

Co-designing the Cabriotraining: A training for transdisciplinary teams

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Accessible summary

- The research was conducted by a team of researchers. Some of the researchers have experience of living with a disability.
- The researchers created training for other research teams that include experts by experience.
- The training has six parts. To decide what happened in the training, the researchers read articles and asked the research teams they trained about what problems they had and what they wanted to know about.
- The article tells why and how the training was made. It also says what training is needed for researchers with and without disabilities to learn and work together in a way that feels safe and useful.
- In developing and providing the training, it was very crucial to search for a safe and welcome space for all people involved (Figure 8). As we don't know what is "safe" for the other, this means we have to search together, in respect and with enough time to get to know each other.

Abstract

Background: Researchers collected questions and needs for training from 10 inclusive research projects in the Netherlands. Based on literature research and the information collected, six training modules were developed. Researchers sought to learn how to develop and provide training and coaching to inclusive teams on organising collaboration in the different stages of their research projects.

Method: An iterative training development process to support inclusive research projects was initiated by a research duo backed by a transdisciplinary team including researchers, trainers and designers. Some members of the team have experiential knowledge based on living with a disability.

Results: Literature research resulted in four guiding theories, including Universal Design for Learning, Derrida's concept of Hospitality, post-materialist theory looking at agency as an assemblage, and Romiszowski's model situated within Instructional Design theory. Insights gained during development of the training modules are

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documented with text, figures and vignettes. A core finding was the need to add “Level Zero” to Romiszowski’s model: a collective term created for all the interacting issues trainers had to consider because of research group diversity.

Conclusions: Hospitality formed the heart of “Level Zero.” Creating a failure-free space for learning is an important pre-condition for the development and organisation of training. Training can inspire exploration and reflection on collaboration and can illuminate how to conduct research within transdisciplinary teams. Essential practices included working with nonverbal research methods, as these are (more) fit for purpose when including the knowledge of experts by experience and incorporating practice- and stakeholder-based knowledge.

KEYWORDS

collaborative practice, empowerment issues, intellectual disability, teaching and learning

1 | INTRODUCTION

Historically, people with disabilities have lacked voice in many life domains, but in recent years, involvement of people with disabilities in life and in research has grown (Nind, 2011). This involvement in research is rooted within the academic field of Disability Studies and driven by the phrase “Nothing about us without us” (Albrecht et al., 2001; Kool & Sergeant, 2020; Schippers, 2018). Working together with the people the research concerns is also often framed as inclusive research (Frankena, 2019; Nind, 2014; Strnadová et al., 2014), collaborative research (Knox et al., 2000) or participatory research (Abma et al., 2019; Kidd et al., 2017).

The involvement of people with disabilities in research brings more perspectives into the research process, fosters growth within the research team (including both researchers with and without experiential knowledge), and enriches results (Frankena, 2019; Nind, 2014).

However, there are important pre-conditions for inclusive research. Research reveals that inclusive research teams need teambuilding, support and training to work together (Embregts et al., 2018; Nind, 2014; Strnadová et al., 2014). Strnadová and her co-authors explore not only the need of people with intellectual disabilities for research training, but also the importance of team-building as a “crucial aspect of training an inclusive research team” (Strnadová et al., 2014: p. 14), while Hood adds: “It is not enough just to have people around; we need to belong” (Hood, 2014: p. 233, in Williams, 2018). Training and coaching can catalyse creation of spaces for belonging (Strnadová et al., 2014).

ZonMW—the Netherlands Organisation for Health Research and Development—demands that research teams it funds work in an inclusive way but reported lack of insight into the questions and needs these teams struggle with. Teams reported to our research group that journals and other funding organisations also demand inclusive research, but the teams struggled with how to organise this, considering limitations in time and experience, and the complexity of their research work. Some teams communicated that their colleagues received training on working as an expert by experience, on presenting

for the public and/or on social skills, which was highly appreciated and valued. However, to our knowledge, no training was available in the Netherlands for inclusive research teams that included all members of the research team. But what kind of training and support for inclusive research was needed?

The research described here was initiated by a research duo, and subsequently conducted with a team of experts from diverse fields working together with people with disabilities: experts by experience (see Section 2.1). Two designers are part of this team. Drawings created by social designer Sanneke Duijf (fourth author) for the research project are included in this article, illustrating how visual materials can help everyone access ideas.

For our research project “Working together, learning together”, we were asked by ZonMW to bring together questions and needs from 10 Dutch research projects (see Table 1). Based on the questions and needs gathered, we started creating the training in an iterative process.

This article engages with the “meta-how” research question: *How can we develop and provide support, training, coaching to inclusive teams on how to organise collaboration in the different stages of their research projects?*

In our work, we try to surpass binary thinking (them vs. us) and writing (Brown et al., 2019; Schippers, 2018). We have expressed this as moving from “being left in the dark” towards “flying in the dark together” in Figures 1 and 2. By choosing this metaphor, we emphasise both the struggle and interest that “flying together” (Figure 2) entails.

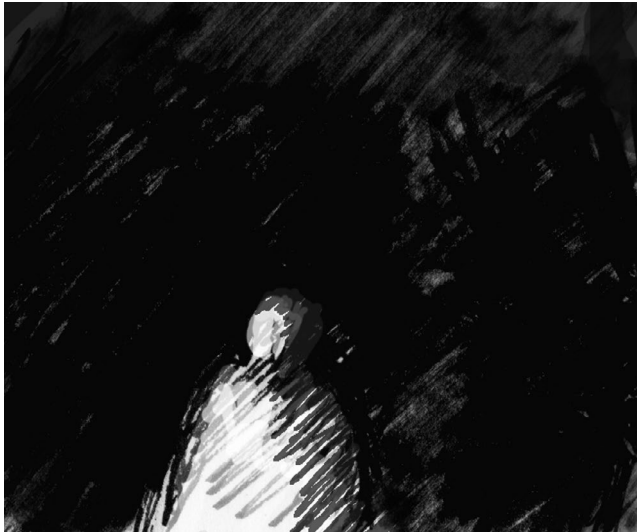
2 | METHOD

2.1 | Participants and setting

A research duo interviewed 10 research teams in the Netherlands, all supported by ZonMW. We asked them about collaboration within their teams. In Table 1, we provide an overview of the 10 research teams alongside our own research project “Working Together,

TABLE 1 Overview of 10 participating research projects

10 research projects	Participants				
	JR	SR	EbE	Parent	SW
1 Improving QoL through sensory regulation for people with ID and autism	x	x	x	x	x
2 Supporting autonomy and decision making for people with ID and their allies		x	x		
3 Building a network of knowledge for people with acquired brain injury	x	x	x		x
4 Supporting social relations of people with ID through ICT	x	x	x	x	x
5 Supporting healthy lifestyle of people with ID through context and environment	x	x	x		x
6 Improving support in contexts of work, living and relations of young adults with mild ID and serious problems	x		x		
7 Developing training for inclusive teams	x	x	x	x	x
8 Creating a safer and more accessible world for people with multiple and severe disabilities through ICT	x	x	x	x	x
9 Creating insight in factors that have impact on the quality of the relationship between people with multiple and severe disabilities and their support workers	x	x	x		x
10 Defining the causes of the mental health and behavioural problems of people with ID displaying challenging behaviour	x	x	x	x	x

**FIGURE 1** Being left in the dark

Learning Together” (the seventh project in Table 1). Projects 1–7 were funded by ZonMW in research call 1; projects 8–10 were funded in a second call 2 years later.

The training participants were very diverse, as depicted in Table 1, including junior researchers (JR), senior researchers (SR), experts by experience (EbE), parents and support workers (SW). In all training sessions, people with extensive research experience were trained together with people with no or little research experience.

When the duo started developing the training, they sought (a) complementary talents in designing training, creating figures, writing training manuals and (b) complementary experiential knowledge. Ultimately, the duo created a team of seven people, including themselves (1 and 2 in the list below):

1. Female researcher, trainer and process supervisor
2. Female researcher, trainer and researcher with experiential knowledge

**FIGURE 2** Flying in the dark together

3. Male training developer/writer
4. Female social designer
5. Male designer and researcher with experiential knowledge
6. Female parent with expertise by experience
7. Female student researcher, Health Sciences.

The training was developed in an iterative process of reading, interviewing, creating training and coaching, giving training sessions, evaluating them, making adjustments and proceeding with the next interview sessions. Literature research remained important throughout the process, as summarised in Section 3.1.

2.2 | The four phases within our study

The study lasted 4 years (2016–2020) and was comprised of four 1-year phases.

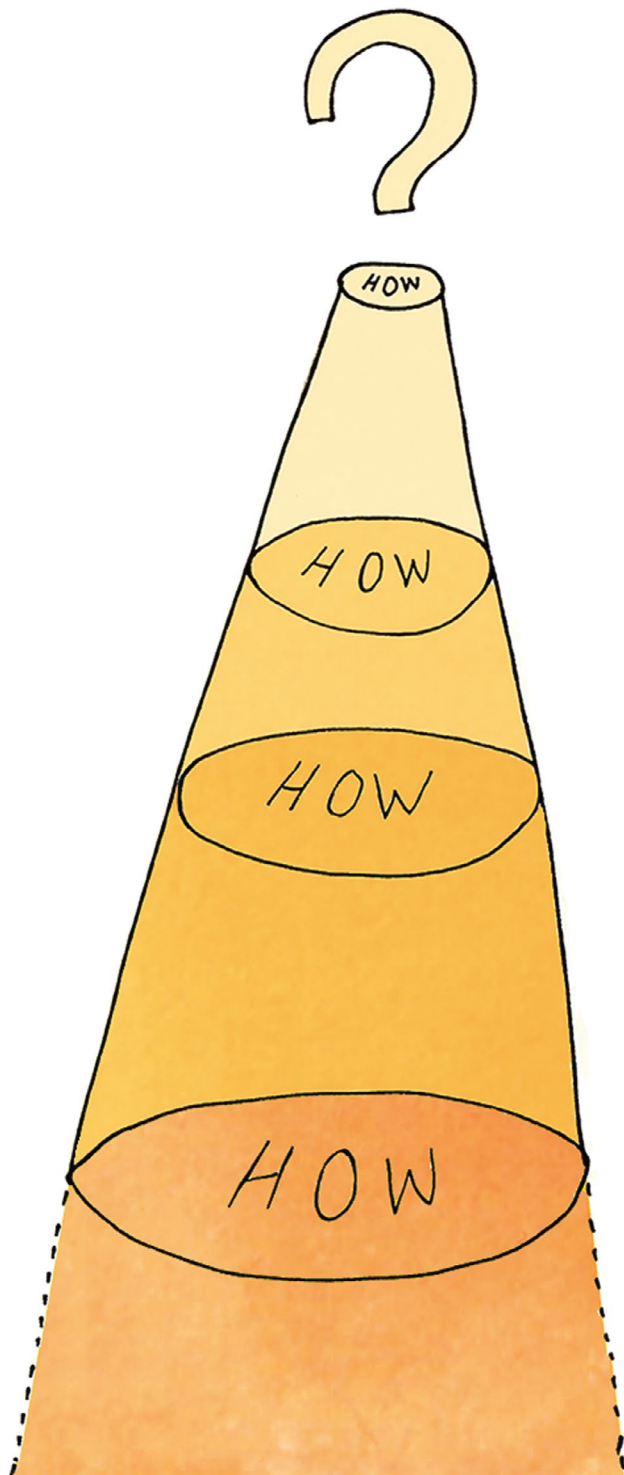


FIGURE 3 The “meta-how” research question

In this first phase, we conducted literature research on the topic of inclusive research. We began with articles and reports already assembled by the research organisation Disability Studies in Nederland and used “a snowballing method” inspired upon the method of snowball sampling and searching for key terms, primarily using GoogleScholar and ResearchGate, to locate additional sources. We sought relevant scientific articles but also more accessible material,

like videos, cartoons, images and accessible texts to share with our research group and project staff we trained. We shared our findings through the DSIN website.¹ A selection of the findings on a memory stick was also shared with every research team at our introductory meetings. In the next phases, we expanded our exploration of theories and concepts underlying participatory methods, based on the questions and themes we came across.

Simultaneously, in this first phase the research duo conducted open interviews in introductory meetings with the first six research teams (see Table 1, *Projects 1 to 6*) to explore:

1. The content of their research projects;
2. Their collaboration with researchers, experts by experience and allies;
3. Training support needs, problems and dilemmas.

For these interviews, an accessible interview guide was prepared. Following each interview, findings were summarised in a Prezi presentation, which was shared with respondents for a member check. The Prezi also included a proposal outlining what training we felt could meet the needs expressed.

The introductory meetings took place at the very beginning of a research project. In some projects, we waited for training to start until the project was at full speed. Other teams asked us to start off with a team-building session (getting to know each other, discovering the talents and ambitions of the team members). Our work with the research teams included training, coaching, and in some cases “presence,” which meant being a communication or emotional support resource, offering immediate advice and providing an example of co-working to help experts by experience feel comfortable during research work.

In phase two, we continued to explore needs in iterative cycles, whilst gradually building up a training and coaching programme based on the literature, models and theories we found. The research duo gave training sessions to researchers involved with *Projects 1 through 6*. All sessions took 2–3 hr, including informal evaluation with participants. Formal evaluation was conducted later. These evaluations were summarised in a logbook kept by the researchers. These logbooks were analysed (manuscript uploaded for publication) and used in the iterative development of the Cabriotraining.

During phase three, the steps as taken in phase one and two were followed with three other research projects (see Table 1, *Projects 8 through 10*) bringing the total of projects to 10. In this phase, the research duo was part of a team of seven people (see Section 2.1).

The enlarged team built up the training further in the fourth phase, based on their experiences of organising the training, the results of interviews with researchers from *Projects 8, 9 and 10*, the research duo's personal experiences of collaboration, and exploration of theory (see Section 3.1). By the time this article was written, the research duo had given 20 training sessions in diverse settings (see Table 1).

¹<https://disabilitystudies.nl/participatieve-onderzoeksmethoden>

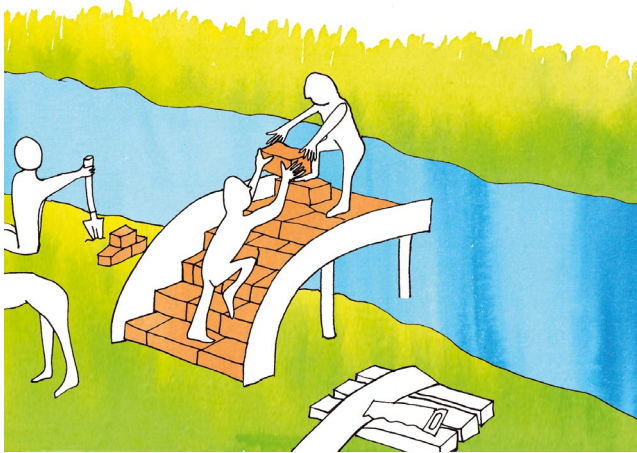


FIGURE 4 Creating a bridge while walking on it

2.3 | Procedure

Based on analysis of interview sessions, needs and questions from the inclusive teams, including our own project, were clustered. This process can be summarised as resulting in six overarching themes: belonging, self-awareness and competence-building, communication, sharing power, time and vulnerability. We worked to ensure that each thematic training module contained roughly an equal amount of material.

We were inspired by international research that highlighted issues like time, building relationships, talking things over, sharing skills and knowledge, shared purpose, reciprocity, training and teambuilding (Nind, 2014; Nind & Vinha, 2014; Strnadová et al., 2014). While gaining insight into the teams' questions and conducting literature research, we developed the meta-how question (see Section 1): how can we organise coaching and training for the teams on how to collaborate in inclusive teams? Our process of seeking answers culminated in the “Cabriotraining” programme. We chose the name “Cabrio” after making the introductory film² picturing the research duo working together to develop the training.

The Cabriotraining modules were further developed into a more sustainable entity with support from the enlarged team in phase four. This team used an iterative process to provide solid answers to the detected and gathered questions, based on the conceptual frameworks (see Section 3.1), sometimes focused on the end goal, and sometimes zooming in on every single step of a lesson. The metaphor we used for this collaboration is “creating a bridge while walking on it” (see Figure 4).

3 | RESULTS

In Section 3.1, we introduce the theoretical framework developed via literature research to underpin development of the training programme. In Section 3.2, we provide a guided tour of the

Cabriotraining modules and illustrate important findings from literature and the practice of organising and giving the training.

3.1 | Results based on literature research

In the first phase (see overview of phases in Section 2.2) of our study, we started with exploring literature on Universal Design for Learning. From this framework, we branched out to explore more theoretical frameworks and concepts:

3.1.1 | Theoretical framework 1: Universal Design for Learning (UDL)

UDL

Within our academic research field of Disability Studies, we do not focus on so-called “reasonable adjustments” so individuals can participate, but instead strive for structural solutions and accessible contexts that take human diversity into account.

This basic assumption that disability is always contextual is also inspired by the work of architect Ron Mace on Universal Design, which he defined as “design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design” (Mace, 1985). The Center for Applied Technology (CAST) adapted this definition for learning environments to UDL in 1995, centring reflection on learning systems to meet the needs of all learners (Novak, 2019, in: Murawski & Scott, 2019).

Universal Design for Learning holds that students face barriers to learning not because of their own abilities but because of barriers presented by curriculum and schools. The UDL approach focuses on creating “education for all”, helping teachers and schools eliminate barriers through proactive design (Murawski & Scott, 2019).

UDL in the Cabriotraining

The UDL approach resonated as fundamental for dealing with the complexity and messiness of the learning environment we were developing, and for recognising and honouring diversity within the research groups. It helped us to reflect on our own experience and understanding of participants' training needs, and to have faith in the process of trying out, failing and restarting.

In practical terms, the UDL approach necessitated that we prepared a welcoming environment. For people with autism the room had to be quiet, we had to create materials in easy language for people with intellectual disabilities, visual materials for everyone were needed, and researchers needed to feel safe during sessions with drama, music and painting. It focused us on presenting a “research environment for all”.

Frequently, research projects asked us to develop training only for experts by experience. We refused these requests, because we found that it was more interesting to learn in diverse teams. This does not mean that training diverse groups was easy. In Section 3.2,

²<https://www.youtube.com/watch?v=pOT2iRiEps4&t=1s>

we elaborate on the design of the training and how diversity needed to be taken into account at every step. We found that it helps when the team of trainers is diverse, because then diversity is at the heart of design and organisation from the start.

3.1.2 | Theoretical framework 2: Hospitality—Derrida

Hospitality

We built further on the UDL concept by connecting it with the work of Derrida on hospitality (Derrida, 1998). Derrida states that a hospitable approach does not last, and that something is expected at a certain moment: infinite unconditionality does not exist. One enters a process of searching and negotiating what hospitality might mean for each of us (Derrida, 1998; Sergeant & Verreyt, 2016).

Hospitality in the Cabriotraining

Trainees entered a space in which we introduced a process of creating meaning through disrupting dichotomies (Derrida, 1998). In the Cabriotraining, we tried to create a safe space where people felt they belonged and felt able to learn and contribute. This required an ongoing process of searching for what is safe for the other and for oneself. We needed to give participants opportunities to show and use talents in the training and in their research.

In the Results section, the Vignette 1 (see Appendix) illustrates how a safe environment can be created using the example of the Drawing Lab (Sergeant & Verreyt, 2016; Peels & Sergeant, 2018).

3.1.3 | Theoretical framework 3: Looking at agency as an assemblage

Agency as an assemblage

To deal with the threat of tokenism in inclusive research (Nind, 2014; van Asselt-Goverts et al., 2017), we engaged repeatedly with what it means to work together in the academic field when coming from different disciplines, and together with people coming from non-academic backgrounds. These discussions revealed that all research group members found the feeling of belonging and the experience of being valued as a contributor important. Realising the importance of having time to build up trust and good work relationships, and creating adapted and safe work environments, encouraged us to place attention on giving and receiving capacity to use power and knowledge. This is reflected in the concept of agency as an assemblage, (Van de Putte et al., 2018), which is built on new-materialist theory. These authors dismantle the individualisation of agency: partners working together are seen as part of an “assemblage” created through the interaction of diverse elements, including people, objects, qualities, speeds, flows and forces. Thus, inclusive research is not just “placement” within the group: It is connection that leads to belonging and agency, to transforming a place

into a space where everyone becomes a legitimate member (Van de Putte et al., 2018).

Agency as an assemblage in the Cabriotraining

In the Cabriotraining, we learned from this to take on “success” and “failure” as shared responsibilities. Trainers and trainees must search together for what helps and what is needed within the training and the research work. All members are part of a complex assemblage, working in close connection as legitimate members of a group.

The concept of agency as an assemblage took us beyond UDL, which is often concerned mostly with ensuring places and materials are accessible. Belonging and comfort are relationship-based, and actively constructed within the assemblage.

3.1.4 | Theoretical framework 4: Instructional Design (ID)—Romiszowski model

Romiszowski model

Romiszowski sees task analysis as the most important sub-activity in a contemporary education design approach. He pushes forward a design approach that consists of four levels. At each level, specific types of task analysis help designers make decisions about different components of didactic practice (Valcke, 2010).

Level 1: Why are we doing this?. The first level is the project level, where the focus is on end goals, the general line of the instruction to be designed, and possible limitations.

Level 2: What are the bigger blocks of content? How are we going to build them up?. This is the curriculum or course level, where people look for concrete objectives, structure and learning contents that are relevant to the total package.

Level 3: Instruction strategies in each phase of a lesson, and what media to use. This is the lesson-plan level, with emphasis on instructional events, the specific instructional strategies to use at every stage of the lesson.

Level 4: Zooming in at every single step/assignment, and interaction within a lesson. In this learning-step level, a script is delivered of the concrete learning and instructional activity, or the self-study materials that the learner ultimately receives (Valcke, 2010).

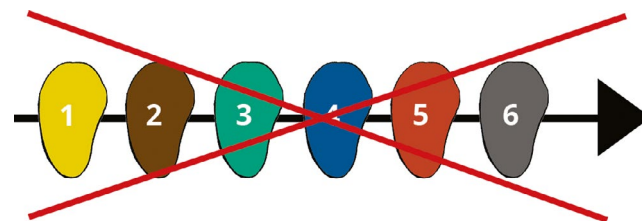


FIGURE 5 No linear model for developing the Cabriotraining

TABLE 2 Six modules in overview
Module 1: Working together in research in “a safe research environment for all”

- Introduction: Cabriottraining objectives
- What is research?
- Full citizenship: thinking about choice and control
- Quality of Life Model & Support Model
- The Citizenship Model and Inclusion
- Practice-oriented versus Theory-oriented research
- Quantitative versus Qualitative research
- Participatory research
- The value of expertise by experience
- Being a co-researcher
- Trans-disciplinary collaboration in research

Module 2: Reflection on personal experience, needs and talents within the research team

- Me as a researcher
- Reflection and Self-reflection in research
- Talents and Qualities
- The model of “Circle of Courage”
- The app “Ebb”

Module 3: Communication in research work

- Universal Design
- Communication in research
- Reporting research results
- Reflection on communication between researcher and co-researcher
- Introducing Tableaux Vivants in report

Module 4: Creative research methods

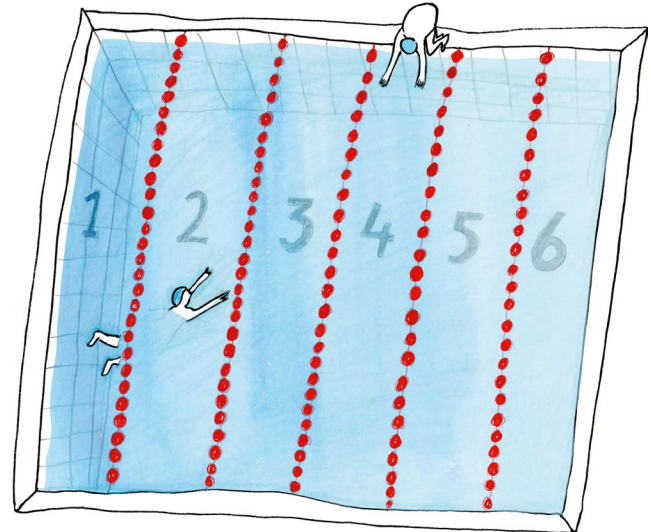
- Why use creative research methods?
- How to choose creative research methods?
- What kind of creative research methods?
- Visual research methods, part 1: PhotoVoice
- Visual research methods, part 2: Graphic Elicitation: The Drawing Lab

Module 5: Analysing together

- Analysis in research is always teamwork
- Coding (scientific research)
- Theme analysis/Narrative analysis/Framework analysis/Pattern analysis
- Introducing Tableaux Vivants in research analysis

Module 6: Multi-sensory presentation

- Not just a presentation
- Learning to present
- Prepare a presentation
- My personal style in presenting
- Different ways of presentation: including all the senses


FIGURE 6 Cabriottraining with six modules, captured in the metaphor of a lap pool

every module, we crossed the four levels of Romiszowski’s model. However, because we used an iterative development process, we did not develop the modules in a linear way (see Figure 5).

In Table 2, we provide a brief overview of all modules and the themes they consist of:

This structured table helped research teams to choose modules and elements they need. However, in Table 2 the modules look very separate from each other. This could lead to the conclusion that every module is a steady composition of immovable elements, but this is not the case. To explain this, we use the metaphor of “the lap pool.” In a lap pool, the pool is divided into lanes with a cord, but if you dive underwater you can easily cross these boundaries and swim freely (see Figure 6).

In the actual training programme, we used a tailor-made approach, resulting in a non-linear model, as described in Section 3.2. To make the training work, training elements need to be chosen and combined, adjusted to suit the trainees, and made to fit the environment and time available.

3.2 | The six modules within the Cabriottraining

The six modules were based on both literature research and the clustering of questions gathered from the teams. In this section, we explore the modules, adding examples depicted in Vignettes. The Vignettes are all depicted in Figures and also explained in words, on the website of Disability Studies in Nederland (see Appendix and <https://disabilitystudies.nl/publicatie/co-designing-cabriottraining-training-transdisciplinary-research-teams>). These Vignettes show what training can look like, how safety and quality are ensured, how the training supports the learning goals of the modules, mistakes we have made, and the fluidity of the modules and elements depicted in Table 2.

Romisowski model in the Cabriottraining

Clustered questions and themes were used as the basis for building up training modules (see Table 1 and Figure 5) based on this model. It gave us scaffolding for the design of the Cabriottraining but was not too narrow and closed. It was helpful for breaking down the broad goals of the research projects, such as “how can we do better research in partnership with disabled people?”, into steps that could be reflected in concrete training activities.

In our development process for the Cabriottraining, we bundled the lesson plans into a curriculum of six modules. In building up

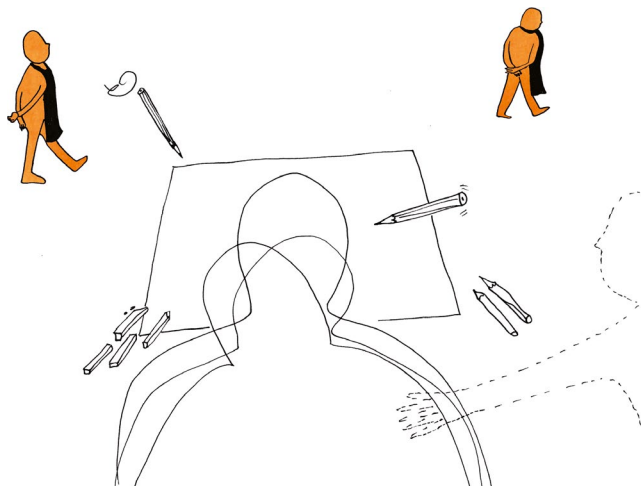


FIGURE 7 Providing silent support within the Drawing Lab

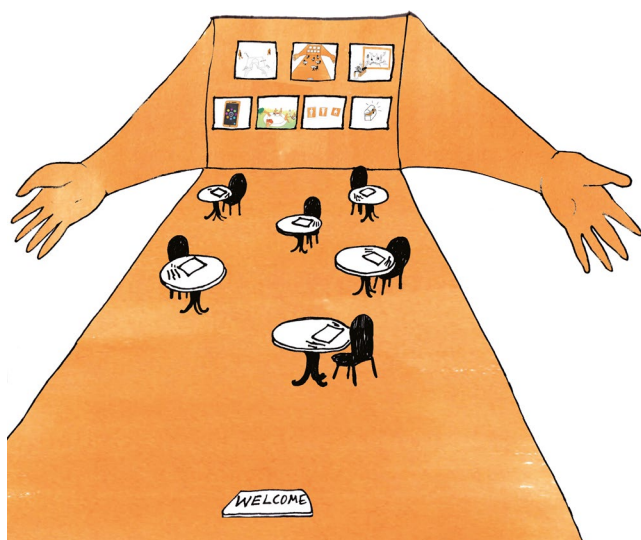


FIGURE 8 Creating a safe space through a Drawing Lab

3.2.1 | Module 1: Working together in research in “a safe research environment for all”

The first module contains introductory lessons and training (see Table 2). Many teams asked for information on doing research in clear language for all research team members, and also wanted information on how to convince their funding organisations and directors to proceed with collaborative plans. However, research teams also asked for space to get to know their colleagues better, and team-building and intervention sessions. They often revealed poor insight into the talents and experience of their team members, their support needs, and how their collaboration could be organised. To initiate this exploration, we aimed to create safe spaces, as illustrated by Vignette 1 (see Appendix) and in Figures 7 and 8.

When people enter the room for the first training, they often feel insecure and stressed, leading to high arousal and less energy. People who have had bad experiences with school and training

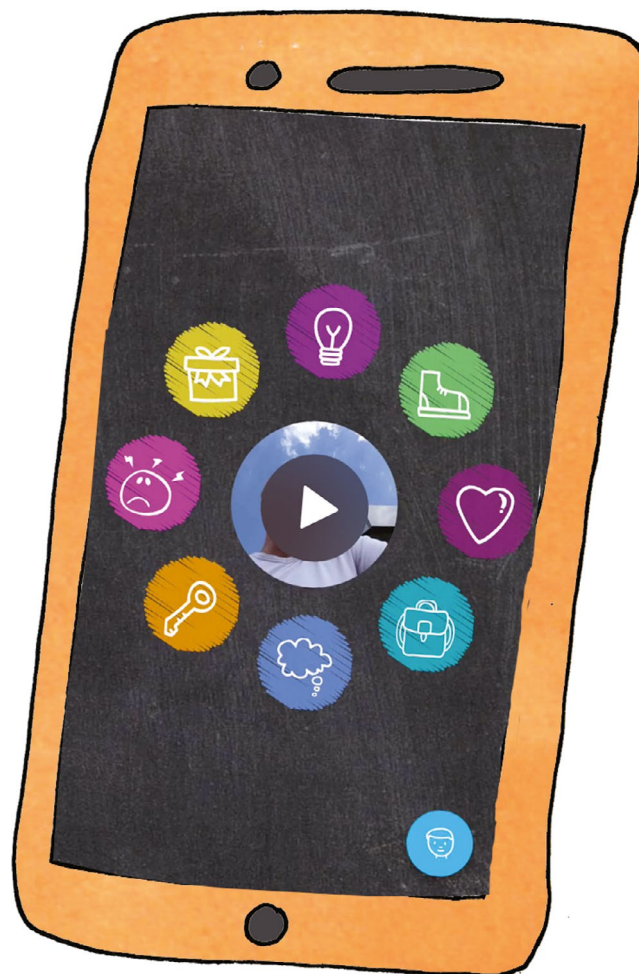


FIGURE 9 Creating a space for reflection, dialogue and intervention through the app Ebb

might worry about being able to cope. By making mistakes, we learned that although we thought we were being very hospitable, we did not know what hospitality means for the other. We learned to be very prepared and to welcome people, serve coffee and tea, provide lunch. Trainees felt comforted when the trainers were well-prepared.

We also learned not to strive for a “perfect” training or perfectly smooth collaboration amongst trainers. In the feedback from trainees, we heard that being open and vulnerable about struggle was more supportive and educational than keeping up appearances (as we did when we started).

3.2.2 | Module 2—Reflection on personal experience, talents and needs within the research team

In the second module, we focused on the talents and qualities of each individual. It is only by knowing your strengths and those of the others that you can use them in the best possible way. An example of how to investigate individual talents and strengths can be found in Vignette 2 (see Appendix) and in Figure 9.

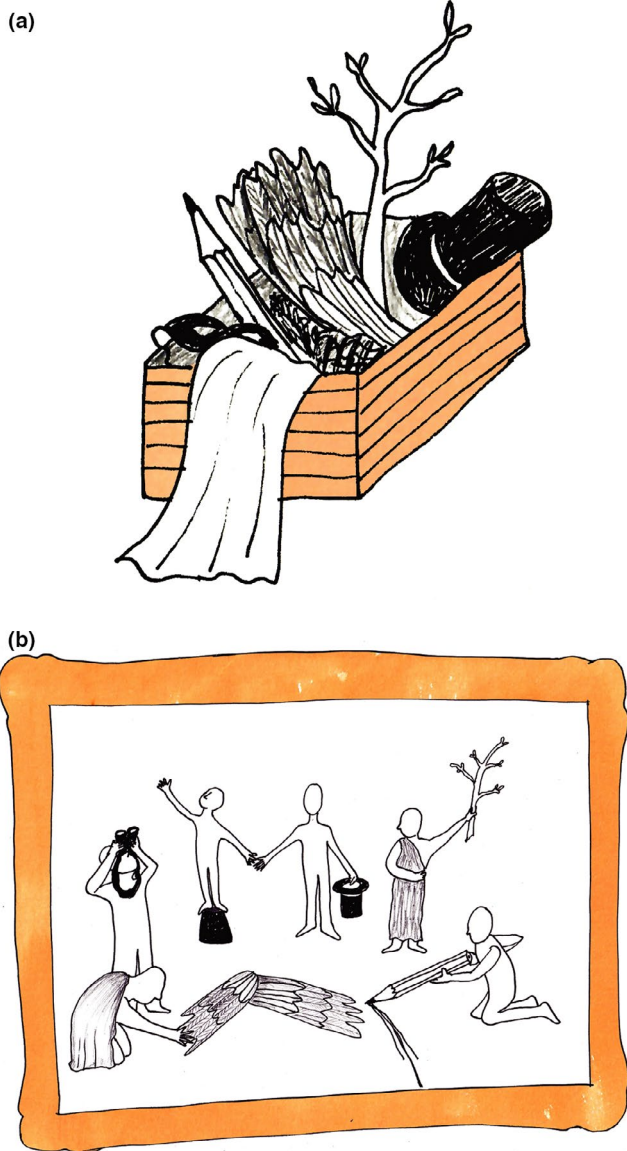


FIGURE 10 (a) Tableaux Vivants - inspiration trunk. (b) Tableaux Vivants

3.2.3 | Module 3—Communication in research work

When the expanded Cabriotraining team with researchers, experts by experience, support workers and parents worked together on a project, each person added value to the research from their own field of knowledge and experience. Communication within and from the team therefore needed to be rich in variety and design. We supported people to use verbal and written language, easy-read materials, images, mind-mapping and so on. While written documents are often the main form of communication in research, this module focused on more diverse ways to communicate and report within and outside your research community; see for an example (the use of Tableaux Vivants in report) in Vignette 3 (see Appendix) and Figures 10a and 10b.

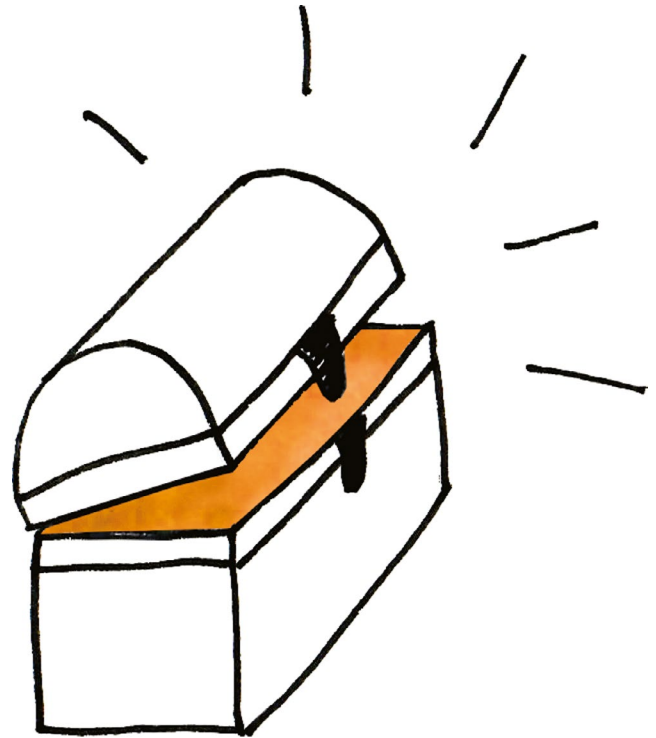


FIGURE 11 Treasure box

We tried to inspire researchers to communicate and report through all senses. We learned to build this up slowly and to not start too far from their comfort zones. We had not realised how uncomfortable “stepping out of the verbal box” can be for academic researchers.

3.2.4 | Module 4—Creative research methods

We explored with training participants how to collaborate in research, how to collect more diverse data, and how to include people with intellectual disabilities and others who are non-verbal or less comfortable using verbal language in research. We tried to inspire teams to enlarge their suitcase of research methods. We reflected in the Cabriotraining on how implementing Universal Design can make your research stronger, richer and open to more people.

We learned to encourage people to think more creatively without making them feel their current quantitative or qualitative research is less interesting for collaborative research: instead, they can benefit from adapting methods they already know. See Vignette 4 (see Appendix) and Figure 11 for an example.

We go from this treasure box towards exploration within the visual arts (still images, moving images, 3D artefacts), performing arts, literary arts and the multiple methods approach (Coemans & Hannes, 2017). The most frequent questions are about PhotoVoice and photo elicitation. Often, we start from there and try to inspire participants to make a little step towards exploration of other, less familiar creative methods.

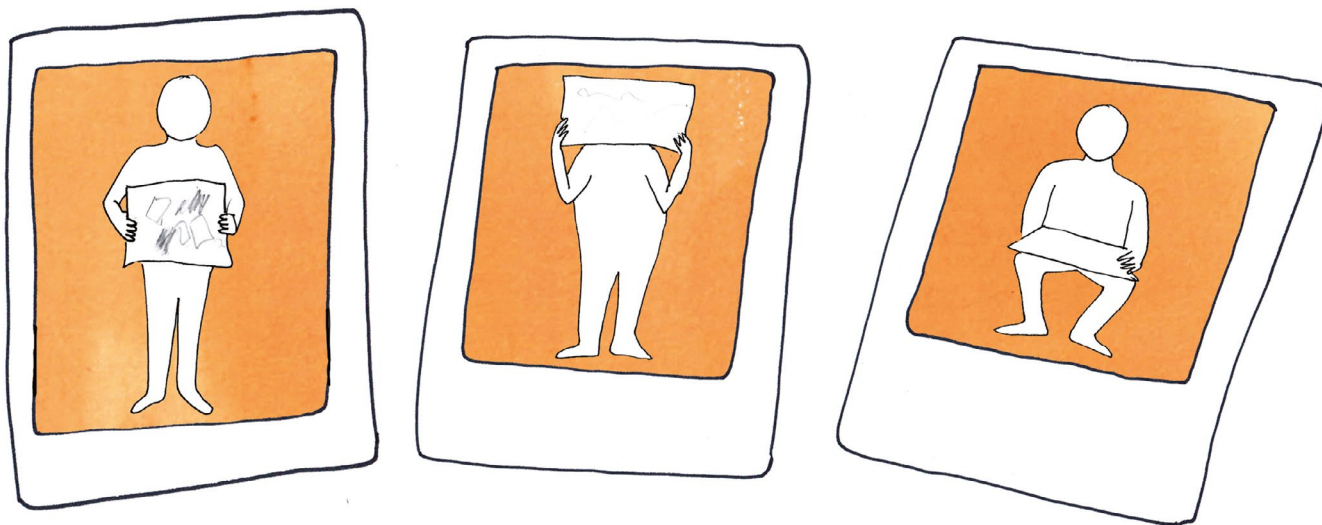


FIGURE 12 Engaging with data in analysis

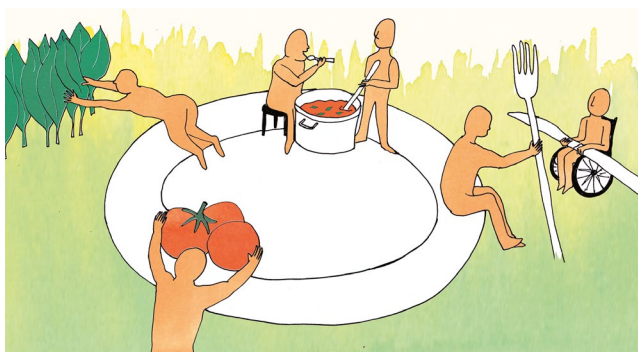


FIGURE 13 The Research Kitchen

3.2.5 | Module 5—Analysing together

Based upon the work of Nind (2011) and our own experiences, we state that analysing in an inclusive team is challenging but realisable. In the Cabriotraining, we try to inspire teams to also collaborate on analysis. We noticed that many teams that collaborated with people with no or less experience in doing research, people who are less verbal, or people with intellectual disabilities, need this inspiration and exercise. We learned that it is very useful—if possible—to start with realistic data materials delivered by the trainees. Thus, this module is best delivered after data-gathering. From there, we ask the research teams how they conduct analysis, then search together for ways analysis can be more collaborative.

The more diverse the data are, the more options you have for analysing together, as illustrated through Vignette 5 (see Appendix) and Figure 12.

3.2.6 | Module 6—Multi-sensory Presentation

The sixth module invites the participants to join in different forms of presentation. Again, here we noticed the danger of going too fast

in exploring multi-sensory forms of presentations for researchers in the academic field. We learned to start close to what researchers are familiar with, then slowly try out more forms of presentation.

In the Cabriotraining, we stimulated research teams to collect data in various forms: drawings, interviews based on questionnaires and dialogue/focus groups, photographs, collections, video, observations. The richness and diversity of these materials can be expressed by creating a film, dance performance, theatre play, PowerPoint or Prezi presentation, painting, photograph collection, catalogue, hands-on workshop, etc.

In challenging research teams to explore the diversity within the presentation modes of their research work, we encourage all members of the research team to find a way to be able and feel safe with the presentation of the results of the collaborative research work.

In Vignette 6 (see Appendix) illustrated with Figure 13, you will find a time-consuming but very inspiring example: team members confirmed this assignment involves more people in planning presentation and ensures more members of the public can grasp the essence of their research.

3.3 | Level Zero

In building up the six modules, we were always engaging with questions and themes, and connecting with theories (see Section 3.1). Circling around these questions and complexities made the structure feel messier. Finally, we found a solution for this “problem”: identifying it, naming it “Level Zero”.

Adding “Level Zero” to the linear model of Romiszowski took us 4 years and forms the heart of our research results. In Figure 14, we present Level Zero as a space and source for questioning and reflection on Universal Design, Derrida's concept of hospitality, the concept of agency as an assemblage, and Romiszowski's model itself.

Level Zero is our collective term for all the interacting issues we constantly had to be aware of. Because of diversity within the

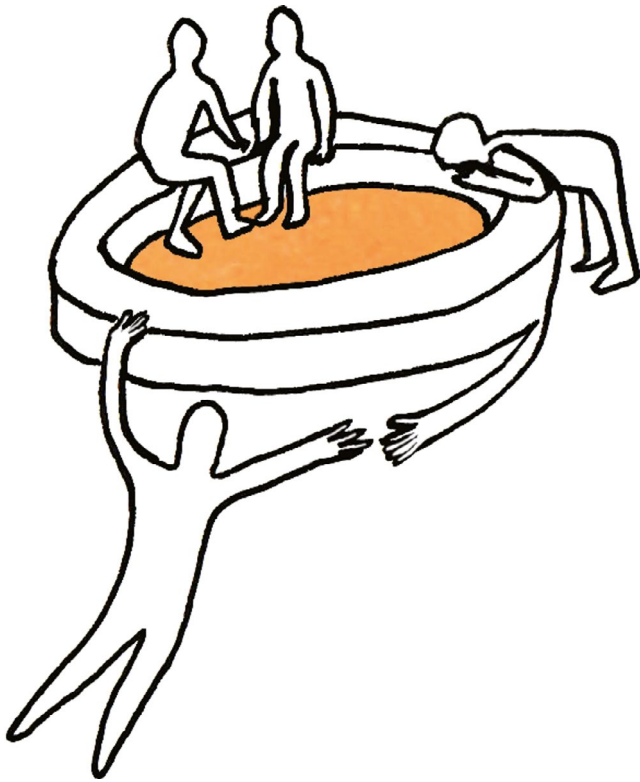


FIGURE 14 Level Zero: Space for search and reflection

research groups we trained, we had to be prepared for very different learners, with different backgrounds and learning questions.

Therefore, the Cabriotraining is not a fixed programme. It leaves space for the personal experience and knowledge of the trainers and trainees. To honour this complexity and fluidity, in Level Zero we acknowledge that being aware of diversity and taking it seriously without judging and categorising people is fundamental. Here, we learned from the UDL theory and practice elaborated on in Section 2.

Level Zero keeps us from proceeding in the same linear way, giving depth, breadth and multi-applicability to the training. Figure 15a demonstrates how we built up the six modules. Each time we connect with Level Zero, and at the same time, we align with content from the other modules. This allows us to switch between modules and to work in an iterative way. In Figures 15a and 15b, the modules have been colour-coded; these colours were also used in the design of the training materials.

We summarise in figures how we created every module, depicting them in the form of a mussel. Within the first module, we worked from phase 1 to 4 of the Romiszowski framework, building further on awareness and questions raised in Level Zero. This is made visible in Figure 16. More modules can always be added.

4 | CONCLUSIONS: FIVE LESSONS LEARNED

In this article, we engaged with the research question “How can we develop and provide support, training, coaching to inclusive teams

on how to organise collaboration in the different stages of their research projects?” We conclude the results section with the following five lessons learned:

- We worked as a team on this complex social issue of providing training and support for research teams in a safe environment, based on their questions and on theory. Decisions were made jointly. Together, we filled a backpack for inclusive training teams. Trainers can pick from this backpack items that relate to the people and questions they encounter.
- Creating failure-free spaces for learning is an important pre-condition for successful use of the training materials. As in the example of the Drawing Lab (Vignette 1, Sergeant & Verreyt, 2016; Peels & Sergeant, 2018), the failure-free space where it takes place is a requirement for the method of graphic elicitation to work. Searching for what hospitality means to all involved is part of this, crucial in the development and organisation of the Cabriotraining, and is the heart of Level Zero.
- We learned that “the process defines the product”: searching together for what is needed ensures that training will be supportive and helpful. We tried to be transparent about the strategies, methods, actions and experiences used in this process of building up the Cabriotraining. Giving insight into the process of developing the training is the core of our results, as summarised in this article.
- We created training for inclusive teams because we learned that there are many opportunities for everyone to learn, individually and collectively.
- We found that non-verbal research methods, creative methods and arts-based research methods offer solutions that are more fit for purpose, and elicit the knowledge of experts by experience, practitioners and stakeholders (Coemans & Hannes, 2017; Van der Vaart et al., 2018).

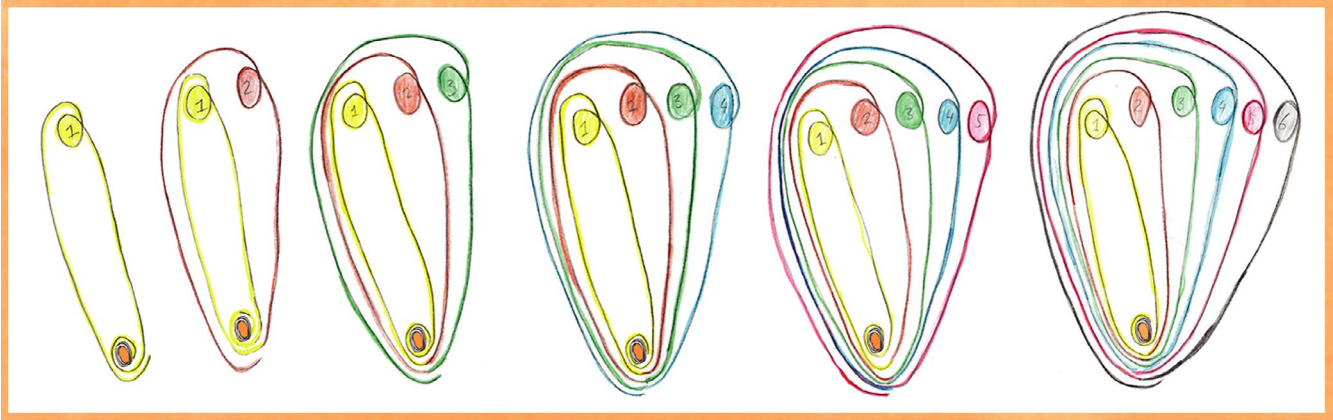
5 | DISCUSSION

After summing up our conclusions, we return to our theoretical frameworks and concepts, and the questions and dilemmas the research results presented. We outline strengths and limitations and offer suggestions for future research.

5.1 | Universal design

Our work confirms that training for inclusive teams is needed (Strnadová et al., 2014) but conditions must be taken into account (Embregts et al., 2018; Nind, 2014). Creating safe, failure-free spaces where all people involved in the research (junior and senior researchers, people with disabilities and their allies) belong is crucial for training sessions and in research itself (Williams & Moore, 2011). Further research involving more diverse inclusive research projects is needed to explore optimal conditions for

(a)



(b)

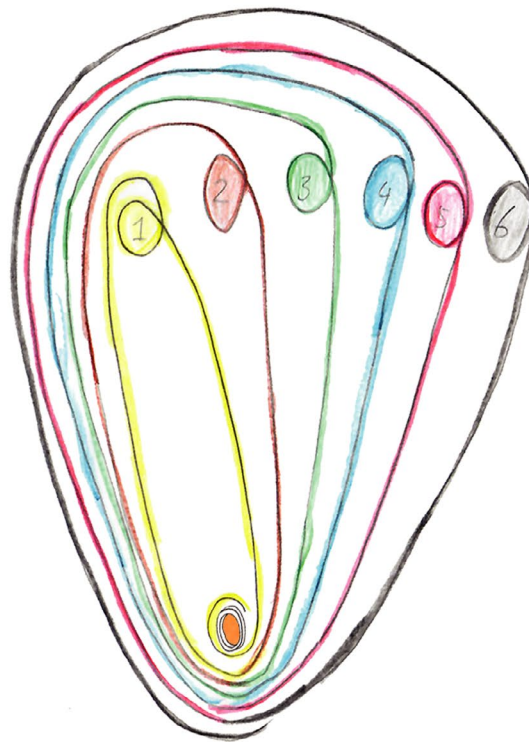


FIGURE 15 (a) Making a non-linear model by adding level 0. (b) The fan-shaped Cabriotraining model

failure-free spaces, acknowledging differences and communalities. In future research, we also want to explore trainers and their influence on outcomes.

5.2 | Hospitality

We learned that we never know what hospitality for the other means (Derrida, 1998). For inclusive teams, the process of exploring what team members need in order to feel safe, belong and contribute is an important element within the Cabriotraining, and needs further exploration, particularly regarding conditions that catalyse a sense of belonging and safety to speak up or to disagree. It was evident

that creating space and time for all research members to reflect, dialogue and explore new methods and strategies in collaboration was important.

Investing in skill development of experts by experience and at the same time exploring new ways of doing research is an important outcome from our Cabriotraining experience and literature research (Abma et al., 2019; Embregts et al., 2018; Frankena, 2019; Heessels et al., 2019; Jongerius et al., 2014; Kidd et al., 2017; Knox et al., 2000; Nind, 2011; Nind & Vinha, 2014; Strnadová et al., 2014). Academic researchers also often lack experience in collaborating with people with disabilities, applying non-verbal research methods, and establishing safe research environments (Nind, 2014; Nind & Vinha, 2014; Strnadová et al., 2014).

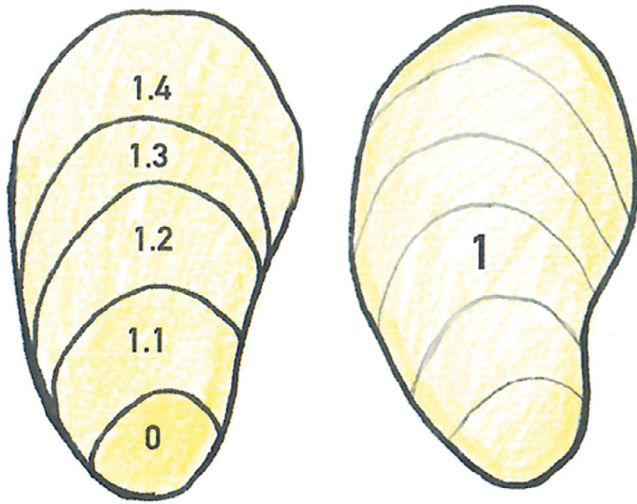


FIGURE 16 Building the “mussel”: Module 1

5.3 | Looking at agency as an assemblage

In the creation of the Cabriotraining, a group of researchers, experts by experience and social designers started working intensely together as social active agents for strategic change (Raen et al., 2013; Van de Putte et al., 2018). It became clear that working cooperatively with stakeholders made the process complex, because we spoke different jargons, the road was unpredictable and the outcome unsure. The process was also exciting, because sometimes we worked apart from each other: solo or as a duo. We experienced moments in our collaboration where we felt strong autonomy, and others where we felt very entangled, dependent but also vulnerable (Thorpe & Gamman, 2011). Further research is needed on how to guide this process of co-creation without losing people because of this intensity and unpredictability.

5.4 | Instructional design—Romiszowski model

“Training’ is akin to following a tightly fenced path, in order to reach a predetermined goal at the end of it. ‘Education’ is to wander freely in the fields to left and right of this path - preferably with a map.” (Romiszowski, 1981, p. 3).

We illustrated with the lap pool metaphor how fluidly the Cabriotraining elements can be placed, replaced, combined and skipped. You could call it “a field in which you can freely wander in,” building further on Romiszowski’s definition of education (see Figure 17).

This brings us to the term “training.” We noticed that the first questions from research groups were often rather technical: we want training on how to give multisensory presentations, how to analyse together, to elaborate on “what is inclusive research?,” etc.

After a few sessions, research groups often asked for more intervision (peer coaching) on collaboration and managing struggles. Accordingly, we decided to organise intervision, coaching and teambuilding.



FIGURE 17 To wander freely in the fields

To conclude, training and education are intertwined in the Cabriotraining (Romiszowski, 1981; Valcke, 2010). Future evaluation is needed to examine the qualities and the weaknesses of the Cabriotraining approach.

5.5 | Level Zero

Introducing Level Zero into the model of Romiszowski (Valcke, 2010) taught us that we will never know in advance what good training consists of. We will always be searching and trying. Level Zero helped us to build a model that is fluid, dependent on context and society. What matters and what is needed will become clear through dialogue between trainers and participants. *It is not about what we think you should learn, but about what we have to learn together*, is an analogy we used in our “Research Kitchen,” inspired by the work of Paul Bocuse and Eric Broekaert (Broekaert, 1989).

The trainers, environment and society all have agency (Van de Putte et al., 2018). We are all taking part, influencing and learning in this process (see Figure 18).

Returning to Level Zero helped us avoid binary thinking. As we proceeded with our research, we were increasingly convinced of the problem behind the word “inclusive,” which still encloses a dichotomy: we (academic researchers) and them (people with disabilities). “We” decide about the conditions on which “they” can join us in research. Iris Young makes a useful distinction between two forms of exclusion: external exclusion, which is about how people are kept out of the process of discussion and decision-making, and internal exclusion, where people are formally admitted but not taken seriously (Biesta, 2019). Inclusion is often defined as the process of those who are already inside bringing in those who are outside (Biesta, 2019), making outsiders into insiders. Rancière critiques this as a colonial way of conceiving democratisation (Biesta, 2019), for example, stating that democratisation is not a process that starts in the centre and spreads to the margins. Rancière points out that inclusion should not be understood as adding more people to the existing order, but as a process that

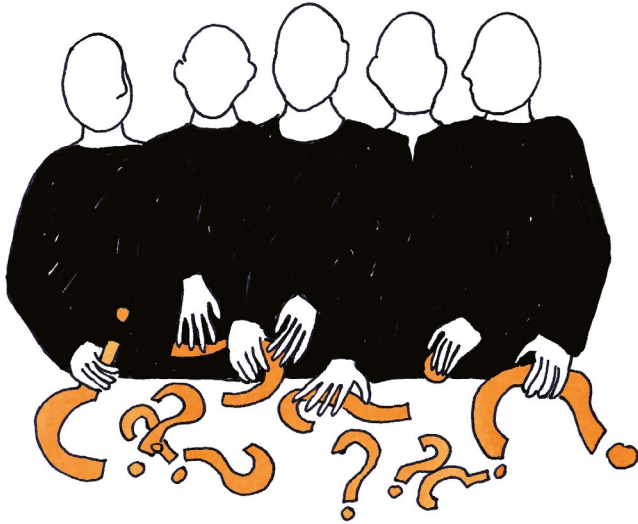


FIGURE 18 We all have agency

necessarily involves transformation of that order. The impulse for this transformation does not come from within, but from outside (Biesta, 2019).

We agree with Young, Ranci re and Biesta that inclusion is not simply the process of including a group that was previously excluded. It is the formation of a group with a specific identity that did not exist before. Chalachanova et al. (2020) have focused on the relational aspects of successfully working as what Carroll (2009) has called “alongsiders”. They note that successful relationships between researchers with and without disabilities take time to build, as partners may have issues with trust, communication, handling disagreements and defining roles. Once our research group was formed, we searched for a concept that supported our experience of working together. We found it in the concept of *transdisciplinarity*.

Transdisciplinary research can be defined as collaboration between science and social actors within society in knowledge co-creation (Groot & Kloosterman, 2009). Experts from diverse fields work together with people within society (experts by experience) to tackle complex social issues (Bunders-Aelen et al., 2010).

Crucial in this transdisciplinary research, knowledge development, collaboration and knowledge co-creation is the form of cooperation between society and science, in which the primacy of knowledge no longer lies solely with science (Groot & Kloosterman, 2009).

Bernstein (2015: p. 1) states that “Transdisciplinarity today is characterised by its focus on ‘wicked problems’ that need creative solutions, its reliance on stakeholder involvement, and engaged, socially responsible science”. This is very pertinent to issues concerning researchers with expertise by experience.

However, it remains difficult not to think in terms of “them” and “us”. We hope the Cabriotraining can inspire researchers to be curious, to connect with others and to create failure-free environments, collective spaces for connection, reflection, reciprocity and hospitality.

As we looked back at the frameworks that underpin the Cabriotraining programme, we found they relate to each other in



FIGURE 19 Building up theory

specific ways. Some were more fundamental for our work, others more practical. As expressed in Figure 19, the different theories form layers that connect to create a whole. The theoretical frameworks inspired the development of the training as a multi-layered entity.

6 | STRENGTHS AND LIMITATIONS

The strengths of our approach can be summarised as follows: the Cabriotraining was developed by a research duo who have worked successfully together over a long period of time, plus additional team members and support. We were able to draw on, critique and extend theoretical frameworks that underpinned our work, and found a receptive audience amongst the teams trained. The training elements were built up through a process of continual testing and development and are flexible and open for use by others.

We only have experience in training teams that include researchers labelled as having intellectual disabilities, autism and acquired brain damage. This experience gave us the possibility to work with people who are often seen as people who lack cognition, concentration, communication skills and abstract thinking. We are aware that some experts by experience are asked frequently to take part in research (Beresford, 2013), whereas people who lack literacy skills, competence in interviewing or in data analysis tend to be excluded from doing research (Beresford, 2013;

Nind, 2011). This practice risks excluding many people. In future, we want to work on further diversifying our pool of researchers. Research on how people with severe intellectual disabilities and other excluded groups can join inclusive research communities is needed.

This article does not reflect evaluation of how participants perceived the training. Formal evaluation is ongoing and will be the topic of another article.

Finally, the Cabriotraining relies heavily on in-person contact. When the Coronavirus pandemic arrived, it disrupted our work. We have placed resources and information online,³ but experience tells us that disabled people rarely have equal facility with or access to digital technologies. This introduces fundamental inequalities that are not present when we work in a fully accessible way.

6.1 | Postscript

After introducing the Cabriotraining at the University of Bristol in March 2019, we received a short text from Artemi Sakellariadis, Director of the Centre for Studies on Inclusive Education (CSIE) in Bristol. We want to conclude with her beautiful words:

Them and Us
slowly becoming We
Including every day
those who habitually
were left out
No more gagging
by implied hierarchies
No more put-downs
Towards fellow human beings
Who are differently abled
Learning from each other
Genuinely learning
From each other

ACKNOWLEDGEMENTS

We want to thank the Cabrioteam for the inspiring work together. Our gratitude goes also to all the teams we have met. Thank you for your trust, openness and collaboration. Our last thanks goes to ZonMW—the Netherlands Organisation for Health Research and Development—for making the research work “Working Together, Learning Together” (Dossier Number: 845001004) possible and for encouraging and supporting the work of many transdisciplinary research projects in the Netherlands.

DATA AVAILABILITY STATEMENT

Digital data that support the findings of this study are openly available at <https://www.kennispleingehandicaptensector.nl/onderzoek/gewoon-bijzonder/netwerk-samen-werken-samen-leren/vlogs>

-overzicht & <https://cabrio-training.online> & <https://disabilitystudies.nl/participatieve-onderzoeksmethoden> & <https://disabilitystudies.nl/publicatie/co-designing-cabriotraining-training-transdisciplinair-research-teams>. The non-digital data that support the findings of this study are available from the corresponding author, S.A.A. upon reasonable request.

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³www.cabrio-training.nl

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APPENDIX 1

THE VIGNETTES

Vignette 1 - The Drawing Lab The Drawing Lab1 (Sergeant & Verreyt, 2016; Peels & Sergeant, 2018) welcomes a diverse group of people into a safe space where they feel capable of participating and contributing. People are invited to draw about what they find important in life. The Drawing Lab is based on the method of graphic elicitation. Each participant uses personal drawing language and may (optionally) explain the drawing orally afterwards. We discovered that the creation of space for non-verbal meetings, where people feel safe to share from their own experience—a way to interview people without asking questions—was as important as the method. In this way, we retrieved stories from those people thought unable to share their experiences. The planning of the Drawing Lab requires time and consistent organisation. It is very important to pay attention to every anchor in an organised way. Introducing creative methods asks for thorough reflection, and design of a well-prepared environment: - Before starting the Drawing Lab, we make all team members recognisable through the Drawing Lab apron. This step can be skipped in small groups. - The Drawing Lab team is given an oral and written introduction to the concept of “Quality of Life” and the eight domains of wellbeing (Schalock et al, 2002). Team members learn to describe Quality of Life domains in a clear way to guests and get an introduction to handling the various steps in the Drawing Lab method. We practise the “after-draw-interviews.” The Quality of Life framework is used as it is known worldwide and covers a broad field of important life themes. - We explain the concept of “silent support” to the team members (see Figure 7): giving support to participants in a way that ensures they don’t feel “as if they need support,” as in this way they do not feel embarrassed. - In the Lab, at least one artist is present who can help guests shape their ideas. - In the room there is a table with information on Quality of Life and its eight

domains in words, easy language, mind maps and images. - Drawing pencils, crayons, fine black markers, eraser, pencil sharpeners, and white paper in small and large formats are displayed. The materials look professional to make sure people do not feel treated in a childish way. - The drawing tables are set up criss-cross with comfortable chairs. To obtain a safe space (see Figure 8), appropriate ways of communicating must be found. In the Drawing Lab, we use spoken and written words in easy language. We also use photographs and figures to explain the Drawing Lab assignment.

Vignette 2 - The Ebb app We developed an electronic application (app) named Ebb (<https://ebb.works>). Ebb can be found for free in the App Store and in Google Play. Ebb contains a database with photographs and with drawings from the Drawing Lab and can be enriched with the participant's own drawings and with photographs. We used the Ebb portfolio to catalyse reflection on "Who am I?" and "What do I find important in life and work?". The app creates a failure-free environment (with images) in which people feel safe (at home, in their own time, on their own device, by themselves) and facilitates belonging through the opportunity to share with others during training. Inspired by the work of Wang and Burris (1997) on PhotoVoice, we agree that the lesson a picture tells us is not in its physical structure, but rather in the way people interpret the image. We found that most people elaborated on their pictures with enthusiasm. Of course, some people with an intellectual disability were not able to speak about their drawings. For people who are non-verbal, the app is also a methodology that understands images as a data source in their own right (Black & Warhurst, in Saunders & Tosey, 2015). Ebb is based on PhotoVoice, photo-elicitation and graphic elicitation. These visual methods enable participants (1) to record and reflect on their lives, (2) to advocate for changes in their lives and (3) to participate in research (Overmars-Marx, Thomése & Moonen, 2016; Fullana, Pallisera & Vilà, 2014; Sergeant & Verreyt, 2016). However, for people with visual impairments, Ebb is not a very helpful way of reflecting and sharing on identity and talents. Also, some (older) people had no device to download it to or found it difficult to work with. Some people needed assistance to use the app. When the method seemed inappropriate, we presented other means, such as printed photographs, or objects that can be touched, felt and collected in a box.

Vignette 3 - Introducing Tableaux Vivants in report "Tableaux Vivants" is French for "living pictures." Historically, a cast of models represented scenes from art, literature, history, or everyday life on a stage. After the curtains went up, the characters posed silently and motionless. Often a large wooden frame depicted the perimeter of the stage, referencing the frame of a painted canvas (Tortello, 2011). In the Cabriotraining, we embedded Tableaux Vivants to explore the meaning of data in the analysing phase. It sparks discussion in a playful, interactive way, but also gives research teams a way to share their roles and relations. In this assignment, we put a trunk in the room. The trunk is filled with costumes and props. We invite participants to choose one or more items, then explain why they picked them: What do those elements remind you of, what does a costume tell me about you? The participants are then asked to search for body and facial expressions that support these meanings. Relations

with others are explored in building up the tableau vivant. When the tableau is made, people are asked to freeze, and a picture is taken. The picture can be placed in a golden frame and embedded in presentations, but the live performance is more powerful. An advantage of the assignment is that participants may feel less anxious about taking part in a silent group activity than about presenting orally in front of the public (Tortello, 2011). However, it requires guidance from an experienced workshop trainer. We also learned to implement "Tableaux Vivants" only when trust is established in a group and people feel comfortable exploring creative assignments.

Vignette 4 - Encouraging researchers to use creative research methods Participants sit in a circle. In complete silence, a treasure box is passed from person to person. We explain that inside the treasure box, the secrets to good research are hidden. Each participant is asked to take a look inside the box without the others looking over their shoulder. Inside the box is a mirror, so they see... themselves. We start the session on exploring creative research methods with thinking about ourselves and our experience, talents and temperament, because researchers need to feel confident and comfortable in embedding a creative research method into their work. Starting off with the treasure box, we open the discussion about who feels confident with photography, music, theatre or any other art form, and we open up the possibility for sharing no interest or trust in this kind of research work, without judgement.

Vignette 5 - Engaging with data in analysis, this assignment is introduced in the Cabriotraining to inspire research teams to conduct inductive thematic analysis, beyond the use of only text and verbal language. Research team members are asked to send their data in beforehand, as words and images. We make large copies and spread them around the room. Team members cut out from interviews, photographs that touch them in any way. Each participant then creates his or her own collage with parts of the original raw data and presents it in such a way as to tell something about the content. Afterwards each person gets the opportunity to talk about his or her work, but the photograph of the person with the collage, and the collage work itself, are already outcomes of the engagement with the data. People who have less experience doing research become more confident about engaging in analysis through this exercise and help other researchers to understand and interpret data from different angles.

Vignette 6 - Introducing the metaphor of the "Research Kitchen" in presentation in the Cabriotraining we use the analogy of The Research Kitchen: Who is in the Research Kitchen and what are they doing? Who gets the ingredients and who does the cooking? Who leads and who follows in these processes? Who is here all the time, and who flies in and out? Who serves the food, and who stays behind to do the washing-up? In thinking about how to present collaborative research results, we invite people to think about a dish, flavour or ingredient that explains the content of the research. The research group has to collaboratively search for ingredients and organise the cooking. The interesting thing about this assignment is that it catalyses collaborative work, and at the same time, it is a team-building exercise that defines roles. In organising a presentation, the team is asked how to invite the public to "smell and taste" their research content.