Multimedia Advocacy A Guide to Using Multimedia to Support Communication

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Multimedia Advocacy

Services, whether social care or educational, should be driven by people's abilities. Multimedia can support people to express their needs and wishes in a way that focuses on their ability. It also allows us to provide information to and advocate for the men and women who use our service, in a way they can understand. We then use this information to support the person to have as meaningful a life as possible.

Multimedia Advocacy is an effective way of using different forms of media to communicate the choices and support needs of people in an accessible format. It recommends the use of Multimedia such as images (photos and pictures), sound (music, recorded voice) and video. The Multimedia Advocacy process involves many people, including the relevant person, their family, friends and support staff, their circle of support and other community members. Members of the self-advocacy group 'Menni Voices' have been using Multimedia Advocacy to support self-advocacy since 2014. Current legislation supports the use of Multimedia Advocacy, for example UNCRPD Article 9 (H): "*To promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost*".

Here are seven things that they have learnt in that time:

1. "Not everyone can read. Video is better"
2. "We now feel we own our information"
3. "We are using mainstream apps and devices".
4. "Everyone is learning together"
5. "We are co-designing solutions, we are coming up with ideas and building apps with students"
6. "We need good Wi-Fi and devices"
7. "We want to be part of impact driven research"

"Together we can make a better future!"

Watch the Multimedia Advocacy video here:

https://vimeo.com/253895163

Supporting People's Needs and Wishes

Multimedia Advocacy or 'Multimedia Self Advocacy' is very much about the service user or learner being at the centre and being in control.

To have control over one's life is important. Multimedia Advocacy empowers people with disabilities to communicate their needs and wishes and to access information. Using multimedia can support the person to say where they want to live, what they want to do, where they want to go, how they want to be supported and by whom, by providing information in a way that is accessible to them.

It also supports service providers to share information in a more meaningful way and in a way that can be understood by more people. It provides service providers with tools and methods of working that support people to have more control over their own life.

Video can be a useful way to provide evidence that these life decisions are what the person wants and that the type of multimedia used is appropriate for the person.

Working with Technology

The process of Multimedia Advocacy requires you to work with various technologies, for example iPads/tablets, smart phones, computers. At the end of this document, you will see a

'**How-to' guide for using:**

1. Plain English
2. iPad
3. Taking Photos
4. Brandfolder
5. Photosymbols
6. Vimeo
7. Adobe Spark
8. Book Creator
9. Android
10. Windows

Principles of using Technology

When using these technologies there are two basic principles that you must always observe:

1) Privacy
2) Security

Privacy

Privacy is a basic human right. When using multimedia, always ensure that the person knows they have the right to privacy. Support the person to exercise the right to privacy, for example by password protecting their iPad.
Privacy also relates to information. There might be some information that is important to include in the person's plan but that is not something that the person wants to share with everyone. For example, 'My Morning Routine'. The person may be happy for familiar care staff to have access to that information, but nobody else. Service delivery data or information should not be on individual's personal devices. These are individual's private devices and should not be used for work related uses.

Please respect the individual's right to privacy. Getting started with privacy in iOS can be a little daunting, here are10 things you can do to improve your overall privacy in iOS.

1. Limit location services
2. Control Web browser privacy settings
3. Use Touch ID or Face ID for… everything
4. Limit ad tracking
5. Set a reasonable auto-lock timer
6. Use a VPN on public networks
7. Allow your text, video, and audio messages to expire
8. Limit sending diagnostic data
9. Understand My Photo Stream and iCloud Photo Library
10. Hide notification content from the Lock screen

(see guide on iOS privacy settings at the end of this document.)

Security

Multimedia Advocacy practice requires working with other people's personal information. Under GDPR (General Data Protection Regulation), you have the responsibility to protect this information. When using the Multimedia Approach, the most relevant principles of the GDPR are the protection of data and its accuracy.

We should also think about the security of information when using a mobile device. Always ensure that the device is password protected. Do not transfer media files to any other device, unless it is a SJOG server linked device. Never store multimedia on staff personal devices and never share images on support staff personal social media pages.

It is good Multimedia Advocacy practice to password protect devices. An accurate and secure document should also be set up with all mobile device set-up details, as well as any account details. This document should only be available to people who are supporting the individual to use their mobile device. **Keep all passwords secure at all times, and do not share them. (See mobile device set up account details template)**

Working with Multimedia

Multimedia Advocacy involves the use of text, images (pictures and photos), video and sound (music or recorded voice).

Text

It is important when creating accessible videos or multimedia files that you also include text on the screen to support the message. All text should follow the NALA Plain English Guidelines and they can be found at the end of this document. Try to avoid italics, to avoid underlining and use clear fonts e.g. Arial, Verdana and Century Gothic.

Images (photographs and pictures)

Images, in the form of picture symbols or photographs, can be used to support people to communicate and to understand information that they may not understand in spoken or written form. Images can come from a number of difference sources (photographs, Photo Symbols, web-sourced images, picture symbol sets etc.). Information about how to access the different symbol sets used in St John of God community services is available at the end of this document.

Best practice when using images includes the following:

- Use coloured images if possible.
- Present images on the left, and the writing on the right. This may support the person to 'read' the image first and then read the text, or have the text read to them.
- Have space around the image.
- Use a plain, solid background.
- Keep the writing and images separate.
- Use clear, high quality images.
- Use images to illustrate key points or the main idea.
- Bear in mind that pictures alone can be limited at showing complicated actions or explaining complicated ideas.
- There is a limit as to how much detail you can put into each picture before it becomes too hard to understand. The message will need to be simplified.
- Make sure images are of a reasonable size so that they are easy to see and to recognise.
- Avoid images that are busy, cluttered, include irrelevant or too much extra detail.
- The same image should be used each time you want to highlight that concept

Video

Video can be used to enhance memory, attention and understanding. It provides information through multiple modalities to increase understanding and engagement, i.e. sound and image.

Best practice when using videos includes the following:

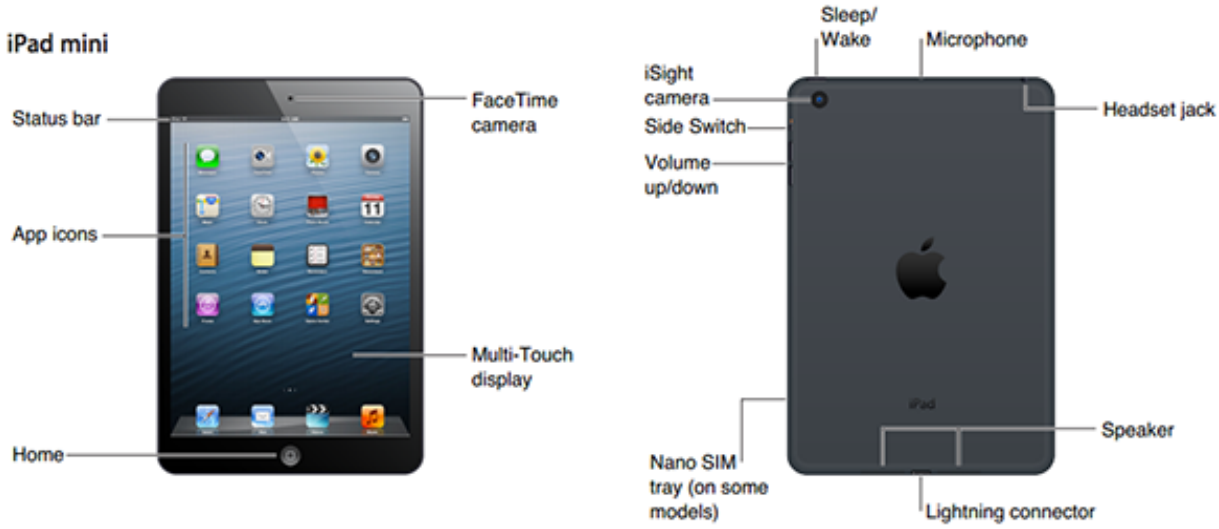
- Avoid background activity that does not relate to the meaning of the message being conveyed.
- Sound quality should be of a high standard. Avoid using music and sound effects at the same time as the talking.
- If you're displaying text on screen, make sure that it's reasonably large, uses high contrast colours and remains on screen for long enough to be read and processed.
- Be sure to get the consent of everyone appearing in the video, even in the background. To reasonably be able to give consent, people need to understand what the video will be used for and who will see it.

Sound

Sound is useful for people who can't understand text or who have difficulty seeing.

Best practice when using sound includes the following:

- When you are using sound, remember that it is hard for people to retain too much spoken information.
- If you are talking, speak clearly and slowly. Use short sentences with plain language.
- Leave time between sentences to allow people process the information.
- Remember the microphone on the iPad is located at the top of the iPad as shown on the picture below. If you are getting a lot of background noise on your recordings try face the iPad microphone towards the person as they speak. Do not leave an iPad on a table or flat surface when recording as the sound will be muffled by the table.



Examples of how we use multimedia to support ;

Minutes for a meeting https://vimeo.com/144505374	**Consent** https://vimeo.com/132519200
Share a Policy complaints procedure https://vimeo.com/167750269	**Understanding** https://vimeo.com/140834439 https://vimeo.com/270324682
Clinical team recommendations/reports https://vimeo.com/243369668	**Sharing information** https://vimeo.com/143817187
In Person Directed Planning - Using Book Creator https://vimeo.com/269812572	**Choice making** https://vimeo.com/276892420
Communication – the GridPad https://vimeo.com/248154309	**Personal Care** https://vimeo.com/276872475
Transition and time management – Choiceworks calendar app https://vimeo.com/271248253	**Accessible Information** https://vimeo.com/269812711
Skills teaching https://vimeo.com/88398572	**Independent Referrals** https://vimeo.com/253807227

Principles for working with Multimedia

There are three principles that we must always observe when working with multimedia:

1. Consent
2. Positive representation
3. Copyrights

Consent

The Multimedia Advocacy Approach involves working in partnership with the circle of support. It involves working together to improve quality of life for people with disabilities. Sharing information in this context is important.

However, always remember that a person must consent to any information about them being documented or shared, and it must be in the person's best interest.

The Assisted Decision-Making (Capacity) Act 2015 was designed to protect and give power back to vulnerable people who may be seen as lacking Capacity. The act applies to anyone who is aged 18 and over who live in Ireland .

There are five Assisted Decision-Making principles:

1. Assume that the person has capacity
2. Take as many steps as possible to enable the person to make a decision
3. Everyone has the right to make an unwise decision
4. If a decision needs to be made on behalf of the person it must always be made in the best interest of the person.
5. The decision or action must be least restrictive for the person in terms of their human rights and freedom of action.

These principles also apply when we are working with multimedia. We should always ensure that the person we are supporting is giving their consent to take part in activities, to share information with other people, to be filmed or photographed etc.

(See the Saint John of God Community Services Media Consent form at the end of this document.)

Positive Representation

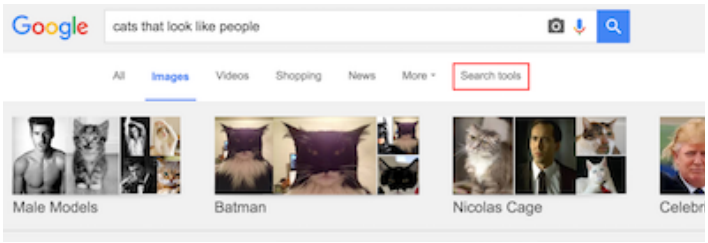
Always ensure that the person and information about the person is shown in a positive light. Never use images, video, sound or text that is derogatory and shows the person in a negative light, in distress or of a private nature e.g. having a bath, going to the toilet.

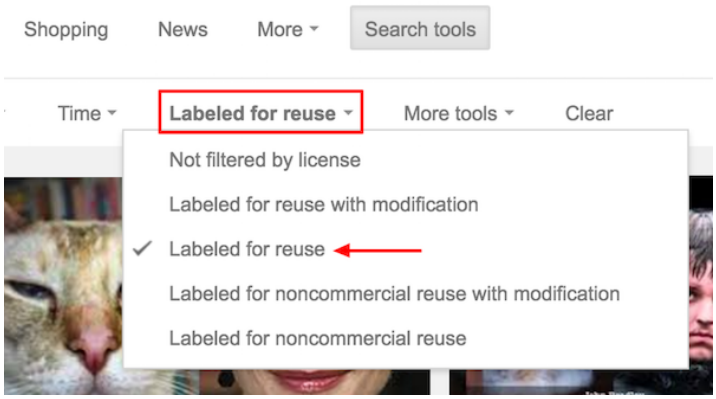
If you feel that it is important to include some information about the person's behaviour that could be seen as challenging, please frame it in a positive way. For example, Instead of saying 'John exhibits challenging behaviours when he first arrives at Day centre', say 'Please ensure that John is greeted by one person when he arrives to the Day Centre in the morning and allow him to take his time getting into the hall.' In other words, always explain what support staff need to do to ensure that John stays calm and happy. If you are unsure, check with a colleague to see if they would be happy if someone said this about them. If not, find a better way to say it.

Copyrights

There might be times when you will want to find a picture, a video or a piece of music, rather than create your own. If you are using other people's pictures, videos, music or text, always ensure that you have obtained their permission first. If you find an image on the internet it doesn't mean that you can use it. You must check its usage policy.

If you are using the Google search engine:
Step 1. Type in your search query
Step 2. Go to the second tab, labelled images.
Step 3. Go to Tools or Search Tools
Step 4. Tap on Usage Rights
Step 5. Select Labelled for reuse





Photosymbols are real stock images that represent actors with intellectual disability

Brandfolder contains a bank of photos specific to St. John of God Services.

There are also many websites that offer royalty free media for others to use:
http://www.stockfreeimages.com

http://www.istockphoto.com

http://www.freephotobank.com

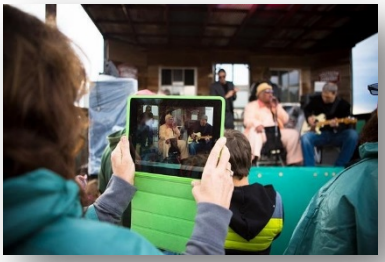
'How To' Guides for Multimedia Advocacy

Plain English
Approved by NALA

https://vimeo.com/277255138

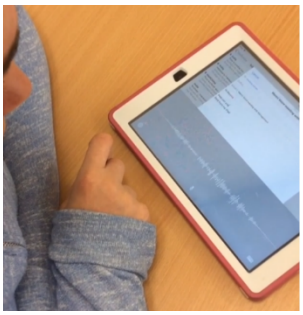
Plain English is English

that is both easier to read and to understand. We use Plain English to support Person Centred Practice.



Using Multimedia

Here is a guide on how to use the multimedia built in features on an iPad. How to use the camera and the microphone.



We use our voice to type

Speech to Text

https://vimeo.com/265260088

iPad

Here is a guide on how to use accessibility features on an iPad. Text to Speech and the Speech to Text and magnifier and switch access.

AirDrop

https://vimeo.com/280175555

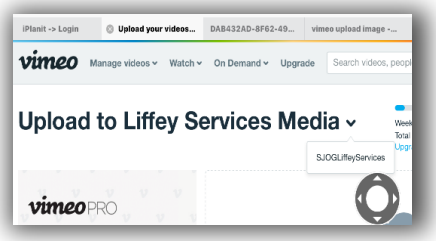
AirDrop

Here is a guide on how to use airdrop on an iOS device.

QR Codes

Here is a guide on how to create a QR codes to login to Wi-Fi on any mobile device

https://vimeo.com/280486820

Brandfolder https://vimeo.com/271655239	**St John of God Image Library:** This is a photo library where you can find SJOG support images. www.brandfolder.com
Made with PhotoSymbols® https://vimeo.com/271638666	**PhotoSymbols:** a stock photo library to help make information clearer. www.photosymbols.com
 https://vimeo.com/271651671	**Adobe Spark Video:** a free app that you can download to make videos. You can set up a free account on an iPad or using Google Chrome on a computer. https://spark.adobe.com
 https://vimeo.com/271624886	**Vimeo:** Vimeo is a video platform **Upload** Login to Vimeo.com Please select SJOGLiffeyServices to upload new videos **Watch: www.vimeo.com/SJOGLiffeyServices**
Dropbox https://vimeo.com/218432468	**DropBox** Is a cloud storage platform used to back up PDPs that are created on iPads. It is important that every individual has their own free DropBox account and that their plan is shared with the LiffeyServices Dropbox folder.

Plain English Guidelines

Think of the person reading your information.

Make it clear whom you are writing to or about by using „I", „we" and „you" where you can.

Be direct and use the active voice most of the time.

Try to put the person, group or thing doing the action at the start of the sentence as much as possible. Say, "We will decide soon" instead of "A decision will be made soon."

Avoid unnecessary jargon.

Aim to replace technical terms with their plainer alternatives. If you cannot do this, at least define the terms plainly.

Define unfamiliar abbreviations and acronyms.

Try to keep these to a minimum. If you even suspect they might not be familiar to your reader, spell them out.

Avoid Latin and French expressions.

Since people can confuse e.g., i.e. and etc., try to use the full English equivalents "for example", "that is" and "and so on" – or try rewriting your sentence. Similarly, use the English equivalent of phrases such as "in lieu" and "inter alia" to avoid confusion.

Have an average of 15 to 20 words in each sentence.

Keep sentences short. It is acceptable to mix longer, well-punctuated, sentences with shorter, snappier ones for variety.

Remove unnecessary words and phrases.

Use as few words as possible to get your message across clearly. For example, use "before" instead of "in advance of", „because" instead of „owing to the fact that".

Avoid using nouns made from verbs (nominalisations).

Try to make actions concrete. For example, use "consider" instead of "consideration", "establish" instead of "establishment" and "discuss" instead of "discussion".

Be consistent with terms.

To avoid confusing your reader, use the same term for the same concept or thing throughout your document. For example, if you call something a standard, avoid later calling it a benchmark, a guideline or a norm.

Break up dense text.

Aim to use sub-headings, question-and-answer formats and bulleted lists to break up text and help your reader find their way through your document.

Use any colour and images appropriately.

If you use colour, make sure it's easy on the eye and has a clear purpose. If using images and charts, make sure they genuinely help explain the text. Avoid busy background images, which can be distracting.

Use space to help your text stand out.

Use 1.5 line spacing so the eye can easily move from one line to the next. Align your text to the left to avoid large gaps between words, which can happen when text is justified.

Use a clear, readable font.

Use a clear, unfussy, font such as Arial, Verdana or Tahoma and aim for 12 point as standard. Try not to have more than three distinct fonts.

Emphasise text carefully.

Only use bold to emphasis text. Keep capital letters to a minimum to avoid SHOUTING AT YOUR READER! Avoid underlining and putting phrases in italics, as these types of formatting tend to make text harder to read.

NALA
National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

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