

Adapting the *Teach-ABI*

Virtual Resource for High School Educators

Sara Marshall^{1,4}, Rick Rusyn², Elizabeth Ramirez²,
Brendan Lam¹, Lauren Saly¹, Shannon Scratch^{1,2,3}

1. Bloorview Research Institute
2. University of Toronto
3. Holland-Bloorview Kids Rehabilitation Hospital
4. McMaster University

Holland Bloorview
Kids Rehabilitation Hospital



The *Teach-ABI* resource is being adapted to better serve high school educators.

RESULTS

Modifications were made in 3 main areas.

Scan the QR code to see edited resource slides!

Reflecting challenges created by the rotary system

- Added a tip sheet to support students in the rotary system. Addresses: roles of different staff, communication between a student's education team, students' movement between classrooms, and incorporating breaks.
- Emphasized importance of using Ontario Student Record and IEP for communication between teachers.
- Emphasized role of guidance counsellors and other special education staff.
- Changed language to reflect rotary. E.g. "last period class" rather than "end of the day".

Following a high school case study

- Case study follows English teacher and grade 10 student.
- Focused on student self-advocacy by including student in all meetings and conversations.
- Demonstrated the high school social context (i.e. not wanting to stand out) when the student is uncomfortable about sharing her diagnosis.
- Communication between educators, parents, other staff, now happens less frequently to reflect the high school educator's class load.

Updating or removing specific strategies

- Updated social strategies to include extra-curricular engagement for social wellbeing and connection.
- Removed strategies for younger students such as Zones of Regulation, Social Scripts, break cards, identifying and labelling emotions.

NEXT STEPS



- Knowledge Translation Specialist
- High school educators
- Is the resource enjoyable?
- Could it be implemented?
- Effective in increasing educators' ABI knowledge?

RELEVANCE

Teach-ABI aims to improve classroom experiences by improving educator knowledge and ability to advocate for the needs of Holland-Bloorview clients with ABI and their families.

REFERENCES

Scan the QR code to see a document containing the references for this poster.

BACKGROUND

Acquired Brain Injury (ABI) can cause impairments in:

- Cognition^{1,2}
- Behaviour^{1,2}
- Sensorimotor Abilities³
- Emotion^{1,2}

1/5 Ontario students in grades 7-12 have experienced an ABI⁴.

✗ Ontario's Education Act does not recognize ABI as an exceptionality⁵.

🖥️ The NOVEL lab is developing a virtual resource to teach educators about ABI, guided by the Knowledge to Action Cycle⁶.

OBJECTIVE

Adapt the *Teach-ABI* virtual resource to meet high school educators' needs.

METHODS

1. Conducted semi-structured interviews with high school educators, guided by adaptation and implementation frameworks:
n = 9

Intervention Mapping to Adapt Evidence-Based Interventions⁷

- Step 3: Assess Fit & Plan Adaptations
- Step 4: Make Adaptations

Consolidated Framework For Implementation Research⁸

- Intervention Characteristics
- Inner Setting
- Characteristics of Individuals

Framework for Reporting Adaptations and Modifications Enhanced⁹

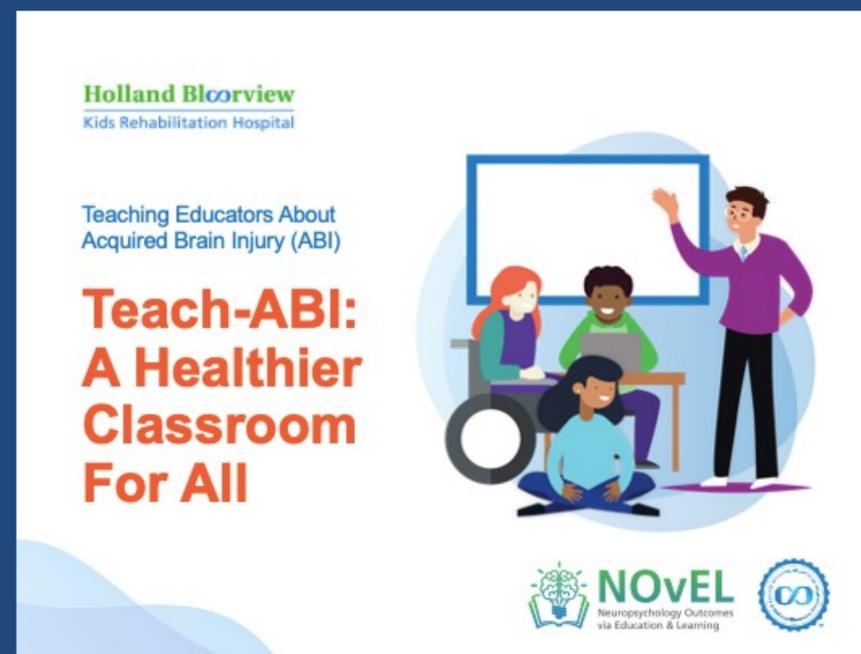
- Level of Modification
- What is Being Modified?

2. Analyzed educator comments using directed content analysis.

3. Interviewed knowledgeable stakeholder.

4. Applied feasible modifications to the resource.

5. Reviewed changes with team members and stakeholders.



Scan for a PDF of this poster, references, and examples of modified slides!