

Knowledge Translation for Employment Research (KTER)  
Center Guidance Document

# The Knowledge Translation Planning Template<sup>©</sup> Companion Tool for Disability Employment Researchers

**KTER•CENTER**  
Knowledge Translation for Employment Research





## Acknowledgment

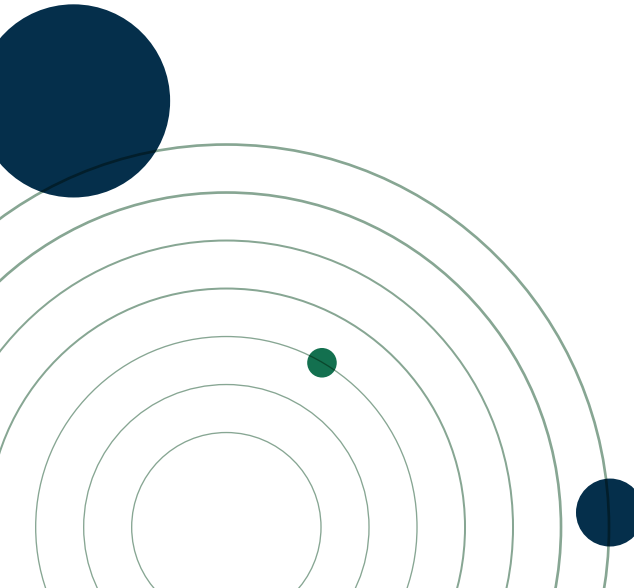
This guide was written by Dr. Melanie Barwick, the author of all the tools mentioned herein, under consultancy for the Center on Knowledge Translation for Employment Research (KTER Center).

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## Disclaimer

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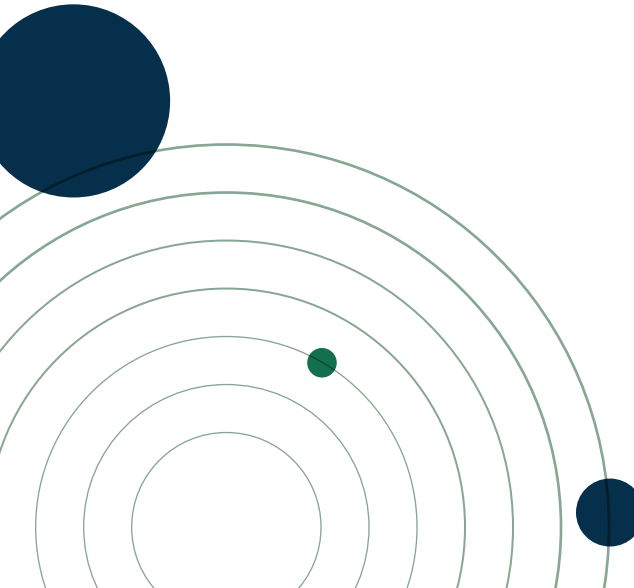
## About This Guide

Success in research funding and research more generally is often realized through the effective dissemination of research findings to the appropriate audiences so that they may benefit in some way.

The Knowledge Translation Planning Template© (KTPT) was developed to support the planning process, but users may struggle with articulating their knowledge translation (dissemination) plan within their research proposal.

Dr. Melanie Barwick developed the KTPT Companion Tool to guide this process.

This guide introduces the KTPT Companion Tool and provides guidance on its use for grantees in the employment portfolio of the National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR).



We use a published paper in the employment and disability field as a retrospective example for this guide (<https://www.sciencedirect.com/science/article/abs/pii/S1750946719301862>).

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Using community-engaged methods to adapt virtual reality job-interview training for transition-age youth on the autism spectrum



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# STEP 1

## Develop your plan using the KTPT

The Knowledge Translation Planning Template (KTPT) Companion Tool picks up where the KTPT leaves off. Please begin your KT planning process using the KTPT, found here (<http://melaniebarwick.com/knowledge-translation-tools/>).

Remember that the KTPT supports the development of a *dissemination* plan. Other resources are available to support *implementation* planning (<http://melaniebarwick.com/implementation-tools/>).

## STEP 2

# Use the Companion Tool to write your plan into the proposal

Having completed the KTPT, the challenge is then to describe your plan to the grant reviewer in the format and space provided.

Turning your KTPT logic model into prose often leads to the problem of poor comprehensiveness (core KT elements are missed) and lack of alignment (what message, for whom, why, how, and with what impact?)

The KTPT Companion Tool helps you make the leap from logic model to a description in your proposal (<http://melaniebarwick.com/wp-content/uploads/2019/02/KTPT-Companion-Tool-Feb-15-2019.pdf>).

## STEP 2a

# Write a general main message

To the extent that you can, write an overarching main message that captures the intended findings of your study.

### Main message extrapolated from the abstract:

*“We successfully adapted a Virtual Reality Job-Interview Training for use with transition-age youth with autism spectrum disorders.”*

## STEP 2b

# Write about your integrated KT process

Write about how you will work with partners in a participatory way throughout your research; we call this integrated KT (iKT).

Your iKT approach may evolve as your project unfolds and may not be fully determined at the proposal stage.

Describe the knowledge users (KUs) you will work with, how you will work together, and what their role will be in developing the research focus, questions, methods, analysis, interpretation, and end-of-grant KT deliverables.

Consider how and when you will engage with your KUs, how you will scaffold their participation, and how you will support their own sharing about the project within their organization and networks.

Describe the extent to which the KUs are committed to the project and its relevance for them. Align what you write here with any letters of support provided.

Describe how you will evaluate the quality of your iKT and whether this approach supported your KT.



## STEP 2b

(continued)

# Integrated KT example

*“We recruited TAY-ASD [transition-age youth with autism spectrum disorders] and adult stakeholders from public and charter schools, transition programs, and community service providers.*

*We used community-engaged methods (which you would describe here) to process and analyze data from TAY-ASD and stakeholders.*

*We then presented the data to our community and scientific advisory boards for their review and recommendations. This integrated engagement supported the adaptation of the intervention design and its content.*

*To evaluate the nature of our partnerships and integration process, we will invite partners to rate The Partnership Evaluation Tool. This will capture the extent to which networking, activities, learning, and outputs were realized and aligned with expectations.”*



## STEP 2c

# Describe your end-of-grant KT deliverables

This is where you will describe the dissemination (KT) deliverables you intend to develop to share your findings with KUs, keeping alignment in mind. Although you are simply proposing deliverables at this stage, planning this far in advance ensures that you have a plan and funds set aside in your budget to support execution of the plan.

**Repeat** this pattern for each KU where the main messages, KT goals, and strategies are different.

## STEP 2c (continued)

# Describe your end-of-grant KT deliverables

### Example:

*“Knowledge translation will occur at the end of the grant/project. Several knowledge user (KU) audiences may benefit from learning about our study. Each KU is described below, alongside the targeted main message(s), potential for benefit(s) or KT goal(s), strategies to be used, and indicators of KT goal attainment. Required resources are described in the budget.*

*We will target (KU#1...KU#X) to communicate (insert main message) for the purpose(s) of (insert KT goal; i.e., building awareness, knowledge, etc.). Best evidence for strategies that may support these KT goals has led us to select the following strategies (describe them). We will track/evaluate the following indicators to ensure we are successful in attaining our KT Goal (describe your indicators).”*

## STEP 2c (continued)

# Example of end-of-grant KT deliverables

**Note that we are suggesting what the article/study authors might have included in a KT plan, had they completed one.**

*“End-of-grant KT will be directed to individuals with ASD who could benefit from our adapted interview training, and to those providing employment support to this population.*

*We will target individuals with ASD to build their awareness of the training intervention and encourage their access and use. We will partner with [name deleted], an advocacy organization through which we can share a summary describing our adapted training intervention. This organization will promote the training intervention on their website, at conferences and meetings, and through their social media channels.”*

## STEP 2c

(continued)

### Example of end-of-grant KT deliverables

**Note that we are suggesting what the article/study authors might have included in a KT plan, had they completed one.**

*“Indicators of reach will include web analytics, tracking requests for information, and venues at which the information is shared (i.e., location, attendees, number of people). We also will track the number of hits to our intervention website content. The benefits gained by the training intervention are outside the scope of our dissemination plan.*

*To share our plain language summary with counselors and teachers who work with this population, we will connect with school boards. The plain language summary also could be shared with students and their families. Indicators of reach will include web analytics, tracking requests for information, and venues at which the information is shared (i.e., location, attendees, number of people).”*



## Important Tips

Alignment is important.

Do not simply describe your KUs in one paragraph and your strategies in the following paragraph.

If you do this, you miss communicating your focused main messages, purpose of the communication, tailored strategy, and impact for your different KUs.

## STEP 3

# Check the quality of your plan

The Knowledge Translation Plan Appraisal Tool can be used to assess the quality of your plan (<https://www.sickkids.ca/learning/abouttheinstitute/programs/knowledge-translation/resources/kt-plan-appraisal-tool-form.html>).

### KT plan quality is a function of three elements:

#### Comprehensiveness

The extent to which your plan description covers the 13 core elements from the KTPT

#### Alignment

The extent to which your main messages align with KUs, KT goals, KT strategies, and evaluation indicators

#### Feasibility

The extent to which your plan is feasible



**Be careful *not* to:**

Morph from dissemination planning, which is what the KTPT addresses, into implementation planning. These are not the same thing and require different approaches.

**Be careful to:**

Consider what the evidence suggests regarding effective strategies.

Consider the feasibility of what you are proposing: team composition, time, and cost/resources.



**Contact Information**

For any follow-up questions or requests, please contact:

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