Adapting the Teach-ABI Virtual Resource for High School Educators

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BACKGROUND

Acquired Brain Injury (ABI) can cause impairments in:

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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

Conducted semi-structured interviews with high school educators, guided by adaptation and implementation frameworks:

- Intervention Mapping to Adapt Evidence-Based Interventions7
- Consolidated Framework For Implementation Research8
- Framework for Reporting Adaptations and Modifications Enhanced9

Analyzed educator comments using directed content analysis.

Interviewed knowledgeable stakeholder.

Applied feasible modifications to the resource.

RESULTS

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

Scanning the QR code will prompt you to see the 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.

Scanning the QR code will prompt you to see a document containing the references for this poster.

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