

Adapting the *Teach-ABI* eLearning Module for High School Educators

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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 ABI.⁴

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

The NOVEL lab is developing an eLearning module to teach educators about ABI, guided by the Knowledge to Action Cycle⁶.

Semi-structured interviews were previously conducted with high school educators, guided by adaptation and implementation frameworks:
n = 9

Intervention Mapping to Adapt Evidence-Based Interventions ⁷	<ul style="list-style-type: none"> • Step 3: Assess Fit & Plan Adaptations • Step 4: Make Adaptations
Consolidated Framework For Implementation Research ⁸	<ul style="list-style-type: none"> • Intervention Characteristics • Inner Setting • Characteristics of Individuals
Framework for Reporting Adaptations and Modifications Enhanced ⁹	<ul style="list-style-type: none"> • Level of Modification • What is Being Modified?

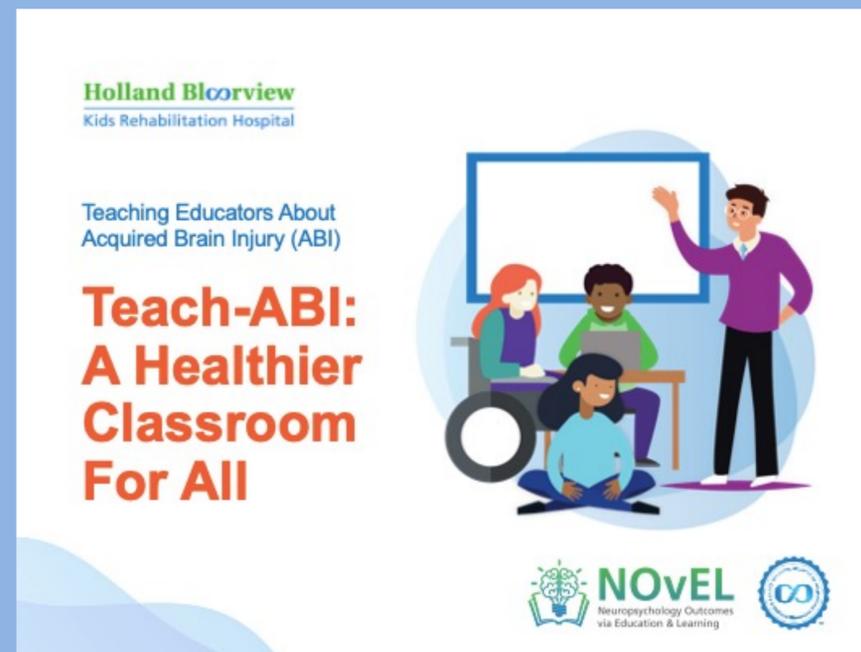
OBJECTIVE

Adapt the *Teach-ABI* eLearning module to meet high school educators' needs.

METHODS

- Reviewed educator comments to determine feasible modifications.
- Interviewed knowledgeable stakeholder.
- Modified module.
- Reveiwed changes with team members and stakeholders.

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



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

RESULTS

Modifications were made in 3 main areas.

Scan the QR code to see edited module 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 resouce enjoyable?
- Could it be implemented?
- Effective in increasing educators' ABI knoweldge?

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.