

## ABSTRACT

Author: Rachael Tyrrel

Title: TRAUMATIC BRAIN INJURIES: PRE-SERVICE AND PRACTICING EDUCATOR KNOWLEDGE

Thesis Advisor: Judith Terpstra

Department: Department of Special Education and Honors College

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This study examined the knowledge preservice and in-service educators in the State of Connecticut had regarding Traumatic Brain Injuries (TBIs). A lack of educator knowledge could prevent educators from effectively modifying curriculum and accommodating students as they are reintegrated into school following a TBI. The method of this study revisited previous studies with an electronically-delivered, eighteen-question survey. Respondent demographics collected included: number of years teaching, highest level of education, and training around TBI. This study assessed the knowledge level of 110 preservice and in-service educators in Connecticut in order to identify opportunities to improve the education process for students with traumatic brain injuries. Respondents performed best on the question items pertaining to general TBI knowledge, but scored lowest on the memory loss section. In general, respondents from each group endorsed several misconceptions about TBIs. However, there were no significant differences amongst respondent groups in terms of knowledge regarding TBIs.