

2019 Online KT Conference: Innovative KT Strategies That Work

Hosted by AIR's Center on KTDRR

October 28, 30, and November 1, 2019

Center on
**KNOWLEDGE TRANSLATION FOR
DISABILITY & REHABILITATION RESEARCH**

at American Institutes for Research ■

Innovative Approaches to Knowledge Translation

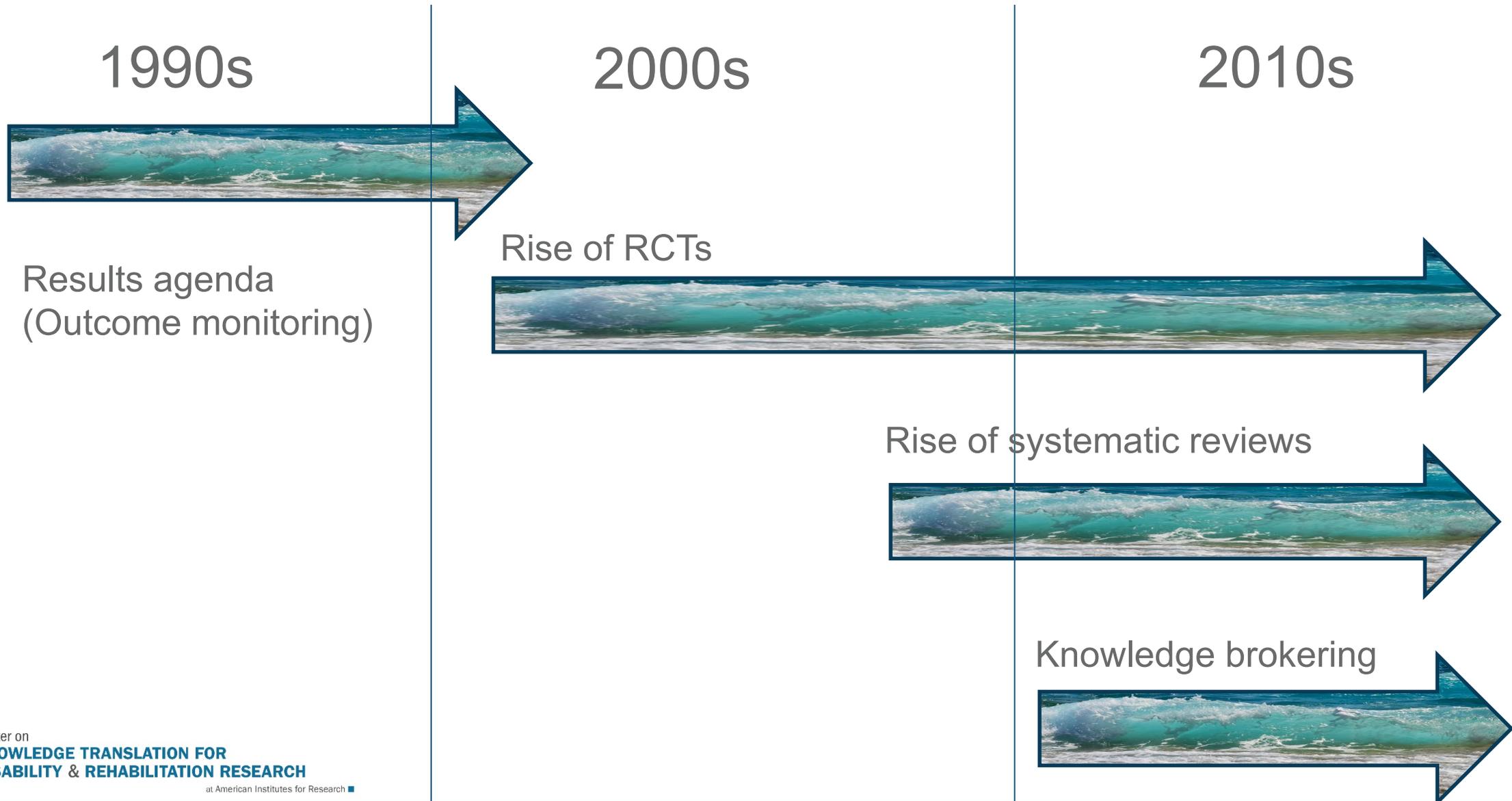
Evidence Platforms and Evidence Portals

Howard White
Campbell Collaboration

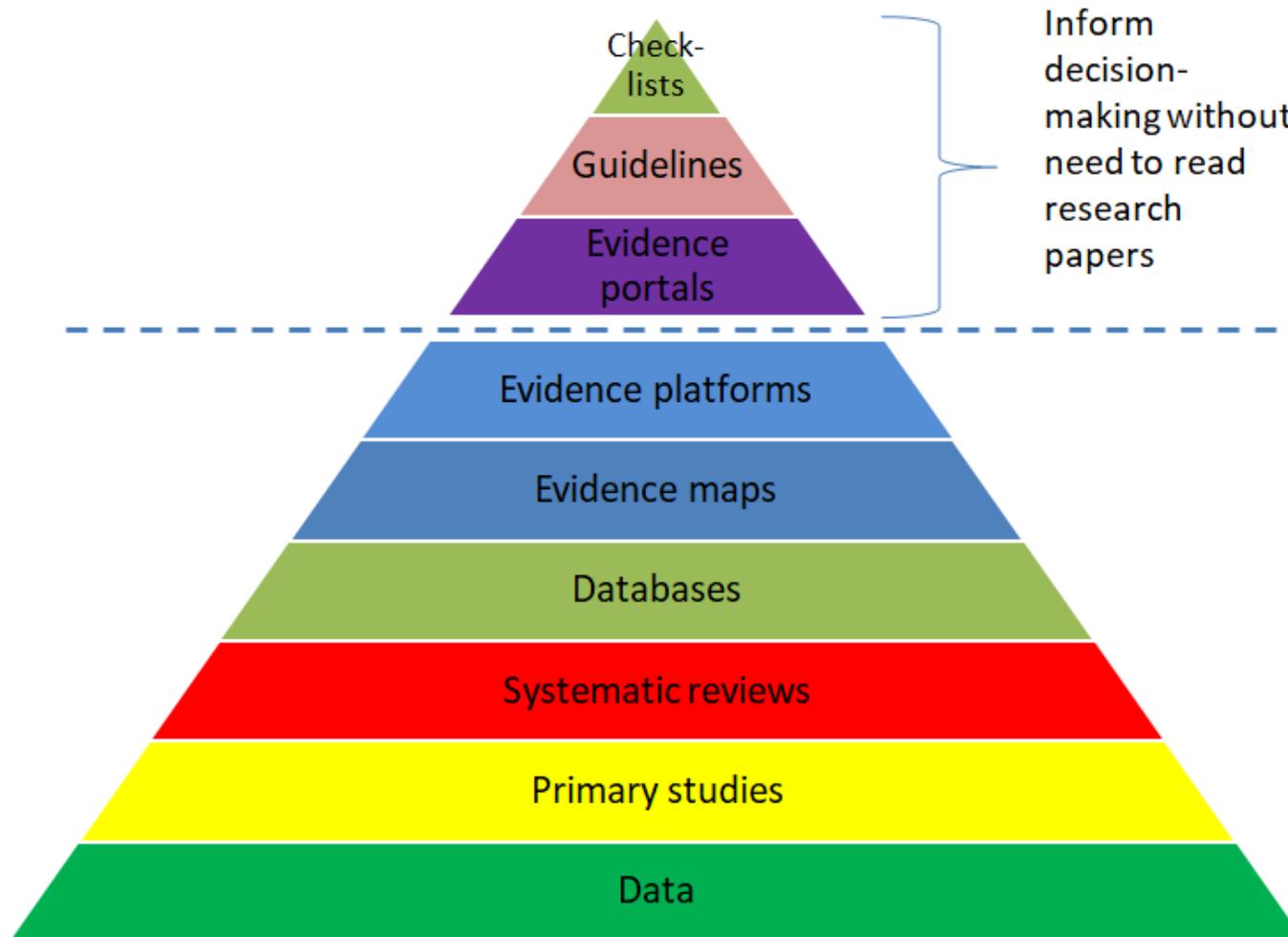
Center on
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Four waves of the evidence architecture

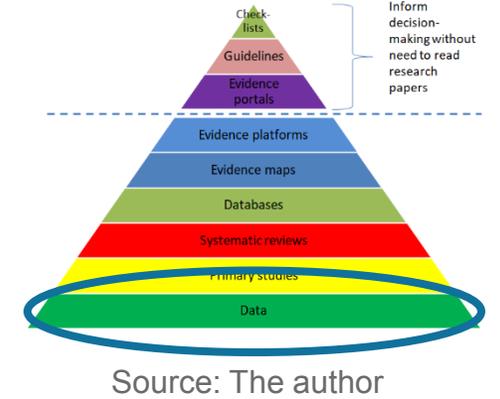


The evidence architecture



Source: The author.

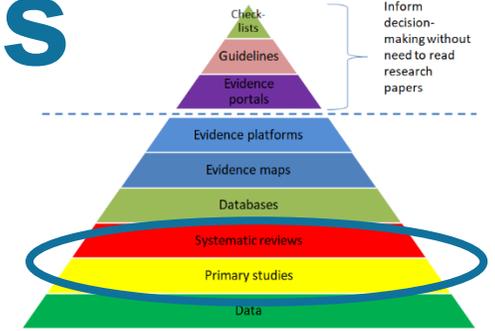
The evidence revolution: data



WHO Model Disability Survey

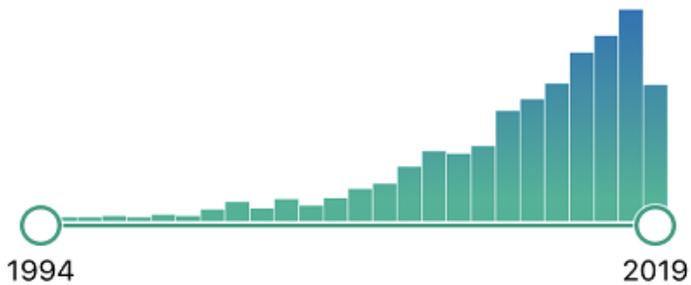
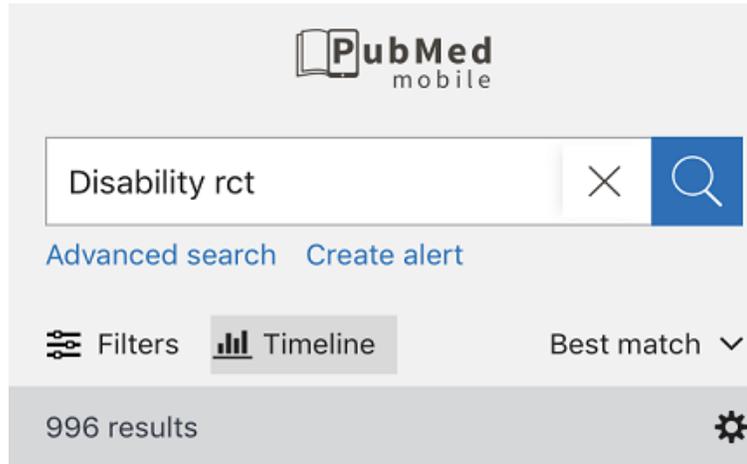
Washington Group on Disability Statistics
(including Washington Set of short questions)

The evidence revolution: studies

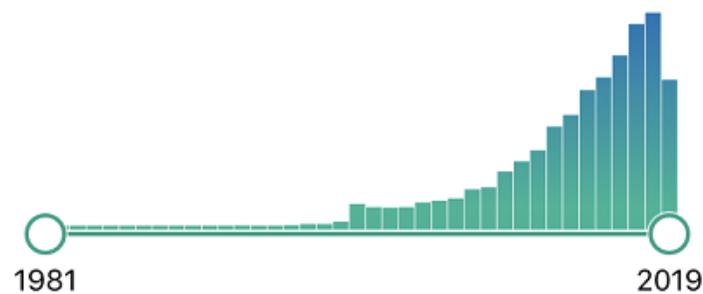
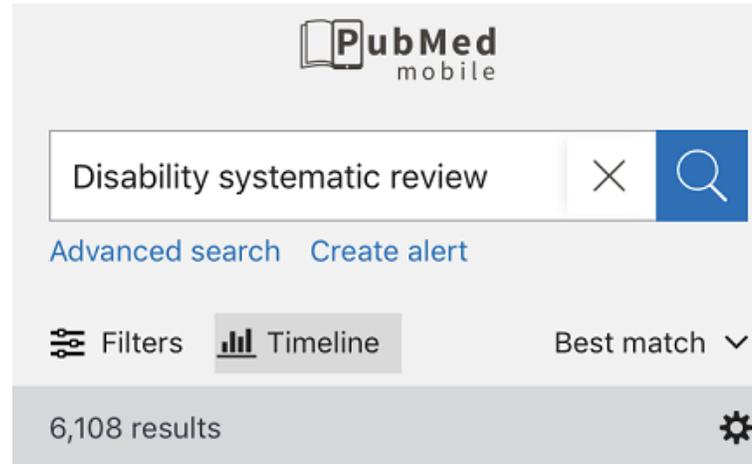


Source: The author

Primary studies



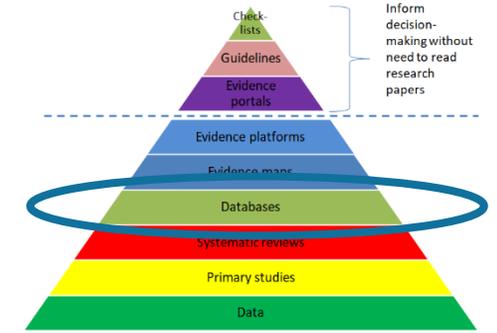
Systematic reviews



Source: Graphs generated by author in PubMed.

Evidence maps

(skipped databases, try Epistimonikos)



Source: The author



Disability Evidence and Gap Map. (This includes 59 systematic reviews and 107 primary studies)



| Filters | | | Outcomes | | | | | | | | | | |
|---------------|----------------|--|---|---------------------------|--------------|-----------------|----------------|-----------------------------|-----------|-------------------------|--|------------|------------------------|
| About | | | Health | | | | | | | Education | | | |
| Interventions | Health | | Mental health and cognitive development | Access to health services | Immunization | Health check-up | Rehabilitation | Access to assistive devices | Nutrition | Morbidity and mortality | Enrolment to primary, secondary and tertiary education | Attendance | Educational facilities |
| | Promotion | | ●●●● | ●● | ● | ●● | ●● | | ● | ●● | ●● | ●● | |
| | Prevention | | ●● | ●● | ● | ●● | ●● | | ●● | ●● | | | |
| | Rehabilitation | | ●●●● | ●● | | ●● | ●●●● | ●● | ●● | ●● | ●● | ●● | |
| | Medical care | | | ●● | | ●● | | ●● | ●● | | ●● | ●● | |

Source: White, H., Saran, A., & Kupe, A. (2018). *Evidence and gap map of studies assessing the effectiveness of interventions for people with disabilities*. Retrieved from <https://www.gov.uk/dfid-research-outputs/evidence-and-gap-map-of-studies-assessing-the-effectiveness-of-interventions-for-people-with-disabilities>

Finding evidence in the map



Source: White, H., Saran, A., & Kupe, A. (2018). *Evidence and gap map of studies assessing the effectiveness of interventions for people with disabilities*. Retrieved from <https://www.gov.uk/dfid-research-outputs/evidence-and-gap-map-of-studies-assessing-the-effectiveness-of-interventions-for-people-with-disabilities>

Finding evidence in the map 2

The screenshot shows a web interface for finding evidence. At the top left, there are logos for UKaid and Edil. A blue header bar contains 'X 12 References' and a 'Filter' button. Below the header is a list of references. The selected reference is expanded to show its title and abstract.

Academic achievement and self-co...
Mulat M ; Lehtomäki E ; Savolainen H ;
February, 2018

Childhood disability in low-and mid...
Maulik P K ; Darmstadt G L ;
July, 2007

Effect of Inclusion versus Segregati...
Awada G M ; Gutierrez-Colon M ;
August, 2017

Effect of computer game interventio...
Rezaiyan A ; Mohammadi E ; Fallah P A ;
October, 2007

Effect of visual strategies on develo...
Lal R ; Bali M ;
2007

Effectiveness of Responsive Teachi...
Karaaslan O ; Mahoney G ;
December, 2013

Academic achievement and self-concept of deaf and hard-of-hearing and hearing students transitioning from the first to second cycle of primary school in Ethiopia

This study was done to examine the transition of deaf and hard-of-hearing (DHH) and hearing students from the first cycle (Grade 4) to the second cycle (Grade 5) of primary education in Ethiopia. Academic achievement and self-concept were measured longitudinally with 103 DHH and hearing students. Participants were selected from three different settings (special schools, special classes and regular schools). Self-Description Questionnaire I (Marsh, H. W. 1990. Self-Description Questionnaire ? I (SDQ I). Manual. MacArthur, NSW, Australia: University of Western Sydney) was used to measure the children?s self-concept. The results showed a decrease in the academic achievement and academic self-concept of DHH students who were in a special class (Grade 4) when they transferred to the mainstream (Grade 5), while the academic achievement and self-concept of the DHH students continuing in a

Source: White, H., Saran, A., & Kupe, A. (2018). *Evidence and gap map of studies assessing the effectiveness of interventions for people with disabilities*. Retrieved from <https://www.gov.uk/dfid-research-outputs/evidence-and-gap-map-of-studies-assessing-the-effectiveness-of-interventions-for-people-with-disabilities>

Finding evidence in the map 3

The screenshot shows a software interface for finding evidence. At the top, a blue header bar contains 'X 12 References' and a 'Filter' button. Below this is a list of references, each with a title, authors, and date. The fourth reference, 'Evidence for the effectiveness of rehabilitation-in-the-community programmes', is highlighted in grey. To the right of this list, a detailed view of this study is displayed. The detailed view includes the study title, lead author surname (Velema), authors (JP Velema, B Ebenso, PL Fuzikawa), year of publication (2008), publication type (Lepr. Review), journal study type (Literature review), number of included studies (29), meta-analysis findings (Community based rehabilitation (CBR) is effective in improving independence, mobility, communication skills and social integration, school attendance, and income for people with disabilities in LMICs), intervention (CBR), context (LMICs), study questions (What is the effectiveness of CBR interventions within different target groups?), inclusion criteria (LMICs), outcomes (CBR), exclusion criteria (Community based interventions related to malnutrition, mental illness, cancer or substance abuse as well as those referring to animal or botanical studies), control condition (N.a.), study findings (Consistent evidence that CBR improves functioning, school attendance (for children), job procurement, quality of life, attitudes of family and community towards disability), research priorities (N.a.), URL (Paywall), lead author email or contact form (ems@ems.tlmi.nl), and two links to the full text.

12 References Filter

- Effect of computer game interventio...**
Rezalyan A ; Mohammadi E ; Fallah P A ;
October, 2007
- Effect of visual strategies on develo...**
Lal R ; Bali M ;
2007
- Effectiveness of Responsive Teachi...**
Karaaslan O ; Mahoney G ;
December, 2013
- Evidence for the effectiveness of re...**
Velema J P ; Ebenso B ; Fuzikawa P L ;
March, 2008
- Impact of Various Instructional Stra...**
Kaur T ; Kohli T ; Devi B ;
2008
- Interventions in general education f...**
Reichrath E ; de W ; Luc P ; Winkens I ;
July, 2010
- Magic Finger Teaching Method in L...**
Thai L ; Yasin M H M ;
April, 2016

Study title: Evidence for the effectiveness of rehabilitation-in-the-community programmes. **Lead author surname:** Velema **Authors :** JP Velema, B Ebenso, PL Fuzikawa **Year of publication:** 2008 **Publication:** Lepr. Review **Publication type:** Journal **Study type:** Literature review **Number of included studies:** 29 **Meta-analysis :** No **Headline finding:** Community based rehabilitation (CBR) is effective in improving independence, mobility, communication skills and social integration, school attendance, and income for people with disabilities in LMICs **Intervention:** CBR **Context :** LMICs **Study questions:** What is the effectiveness of CBR interventions within different target groups? **Inclusion criteria:** LMICs, **outcomes of CBR** **Exclusion criteria:** Community based interventions related to malnutrition, mental illness, cancer or substance abuse as well as those referring to animal or botanical studies. **Control condition:** N.a. **Study findings:** Consistent evidence that CBR improves functioning, school attendance (for children), job procurement, quality of life, attitudes of family and community towards disability. **Research priorities:** N.a. **URL :** Paywall : **Lead author email or contact form:** ems@ems.tlmi.nl

- https://www.researchgate.net/profile/Bassey_Ebenso/publication/208895031_Evidence_of_the_Effectiveness_of_Rehabilitation-in-the-Community_Programmes/links/0027c53888519d1fa5131021.pdf
- [10.13140/RG.2.2.19316.04480](https://doi.org/10.13140/RG.2.2.19316.04480)

Source: White, H., Saran, A., & Kupe, A. (2018). *Evidence and gap map of studies assessing the effectiveness of interventions for people with disabilities*. Retrieved from <https://www.gov.uk/dfid-research-outputs/evidence-and-gap-map-of-studies-assessing-the-effectiveness-of-interventions-for-people-with-disabilities>

Evidence maps 2: Sightsavers

Home > Evidence gap maps > Cataract gap map

Methodological quality of the review



Low confidence



Medium confidence



High confidence

| Sectors: | Burden of disease | Biomedical | | Service delivery | | | | Health systems | | | | | Impact/Economic evaluation | |
|----------------------|-------------------|---------------------|-------|------------------|--------|------|--------|----------------|-----------|------------|------|------|----------------------------|--------------|
| Strength of Evidence | Epi | Risk and Prevention | Treat | C.detect | QCC | QNCC | Access | Workforce | Financing | Leadership | HMIS | Tech | QoL | Cost benefit |
| Strong | ● | ●●●● | ●●●● | | ●●●●●● | | ●●● | | | | | | ● | ●●● |
| Inconclusive | ●● | ●●● | ●●●● | | ●● | | | | | | | | ● | |
| Weak | | ●● | ●●●● | | ●●●● | | | | | | | | | |

Click here to open key abbreviations

Source: Virendrakumar, B. (2017). *Eye health evidence gap maps*. Retrieved from <https://www.sightsavers.org/blogs/2017/05/eye-health-evidence-gap-maps/>

Evidence platforms

Home About Us Training Technical Assistance Resources **KTDRR Products** Working Groups

Home > Resources > KT Library

KT Library

About the KT Library

- Overview
- Descriptor Scales
- Submit a KT Resource

Articles

- View All Articles
- Measurement of KT Outcomes
- Knowledge Translation
- Knowledge Value Mapping
- Research Quality
- Standards of Evidence and Evidence Grading
- Systematic Review
- Technology Transfer

Logic Models

Directory of Journals & Authors

Knowledge Translation (KT) Library

The KT Library is designed to provide information to NIDILRR grantees and interested members of the public about a wide spectrum of knowledge translation and evidence-based resources. The Library is not meant to be inclusive of all available materials, but to offer access to some of the more useful sources and existing resources. Links are given with a brief description of the purpose or focus of each resource.

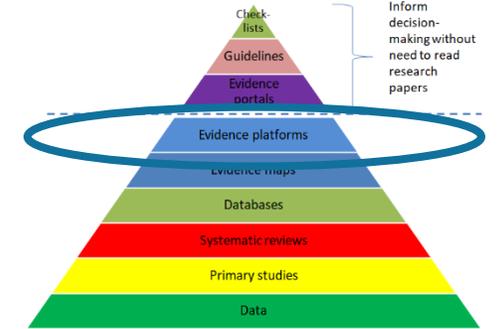
The KT Library will continue to grow as new resources are developed and identified. If you have a resource to suggest, please use the [Submit KT Resource form](#).

Articles and Publications

KTDRR staff reviewed a number of articles and publications, developed a brief abstract, and assigned ratings based on strength of evidence, consumer orientation, and readability. For more information on these ratings, see the [KT Library Descriptor Scales](#). Use this form to [submit a resource to the KT Library](#).

A [complete listing of articles](#) and publications is presented in alphabetical order by author. Articles are also listed for specific topics:

- [Measurement of KT Outcomes](#)
- [Articles on Knowledge Translation](#)
- [Knowledge Value Mapping](#)
- [Research Quality](#)
- [Standards of Evidence and Evidence Grading](#)
- [Systematic Review](#)
- [Technology Transfer](#)



Source: The author

Evidence platforms 2



Home

The Network

Connect

Discover

Share

Glossary

Member(s) ▼

Working groups ▼

Resource type ▼

Guidelines ▼

Analysis ▲

Brochure

DPO Report

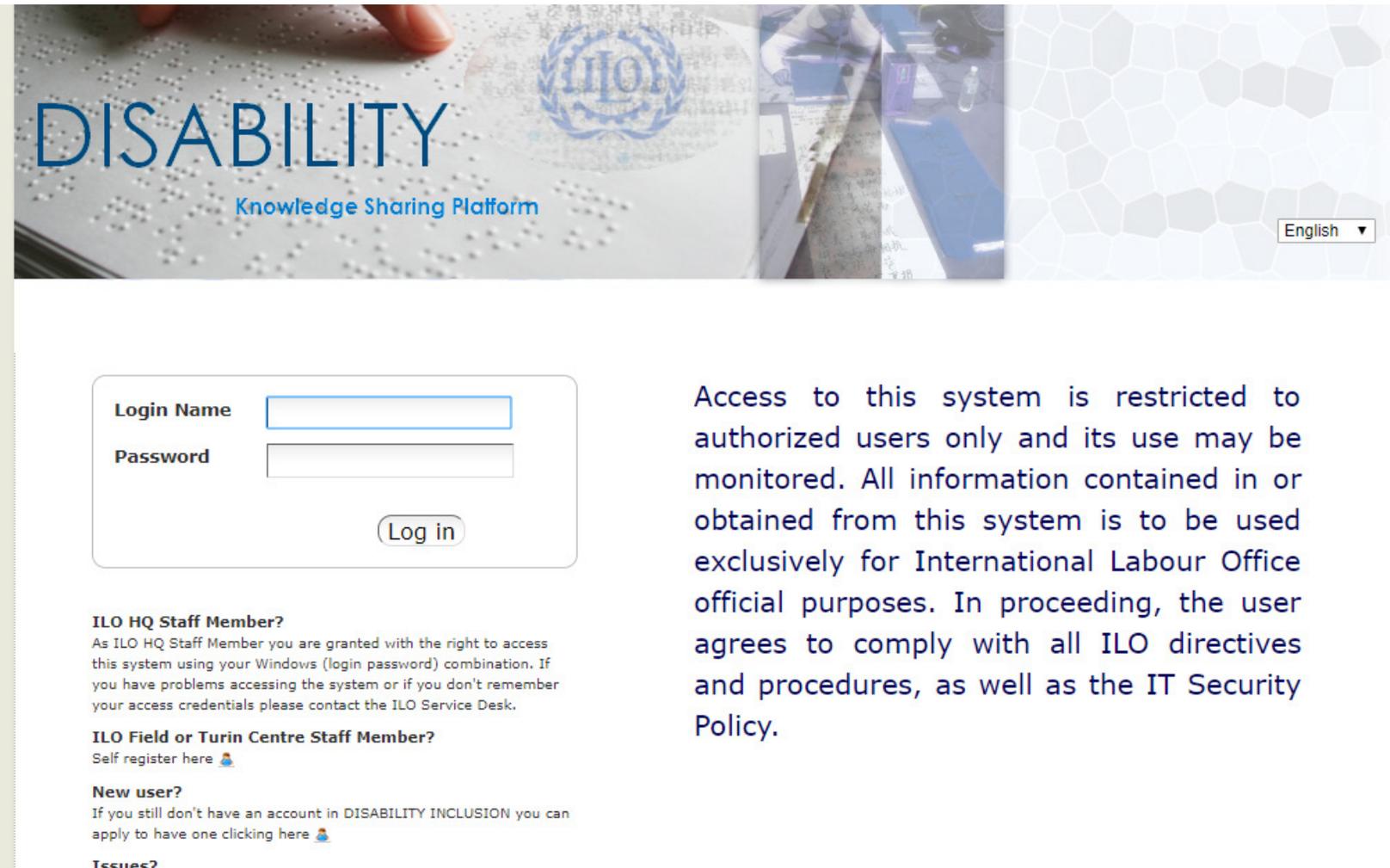
Guidelines

Policy document ▼

Sort by **Latest** Oldest A-Z Z-A Best match

GLAD Network Strategic Plan 2018-2020

Evidence platforms 3



DISABILITY
Knowledge Sharing Platform

English ▾

Login Name

Password

Log in

ILO HQ Staff Member?
As ILO HQ Staff Member you are granted with the right to access this system using your Windows (login password) combination. If you have problems accessing the system or if you don't remember your access credentials please contact the ILO Service Desk.

ILO Field or Turin Centre Staff Member?
Self register here 🧑

New user?
If you still don't have an account in DISABILITY INCLUSION you can apply to have one clicking here 🧑

Issues?

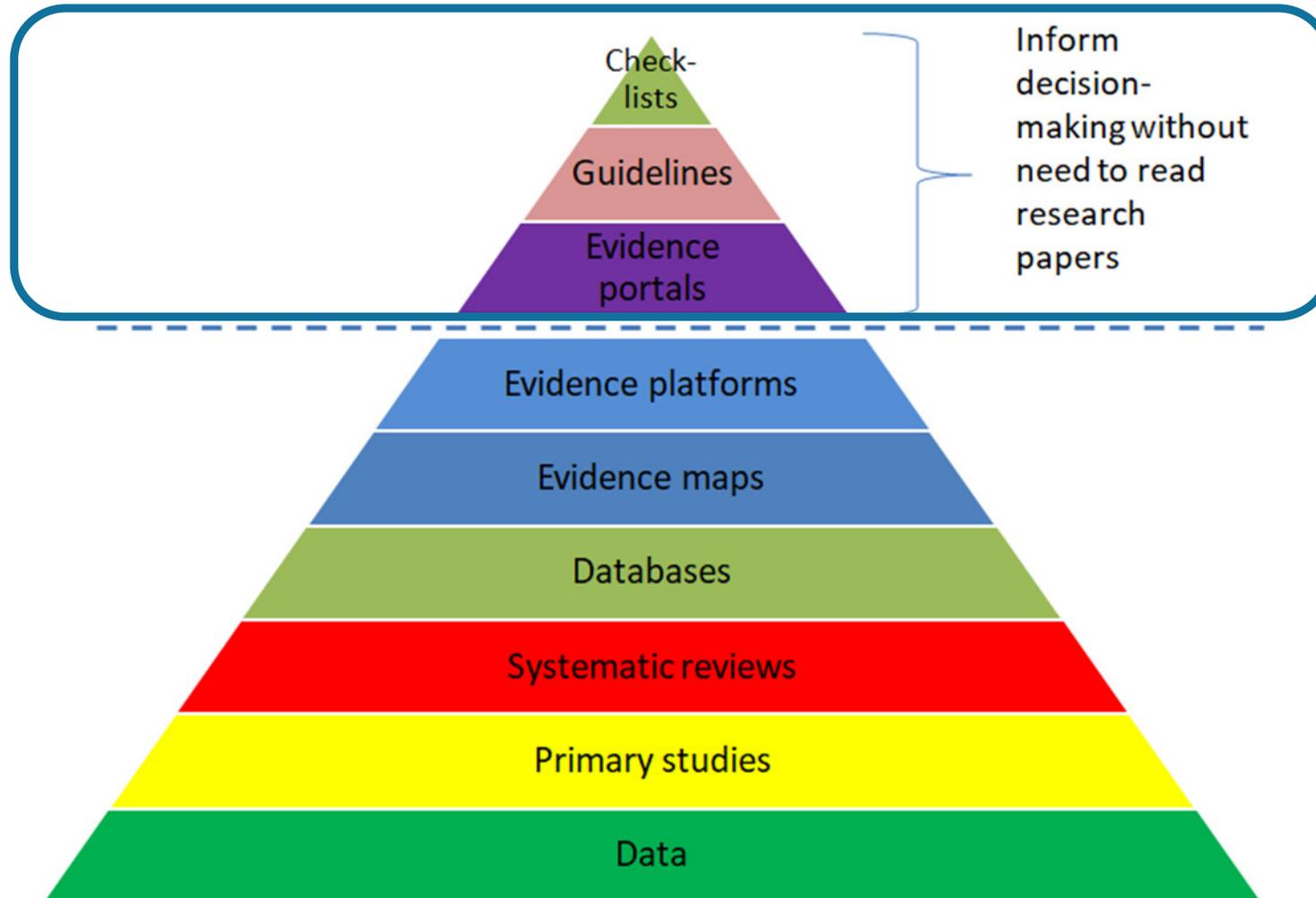
Access to this system is restricted to authorized users only and its use may be monitored. All information contained in or obtained from this system is to be used exclusively for International Labour Office official purposes. In proceeding, the user agrees to comply with all ILO directives and procedures, as well as the IT Security Policy.

Source: Disability Knowledge Sharing Platform Login Page. Retrieved from https://papyrus.ilo.org/disability/DISABILITY/acl_users/credentials_cookie_auth/require_login?came_from=https%3A//papyrus.ilo.org/disability/DISABILITY/welcome-to-ploneability...the-disability-inclusion-knowledge-sharing-platform/document_view

Disability platform (but not evidence platform)

The screenshot shows the homepage of the Disability Resource Community (DRC). The header is dark blue with the DRC logo (Disability Resource Community) on the left and navigation links for 'About Us', 'Events', and 'Service Reviews' on the right, along with a search icon. The main content area features a large article titled 'Mental Health and Anxiety Apps' with a photo of a person using a smartphone and social media sharing icons. Below this are two smaller images: one showing hands clasped in support and another showing a group of people, including a man in a wheelchair, smiling. On the right side, there is a 'Popular Posts' section with four article titles: 'Top Five Advantages of Dance Therapy', 'ADHD and the Protection Under the Americans with Disabilities Act', 'When a Special Needs Trust Is Not the Only or Best Choice', and 'What is a Social Security Continuing Disability Review?'. At the bottom right, there is a green 'Join the Community' section with the text 'Share your knowledge and experience by joining this community as a contributor.' and a 'Learn More' button with a right-pointing arrow.

The evidence architecture



Source: The author.

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Toolkit Strand 

Cost 

Evidence Strength 

Impact (months) 

Filter results by keywords

£  Cost

  Evidence

+1  Months Impact

Arts participation

Low impact for low cost, based on moderate evidence.



Aspiration interventions

Very low or no impact for moderate cost, based on very limited evidence.



Behaviour interventions



Evidence portal

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Toolkit Strand ^

Cost ^

Evidence Strength ^

Impact (months) ^

Filter results by keywords



Cost



Evidence



Months Impact

Reset

Feedback

High impact for very low cost, based on moderate evidence.



+8

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



+6

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Toolkit Strand 

Cost 

Evidence Strength 

Impact (months) 

Filter results by keywords



Cost



Evidence



Months Impact

Reset 

Repeating a year

Negative impact for very high cost, based on moderate evidence.



-4

Setting or streaming

Negative impact for very low cost, based on moderate evidence.



-1

Block scheduling

Very low or no impact for very low cost, based on limited evidence.



0

Evidence-based medicine is based on systematic reviews

Guidelines

The World Health Organization (WHO) follows a guideline development process, described in detail in the **WHO Handbook for Guideline Development (2nd edition)**, overseen by the Guidelines Review Committee (GRC) established by the Director-General in 2007. The WHO Guidelines Review Committee ensures that WHO guidelines are of a high methodological quality, developed using a transparent and explicit process, and are **informed on high quality systematic reviews** of the evidence using state-of-the art systematic search strategies, synthesis, quality assessments and methods.

Source: World Health Organization. (2014). *Handbook for guideline development* (2nd ed.).

Geneva, Switzerland: Author. Retrieved from

<http://apps.who.int/medicinedocs/documents/s22083en/s22083en.pdf>

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UK NICE Guidelines: same approach

The screenshot shows the NICE website interface. At the top, the NICE logo and name 'National Institute for Health and Care Excellence' are visible, along with a search bar. A navigation menu includes 'NICE Pathways', 'NICE guidance', 'Standards and indicators', 'Evidence search', 'BNF', 'BNFC', 'CKS', and 'Journals and d'. The breadcrumb trail reads: Home > NICE Guidance > Conditions and diseases > Mental health and behavioural conditions > Mental health services. The main heading is 'Social work interventions for adults with complex needs, including, learning disabilities and mental health'. Below this, it states 'In development [GID-NG10145]' and 'Expected publication date: 19 January 2022', with a link to 'Register as a stakeholder'. A tabbed interface shows 'Project information' selected, with 'Project documents' as an alternative. The 'Project information' section contains a table with the following data:

| | |
|-----------------------------|-------------------|
| Status | In progress |
| Developed As | SC |
| Provisional Schedule | |
| Scoping workshop: London | 24 September 2019 |
| Expected publication | 19 January 2022 |

Source: National Institute for Health and Care Excellence. (in press). *Social work interventions for adults with complex needs, including, learning disabilities and mental health*. Retrieved from <https://www.nice.org.uk/guidance/indevelopment/gid-ng10145>

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Checklist: example NHS Scotland

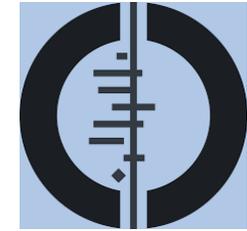
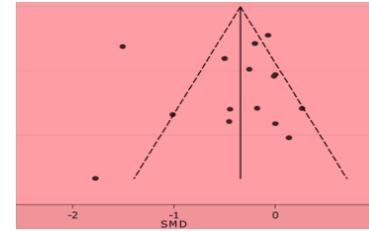
Layout of a care home for people with dementia

| 1. General principles (continued) (to be read in conjunction with relevant design guides for interiors, gardens and lighting) | | Yes/No | Comments |
|---|---|---------------|-----------------|
| 1.6 | There should be landmarks to assist people with finding their way to areas e.g. their bedroom, such as furniture, plants, wall hangings, artwork and generally items that are attractive and interesting. | | |
| 1.7 | Window design should have low sill levels to allow views out from a sitting position, including wheelchair accessibility. | | |
| 1.8 | Windows should provide easily controllable ventilation i.e. with trickle vents and hung to avoid direct drafts at sitting level. | | |

Source: Health Facilities Scotland. (2007). *Dementia design checklist. Design checks for people with dementia in healthcare premises*. Glasgow, Scotland: Author. Retrieved from <https://www.thenhs.com/PublicationIndex/documents/details?Pub=HFS&DocID=304494>



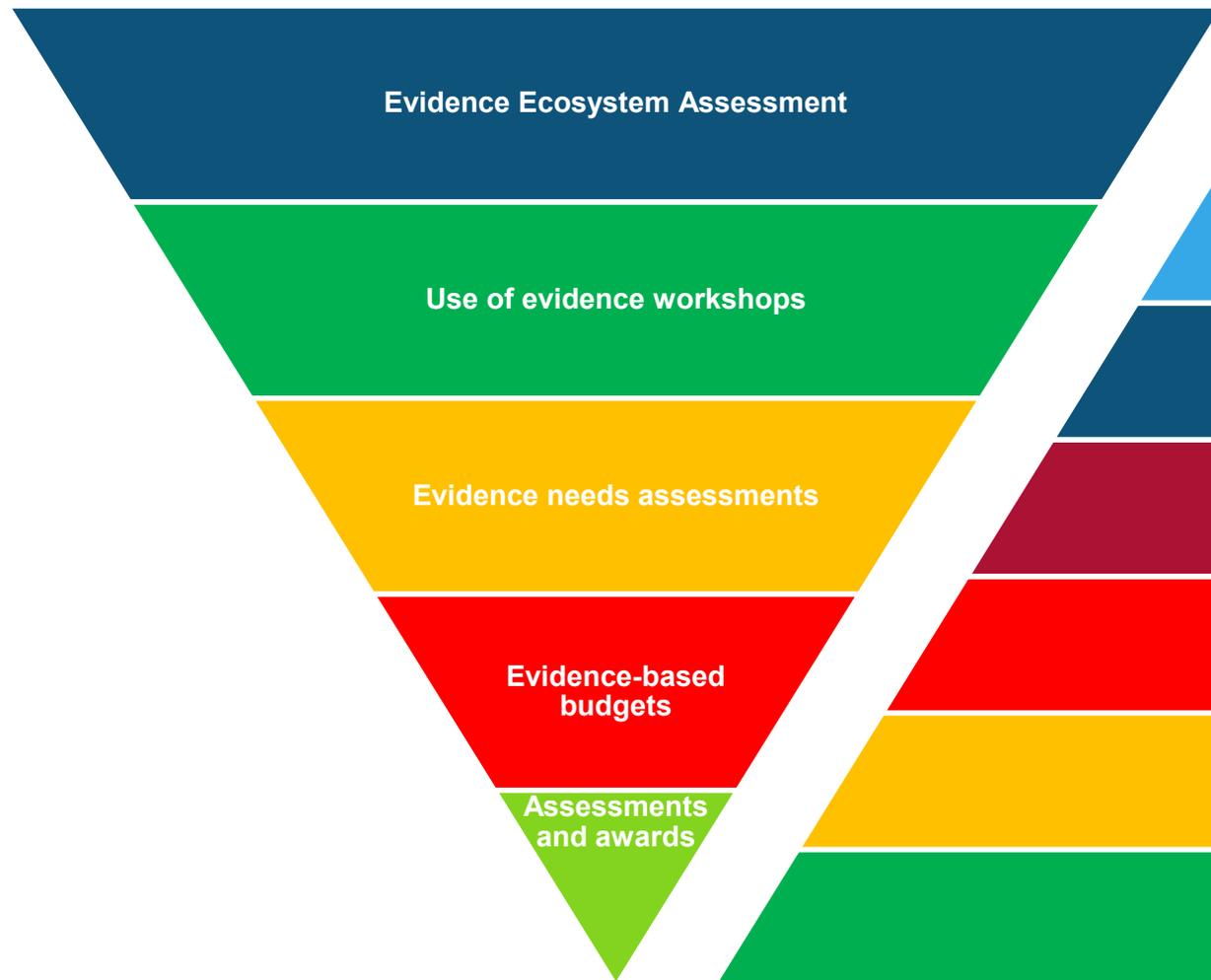
$$\hat{\tau}^2 = \frac{Q_{res} - (n|+k)}{\sum_i \{1 / \sigma_i^2 (1 - bi)\}}$$



Join the evidence revolution

Evidence-based policy legislation

Demand



Checklists

Guidelines

Evidence portals

Evidence platforms

Evidence maps

Databases

Systematic reviews

Primary studies

Data

Supply

Where do you fit in?



Disclaimer

The contents of this presentation were developed under grant number 90DPKT0001 from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

Don't forget to fill out the evaluation form!

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