

# The OSU Nisonger RRTC Knowledge Translation Process

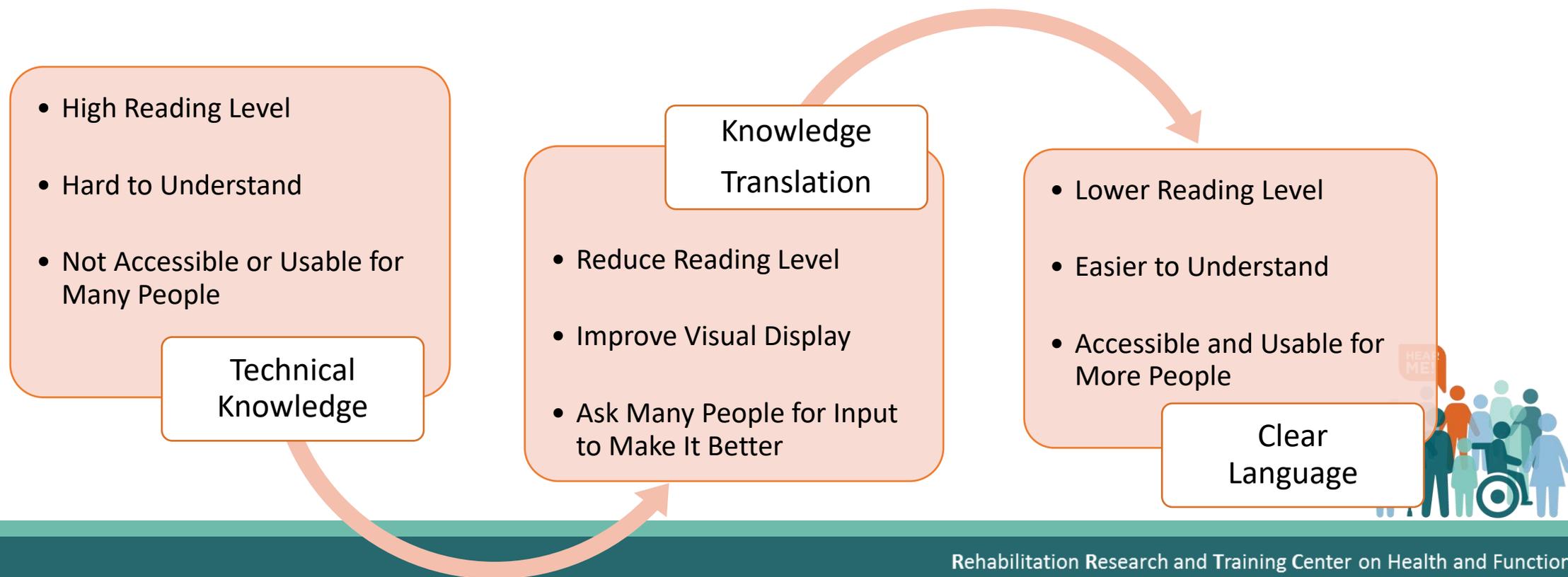
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# What is Knowledge Translation (KT)?

KT is an iterative revision process between stakeholders that makes technical information more accessible, usable, and clear for more people.



# What is the Purpose of KT?

The purpose of knowledge translation is to increase accessibility, comprehension, and usability of information by a broad audience, including:

- Individuals with intellectual and developmental disabilities and their family members
- English language learners and neurodiverse learners

Knowledge translation incorporates Universal Design for Learning adaptations, modifications, and multi-modal mediums and strategies that improve information dissemination and consumption for diverse learners ([CAST, 2020](#)).



# Why is KT Important?

Everyone has the right to access, learn, and use information that is important for them to be an informed citizen and live a healthy life.

Information that is easier to understand helps people make better choices on issues such as education, employment, and healthcare ([UKDH, 2010](#))

The public deserves information that makes sense to them, and many studies have shown that providing clear information can save time, personnel resources, and money while giving better service to your audience and stakeholders ([PLAIN, n.d.](#))



# Knowledge Translation Terms



# Common KT Terminology

## Plain Language

- Writing that is clear, concise, and well-organized
- Active voice, short sentences, common words, easy-to-follow design features (e.g., headers, lists) and formatting to support visual clarity
- Plain Language Action and Information Network:  
<https://www.plainlanguage.gov/>
- [A Plain Language Checklist for Reviewing Your Document](#) (NIH, 2013)



# Common KT Terminology

## Easy Read

- Information that is clear and easy to read and understand
- Active voice, short sentences, larger font size, glossary to define jargon and abbreviations, use of color or bold type and pictures to support meaning
- Accessible Communication Formats: <https://www.gov.uk/>
- [Making written information easier to understand for people with learning disabilities](#) (UKDH, 2010)



# Common KT Terminology

## Clear Language

- Clear and simple writing that an audience can understand quickly and easily
- Present information in logical order, use common words and visual presentation to enhance the text (e.g., spacing; bold, highlight, underline; and images with alt text)
- Clear Language and Presentation Principles and Guidelines.  
<https://www.canada.ca/>
- [Clear language and design guidelines](#) (THRSC, 2015)



# Our Project's Preferred KT Term

- We consulted our research partners with lived disability experience
- The majority preferred the term “**clear language**” to describe our knowledge translation process:
  - “Plain Language” sounded too bland, boring, and ... plain.
  - “Easy Read” sounded condescending for an adult audience.
  - “Clear Language” sounded appealing and appropriate for our purpose (i.e., to make research and technical information more clear for people to access, learn, and use.



# Clear Language Products

Clear language adaptations, modifications, and multi-modal strategies include:

- Visual formatting with a combination of text & media or graphical organization of information.
- Adapted reading level, which calculates a Flesch-Kincaid Readability Statistic at or below 6<sup>th</sup> grade.
- Formatted text that incorporates **emboldened**, underlined, highlighted, CAPTITALIZED and/or color-coded text to EMPHASIZE text or enhance visual display of information.

# Clear Language Products

Clear language adaptations, modifications, and multi-modal strategies include:

- Alt text, which describes images, icons, charts, and other visual information that is relevant to comprehension.
- Accessibility features that leverage alt text, plain text, Word document styles, and other means to establish access via assistive technology, like screen readers.
- Larger font size (e.g., 16+ point), which supports all readers regardless of visual impairment.

# Clear Language Products

Clear language products may vary in format and length.

Some examples include:

- Papers with adapted and formatted text supported by images, icons, visuals with alt text or other multi-media, including hyperlinks and embedded videos:
  - 1-2 page infographics or briefs
  - 4-6 page summaries
  - 10+ page short papers
- Audio/visual media supported by closed captions and transcript files with adapted and formatted text.

# Clear Language Products

Identifying the target audience(s) supports the selection of appropriate clear language products. For example:

- If the target audience is individuals with intellectual disability, then an audio/visual product or 1-2 page brief with 3<sup>rd</sup>-4<sup>th</sup> grade reading level and formatting that supports screen readers may be the best option to increase accessibility and comprehension.
- If the intended audience is family members, support staff, or service providers of individuals with disabilities, then a 4-6 page summary or 10+ page short paper with additional details and 6<sup>th</sup> grade reading level may be appropriate.

# Clear Language Products

In cases of dissemination to multiple audiences, the development of different product types or levels may best support access and comprehension for diverse stakeholders.

- For example, a 10+ page short paper intended for service providers (e.g., level 1) may be broken down into:
  - 4-6 page summary paper for families (e.g., level 2)
  - 1-2 page brief or infographic or short video for individuals with ID/DD (e.g., level 3).

In this example, translation results in 3 products intended for different audiences.

# Key Strategies for Knowledge Translation



# Know Your Audience

Before determining the type of clear language product to develop, it is important to identify the target audience.

Recommended questions for authors of clear language products to address include:

- Who is the primary audience, or are there multiple audiences?
- What do they need to know, and how much detail do they need?
- What type of product or medium is preferred or suggested by the audience?
- How will the product engage the audience and ensure the information is clear?
- Where and how will the product be disseminated to reach the target audience?

([National Institute of Health, 2013](#)).

# Know Your Audience

- Plain language, easy read, or clear language “should be developed in consultation with your audience.”
- “Talk to users and ask them what they need and want.”
- “Involve [individuals with disabilities] from your audience in developing and reviewing a strategy for producing information in accessible formats. They will know their needs and could help you find the most effective ways of meeting them. You can also approach disability organisations for advice.”



# Test Your Content

- “Test, make corrections based on feedback, and test again. Plan to test at least twice. This process of testing, revising, and re-testing is called ‘iteration.’ Iteration is part of what makes usability testing so effective.”
- “Ask people with learning disabilities what they think and if they understand the document before it is published..”
- “Seek feedback through focus groups and surveys. Use a checklist to ensure that clear language and presentation principles were followed.”

# Test Your Content

- Paraphrase testing
  - Ask participants to read and review a specific section.
  - Ask them to tell you what the section means in their own words.
  - Ask them what words or ideas might cause problems for other people.
  - Identify confusion and misunderstood messages, fix the problem, and re-test.

<https://www.plainlanguage.gov/guidelines/test/>

# Test Your Content

- Usability testing
  - Tell participants that they have a need to find specific information.
  - Observe them as they review materials to locate and explain what they found.
  - Ask them about the experience, including specific words or phrases.
  - Identify difficulties in navigation or comprehension, revise, and re-test.

<https://www.plainlanguage.gov/guidelines/test/>

# Test Your Content

- Interviews
  - Paraphrase testing (6 – 9 individual interviews)
  - Usability testing (3 individual sessions)
    - Co-discovery with 2 participants working together
    - Several people working independently
    - Comparative testing with different versions of your document or information
    - Remote moderated or unmoderated testing tools
- Focus group discussions

<https://www.plainlanguage.gov/guidelines/test/>

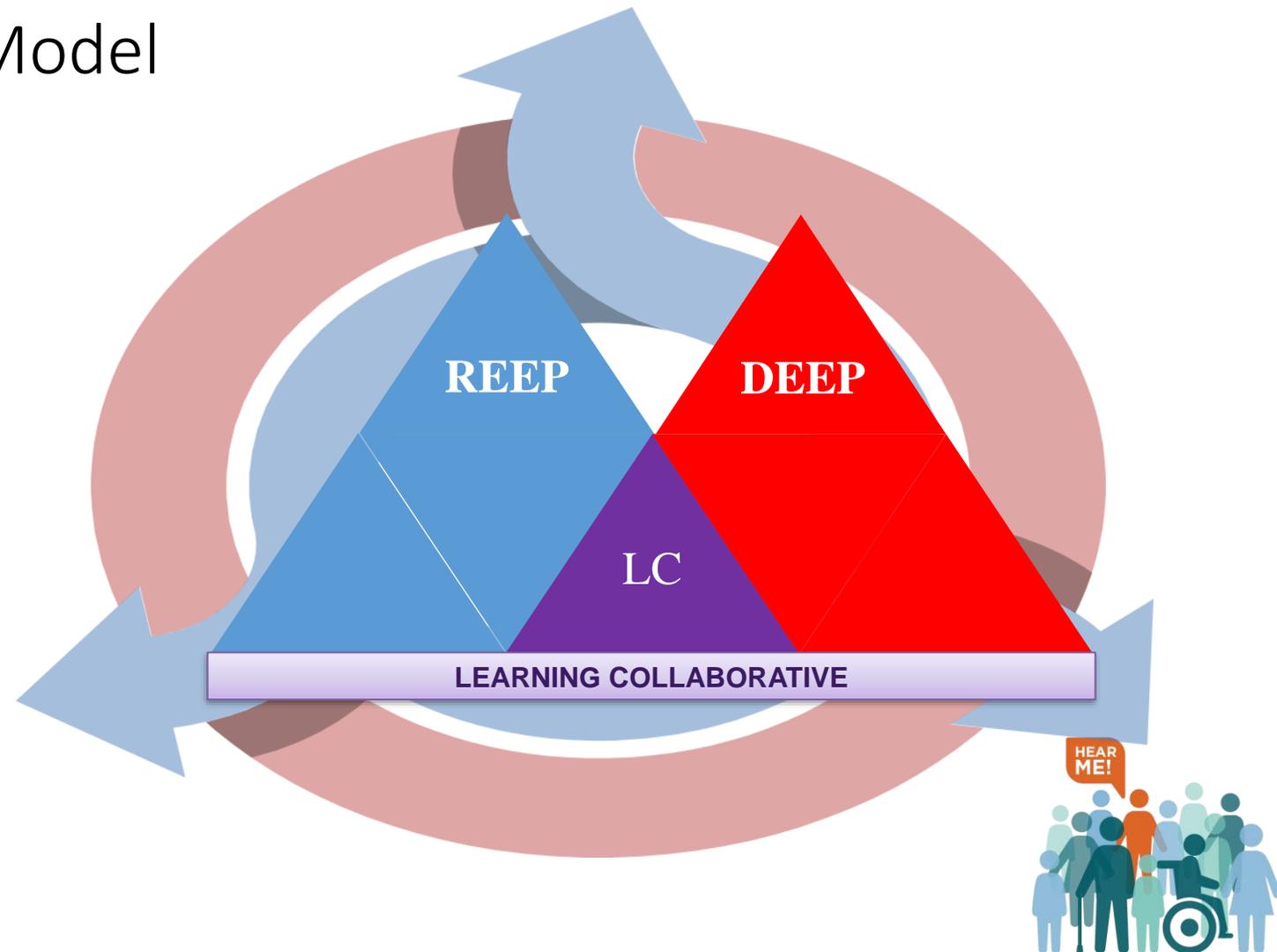
# The OSU RRTC Knowledge Translation Process



# The OSU Nisonger RRTC Model

The research project's **Learning Collaborative (LC)** is comprised of two groups:

1. **Research Experience Expert Panel (REEP)**
2. **Disability Experience Expert Panel (DEEP)**



# Research Experience Expert Panel (REEP)

The REEP is a group of individuals with disability research experience who serve as partners on the OSU Nisonger RRTC project.

- Give input across the research process (e.g., meetings, surveys, consultation)
- Support knowledge production and help write technical publications



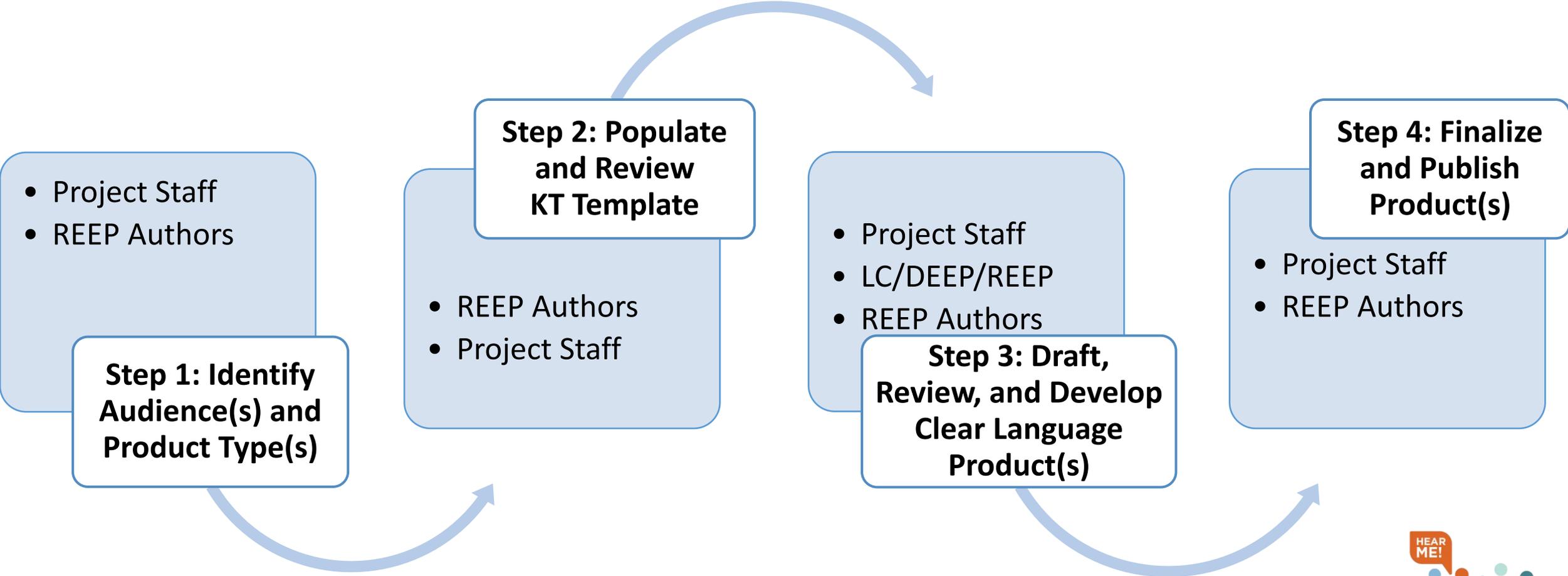
# Disability Experience Expert Panel (DEEP)

The DEEP is a group of individuals with lived disability experience who serve as research partners on the OSU Nisonger RRTC project.

- Give input across the research process (e.g., surveys, focus group meetings)
- Support knowledge translation and help make clear language products



# Knowledge Translation Process



# KT Process

## **Step 1: Identify the Audience(s) and Product Type(s)**

- The KT Process begins with the publication of an article or other academic, scientific, or technical product.
- Project staff initiate the process by communicating with the authors to schedule a meeting to discuss target audience(s) and product type(s) that are appropriate for translation and dissemination.
- Use a KT Template to document decisions and move the process to the next step.



# KT Process

## Step 2: Populate and Review the KT Template

- Authors (recommended) or project staff populate the KT Template:
  - Original Title (Paraphrased Title, if needed)
  - Original Research Questions (Paraphrased Questions, if needed)
  - Key Findings (e.g., Results)
  - Main Take-Aways (e.g., Discussion)
  - Why Is This Important? (e.g., Implications for Future Research)
- The team may decide to customize the organization or amount of information for each part depending on the identified audience(s) or product type(s).



# KT Process

## **Step 2: Populate and Review the KT Template (continued)**

- Authors (recommended) or project staff present KT Template to DEEP.
- This meeting allows the authors to present their work to the DEEP and is intended to facilitate teamwork, identify challenging vocabulary and concepts, discuss appropriate clear language translations of technical content, and brainstorm visuals to support comprehension.
- Results of this meeting will support an initial draft of the clear language product.



# KT Process

## **Step 3: Draft, Review, and Develop Clear Language Product(s)**

- Project staff (recommended) or authors use clear language strategies and methods to draft product(s)
- Iterative feedback is acquired from the Learning Collaborative through additional communication (e.g., follow-up meetings, surveys, emails) and used to test, revise and re-test the product(s)



# KT Process

## **Step 3: Draft, Review, and Develop Clear Language Product(s) (continued)**

- Authors ensure the translation is accurate and comprehensive, and DEEP ensures the translation is accessible and clear through the iterations.
- A final meeting is recommended where DEEP presents the product to the authors to confirm an accurate and satisfactory translation of the original work.
- If not, feedback is used to develop and test further iterations.



# KT Process

## **Step 4: Finalize and Publish the Product(s)**

- Project staff presents final product to the entire Learning Collaborative
- A final opportunity to gather feedback or recommendations for revision.
- Final products should include original citation or reference
- Published to the OSU RRTC website and disseminated through appropriate venues to reach target audience(s)



# OSU RRTC Examples



# Knowledge Translation Examples

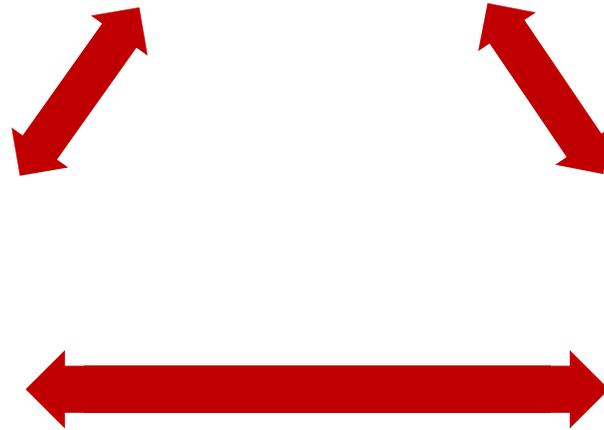
## [OSU Nisonger RRTC Clear Language Products](#)

- [Study Snap Shot \(Project Overview\)](#)
- [What does it mean to be healthy? \(short paper\)](#)
- [Individuals with disabilities can be included in health research when they can answer survey questions for themselves \(infographic\)](#)



# ACL ID/DD Counts Project and 10-Year Roadmap

The Administration for Community Living (ACL) engaged the DEEP in a knowledge translation activity:



# ACL ID/DD Counts Project and 10-Year Roadmap

## **An iterative revision process between stakeholders...**

- ACL drafted a plain language outline of a technical report and sent to OSU staff
- OSU reduced readability level and sent the simplified outline back to ACL
- ACL revised to improve translation
- OSU drafted a clear language product and presented to DEEP in a meeting with ACL
- DEEP gave feedback to improve text and visual presentation
- OSU created 12-, 4-, and 2-page products through iterative feedback loops



# ACL ID/DD Counts Project and 10-Year Roadmap

“All the changes that were made make [the product] look and sound much better [...] I’m so proud to see all the work we have accomplished so far and what we can do with it in the future.”

–DEEP Member





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