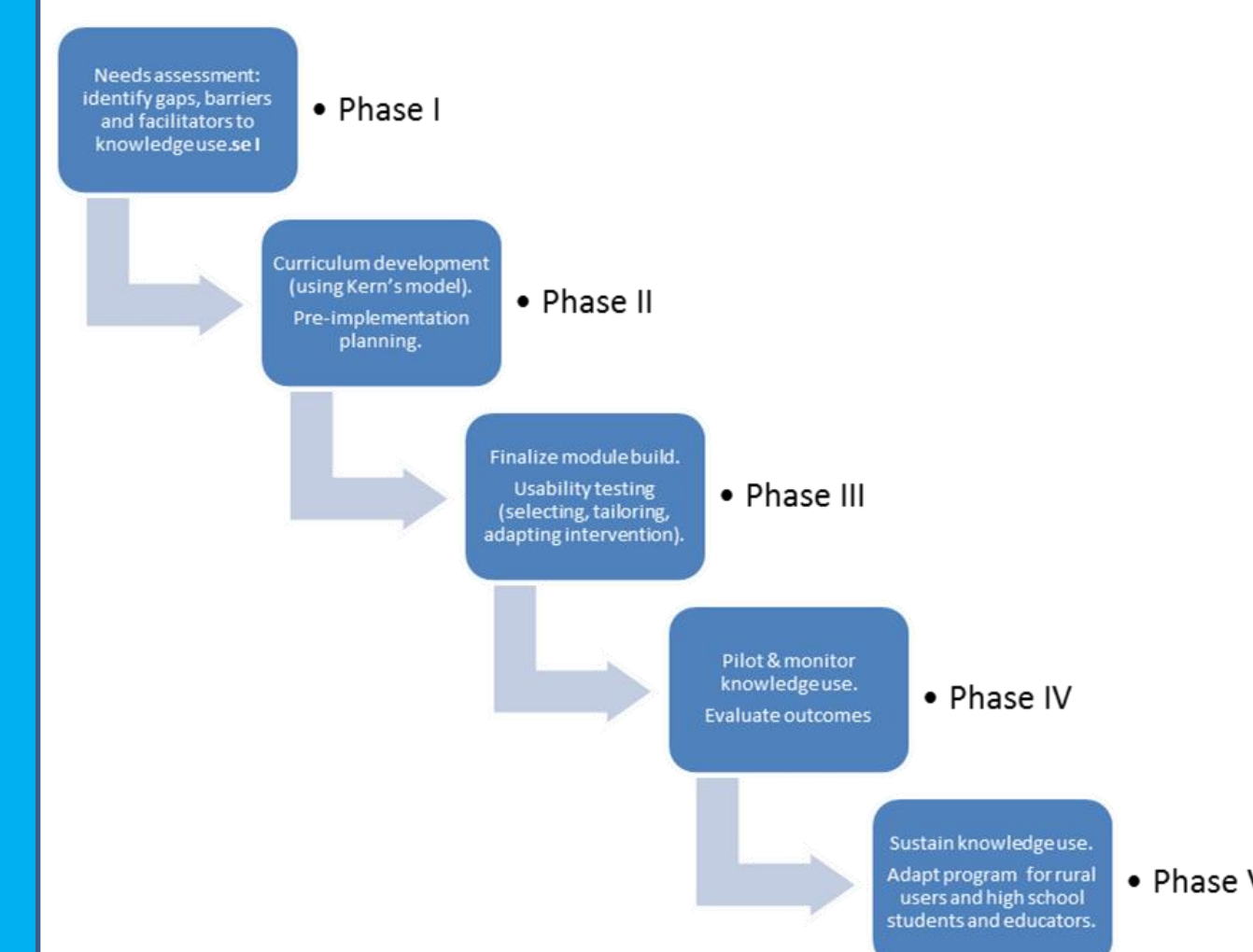
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## METHODS

Phased approach using Knowledge –to- Action cycle.

Currently completing *Phase III* including finalizing module build and commencing usability testing.



## RESULTS

*Phase I:* needs assessment of Ontario educators found that educators want a standardized, accessible, engaging, short eLearning tool to raise awareness and knowledge about supporting students with ABI in the classroom.

*Phase II:* a rigorous environmental scan of resources revealed that there are currently no products available that meet this need in Ontario, Canada, or internationally.

*We developed the educational content and format with a diverse stakeholder group ensuring iterative **co-creation** of this **user-driven** educational solution.*

## RELEVANCE

*Teach-ABI* aims to lead and model social change through advocacy, awareness, capacity building, and in turn create more inclusive classrooms for children with ABI.

It aligns directly with CfL strategies by integrating clinical, research, and education sectors to address a user-driven need and develop a co-created solution grounded in knowledge translation and curriculum development theory.