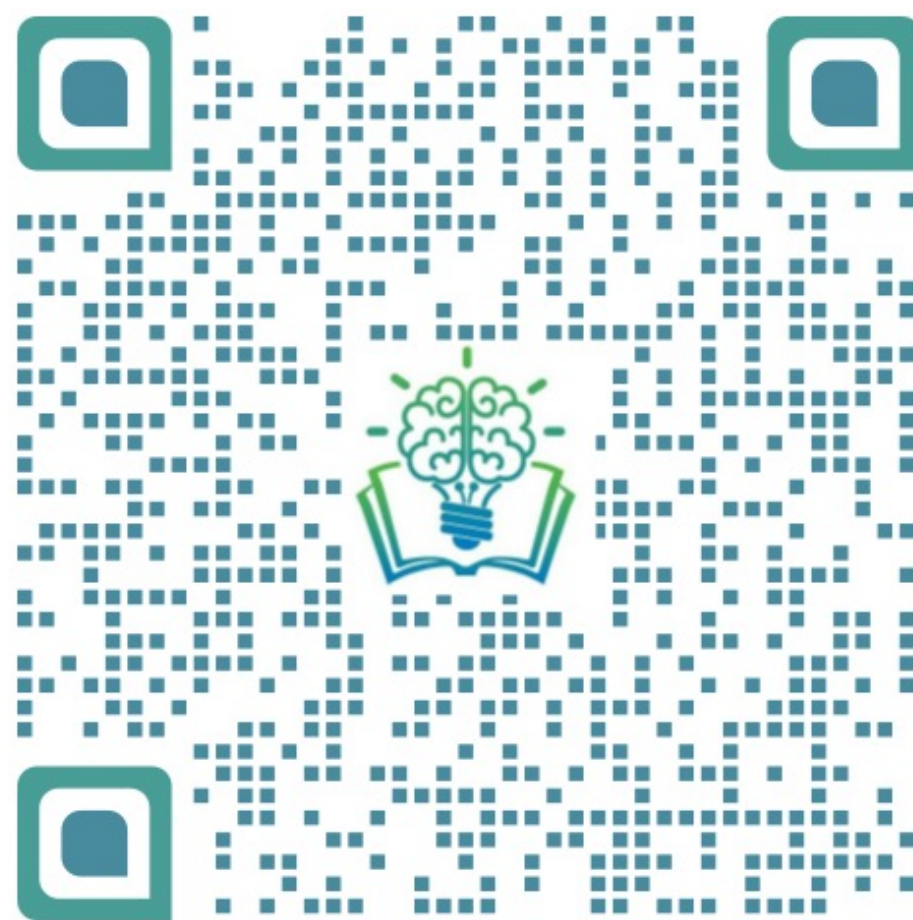
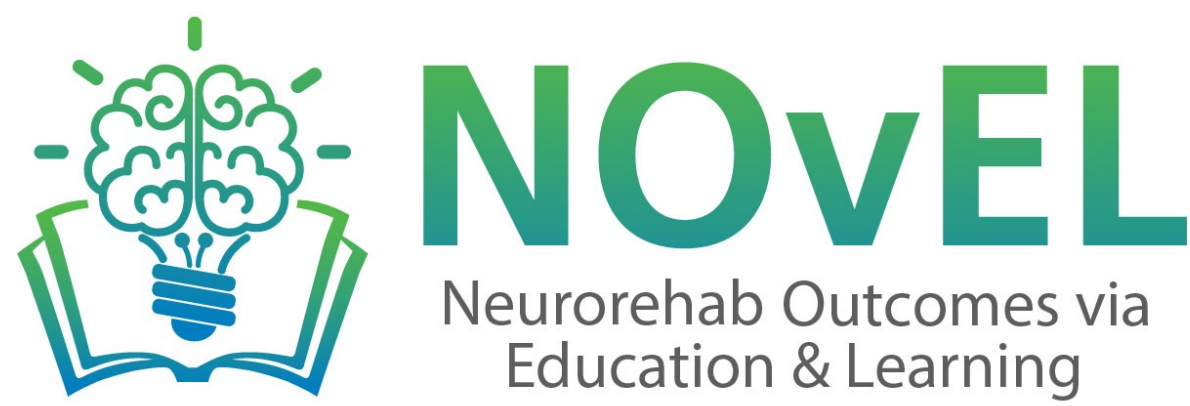


Educator Perspectives on TeachABI: Facilitators and Barriers to Implementation in Return-to-School Planning Following Acquired Brain Injury

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Background

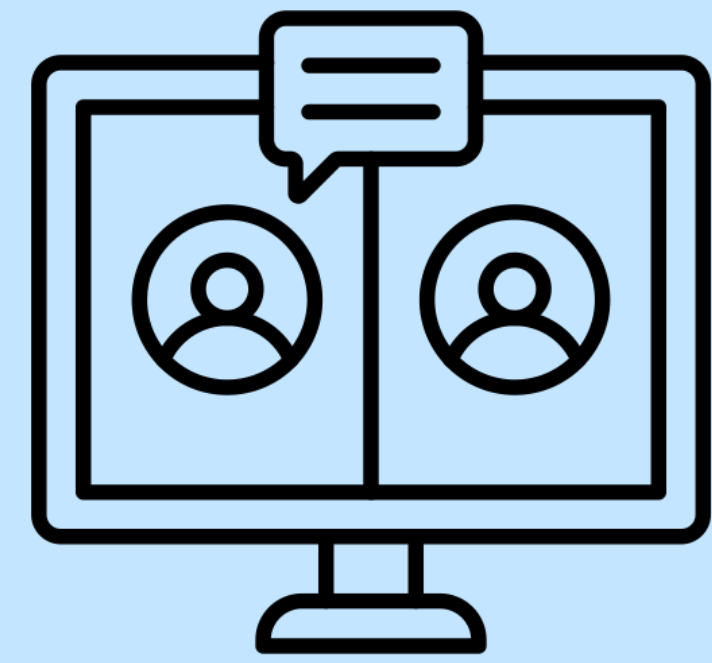
- Acquired brain injury (ABI) is a leading cause of disability and death among children.^{1,2}
- Educators play a critical role in facilitating a supportive learning environment for students returning to school following hospitalization.³
- Educators are largely underprepared to accommodate the learning needs of students with ABI.^{4,5}
- TeachABI** is a self-directed online professional development module for educators, created to address the gap in educator knowledge of ABI.^{6,7}
- TeachABI has been shown to improve educators' knowledge of ABI and self efficacy.⁸
- Further research is needed to examine educators' willingness to complete TeachABI and identify factors that may influence its implementation within return-to-school planning.

Research Questions

- (1) How do educators' understanding of ABI and professional experiences affect their willingness to complete TeachABI?
- (2) What factors influence educators' perceived ability to implement TeachABI into return-to-school practices for students following an ABI?

Methods

1. Semi-Structured Interviews



Participants: N = 17

- Community Educators = 4
- Bloorview School Authority Educators = 10
- Caregivers of brain injury clients who are educators = 3

2. Data Analysis



Directed Content Analysis Approach

- Consolidated Framework for Implementation Research (CFIR)⁹
- Inductive coding for emergent codes

TeachABI: Supporting Students with Brain Injury

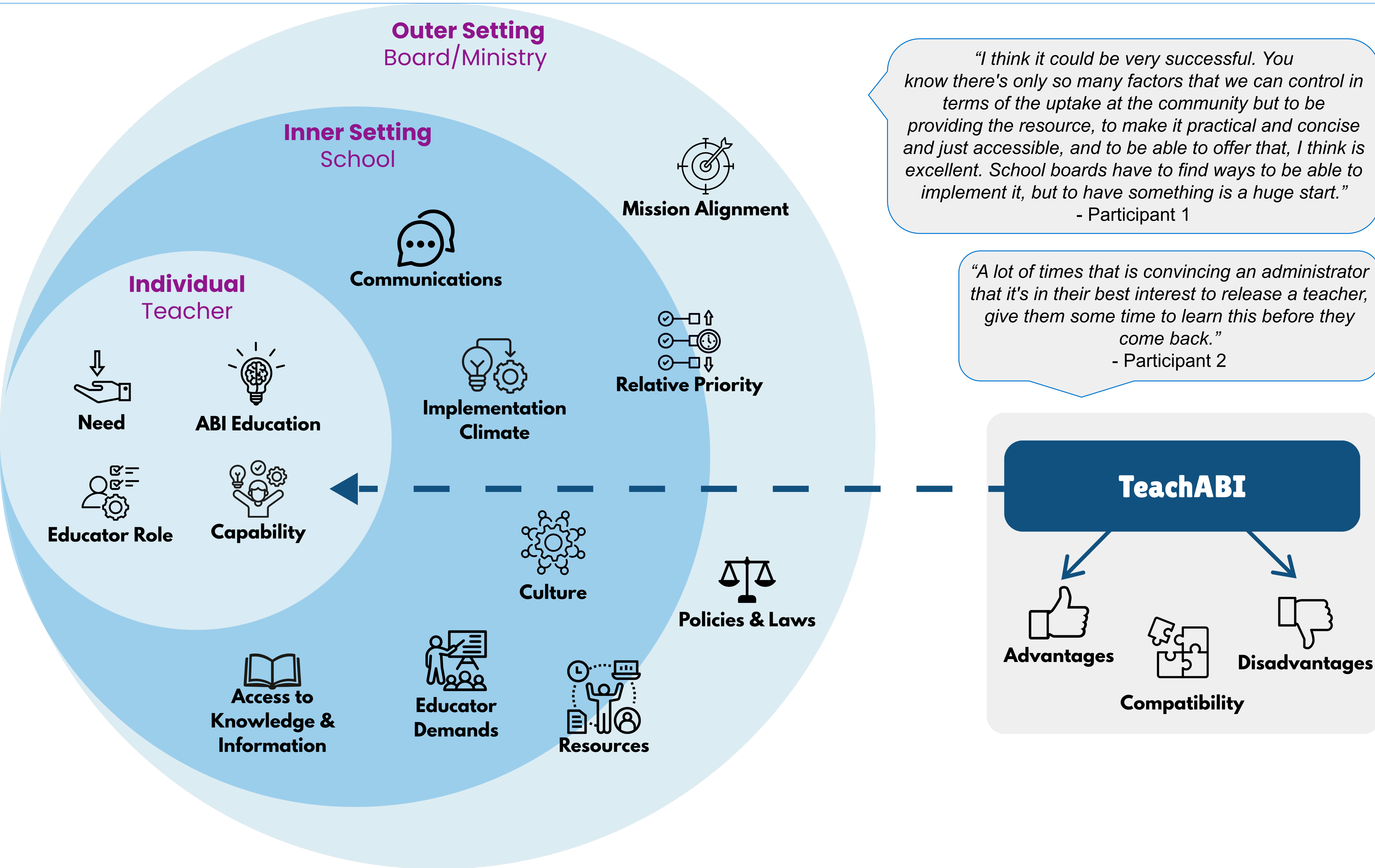


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Educators expressed a willingness and need for the implementation of TeachABI within student return-to-school planning. Successful implementation may be impacted by organizational factors beyond educators' control.

Results



"I think it could be very successful. You know there's only so many factors that we can control in terms of the uptake at the community but to be providing the resource, to make it practical and concise and just accessible, and to be able to offer that, I think is excellent. School boards have to find ways to be able to implement it, but to have something is a huge start."
- Participant 1

"A lot of times that is convincing an administrator that it's in their best interest to release a teacher, give them some time to learn this before they come back."
- Participant 2

Discussion

- Educators expressed a strong willingness to complete TeachABI and recognized its value for supporting students returning to school following ABI. However, successful implementation requires organizational support beyond educators' control, including support from school leadership, school boards, and the Ministry of Education.
- These findings highlight the importance of integrating educator training into established return-to-school planning. Embedding TeachABI within existing transition processes may improve educator preparedness, promote consistent implementation of accommodations, and facilitate smoother school reintegration for children following ABI.
- This research contributes to the field of pediatric disability by identifying practical factors that influence knowledge translation into schools. Improving educator preparedness has the potential to enhance school reintegration, support participation and learning, and ultimately improve educational outcomes for children with ABI.
- Limitations: Participants were highly engaged in return-to-school planning and had experience collaborating with Holland Bloorview, which may not reflect the perspectives of educators with less experience supporting students following ABI. Future research should evaluate TeachABI implementation across diverse school boards, educational settings, and educators with varying levels of ABI experience.