

# Tailoring Your Knowledge Translation Strategies for Your Intended Users

KTDRR's 2023 Virtual KT Conference

November 6, 8, and 9

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

# **BAM! KAPOW! Using Participatory Action Knowledge Translation, Comics, and Youth Voice to Deliver Our Message**

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November 6, 2023 | 2023 KTDRR KT Online Conference

## Acknowledgements

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# Mission



The mission of the **Transitions to Adulthood Center for Research** is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14–30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at-risk population to achieve this mission.

Visit us at [umassmed.edu/TransitionsACR](http://umassmed.edu/TransitionsACR)

# What Is Participatory Action Research (PAR)?

- Participatory Action Research (PAR) is a collaborative approach that equally involves all partners in the research process and recognizes the unique strengths that each brings.
- PAR increases participants' voice and power in the research context and emphasizes equitable partnerships between researchers and participants.



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# Participatory Action Research (PAR)?

- PAR emphasizes meaningful engagement of participants throughout the research process, and addresses questions and concerns most relevant to stakeholders.
- Makes research/services more accessible.
- Ensures services/research are friendly and culturally appropriate.
- Provides direct feedback on how to improve services and make them more relevant.



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# Participatory Action Knowledge Translation

- While there is a growing literature and federal funding support for Participatory Action Research (PAR), less is known about how PAR principles can be applied to Knowledge Translation.
- The knowledge translation program of the L&W RRTC infuses PAR principles our into knowledge translation activities.
- This presentation will illustrate three knowledge translation principles and examples of use of PAR principles in knowledge translation and the resulting products.
  - End-user input into KT products and process
  - Choose appropriate modality for the audience
  - Determine key message

# End-User Input into KT Products and Process

- Who:
  - Advisory boards – YAB & FAB
  - Our staff
  - Others we interact with
- Process:
  - Idea development (e.g., modality, topic)
  - Iterative
  - Includes constant clarification of our ideas and language

# KT & Dissemination Outputs

## Who?

- Individuals with disabilities
- Family members
- Teachers
- Providers
- Researchers
- Policymakers

## What?

- Written (e.g., brief, tip sheet)
- Comics
- Podcasts
- Blog
- Videos
- Webinars
- Web content
- Trainings
- Social media
- Resources



# Developing Key Messages

- We use an iterative process of review with staff and our advisory councils to continually assess what are the main or most important messages. This is a process of constant clarification of our ideas and language.

# Comics

- Comics feature a series of panels that convey a story through both language and images.
- Using comics as KT tools has been a growing field, and the National Library of Medicine uses comics defined as “graphic medicine” to teach research findings and tell personal stories of illness and health.
- Illustrated memoirs and stories of and by BIPOC authors and illustrators have rising in recent years, giving a platform to disadvantaged, vulnerable, or marginalized populations.

# Our Comics

- The L&W RRTC has a comic series called “Adulting Shorts.”
- We incorporated the voice of Y&YA with mental health conditions in the development of our comics.

# Examples of Our Comics



L&W RRTC Comic DOI:10.7191/pib.1157

**EXAM DAY**

TIME'S UP!

Ugh! I had an exam today that I didn't finish! I was feeling so anxious and just couldn't focus and now I'm going to fail the class.

Really? How does that happen?

**LATER THAT P.**

FOR REAL?!? How can I get accommodations?

Call O they'll what y

I'll contact them tomorrow.

I get accommodations through the school's Office of Disability Services.

I thought those were only for people who use wheelchairs & stuff.

Accommodations are for people with any type of disability. I get what's called "broken time" during exams, so I can take a short break and chill. Bro, if I didn't have accommodations during my first semester, I would have flunked out of school.

Written by: Anyen Gatesy-Davis and the Transitions ACR  
Artwork by: Marina Gatesy-Davis

Produced by: Alexandra Murray

L&W RRTC Comic DOI:10.7191/pib.1134

THAT'S NOT OK! THAT'S AGAINST THE LAW!

OMG?!?! NOW I'M STRESSING EVEN MORE!

OK, SO WHAT CAN AN INTERVIEWER ASK ME? WHAT SHOULD I SAY IF HE ASKS ME SOMETHING WEIRD?

WELL, AN IEP STANDS FOR AN INDIVIDUAL EDUCATION PLAN WRITTEN FOR PUBLIC SCHOOL STUDENTS BETWEEN THE AGES OF 3 TO 21. BY LAW, IT HELPS STUDENTS WHO'VE IDENTIFIED WITH A DISABILITY, LIKE A SEVERE MENTAL HEALTH CONDITION, ADHD OR AUTISM, RECEIVE SPECIAL EDUCATION SERVICES TO HELP THEM ACHIEVE THEIR EDUCATIONAL GOALS.

TRANSITION PLANS ARE A BIG PART OF THE IEP AND THEY ADDRESS YOUR SPECIFIC NEEDS TO MEET YOUR POST-HIGH SCHOOL GOALS.

A TRANSITION PLAN INCLUDES YOUR GOALS FOR AFTER HIGH SCHOOL, LIKE GOING TO COLLEGE OR FINDING A JOB. THEN IT HELPS YOU IDENTIFY WHAT RESOURCES OR HELP YOU MIGHT NEED TO ACHIEVE THOSE GOALS.

IT CAN EVEN HELP YOU FIND ABOUT SERVICES IF YOU WANT TO WAIT ON FURTHERING YOUR EDUCATION OR GETTING A JOB.

THINK OF THE IEP AS YOUR TRIP TICKET TO WHEREVER YOU WANT TO GO.

THAT SOUNDS LIKE BUT MY PARENTS TOLD ME I WOULD JUST GO ON DISABILITY AFTER HIGH SCHOOL, AND I DON'T EVEN KNOW WHAT I WANT TO DO AFTER I GRADUATE.

WAITED, YOU ARE SMART AND GIFTED YOUNG MAN. I HAVE NO DOUBT THAT YOU CAN DO WHATEVER YOU PUT YOUR MIND TO. HOW ABOUT WE WORK ON THE IEP TOGETHER, AND EXPLORE SOME OF YOUR SCHOOL AND WORK INTERESTS?

**ACKNOWLEDGEMENTS**

THIS INFO-COMIC IS BASED ON WORK BY THE TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS (TEST) TEAM (NIDILRR GRANT #H0304000). FIND OUT MORE ABOUT THIS PROJECT AT [UMASSLRJ.EDU/TEST](http://UMASSLRJ.EDU/TEST).

WE'D LIKE TO THANK THE FOLLOWING FOR THEIR CONTRIBUTIONS TO THE COMIC TRANSCRIPTS:

READ THE YOU GOT THIS: TRAINING A LEADER!?!? BOLD IN YOUR IEP MEETING TIP SHEET.

DOWNLOAD OTHER TIP SHEETS FROM THE TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS (TEST) TEAM ON THEIR TIP SHEET WEBSITE.

FOR MORE INFORMATION ON HOW TO REQUEST TRANSLATIONS OF THIS COMIC INTO OTHER FORMATS, CONTACT US AT [info@umasslrj.edu](mailto:info@umasslrj.edu).

THIS INFO-COMIC CAN BE MADE AVAILABLE IN ALTERNATE FORMATS UPON REQUEST THROUGH [info@umasslrj.edu](mailto:info@umasslrj.edu).

THIS IS A PRODUCT OF THE TRANSLATING EVIDENCE TO SUPPORT TRANSITIONS (TEST) TEAM.

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L&W RRTC Comic DOI:10.7191/pib.117:

**ADULTING SHORTS: THE "TEA" ON IEPS PART 2**

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Today we are going to start planning your post-secondary goal in your IEP - planning what you want to do after high school will tell us what courses and help you need to get there while you are in high school.

I don't know what I want to do after high school, work I guess, maybe go to college.

Well one way to start planning is to think about your strengths, the things you think you do well! Plus, we can talk about what your likes, and dislikes are.

We are going to use this worksheet to help you write it all down.

THAT SOUNDS LIKE BUT MY PARENTS TOLD ME I WOULD JUST GO ON DISABILITY AFTER HIGH SCHOOL, AND I DON'T EVEN KNOW WHAT I WANT TO DO AFTER I GRADUATE.

WAITED, YOU ARE SMART AND GIFTED YOUNG MAN. I HAVE NO DOUBT THAT YOU CAN DO WHATEVER YOU PUT YOUR MIND TO. HOW ABOUT WE WORK ON THE IEP TOGETHER, AND EXPLORE SOME OF YOUR SCHOOL AND WORK INTERESTS?

What if I don't know what I like to do?

That's okay. Filling out this worksheet is going to help you think through strengths, your interests, and your needs. Even if you don't have the answer now, we can add to this worksheet later.

Appendix B  
Statement of Strengths, Preference and Needs Worksheet

Strengths	Needs
My strengths (what you are good at) include:	My needs (what you need to be successful) include:
My interests (what you like to do) include:	My preferences (what you like or don't like) include:
My dislikes (what you don't like to do) include:	My goals (what you want to achieve) include:

L&W RRTC Comic DOI:10.7191/pib.51131



# The Idea

Young adult  
staff person  
developed the idea

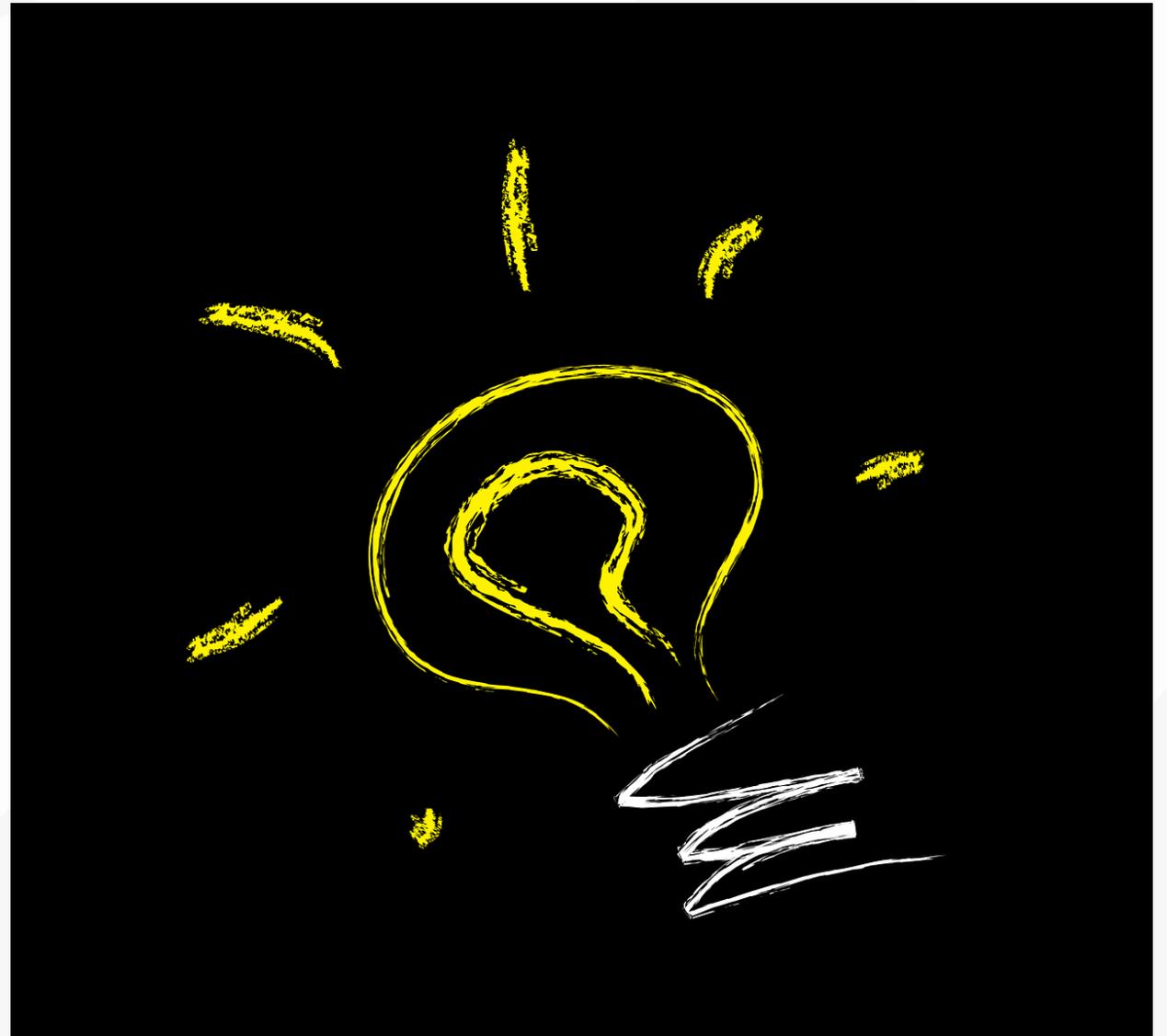
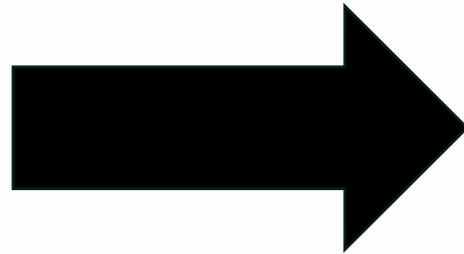
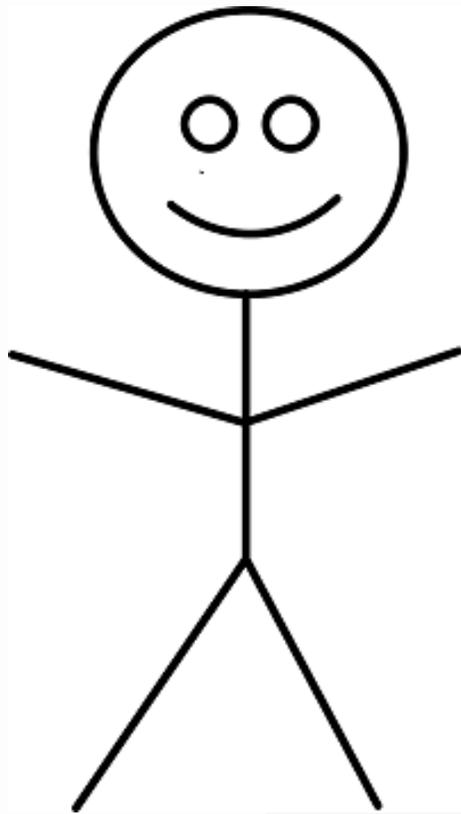


Image from Pixabay: <https://tinyurl.com/4tbs94u2>

# Steps of Making a Comic



Pixabay: <https://tinyurl.com/mv69m8up>



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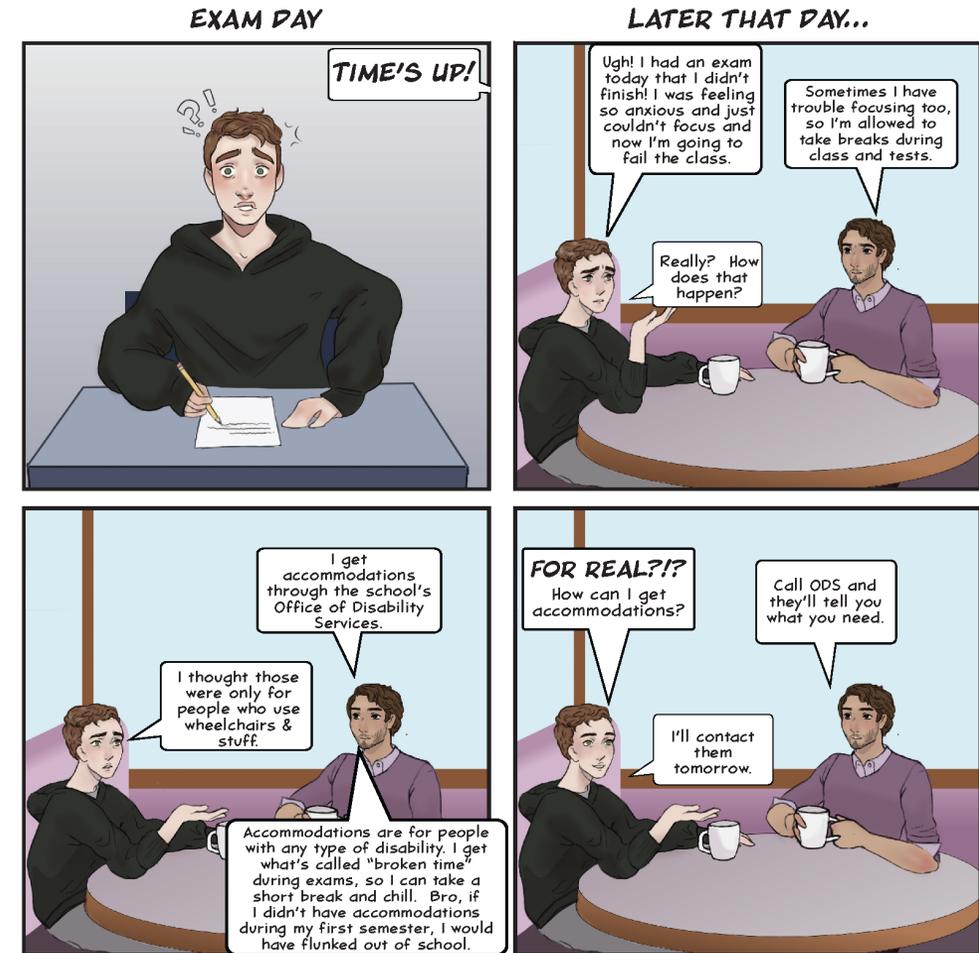


Tip Sheet # 17

## ACCOMMODATIONS

Transitions to Adulthood Center for Research

August 2019

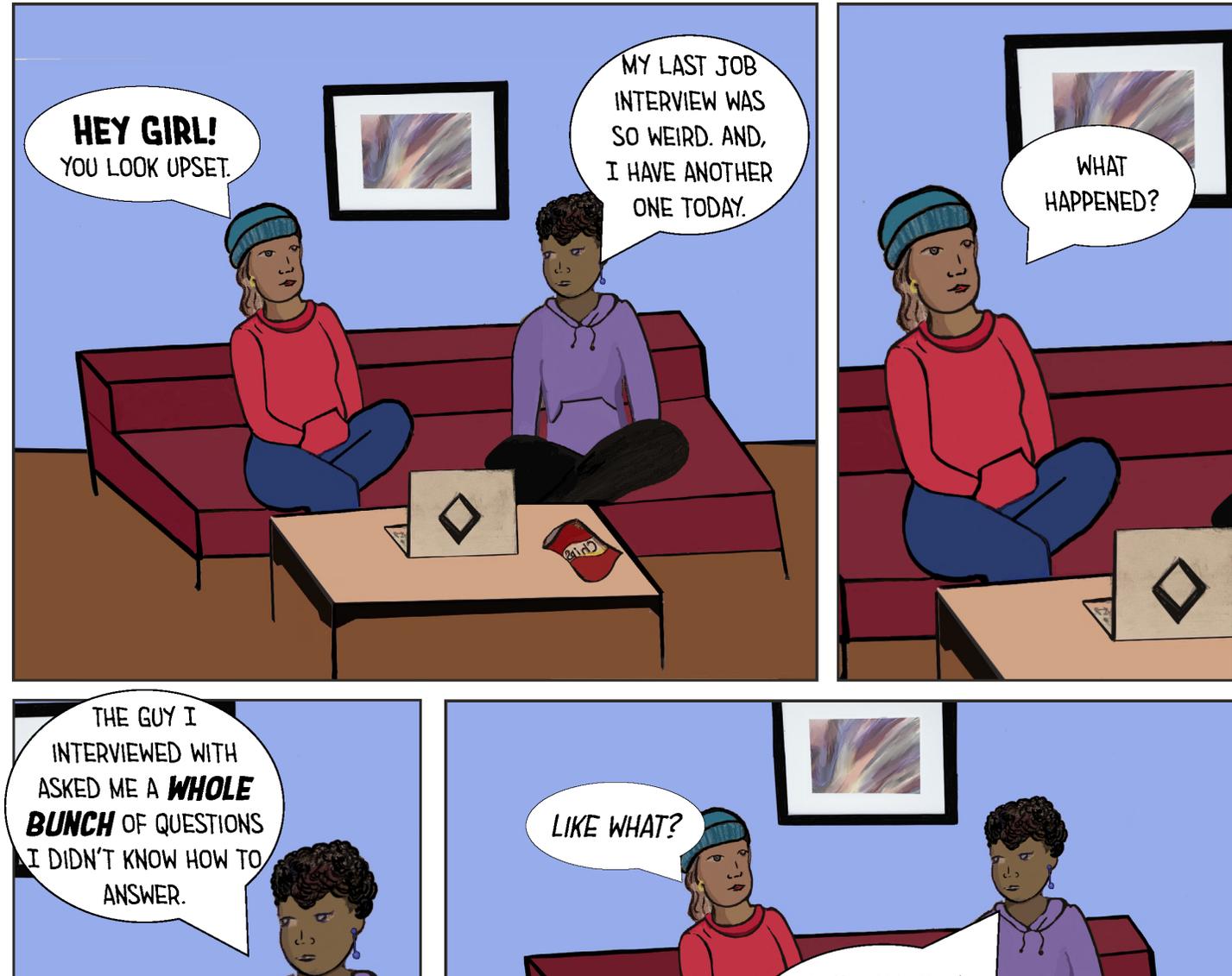


Written by: Anwyn Gatesy-Davis and the Transitions ACR

Produced by: Alexandra Murray

Learning and Working during the Transition to Adulthood Rehabilitation Research and Training Center (L&W RRTC), DOI:10.7191/pib.1134

# Example of Feedback on Comic



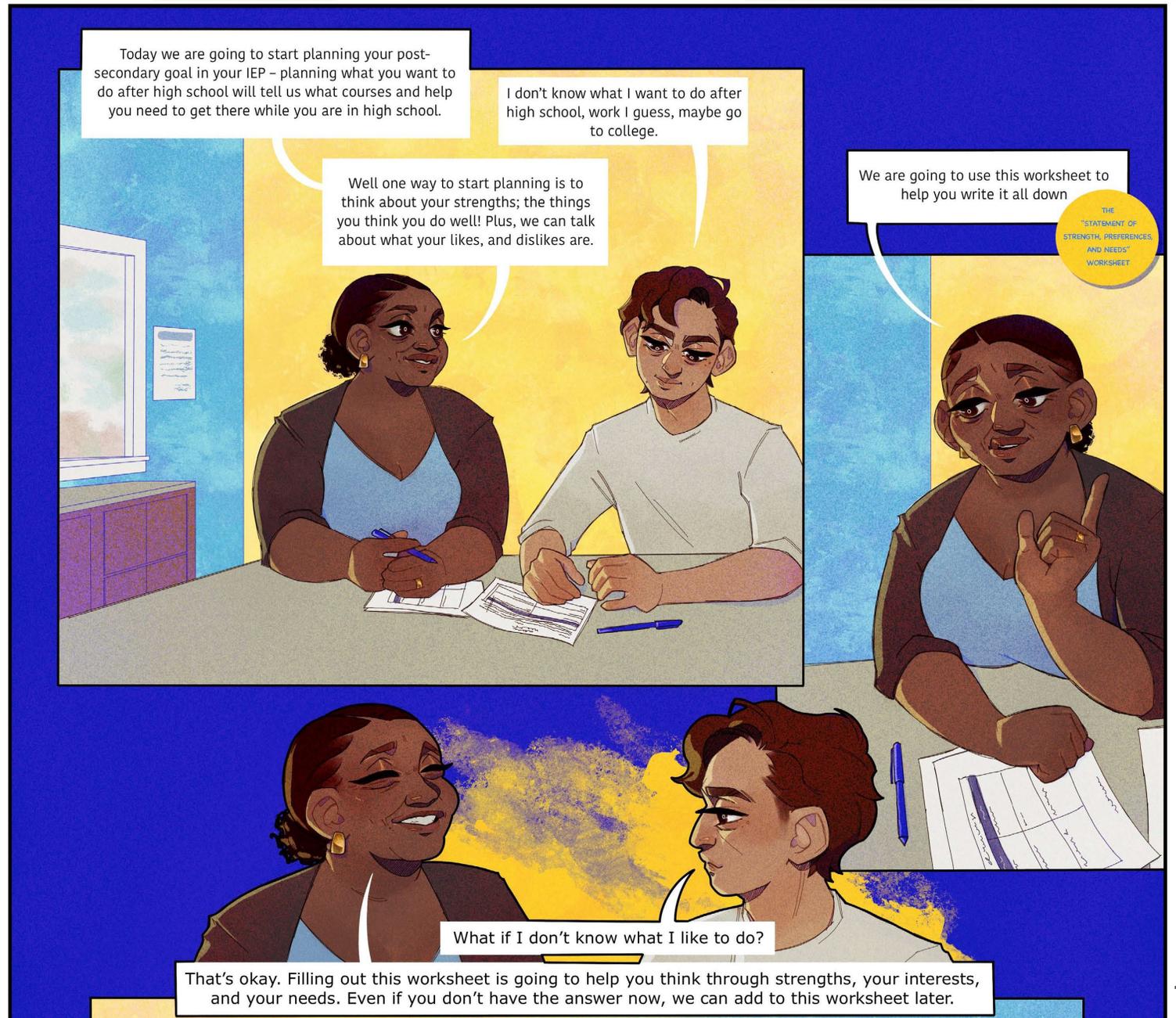
# Result of Feedback



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The Learning & Working Center



# Our Learnings

- End-user input can be used on a variety of modalities (e.g., podcast, comics, tip sheets).
- It is vital to include the voice of your end-user into KT activities and products to ensure they are meaningful.
- There are multiple ways that the voice of the end-user can be incorporated into KT activities.
- For the best end-product having iterative feedback from end-users is imperative.

**CONCLUSION**



Image from Pixabay: <https://tinyurl.com/3xshjhtn>

# Thank you!

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**Q&A**

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