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>> JAMIE KOENIG: Hi, everyone. We're just going to give it a few more seconds for people to connect their audio and all that good stuff. And then we'll get started. Sorry about that. My computer is not cooperating very well. But hello, and welcome to this Webinar on "The Knowledge Translation Process" at the Ohio State University Nisonger Research and Rehabilitation Training Center or RRTC. This is sponsored by the National Training Directors Council. My name is Jaime Koenig. I'm a young white woman with glasses, shoulder-length brown hair and a black shirt. I'm a Program Specialist at AUCD. And I'll be providing technical support for this event. We would like to thank all of you for joining us today.

Before we begin, I would like to address a few logistical details. Because of the number of participants, please mute yourself throughout the meeting. You can submit questions in the Q&A box on your Zoom console or chime in with a question. We ask that if you do wish to speak, please unmute yourself and begin by stating your name. This will help everyone to know who is talking, especially the CART Captioner. In addition to your name, we ask that you provide a short description of yourself as well as your pronouns if you feel comfortable. We have CART Captioning available, and if you would like to access it, click the CC button to view subtitles. This meeting is being recorded and will be available a few minutes follow -- a few days following. Please welcome Andrew Buck. He's a Learning and Development Consultant and has 14 years as an Education Specialist including roles in academic research, professional training, curriculum development and teaching and advising students with IDD in secondary and post-secondary settings. He facilitates the RRTC stakeholders and provides guidance to RRTC on Knowledge Translation and Clear Language.

Christine Brown is a Clinical Research Assistant and LEND Self-Advocate Faculty. She supports collaboration between children and adults with IDD. She does advocacy at the state and federal level for policy changes for individuals with IDD. For the past three years, she's also co-chaired the panel of Individuals with Disabilities who advise the RRTC. So please join me in again in welcoming Andrew and Christine. With that, I'll turn it over to Andrew.

>> ANDREW BUCK: Thank you. I'm Andrew Buck. And I'll turn it over to Christine.

>> CHRISTINE BROWN: I'm Christine Brown. And I really enjoy getting to help make things more accessible because I want to make sure everybody is able to read at the level they can. And I am passionate to see that we can make everything better.

>> ANDREW BUCK: Great. Thank you, Christine. I'll go ahead and share my screen to show the presentation. And we will get underway. All right. So thanks again, everybody, for joining us on this

presentation entitled "The Ohio State University Nisonger Rehabilitation Training Center Knowledge Translation Process." For us, KT is an iterative revision process between stakeholders that makes technical information more accessible, usable and clear for more people.

So there's an image on the screen here as well that shows a flowchart moving from the left to the right. That shows on the left this idea of Technical Knowledge. Technical Knowledge we refer to as things with a higher reading level. And in this case, we are talking about secondary or middle and high school reading level and up. As high reading level. This Technical Knowledge can also be hard to access and understand. So it may be missing key components that make it accessible for screen readers, like missing Alt tags. And in that way, it's not accessible or usable for many people. It may also be hard to understand in the way that it's laid out visually. And so, the Knowledge Translation process as we move from the left to the right is a process of working with different people to give their input and feedback on how to make the reading level more usable to them, easier to understand and reducing it below that secondary level. And for us, we usually use a range of fourth to fifth grade or fourth to sixth grade as that appropriate reading level. Many times, reducing technical content below a reading level that's in that range is quite difficult. And so, we encourage people to try a reading level as low as possible while incorporating all the details that are needed to share information with others. And we'll talk about other strategies as we go through this presentation on how to also include Technical Knowledge by using glossaries and keyword lists as well.

There's other ways you can improve Knowledge Translation by improving the visual display of how information is shared with others on the screen. That includes adding enough white space, using bulleted lists and using pictures and images for visual support. So really, the important part of Knowledge Translation process is gathering the input from different stakeholders in order to better understand how different learners receive, consume and learn information so that through your process you're gathering information from a lot of people. And in that way, you are making the information more accessible, not only through the reading level, but also for many different types of learners through multi-modal strategies and the way information is displayed, disseminated and shared out with others. On the far right of the screen then, we also showed the outcome that we like to call "Clear Language." And that's products that have a reduced lower reading level, they are easier and more accessible to understand, they have alt-tags and other accessibility components and many more people are able to access, learn and use that information. The purpose of Knowledge Translation as I mentioned is increasing accessibility, comprehension and the usability of the information by a much broader audience. So that does include individuals with intellectual disabilities and their family members. But this is important for English language learners, neuro diverse learners and multi-modal mediums and strategies that improve information dissemination and consumption for diverse learners. The CAST says there needs to be multi-modal strategies to improve dissemination and consumption for diverse learners. And here's a link to the website to access more information about the universal design for learning.

>> CHRISTINE BROWN: Andrew, there was one kind of learning, I think, you didn't say, and that was the kinesthetic.

>> ANDREW BUCK: Yes, that's right. So many people like to learn through practical examples and applications. And oftentimes we call that the hands-on learning approach. So that's another important learning style that should be taken into consideration when you are developing and sharing information with people. Thank you.

The reason why Knowledge Translation is so important is that everyone has the right to access and learn information that is important for them to be an informed citizen and to live a healthy life. Particularly, a democratic society depends upon an enlightened citizenry. And we can't expect people to learn and use information that they cannot access or understand. So it is really critical that when we are sharing information we make it accessible and usable for all people. Information, when it is easier to understand, can help people make better choices on a myriad of issues like education, employment and healthcare. And moreover, the public deserves information that makes sense to them. Many studies have shown that providing Clear Language information can save time, personnel resources and money and also improves better customer service and other supports to your audience and your stakeholders.

Now we are going to talk about some Knowledge Translation terms that are common in the field right now. One of them is Plain Language. Plain Language is what the United States calls clear, concise and well-organized writing. It uses active voice, short sentences, common words and easy-to-follow design features, like user headers and bulleted lists. It also supports formats that provide visual clarity. To the information. You can learn more about the Plain Language or plainlanguage.gov. And there's a language checklist to allow you to go through your document to review it for Plain Language as well linked on this slide. Our neighbors across the pond in the UK actually refer to this as "Easy Read." It is a very similar concept that is information that is clear and easy to read and understand. You can see similar components here of the active voice and short sentences. Larger font size is also considered helpful for Easy Read. Glossaries, so that you can incorporate technical jargon, but then you have a glossary at the beginning of a document that explains and defines that technical jargon in Easy Read definitions. Then that way you are still able to embed the technical information within your content and helps to support the learning of key terms and vocabulary words you want people to know and understand. It is also important that when you are using abbreviations that you always spell them out. And especially as you move from one content page to the next, as you're reusing abbreviations, Easy Read encourages you to re-spell out the abbreviations so that it makes sense. You can also use color or bold typeface and visual images and pictures to support the meaning of your document. For more information on Easy Read, go to the Accessible Communication Formats at the website here, that is out of the UK government. And also another document is linked on making written information easier to understand for people with learning disabilities, which is a guide through the Easy Read process.

Lastly, our neighbors up North in Canada refer to this as "Clear Language." Again, very similar components across all the terms. Clear Language is simple writing that an audience can understand quickly and easily. They refer to this as information that is presented in a logical order, so the information flows through a natural progression of key points and arguments that you are trying to make. You use common words and visual presentation to enhance the text as well. Such as appropriate spacing, using embolden text or using highlights and underlines to emphasize different information as well as images with alt-text. Clear Language and principles and guidelines are linked on this web page, the Canadian website. And there's design guidelines linked on this page as well for further reference.

>> CHRISTINE BROWN: Andrew, can I give some example to tell them of that?

>> ANDREW BUCK: Yes, thank you. Christine?

>> CHRISTINE BROWN: One thing is whenever people are having a learning style, sometimes whenever someone is in their reading, highlighting and putting notes on the side, like red means key point. The yellow is action word. Sometimes those are good kind of strategies for their reading levels, just to let you know.

>> ANDREW BUCK: Yeah, thank you, Christine. That's a really good point. And leveraging color-coded text to help people navigate through different types of information as well. And we'll show an example where we have used color-coded text to show people differences between titles and sub-headings and content text versus then questions that are embedded within that content text as well. Christine, I would also like you to talk about how our group went through the process of learning about these different terms and then choosing Clear Language. Would you like to speak to that?

>> CHRISTINE BROWN: Yes. When the Disability Expert Panel began, we were asking people what word can you understand better? Because everybody's reading level is different. And trying to make sure everyone can understand it is tough, but if you try to work with a person, do it in a person-centered way, and you can try to find the best kind of learning tool for them. Because thing is, everybody thinks and learns differently. But we had a lot of times where we were going through different words, and one word may seem like a different definition than what another word does to someone else.

>> ANDREW BUCK: Yeah, thank you. And emphasizing the importance of gathering information from not just different categories of people but individuals themselves. And that's a really important point. When we spoke to our group about what we should be calling our Knowledge Translation process, we settled on Clear Language as that term. And so, the process that we go through is taking Technical Knowledge through a Knowledge Translation process to create Clear Language products. We felt that Plain Language sounded too broad and bland. And Easy Read for a lot of our readers sounded too condescending for an adult audience. So those are the main reasons we chose Clear Language as it sounded more appealing and appropriate for our purposes.

So when we talk about Clear Language products, we talk about using adaptations, modifications and multi-modal strategies to reorganize visual information in a clear way. And we would like to use a combination of text and media or graphical information to organize that information. We don't rely solely on text or images. We combine them in a way to help emphasize our main points and to support the meaning of what we're saying. We would like to use an adapted reading level by calculating a flush Kinkade reading statistic at or below sixth grade is possible. And you can use Microsoft Word. There's software built in to Microsoft Word to calculate the readable level by just reviewing the document. And we also like to format our text in different ways. We incorporate emboldened text, underlined text, occasionally highlights or capitalizations. And as Christine said, different color-coding options to really emphasize key information and also to organize our display and flow of information, again, from titles and headings down to content text as well.

Other ways that you can improve the accessibility of information is making sure you are adding alt-text to all your images, icons and charts and any other visual information that is really relevant to comprehension. Microsoft again, Microsoft Office, tools as well as Adobe products, have nice software features. And I just recently used Adobe's accessibility checker tool that runs a report for you and really gives you a nice, detailed outline of many different ways that you can enhance the accessibility of all of your products to be more usable for assistive technology devices like screen readers. Also, for all learners and all readers, those that are learning information by seeing it, using a larger font size is also a really nice strategy. And I have seen 14 or 16-point as a recommendation. So Clear Language products can also vary in their format and their length. So you could have different lengths of papers with adapted and formatted text that are also supported by visual supports that are embedded with alt-text. And I will show you an example toward the end of a 12-page short paper that we also published as a 4-page summary and then a 2-page info graphic. And so there's a range of paper lengths that can be used as well as different formats, like audio-visual media, really using videos is a great way to make information more accessible. But you also want to make sure that you are using closed captions and providing a transcript. And that transcript can also be edited to include adapted and formatted text to support the Clear Language process.

One of the main things that really is important for developing Clear Language products is also identifying a target audience where audiences are that you intend to share the information with. That can really help the process at the very beginning in choosing the appropriate product and format types and strategies that you want to use. So if your target audience, for example, are individuals with intellectual disability, then you might consider an audio/visual product or video or a shorter paper product, like a 1-2 page brief or info graphic with a third to fourth-grade reading level. So that supports screen readers. Because that may be the best option for increasing accessibility and comprehension for that population.

On the other side, if the intended audience is family members or support staff or service providers, then you might consider additional types of detail or ways to share that information with an audience that has a higher reading level. And you might consider a 4-6 page summary or a 10-page short paper that includes additional details at a sixth-grade level. In the cases of dissemination information to multiple audiences, developing different types the of products, to share the same information is another great strategy. And not just solely relying on one product to meet the needs of different stakeholders. And so, this does tend to complicate the process and actually makes the process more complex by producing multiple products to share the same type of information. But it's really critical, again, in making sure that all of our audiences are getting the information that they need.

So again, we'll show you an example that we have done to do this, which actually took the same types of information, but just presented it across different formats of a 12-page, a 4-page and 2-page document. And we just refer to that here as different levels. So a level 1 document may be a 10-page short paper. Intended for service providers that's then distilled down to a 4 to 6-page summary for families, a level 2. And then a level 3 product that is a shorter 1-2 page brief or info graphic. That could also be translating that original information in the short papers into a short video presentation for individuals with intellectual and developmental disabilities. So you can see this example, there are three different translations of the same information to ensure that that information is disseminated to each of the different audiences.

>> CHRISTINE BROWN: Andrew, I wanted to say something. If it is so long, then people won't like to read it. So they like shorter stuff, because then they just read the key points and it will keep their attention, so that they don't say they are tired after just a coup pages here. I want to point that out.

>> ANDREW BUCK: Thinking about your audience from the get-go is really important as you create the products, so that you are creating something with those perspectives and input in mind. So

even seeking that input in the very early stages of your translation process is critical. What types of products would you prefer to learn from? And then you move forward from there. So again, we are reemphasizing that point here about knowing your audience. And it's really important, before you even begin that translation process, to identify the target audience. And again, that could be multiple audiences that you're trying to reach.

So NIH recommends several questions for authors of Clear Language products to use in your product from the beginning. You can identify a primary audience or multiple audiences. You can think about what they need to know and how much detail that they need. You can determine the different type of product or medium that is preferred or suggested by the audience and how the product will engage the audience to ensure the information is clear. And I definitely encourage you to take a look at the universal design for learning website out of CAST, that will help you to think about the different ways to engage in your audience. And think about where and how the product is going to be disseminated in order to reach the target audience. And so, publishing on your organization's website is a way to do it. But other ways of sharing through social media may be a better approach, or working through other organizations in order to ensure that the information is not just maintaining a static presence on your website, but it is actually being targeted and delivered to people. And sometimes that may even be through a printed version as opposed to an electronic version.

So again, some quotes that we referenced earlier is that Plain Language and Easy Read should be developed in consultation with your audience. It is important to talk to your users to ask them what they want and need. And it is just critical to involve your stakeholders from the audience in developing and reviewing the strategy to produce information in accessible formats. That way you can know about their needs, and you can help up find the most effective ways of meeting those needs. And you can also approach disability organizations for advice. Another strategy is testing your content. And so, testing and making corrections based on the feedback and then testing again before publishing is really important.

One source says that you should plan to test at least twice. So you can see that iterative process. That it is not just necessarily a linear flow of seeking feedback, making those revisions and then publishing, it's actually seeking feedback, making revisions and going back to the audience for additional feedback. And doing that loop as many times as you have time for in order to improve the product at the end. So that is why we say the iterative process makes testing so effective. Asking people what they think and understand about the document before it is published is essential. Because once it is published, it is out there. And then it is hard to go back and re-publish something. So really taking the time before it is published is important. Using a checklist is a clear way to make sure the clear principles are followed. And the NIH checklist is embedded as a link within this presentation for your reference. Here's a couple different types of testing you can do.

One is called Paraphrase Testing. This is when you ask participants to read and review a specific context in your document. You can ask them to tell you what it means in their own words to better understand their comprehension. And you can also ask them specifically what words or ideas are causing problems, not only for themselves, but for other people. Sometimes when you ask learners to think about and empathize with how other learners are experiencing the consumption of information, you get really valuable information. Because some learners might not understand how it's confusing to them, but once they think about how other learners like them or other learners unlike them, might perceive this information. You can get some really valuable feedback and information. So it's important, really, through Paraphrase Testing to identify confusion and misunderstood messages so you can fix the problem, and then remember to re-test and go through this process iteratively.

Another example is called Usability Testing. So this is more really related to maybe digital information. For instance, like on a website, if you build out a website, you may ask participants, you would give them a scenario or a situation. You tell them, here's the information that you need to find. If you have a specific problem and you need to find this information on the website, I want you to go and try to do that. And then you observe them as they review the materials and attempt to locate and then explain what they found.

So when you ask them about their experience of having this problem and needing information, and then giving them a way to try to get to that information, you can really identify the up difficulties and navigation or that end result of comprehension. And you can revise and re-test through Usability Testing. There's different ways to do this type of testing, Paraphrase and Usability. You can do interviews. What is recommended by plainlanguage.gov is to do interviews with people. You can do Usability Testing or co-discovery with two people working side-by-side. You give them a scenario of information and can observe how they work together in order to navigate to the information that they are seeking to find. And you can learn about what -- how one person helps the other and use that to inform your improvements as well. You can also have several people working independently.

Comparative Testing with different versions of your document or information is another way for Usability Testing. In other words, you preemptively create different versions and have people compare and contrast the versions to understand way that is are better and worse, so you can fix problems. Using remote moderated or unmoderated testing tools is really more applicable now that people are using video conferencing software. So this is not something that you necessarily need to do with people in the same room. You can actually conduct these interviews and these usability testings through video conferencing softwares as well.

One of the main strategies we use is focus group discussions. So we actually have 13 members on our panel that will come together, and we'll use really more of paraphrasing testing strategies through focus groups to inform our process. And we'll get a little more into that now. Let me pause. Christine, was there anything through that that you would like to emphasize or speak to?

>> CHRISTINE BROWN: Well, I was going to say that one other thing that we did do is we put people in groups, and some of them had mixed learning styles. But what we did was we had them come together coming up with an idea and put the sheet together so it would fit all their learning styles. I'm just saying that to you.

>> ANDREW BUCK: Thank you. That's a really great point that we hadn't mentioned. We did mention, you know, the significance of different learning styles, but one of the strategies that we did with our group was we used a learning style inventory to better understand the different learning styles of each of our individual members. And then, we found that a majority of our group were visual learners and less of the group were read/write types of learners. And we have done a specific focus group testing that actually grouped the visual learners together and the read/write learners together to better understand how read/write learners were processing and understanding information versus visual learners. And then brought the group back together so that we could share those strategies from different perspectives. So that's a really good point that you brought up, Christine. I appreciate it.

Here is a model of our Research and Rehabilitation Training Center called a Learning Collaborative. So we have two main groups really informing our process. One we call the Research Experience Expert Panel or REEP. And the Disability Experience Expert Panel called the DEEP. Between the two groups, our project receives a lot of valuable input and information on making important decisions that drive our process.

So the REEP or the Research Experience Expert Panel is a group of individuals with disability research experience. And they serve as partners on our project. They are really informative on the research process. And we meet with them and conduct surveys and consultation to get their input. Really, they support knowledge production and help us write technical publications through the research process. On the other side of our learning collaborative is the Disability Experience Expert Panel. This is a group of individuals with lived disability experience who serve as research partners on our project. They are paid consultants who we also meet and conduct surveys and focus group meetings with to get their input on different aspects of the project. Really, they are essential in supporting our Knowledge Translation process and helping us to translate that Technical Knowledge and scientific information that's published through manuscripts into Clear Language products. So this brings us to the flowchart that was actually introduced at the very beginning of the presentation and how it's drawn out through different stages of our Knowledge Translation process. And so, it's essentially the psalm practice of taking technical information, going through the Knowledge

Translation process to reduce the reading level, to improve the visual formatting and other accessibility features, and then we-publishing that technical information as a Clear Language product. And we'll talk about the different steps of this flowchart that moves from left-to-right.

Where step 1, again, identifying the primary audience or multiple audiences, as well as the specific product types or formats that we want to develop. Step 2 is where we populate and review a Knowledge Translation Template that serves as a check list for us in order to extract information from the original mint and then work on Clear Language formatting and revisions within a template to help us stay organized and understand what information came from the original product and then is being translated. So that's really important for us to make sure that there's an accurate translation across the process and things don't get lost in translation, so to speak. In step 3, we work with not only the authors of the original mint, but other members of the learning collaborative in order to draft, review and develop the Clear Language products. And then the last step is finalizing and publishing those products. And that includes, again, using checklists and accessibility checkers and software to make sure that that product is most accessible for the broadest audience possible. So we will go through the different steps here as well, but Christine, go ahead.

>> CHRISTINE BROWN: One thing they have done is when they have a certain document that they want us to look at, we have brought it to the DEEP and try to make the document more shorter to the needs to make it more easier. And we take our recommendations back to the REEP, and then they have used that, because it is all about team work. We want to make sure that as we work together, everyone achieves more.

>> ANDREW BUCK: Yeah, that's a great point. Again, to reemphasize the collaborative process of working across stakeholder groups is so essential. And I also want to say now that the flowchart is up, and even though it depicts more of a linear flow from left-to-right, I'm kind of making a circular motion with my finger to show you that at any of these different stages or steps, there could be reiteration of that process. And so, it's not necessarily a linear flow from left-to-right.

In step 2, for instance, or step 3, you can get caught in a feedback loop of testing and re-testing your product until you are really comfortable with the clarity that you have translated in making sure everything has been translated appropriately. So in review of the major steps. Step 1, again, we are identifying the audience and the product type. This is an essential, initial step of that process in order to think about your end users and what product is most accessible and usable to them. And in our process, the project staff, myself and Christine and other members of the team really initiate this process after a technical product, like an academic or scientific manuscript has been published. We communicate with the authors after that fact. Because as we may or may not know that through the process of submitting manuscripts, oftentimes they are sent back to us to revise things. So we never want to start the Clear Language Translation process too early. We wait until a manuscript has been accepted and published as is. That way, we are translating that final information and not getting ahead of ourselves, rather. And so we also use a KT Template, as I mentioned, to document major decisions as we move through this process to help us stay organized. That KT Template includes which we recommend the authors to fill out with support of the project staff as needed, really extracts original information, like the original title, the original research questions, the key findings or results, the main takeaways or discussion points, as well as implications for future research or priorities moving forward. In other words, why is this sop important? Why is this knowledge critical? So the team can really decide how to customize the organization or the amount of information. If you previously determined your audience and the amount of detail you want to add, this can be helpful in order to know how much information to extract from the original document. That way you are not overloading yourself with too much information. It really helps you to focus and narrow down what information is most critical that you want your audience to learn and use. We also recommend that the project staff works together with the disability expert panel. That way the authors can use their own knowledge and perspective to present what information they think is most critical. And this meeting really allows the authors to not only build rapport with the team as Christine mentioned, to develop that teamwork component, but it also is helpful for the authors to identify challenging vocabulary and concepts in their own writing. You can also discuss appropriate Clear Language translations of technical content and brainstorm visual supports as well. And it's important for authors to be involved in this process, because through this process, thaw really learn a lot more about their preferences of the intended users. One of the things that we found really valuable is one of our papers was published using the terminology "people with disabilities." But a majority of our group really preferred the term "individuals with disabilities." So while the original manuscript moved forward and was published with the term "people with disabilities" throughout it, our clear language product was informed by our stakeholders and translated that to "individuals with disabilities." So that's one important example that we wanted to point out.

So the results of the meetings between authors and stakeholders and the panel group supports the initial draft of your clear language product. In other words, identifying words and visual supports to help clarify the information. In step 3, this is where project staff, like myself and Christine, who is a co-leader on the Disability Experience Expert Panel and other Nisonger members of the research team, we took what we learned in the initial meeting and drafted a Clear Language product using different strategies and methods. And we use iterative feedback to test and re-test through the learning collaborative, not only through the DEEP, but through the REEP and additional communication. That could be follow-up meetings, constructing a quick survey through Qualtrics or another survey software or emails in order to again get feedback, revise it and send it back out until we are confident that we have developed a product that's clear.

One important point here that I mentioned earlier, to make sure that you take this back to the authors. So you can involve them as much as possible in the process as well, but this is an essential part of taking it back to the authors to ensure that the translation is accurate and comprehensive. Are all the details that they wanted to share and make sure that the end audience has been accurately translated and included in the Clear Language product. We also recommend a final meeting where our disability expert panel then presents that information back to the authors in order to confirm an accurate and satisfactory translation of the original work. And if not, this is another opportunity again to test and re-test for additional iterations of the product.

Lastly, in finalizing the product, the project staff presents the product to the entire learning collaborative along with the DEEP and REEP members. This is another way to gather information for revision. And we also recommend that the original citation or reference is included and linking to it, if possible. That way, people can access the original manuscript and vice versa as you are publishing something, many publishers now are even asking for plain language summaries or Clear Language summaries or products. And in that case, you can wait to publish the final product until you have links to link both of those products together. For us, we publish both of the articles and the Clear Language translations onto our website. And then they hyperlink back-and-forth to each other so people can access both products. Before I get into some specific examples, let me pause to see if Christine has anything to add or if there are questions from the audience.

>> CHRISTINE BROWN: I can only tell you that this has been a great teamwork to get to give input on how to make the stuff more clear. Because we always want to see that the individuals in your audience can understand the information, because they are your customers.

>> ANDREW BUCK: Great point. That emphasizes the other important point that this is about information and people have the right to access information and to learn. And I appreciate that. Let me re-share my screen. And I will give you a few examples. So on our website, RRTCNisonger.org, you can navigate to our products page. And then scroll down to get to our web page that we're starting to share some of our clear Language Products. So one of those is what we call a Study Snapshot. And this was essentially a one-page infographic that utilized a pneumonic device that we said that is our project saying Called "Hear Me." And our project is called the "Can You Hear Me Now Study." And we developed a table here on this page that really spells out each of those different letters with an important part of our project.

So on the left-hand side of the screen, the pneumonic device of "Hear Me" is spelled out across a table witness different rows and columns -- table with different rows and columns. So, for example, at the top with the "H," one of the main things we want to do with our project is to hear what other adults with intellectual disabilities want to say about their Health. And the "E" stands for each person is important and included. A stands for asking people how they are doing and feeling. "R" stands for reporting what we find and sharing how to help. As we scroll down "M" and "E" stands for making health surveys easy to understand. And E is to empower in surveys and research. And we use color-coded text to differentiate between a title, a sub-heading and then content text. And we also bolded text strategically to emphasize the name of the project as well as our three main goals to listen, learn and share the information that we are discovering.

We also on the second page just provided our disclaimer in a link to our website as well. So this was just an example of a one-page, what we called "Snapshot." Other people may call it an Info Graphic, Summary or Brief. That also incorporates visual supports alongside each of those pneumonic device categories to help support comprehension.

Another example that we worked on is a longer paper. It's about 14 pages. But you can see here the title page where we have the title at the top with a visual image on the support representing different aspects of health that people -- that one person is holding a clock for time management. Another person is holding a big pill that says "health" on it. And another person is holding an apple. Another person is holding a weight in their hand. Another person is holding a large heart. And so these are just different components of health and underneath the title of "What does it mean to be healthy" on the title page, we link it to the original manuscript from which it was translated with a full citation.

At the beginning of this, because it's a longer paper and had some higher-level words that we wanted to maintain and incorporate in the paper, we used a keyword/glossary at the very beginning. So on the left-hand side, there are different images to help support what different words mean. As well as a Clear Language definition of that word. Each of those technical words also links out to an online dictionary. So people can access different ways to learn that word and oftentimes online dictionaries will also allow you to hear it and then explain it in different ways. So we have images, links to online dictionaries and a Clear Language Summary that also incorporated emboldened text to highlight that Clear Language definition. You can see other examples here where as we get into the paper, we're using a lot of imagery. We are also using emboldened text to highlight key things within simple short sentences. Here's another page again where we are using bulleted lists. And you can see ample white space in-between the text, the visual supports and additional content on the page. So that it's not overwhelming with information and allows people to navigate through this in a logical order. With bulleted lists. Go ahead, Christine.

>> CHRISTINE BROWN: On the picture where they have the two pages, two pictures, what was

the difference between the two? Just wondering if you could explain that.

>> ANDREW BUCK: Sure. So here at the beginning of this page, it says, "when we know the meaning of being healthy," and then we go down to two different bulleted points to things that we wanted to make sure people under is, when we know the meaning of being healthy, one, we can know if a person feels healthy or not. And so, we here provided two different pictures. One of people feeling healthy. They are sitting next to each other laughing and smiling next to each other. And then the picture next to it are two people sitting on a couch sneezing. And so, this is showing two different examples of people feeling healthy and not feeling healthy. Further down the page then, it says "when we know the meaning of being healthy, it can help others know if there's a health problem or not." And so here we had two images to show two people sitting next to each other. One person has their arm around the other person who is visibly upset. They have their hand on their face. And so, they are comforting that person. And the other image is showing two people sitting in a doctor's office with a doctor pointing to an x-ray. And so, when we know the meaning of being healthy, we can know when there's a health problem or not. And we're showing just two examples there to emphasize whether it might be a friend to identify a health problem or a doctor being able to identify a health problem. That's a great point, Christine. I appreciate it.

>> CHRISTINE BROWN: I just wanted them to see that, because that's an important way for some people who can't read the words as good.

>> ANDREW BUCK: Right. Great point. And then the last point on this example, again, one strategy is if you have a much longer, complex or compound sentence, you can start the top here like we have. "Since 1948, other groups have said about health:" And then we have three points to make connection to that. But we used a bulleted list to separate out the main points as well as images to help support that text as well. So an example at the top is "having a disability does not mean you are unhealthy." You can be healthy with a disability. We emphasize that second point of you can be healthy with a disability with bold text and underline. And then visual supports underneath it is a picture of a hiker, a person that's hiking with a backpack on. But they are missing an arm. And then, a person next to them who is riding an adapted bicycle.

We also talk about spiritual health and how that's important to being healthy. Spiritual is one of the more difficult words to explain, so we have it as a vocabulary word. And then within the text here, you can see an example of when a vocabulary word is reintroduced in the text, we use color coding and used blue here to emphasize that that is a vocab word that people can refer back to the glossary. And also use the icon that we used within the glossary to re-emphasize support for that word as well. I'll show you one more example as we are running low on time.

So again, this is a Title Page that shows the title of the Clear Language product, which was individuals with disabilities can be included in health research when they can answer survey questions for themselves. And then we also link on the Title Page to the original document. And the original document was the need for measures of health and quality of life for people with intellectual disabilities.

So this was the product I was referring to earlier where conversation with our group led us to translate that term "people with disabilities" to "individuals with disabilities." And here this is more of an infographic-type of information sharing opportunity with people where we color-code different blocks of text that go down the page. We use visual supports along the way. And what is interesting here is that as I mentioned earlier, a majority of our group are visual learners. And we presented with Usability Testing in this process. We actually created multiple versions of this infographic to share with our group. Some of them were much more logical and linear many the way information was presented. And as you can see here, although the information does flow from top to bottom, there is different ways that users might start consuming the information on this page. They may start with the problem in the middle and then move around the page to gather the different information, as opposed to just moving from top-to-bottom. One thing we learn with the majority of the visual learners is information doesn't necessarily need to be presented linearly or logically in order to be more appealing to them. They actually liked this version better than some of the other more linear versions because of the opportunities they had to kind of consume the information in the way that they wanted to. They felt like they could take in this information by focusing on a specific color-coded text block or they could start from the middle and work their way around or from the top-down. So that was a really interesting finding for us, too, and something to keep into consideration, again, when you understand your end users and understand maybe they tend to have or appreciate visual formatting better, you can have a little bit more flexibility in developing different ways to present your information for the test and re-test process. Christine, was there anything else you would like to share about our process of developing some of those examples?

>> CHRISTINE BROWN: Well, the last one you did, there's a lot of people in people in our project that have gone through the Steps to Independence and Responsibility. That's a national training program. And so the thing is in only to be short, the point of that program is, like, identifying the problem, who else does it affect, think of solutions, decide on one, just do it. So the thing is, the way we talked about, like, identifying getting the problem, finding the problem, finding the solution, that's how our team came out with that. Because a lot of our team members have taken that project STIR Program just to share with you. That was originally done out of the UCED Center of North Carolina.

>> ANDREW BUCK: Thank you, Christine. Well, let me thank the audience for joining us today

in learning more about our Knowledge Translation Process. Just to reemphasize as Christine said, this is a team effort. And we are always working to improve our process. And we appreciate someone in the chat said the audio captioning is helpful for them. And so, if there's any other advice or strategies that you have for us to improve our process, I really encourage you to reach out to us so that we can make our process better and continue to share this information out so that more people are aware of the importance of sharing Clear Language information with a broader audience. I also want to thank AUCD and the National Training Directors Council for this opportunity to present this information. We really appreciate it.

>> JAMIE KOENIG: Thank you, Andrew and Christine for the presentation. I have a survey in the chat to fill that out. Let us know how this event. That would be great. Otherwise, we'll be sending out the recording and the transcript out in a few days. You can access the slides on the event page. Enjoy the rest of your Friday! And have a great weekend! Bye.