

Tailoring Your Knowledge Translation Strategies for Your Intended Users

KTDRR's 2023 Virtual KT Conference

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

Community Based Participatory Research with Rural Centers for Independent Living

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Introductions and statements of positionality

- Rayna Sage, Rural Institute for Inclusive Communities at the University of Montana in Missoula, MT
- Lillie Greiman, Rural Institute for Inclusive Communities at the University of Montana in Missoula, MT
- Sequoia Commins, Tri-County Independent Living in Crescent City, CA

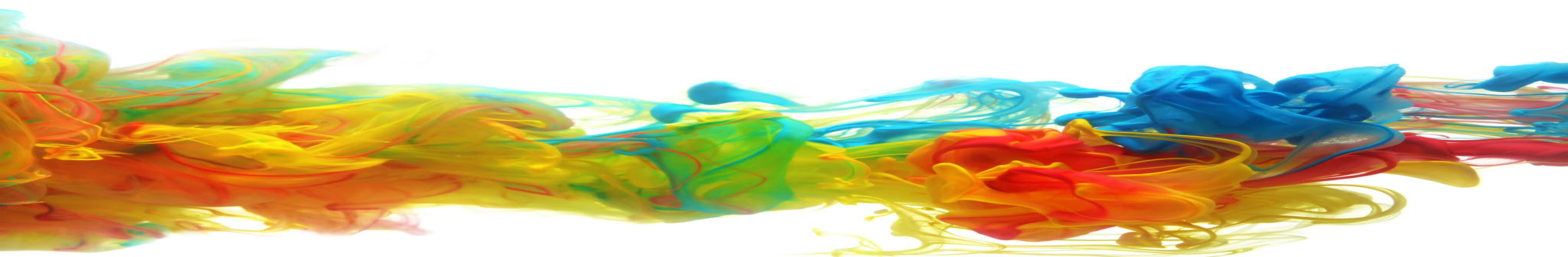


Community-Based Participatory Research and Rural Disability – Why it matters

- Historical exclusion and exploitation, rural social movements and development efforts
- Nothing about us without us and the Independent Living Movement
- The intersection of rurality and disability
 - Disability and rural are both difficult to define
 - Disability and rural are both undervalued and under resourced
 - Resulting in some shared and amplified experiences of marginalization and exclusion

Community-Based Participatory Research and Rural Disability – Why it matters cont..

- CBPR as a strategy to address past injustice and neglect from the academic/research community
- CBPR functions along a spectrum (e.g., informed by, engaged, participatory, driven by)



Centers for Independent Living

- Centers for Independent Living are community-based, cross-disability, non-profit organizations that are designed and operated by people with disabilities. CILs operate according to a strict philosophy of consumer control, wherein people with all types of disabilities directly govern and staff the organization.
- CILs provide 5 core services:
 - Peer Support
 - Information and Referral
 - Individual and Systems Advocacy
 - Independent Living Skills Training
 - Transition (to adulthood AND out of institutional settings)
- Today there are [more than 350 CILs](#) serving hundreds of rural counties. CILs are valuable members of the [U.S. Administration on Community Living's Aging and Disability Network](#).

The RTCs and Rural CILs*

- The RTC:Rural has a long history of partnering with CILs and other RTCs for field-informed research
 - Documenting distribution of CILs across rural and urban spaces since 1999
 - Collaborating to create rural outreach tools since 2001
 - Elevating CIL peer support and advocacy work in relation to services and nursing home emancipation
 - Working to create models to better understand and promote community participation

*See recommended references at the end of this presentation

About the Rural Community Living Development (RCLD) Peer Mentoring Program

- Why?
 - Identified need to support CILs in reaching rural communities they serve
- Who?
 - Rural serving CILs, APRIL, RTC:Rural
- When?
 - KTDRRP funded through NIDILRR starting in 2019
- What?
 - Collaboratively developed Rural Outreach Curriculum and Peer Support Network
 - To identify what works and support rural CILs, consumers and communities



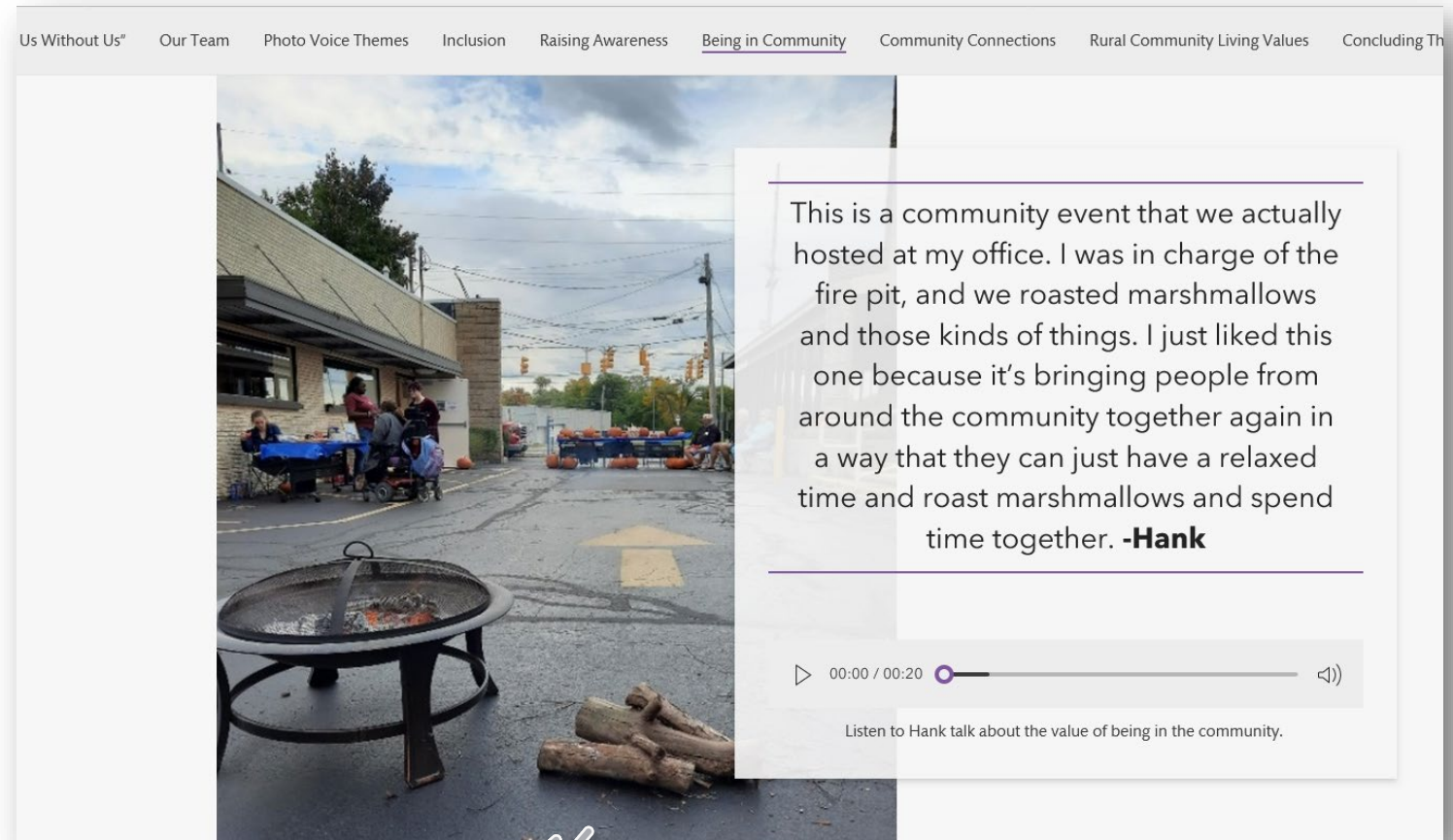
Participatory process and outputs...

- Rural Outreach Curriculum tailored for CIL staff
 - Participatory Curriculum Development (PCD; Taylor, 2006; Boehm-Barrett, 2019)
 - Harnessing the power of peer support



Participatory process and outputs...

- Photovoice Evaluation and Storymap
 - Communicating The Value of Rural Independent Living
 - <https://arcg.is/01aGOf>



Us Without Us™ Our Team Photo Voice Themes Inclusion Raising Awareness Being in Community Community Connections Rural Community Living Values Concluding Th

This is a community event that we actually hosted at my office. I was in charge of the fire pit, and we roasted marshmallows and those kinds of things. I just liked this one because it's bringing people from around the community together again in a way that they can just have a relaxed time and roast marshmallows and spend time together. **-Hank**

00:00 / 00:20

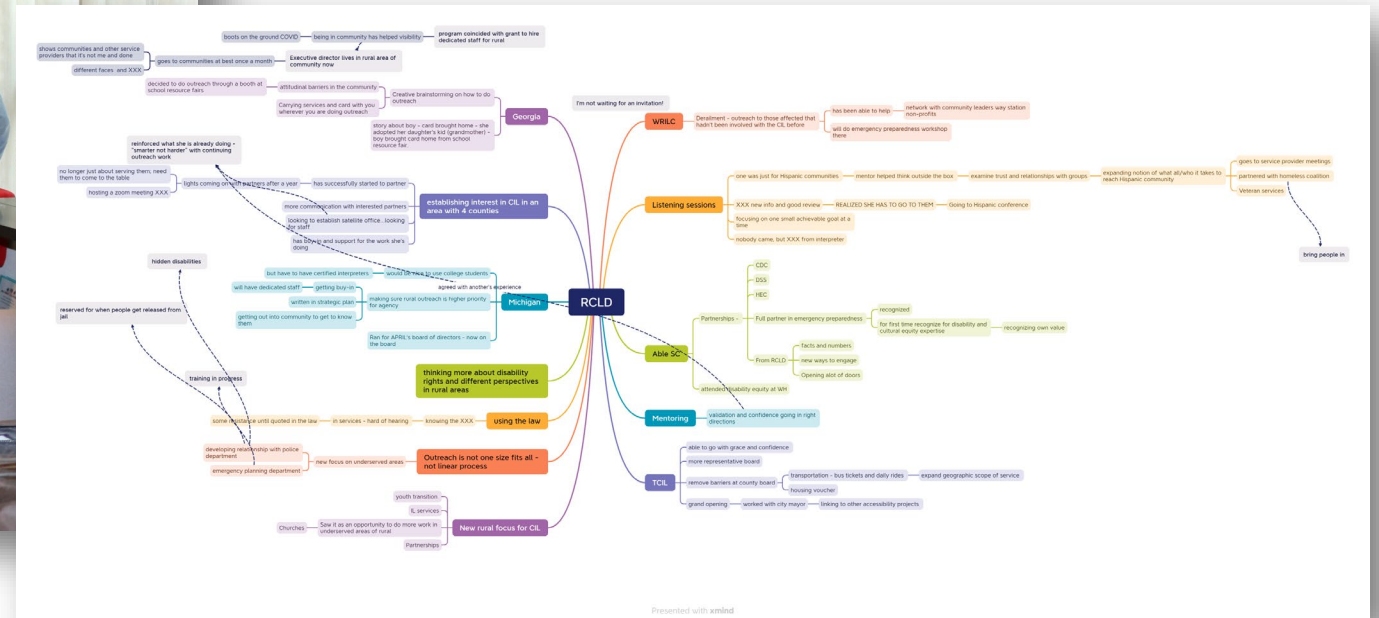
Listen to Hank talk about the value of being in the community.



Participatory process and outputs...



- Ripple Effects Mapping
 - Evaluation of the curriculum and network
 - Measuring the power of peer support



Takeaways and lessons learned

- Examples from the field – Sequoia and her own ripple effects
- Hot tips – maybe we glean some stuff from the curriculum?
 - Partner-driven elements
 - Meeting people where they are (literally)
 - Learning from “failure” (always an opportunity to learn; e.g., hosting a meeting in the disability benefits office – no one coming to the Hispanic Outreach event)
 - Being flexible, making the most of what you have
 - Where we (university researcher staff) struggled
 - Still learning (e.g., plain language)
 - Navigating power, resources, ownership (in-person meeting)
 - Navigating expectations (Is this engagement, partnership? How do you know? Krys has some new resources about defining community-based work from SSSP)
 - Elevating and utilizing all strengths
 - Continuous “voice checking” (Storymap)

Is there one thing you learned about today
that you want to try in your work?

Questions and follow-ups welcome!

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Q&A

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