

UNIVERZITET U BEOGRADU
FAKULTET ZA SPECIJALNU
EDUKACIJU I REHABILITACIJU

UNIVERSITY OF BELGRADE
FACULTY OF SPECIAL EDUCATION
AND REHABILITATION

12.

MEĐUNARODNI
NAUČNI SKUP
„SPECIJALNA
EDUKACIJA I
REHABILITACIJA
DANAS”

12th

INTERNATIONAL
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CONFERENCE
“SPECIAL
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REHABILITATION
TODAY”

ZBORNIK REZIMEA

BOOK OF ABSTRACTS

Beograd, Srbija
27–28. oktobar 2023.

Belgrade, Serbia
October 27–28th, 2023

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MODELS OF KNOWLEDGE TRANSLATION BETWEEN DISABILITY AND REHABILITATION RESEARCH AND PRACTICE – A REVIEW OF TWO STRATEGIES*

Milena Milićević**

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Introduction: Knowledge translation is the process of synthesizing, disseminating, exchanging, and ethically applying research knowledge to enhance healthcare systems and services.

Aim: This literature review examines the field of knowledge translation in disability and rehabilitation research and practice, challenges and barriers to effective knowledge translation and highlights emerging trends and best practices to improve the implementation of evidence-based interventions and practices.

Method: Based on the Web of Science citation analysis, two strategies for translating research findings into practice, policy, and education are presented, the “F-words in Childhood Disability” approach and the Participation-focused knowledge translation roadmap.

Results: Barriers to effective knowledge translation implementation and emerging trends and best practices to improve the implementation of evidence-based interventions and practices are discussed. Best practices to achieve equitable participation include advocating for rights, promoting policies focused on participation-based services, collaborating between service sectors, supporting families, and building the capacity of young people. To promote the uptake of the “F-words” approach, it is recommended to involve local opinion leaders, share experiences and resources online, integrate the approach into education and workshops, and distribute educational materials.

Conclusion: Collaboration between various stakeholders is essential in moving from traditional impairment-based approaches to ecological and biopsychosocial approaches to childhood disability. The future directions are to guide research and practice efforts to bridge the gap between research evidence and practice in disability and rehabilitation and enhance the lives of individuals with disabilities through evidence-based interventions and practices.

Keywords: *childhood disability, knowledge implementation, stakeholder engagement, participation, the International Classification of Functioning, Disability and Health*

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