

Adapting the *Teach-ABI*

Virtual Resource for High School Educators

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

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.

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

Computer icon 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

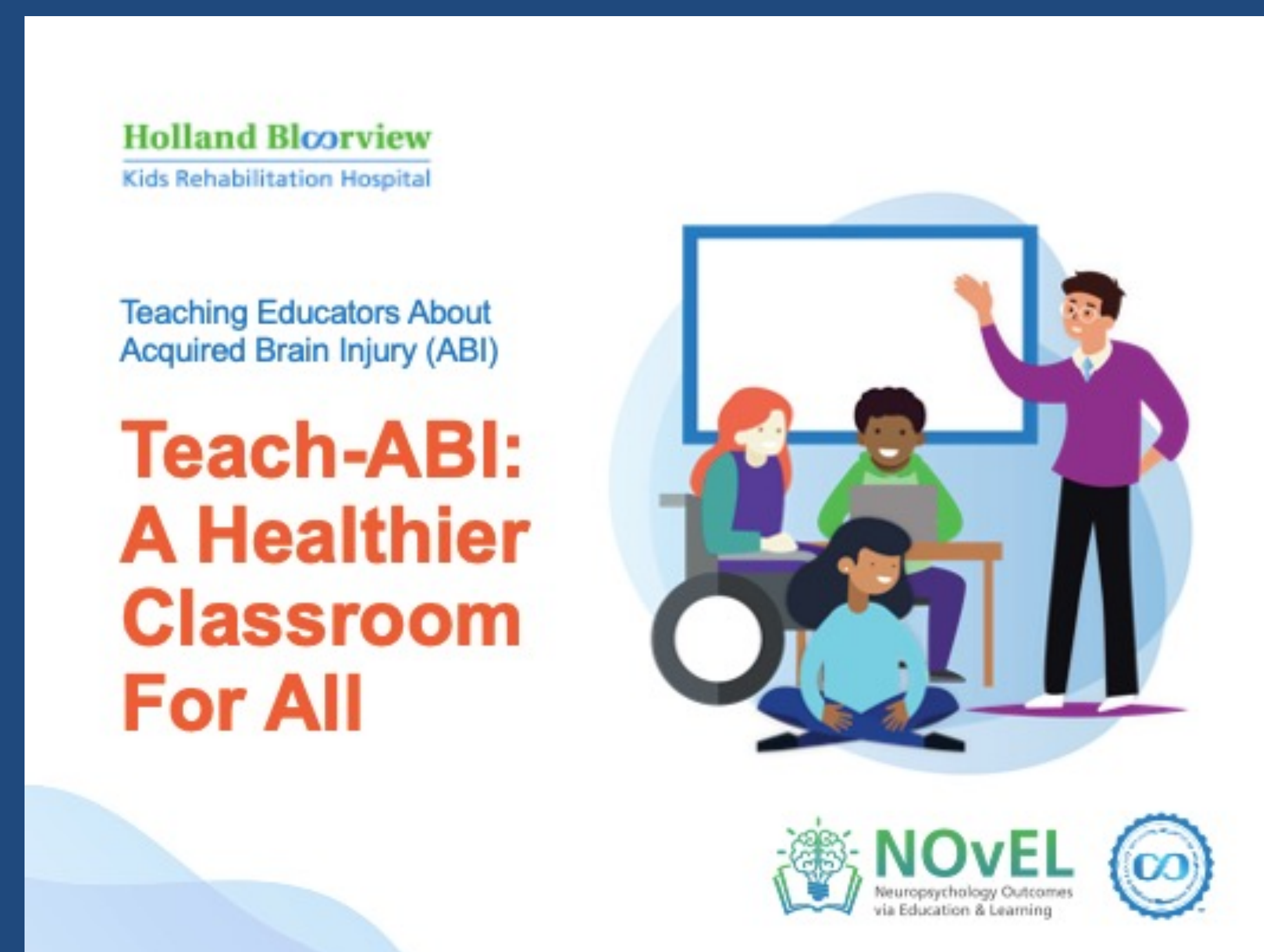
- Level of Modification
- What is Being Modified?

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!

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

- Review Modifications**
 - Knowledge Translation Specialist
 - High school educators
- Feasibility Study**
 - Is the resource enjoyable?
 - Could it be implemented?
- Pilot Study**
 - 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.