Puzzle. Developing easy to read formats for people with intellectual disabilities

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Innovative applications and their use to support learning by people with intellectual disabilities.

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‘Multimedia Advocacy – working with new media tools and easy-to-read information’

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**INTRODUCTION**

Information about our human rights is a key part of a wider communication landscape in which we all build our lives. All of us grow up with a sense of what we are entitled to in our community and in the society in which we live.

Digital technologies like the Web and social media are a key part of this communication landscape. This is a reality for us all in the West, yet for people with Intellectual Disabilities (ID) access to these tools and information sources is often a challenge. The hardware is often far too complex for an intellectually disabled person to use, the content too heavily text-based if you cannot read and Website navigation and user interfaces are not simple and easy enough. Too frequently people with ID are not being considered when hardware, software and digital content are being designed and developed. The result is that people experience *digital exclusion* which adds to and reinforces disabled peoples’ wider experience of being socially excluded in so many other ways.

**RIX Research and Media**, is a research and development centre, based at the University of East London in the UK, that is dedicated to exploring ways to include people with ID in the design and the use of digital media. The Centre has over 15 years of experience of developing and testing software so that it is easy for people with ID to use. Typically this starts with making software simpler in design and interfaces easier to navigate, then using multimedia to make information content easier to understand as well as providing new and appealing ways for people with intellectual and communication disabilities to express themselves.

There is of course a wide spectrum of ways in which digital technologies can assist people with ID to live their lives more fully and take a more active part in their communities. The use of **Assistive Technology** (AT) is frequently an established part of the way in which people with ID are supported. In its online guidance materials, The British Assistive Technology Association (BATA) explains how AT ‘helps people learn, communicate and live more independently’. The Association describes AT as ‘any product or service that maintains or improves the ability of individuals with disabilities or impairments to communicate, learn and live independent, fulfilling and productive lives.’

Assistive technologies are traditionally perceived to be specialist tools designed to match the particular need of disabled people. They are produced in small numbers and sold at high prices because they serve the narrow market segments that people with particular special needs represent. In recent years however, with the advent of tablet technologies, technical features that were previously exclusive to a specialist AT industry, such as touch-screen technology, have been
incorporated into mainstream devices. The result for people with ID is that they have increasing opportunity to use tools that are available to all at affordable prices to assist them in their day-to-day lives. Mainstream mobile tools and software Apps can thus now serve as powerful Assistive Technology without requiring specialist adaptation. Ordinary, low cost digital tools can fulfill the AT role defined by BATA above, providing new accessible ways for ‘individuals with disabilities or impairments to communicate [and] learn’.

This course focuses on the exploitation of these new, readily available tools. Rather than providing training on the full range of specialist Assistive Technologies that might serve people with ID, we focus here on innovative ways in which to use mainstream tools that are cheaper and more universally available. Specifically, we focus on the plethora of cheap and free-to-use multimedia authoring tools that have recently become available across mobile and laptop devices and explore how these can be used to enable people with ID to take control of their lives and self advocate that what we call ‘Multimedia Advocacy’. In the process we focus on working methods that centre on the individual and ways to facilitate their communication and their self-determination. The technology serves this agenda and so fulfills the AT brief as individuals are enabled to ‘live independent, fulfilling and productive lives’.

The RIX team has prepared the following training materials for Project Puzzle after trialing a first version with our Puzzle Partners in face-to-face workshops in London. The Puzzle team fed back on the course and contributed further ideas for its development. Our goal in the final version is to capture the innovative Multimedia Advocacy approach to using new media with people with intellectual disabilities in a way that will ‘translate’ effectively to the diverse array of education and service provider organisations that serve people with ID in various other EU countries. Project Puzzle aims to share innovative ways in which to use the latest mainstream consumer ICT, mobile and new media tools in our work with intellectually disabled people. The Project objective is to instruct and guide on how these technologies, and the new approaches to communication and information that they make possible, can help raise awareness about human rights and teach people with ID about what they can do to attain them and live independent lives as adults in their communities to their best ability.
MULTIMEDIA AND PEOPLE WITH INTELLECTUAL DISABILITIES

Project Puzzle’s Easy-To-Read training guides you on how to create information in easy-to-read formats that people with ID can understand. This course provides training in how to use ICT and multimedia technologies to engage people with ID actively in learning in new and accessible ways. We emphasise how these tools can help individuals communicate and self-advocate, so that they can consider their life choices more fully and determine the way their futures are planned. Both courses provide learning for supporters and educators that will also apply readily to work that promotes thinking about human rights for people with ID and help them to connect these understandings with how they can participate more fully in their communities.

Why use multimedia with people with intellectual disabilities?

There are three key aspects of multimedia that make its use particularly valuable in our work educating and supporting people with ID. Multimedia provides:

1. Additional ways to make information accessible
2. Tools that can help with the specific challenges faced by people with ID
3. Easy ways for people with ID to communicate about themselves, their views and aspirations

1. Multimedia is accessible for people with ID

Accessible, easy to read communication is essential if we are to support people with intellectual disabilities to make sense of their world. The first Puzzle Course provided guidance on how to produce our written communications to make them ‘easy-to-read’. This approach is required if we are to expect people to understand and make sense of the materials we provide. The instructions include reference to the use of pictures alongside text to make understanding easier, as ‘A picture creates identification and increases the reader’s interest’ (Project Puzzle Easy-To-Read Material – IO1).

Use of multimedia starts immediately we place a picture next to a sentence to make it easier to understand. We can take this approach much further by deploying the digital media tools that are readily available with today’s tablets and mobile devices, provides us with additional ways to improve people’s understanding of our communication. Digital multimedia with its capacity to easily capture and share audio and video alongside text and photography, provides really effective way to make information easier to understand.
Importantly, multimedia can capture all kinds of communication – not just words. Consider the different ways in which a meaning or a message can be represented through various different types of communication with these examples:

- An **object** – ‘as itself’ (e.g., ‘my favourite cup’)
- An **object of reference** (a cup represents a drink)
- A **photograph** (a picture of a cup or of someone drinking)
- A **drawing or a symbol** (representing ‘my cup’ or ‘a drink’)
- A **manual gesture** (showing the tipping of a cup to the mouth, or representing ‘a drink’ in sign language)
- A **facial gesture** (showing my tongue to indicate that I am thirsty)
- A **gestural movement** (sipping or tipping a cup to represent having a drink)
- A **non-verbal sound** (sipping or slurping to represent drinking)
- A **verbal sound** (“I drink using a straw”)
- A **written word** (‘Drink’ or ‘My Cup’)

A piece of text captures just the last type of communication listed here, yet all of these forms of communication can be recorded and displayed using multimedia. We can also feature a number different ways of representing the same information at the same time in a way that helps to reinforce the meaning that is intended in the communication. Multimedia can feature both spoken and written words of course. It can also feature the other, non-verbal ways in which people communicate. By using multimedia we can reinforce verbal messages with pictures, gestures, sounds, objects and moving audio-visual sequences. This approach increases the likelihood that our messages will be understood by people with various different communication preferences and abilities.
The multiple communication and media formats available to us as we use digital multimedia can include drawn and photographed imagery, audio and video clips. When we have this range of media at our disposal we can represent the diverse aspects of communication that go beyond words and include non-verbal communication. This enables us to embrace the diverse ways in which we communicate and so provide information in formats to suit people with different abilities and communication preferences. For example, the Puzzle Easy-to-Read Materials discussed the way that we can work with the symbols that some people with ID use to communicate to help make text easier to understand such as ‘Bliss’ and shared the use of ‘Widgit’ symbols as well as symbols coupled with photographs as ‘different types of image support’. Multimedia can simple reproduce whatever pictograms an individual works with – and it can go further of course. For example we can video people using manual signing if this is the way they prefer to communicate, or we can feature the ‘objects of reference’ that individuals use to represent important activities and interests. We can also work with photos of the specific objects, people and places that individuals recognise, we can capture sounds that people make or understand as part of their individual communication and we can make ‘time-based’ video clips to put messages into a sequence or to tell a story in a way that people find easy to follow. Multimedia tools can extend our capability to make information easy to read beyond the Easy-to-Read use of text and image that we have learned and refined on our first Puzzle course.

This ‘multi-modal’ aspect of multimedia provides unique opportunities to make information inclusive and accessible. It enables us to capture and share nearly all the different types of communication that people prefer to use and it extends the range of our communication repertoire with audio, visual, textual and time-based media. We can also personalise multimedia communications to suit an individual’s communication skills and we can work with people to capture their thoughts and feelings in the preferred way that they like to make themselves understood.

2. **Multimedia helps to address the specific challenges faced by people with ID**

**Ask yourself:** *What are the aspects of daily life that people with intellectual disabilities find difficult or challenging?*

You may come up with a list like this:
- Organising their thoughts and managing their lives
- Remembering things
- Communicating their needs and wishes
- Socialising
- Being independent
Now let us ask: **What aspects of daily life do we use smartphones for?**

*Mobile media can make all of our lives easier...*

...*for people who face the challenges of intellectual disability they can be life changing!*

Here are some answers:

- Smart phones and tablets are great for accessing our diaries and our to do lists, taking notes and sending and receiving messages to friends and colleagues. In other words our mobile devices serve as personal organisers, **helping us to manage our lives and organise our thoughts**.

- We do not have to remember contacts and appointments because our mobile devices hold all this information for us – they provide people with an excellent memory aid, **helping us to remember things** that are important to us every day.

- Smart phones are of course primarily used for **communication**, whether we are phoning, texting or just showing people pictures as part of our conversations with friends and colleagues.

- Our smartphones provide us with mobile hubs for our social lives as well. We use text, email, phone calls and social media to connect and share our lives with our friends and organise getting together. They are excellent for **socialising**.

- When we go out with our mobile devices we have what we need to organise our individual agendas and be in charge. The smart phone is a great aid for personal **independence**.

You can see the connection! Our mobile multimedia devices help all of us to do the precise things that people with intellectual disabilities find particularly difficult. In principle then, if we can enable people with intellectual disabilities to use multimedia then these tools they could **really** make a difference for them and help them to live the way they wish to lead their lives.
3. Multimedia can help people with ID to communicate about themselves, their views and aspirations

Many of us use smart phones and tablets, with their built in cameras and microphones and social media applications, to make and share information about ourselves on a day-to-day basis. Today’s affordable Web and social media tools enable people to be both consumers and producers of multimedia content. People make their own multimedia all the time to share what they see and do and what they think with others. The technologies that enable us to do this are readily available to us at low cost, and both the software and the hardware required to produce and share our own multimedia content are increasingly easy for us to access and use. There are all sorts of different ways to involve people with ID in planning and producing their own multimedia content and then sharing it with others. People with ID can gain real benefits from making and sharing their own multimedia.

The Easy-to-Read' Materials course highlighted the opportunity to make photos with our learners and service users as part of the production of information and communications in easy-to-read form. Picture making provides extra opportunities to open discussions with people with ID about the concepts and information that we are trying to communicate. Using photography to actively engage people with ID in the creation of easy-to-read materials helps us to learn from them about ways to make our materials easier to understand.

The process can also be applied to help people to tell others about themselves and what is important to them. Working with multimedia can help individuals to identify and communicate how they wish to lead their lives and share their aspirations with other so that they are better understood. These new ways of working are called ‘Multimedia Advocacy’.
MULTIMEDIA ADVOCACY

This Project Puzzle course provides training in how to use Multimedia Advocacy to engage people with ID actively in thinking and learning about human rights alongside their responsibilities and how they relate to their own lives in their communities. We do this by providing practical examples of how people with ID can use the latest mobile, digital technologies to create accessible information and communication content themselves and share this to help address the difficult challenges that they face in their daily lives. The learning objectives are to:

- help people to understand what human rights are,
- enable them to work through how these rights apply to their own lives,
- develop their personal goals and aspirations for the future.

Multimedia Advocacy focuses on the ways in which we make and share information and actively engages people with ID as participants in these processes. In doing so we see how people gain confidence and develop ways to use personally produced multimedia content to help them to have a say and to self advocate.

For further information about Multimedia Advocacy visit the Project Puzzle YouTube Channel and watch: Andy’s Lecture: Introduction to Multimedia Advocacy. See: [www.youtube.com/watch?v=Ikqa-hor2SE](http://www.youtube.com/watch?v=Ikqa-hor2SE)
SELF ADVOCACY

People who have learned self-advocacy skills are empowered to organise their thoughts and express themselves more effectively, to articulate their wishes and to communicate them to others. In this way they can exercise choice and control in their lives to the best of their abilities. Self-advocacy skills support people to achieve independent living and self-determination to the best of their abilities.

‘Self-advocacy skills as crucial to the successful transition of students with disabilities into adult life’

‘Self-advocacy skills do not come naturally – people need instruction in acquiring them’

Test, 2005; Lehman, et al, 2000

David Test and colleagues at the University of North Carolina at Charlotte have highlighted the fact that self-advocacy skills are essential for people with disabilities, that they do not ‘come naturally’ and that people need instruction in acquiring these abilities. They reviewed the literature on self-advocacy, and constructed a ‘conceptual framework’ of self-advocacy for students with disabilities. This features four key steps that are required to become an effective self-advocate:

• Knowledge of self
• Knowledge of rights
• Communication of knowledge of self and rights
• Leadership

(A Conceptual Framework for Self-Advocacy
David Test et al – University of Carolina at Charlotte 2015)
Self-awareness
Sample sub-components include:
- Strengths
- Preferences
- Goals
- Dreams
- Interests
- Learning style
- Support needs
- Accommodation needs
- Characteristics of one’s disability
- Responsibilities

Knowledge of Rights
Sample sub-components include:
- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Steps to redress violations
- Steps to advocate for change
- Knowledge of resources

Communication
Sample sub-components include:
- Assertiveness
- Negotiation
- Articulation
- Body Language

Leadership
Sample sub-components include:
- Knowledge of group’s rights
- Advocating for others or for causes
- Political action
- Knowledge of resources
- Organizational participation
- Team dynamics and roles
Multimedia Advocacy activities for teaching and learning and self advocacy

Below we outline four Multimedia Advocacy based workshop activities that you can use with people with intellectual disabilities to help them to understand about human rights and how they can be applied to their own lives to help realise their aspirations. These each link to Test’s ‘4 Steps to Self Advocacy’:

- **‘Selfie Advocacy’ with Photography** for Knowledge of Self – Using digital photography to create self-portraits and tell other people about yourself and start to build your own Personal Profile or Portfolio.

- **Personal Profiling and Community Mapping with Multimedia** for Knowledge of Rights – Using multimedia to extend your Portfolio by developing ‘Community Mapping’ that charts the local opportunities and services available that can help you to achieve your goals.

- **Person Centred Planning with Multimedia** for Communication of Self and Rights – Using multimedia to build and share a ‘Person Centred Plan’ that brings your knowledge of self and rights together to help people with ID to self-advocate.

- **Media Production Work as a Team** for Leadership – Using various media production approaches and working as a team to create Multimedia on Human Rights and how to apply them to your life to share with your supporters and other people with ID.

‘Selfie Advocacy’ with Photography - for Knowledge of Self

Multimedia Advocacy work with photos and picture taking is an effective way to explore and develop individual’s thoughts and feelings about themselves and their individual identities. You can develop individuals’ ‘knowledge of self’ with various photography-based workshop activities:

- **In an ‘About Me’ photo session** you invite people to sharing their personal photo collections, learn more about their friends and families and their past and start to explore what is important to people

- **In a Photo ‘Shoot’** as you explore and discuss different ways people like to be seen and the sort of self-image people aspire to.

- **In a Photo Portfolio session** you can start to build a more detailed picture of the individual with them, exploring likes, dislikes and hopes for the future.

In these ways you create a portfolio of photos that tell us how the people with ID we support and teach see themselves and what they value. In the process they affirm their knowledge of self. This is the first step in the path to self advocacy.
In today’s culture photographs are often a key part of how we explore and develop a sense of ourselves, and our identities. Consider the rapid rise in popularity of the ‘Selfie’ – a word that did not exist at the start of the century but has become so popular.

‘Selfie’

- ‘Word of the Year’ 2013 (Oxford Dictionaries, UK)
- Frequency in the English language increased by 17,000% in the year

Increasingly, it seems our sense of self and our self-esteem has become linked with how we perform in photos, how we look and who we choose to share our photos with. Photos have become a part of how we construct and perform our social identities these days using social media and the Web. This makes it important for us to provide people with ID opportunities to use photography themselves and share the experience of making self-portraits that they like – and even selfies! In this way, they can build their self esteem and take part in today’s culture taking and sharing pictures of themselves by experiment with simple social media activities in a secure workshop setting. This helps connect them to their peers and learn about safe use of social media. It may also help prevent their social exclusion. Note the way so called ‘digital exclusion’ is being addressed by doing this sort of work as people with ID learn to do the same as their able peers – and consider how the digital exclusion of not having the chance to take and share photos and ‘selfies’ with friends could these days be seen to potentially add to the social exclusion that people already suffer.

For further information about visit the Project Puzzle YouTube Channel and watch: Andy Minnion’s Lecture: Andy Lecture: Self Advocacy and Knowledge of Self. See: www.youtube.com/watch?v=ifDFv530Vul
Here are some further ideas for the 3 Photo workshops for knowledge of self with new ICT and media technologies.

‘About me’ workshops with people with intellectual disabilities can start by looking at the personal photos that an individual likes and has chosen to keep. As they share their personal photo collections, people will talk about their interests, their friends and families, their past life and their aspirations. Each image provides a prompt for a conversation. You can take this work further by adding to the photo collection new pictures from the Internet, for example by using Google Image search and asking the individual to choose pictures that show what they like, what they don't like, people, places and activities that are important to them and to start thinking about personal goals and future plans.

A Photo ‘Shoot’ session can progress this work with self-portraiture work that helps people to tell others about themselves and how they like to look, dress and pose. People can approach this playfully and perform in front of the camera playing different roles and posing. This work is fun, but it can also help people build their self esteem and develop a positive picture of how they look. For disabled people this can be a sensitive issue as they are so often stigmatised for looking different from what is seen as ‘normal’.

The ‘Shoot’ - making a self image
Photography and portraiture as a way to talk ‘about me’

- Review favourite pictures to plan your shoot together
- Styling of clothes, hair, make up, props
- Selecting and adapting the setting or ‘location’
- Creative techniques like framing and lighting effects
- Variety of poses, ‘looks’ and expressions – play and perform to create the look you desire
- Review as you shoot to give your subject choice

Positive, creative and self affirming process
A Photo Portfolio session progresses the conversations that the previous two sessions have started with the person with ID with a goal to start creating multimedia personal plans with the individual. Multimedia plans can start with a simple personal profile. This may simply order photos as a personal profile under headings such as; Introducing me, My likes, My dislikes, My interests, My skills, My achievements, My friends etc. As self advocacy skills are developed the Photo Portfolio session can be steered to explore personal themes to inform the individual personal plan with headings such as My hopes and dreams and My Goals. Additionally a new section may be introduced to help prepare for a Support Planning meeting by working under headings like What is working? What is not working? How do I want to be Supported? Who do I want to support me? ...and so on. The use of photos and other multimedia such as sound, text, video clips and drawings keeps the conversation accessible and the self advocacy process engaging and meaningful to the individual. As they organise their media and add words or sound the learner is rehearsing their self advocacy in preparation for their meeting, as well as creating a presentation that will help them to have their views and wishes heard and understood at their meeting. This work with learners and service users fits well with the ‘Person Centred Planning’ approaches that are increasing being applied to support for people with ID. These are explore further as we develop the individual’s next steps in the self advocacy pathway, ‘Knowledge of Rights’ and ‘Communication of Self and Rights’ below.

There are various apps and desktop software tools available that facilitate the ordering of a collection of photos into themes and categories. The viewer then can choose different ways to view and to navigate through the material. At its most basic this involves simply sequencing pictures and possibly adding some titles to break up and label the material. Some tools enable the addition of audio, as a narration or accompanying music for example. The output is then effectively a slide show or video. A more sophisticated software package enables the arrangement of material in various sections with a home page that provides the viewer with a choice as to what they see in whatever order they wish. This introduces interactivity, a facility that is available offline with several apps, and indeed with popular desktop presentation tools such as PowerPoint or Pressie.

See in the Appendix simple ‘How To’ guides to working with digital photography and other multimedia production activities.
Personal Profiling and Community Mapping with Multimedia – for knowledge of rights

Individual rights come into play as people use photography. Relevant Human rights include Respect for Dignity and the Right to Privacy and Security. It is important for those applying Multimedia Advocacy to consider these rights and help their learners to understand them.

For further information about visit the Project Puzzle YouTube Channel and watch: Andy’s Lecture on Knowledge of Rights. See: www.youtube.com/watch?v=pdiKKdBy2xE

The use of a ‘Community Mapping’ approach uses Multimedia Advocacy to help people to understand what they are entitled to and develop an understand of their rights and how they can be achieved in the settings in which they live. It can start as part of the profiling and portfolio development process with further use of the headings to connect personal themes with rights. For example, by introducing a section called ‘Work’ or ‘Education’ to an individual’s portfolio we can link to the right to employment and education that the individual is entitled to. ‘Community Mapping’ then extends this discussion to consider what services and support are available locally to enable the individual to pursue their personal goals for work or learning.

Rights and Responsibilities

The Community Mapping approach helps individuals with ID to understand that, with entitlements comes the responsibility to take action yourself if you are to attain your rights. You have to identify what learning and work you need to do, as well as identify the resources and support that you will have to access to achieve your goals. Raising individuals’ understanding of their rights is a key part of the picture, but this must be accompanied by also helping people to think about what they can do themselves to help to achieve what they want from life. This promotes individuals’ independence. People then start to get a clear picture of where they will need support, alongside gaining strength from actively applying their own skills and abilities to make their personal goals happen.

Community Mapping simply entails the exploration of the local community to identify and record the places and services that can help an individual to access their rights and take their own action to progress their personal goals. This workshop uses cameras and sound and video in the area where an individual lives to chart where useful local services are located and to find out about what they offer and how it might help the learner achieve their ambitions. Learners are encouraged to document the places that are already part of their lives and then to do research to find places that can provide them with services and support to achieve their goals in the future. In this way they start to develop their future plans and map local resources that can help them – as well as learning simple journalism and media production skills.
Google Maps provide an online tool with which you can make your own custom maps and attach photos, video clips and text to specific locations. The tool is simple to use and the resulting map can then be accessed and shared online. This software is free once you have registered a Google account. See: https://www.google.co.uk/maps/about/mymaps

Look at the Multimedia Advocacy Portfolio Home Pages that Harry and Ajay have created below for their personal plans. The headings that they work with cover the aspects of their lives that are important to them at this stage in their lives. Note that Harry is younger and at an earlier stage in his transition to adult life in his community, while Ajay is using Multimedia Advocacy to explore more adult aspects of life in the community like work and personal relationships.

Examples of ‘Home Pages’ of multimedia Portfolio Centred Plans – Harry and Ajay

![Harry Thomas](image1)

![Ajay Advice 2](image2)
Person Centred Planning with Multimedia - for Communication of Knowledge of Self and Rights

Ajay and Harry use these multimedia portfolios to help them to communicate about themselves, their lives, what is important to them and how they wish to be supported. This helps them to realise their rights and their personal goals. Sharing Multimedia about yourself and your aspirations with other people is a great way to assist individuals’ communication and ensure that supporters work together to help individuals to achieve their goals, helping self-advocacy to succeed.

This approach provides a powerful way to assist work with individuals on Person Centred Planning. Sharing multimedia with others to help talk about yourself helps to ensure that the individual is genuinely at the centre of meetings and discussions about their plans and so their lives. Working with portfolios and profiles helps the individual to develop their self advocacy and build the confidence to express themselves and affirm their wishes. Photos and media clips can be reviewed so to help people remember what they have done and reinforce what we have learned. Our learners can then build skills and confidence in communication of their knowledge of self and their rights using their photos, audio and video clips to help their communication and rehearse their presentation skills. This is how Multimedia Advocacy can help to build self advocacy capability.

The ‘Person-Centred Planning’ process is informed by an understanding of our various rights as we take the path into adulthood - rights that are explained, understood and made personal with the aid of the Multimedia Advocacy work we describe above. Person Centred Planning work helps to map individuals’ aspirations and personal goals, often using tools such as the ‘PATH tool’.

For further information on Person Centred Planning and the tools that are used visit the Project Puzzle YouTube Channel and watch Gosia’s Video Lecture on Person Centred Ways of Working. See: www.youtube.com/watch?v=ZUEXJm_x5ag
See information on the Person Centred Planning PATH tool in the Appendix below.

For further information visit the Project Puzzle YouTube Channel and watch: Andy’s Lecture on Communication of Knowledge of Self and Rights. See: www.youtube.com/watch?v=8L53cktUq0g

**Media Production Work as a Team - for Leadership**

Sharing personally produced media helps self advocacy by enabling the individual to lead the team responsible for his or her individual support to the best of their ability. A person who is supported in their day-to-day life because of their disability will find it particularly challenging to assert their personal preferences, make choices and take control of their own lives. They are starting the take ‘Leadership’ in their lives as soon as they actively start to share their personal thoughts, views and preferences. It is a positive step towards independence and leadership of your own life. This is the fourth and final step towards effective self advocacy as people start to take a more active part in their Reviews and Support Planning Meetings with the help of their self-made multimedia to have more of a say on decisions about themselves and their lives.

For further information visit the Project Puzzle YouTube Channel and watch Andy’s Video Lecture on Leadership. See: www.youtube.com/watch?v=Wm-mirYf-iU
Multimedia Advocacy work that promotes Leadership can usefully progress from individual to group work that goes further. People can make media together that captures what they have learned about self advocacy and human rights from their own personal experiences and from work on their individual portfolios. They can share and compare what they have learned and achieved and go on to create advice and guidance for others that draws on their experience.

This represents valuable progress in personal life-skills, starting with self advocacy and moving on to ‘Peer Advocacy’ and ‘Citizen Advocacy’. For people with disabilities who have been brought up being supported by others, the process of reversing roles and advising and supporting other people is potentially very empowering. It helps build confidence and self-esteem for the advocate, as well as helping other people and making a contribution to the community.

This training material ends with some examples of workshop activity with people with intellectual disabilities that brings together Multimedia Advocacy with learning about independent living and human rights. This Workshop approach can build on your learning about how to create Easy-to-Read material from the first Puzzle workshop. It provides a prescribed way to also engage your learners actively in the process of producing accessible and inclusive information. In the process the human interactions and emotions associated with affirming personal rights and building independent lives in the community can be explored together. The approach involves support for people with ID to make guidance materials for others with ID in their community using a Photo Shoot along with a drama session. The participants act out various typical experiences, such as ‘finding out what daytime activities are available for us to do locally’ and perform in front of the camera to make ‘Photo Symbols’ that can be used to create Easy-to-Read content that provides guidance and information for others with ID. In the first video lecture you are introduced to Photo Symbols. The second video shows the drama workshop and photo shoot in action.

To view, visit the Project Puzzle YouTube Channel and watch Richard’s Video guide to ‘What are photo symbols’. See: www.youtube.com/watch?v=dsWQRbF9ads
Then view Richards Video on ‘How to make a ‘Photo Symbol’ with a photography and drama workshop at: www.youtube.com/watch?v=_F8lJT7Oe-I

These learning activities are based on making accessible information about rights and local services and support. This type of work can then develop the ‘Community Mapping’ process to bring together all the examples of local services and support that individuals have documented in their personal portfolios. Working in teams, disabled people can create a valuable map of local services that is informed by those who use the services. The Google Map building tool is recommended at: https://www.google.co.uk/maps/about/mymaps
To conclude this set of project activity with your learners consider bringing together the multimedia, including Photos, Maps, Text and Video clips in a Multimedia Portfolio that you and your learners might share to pass their learning and experiences on to younger or less experienced peers with ID. A good example of this kind of peer learning approach can be viewed online by visiting ‘Ajay’s Advice Website’ online. This Wiki Website is a great model of Multimedia Advocacy to share with your learners that has enable Self Advocacy and progressed to ‘Peer Advocacy’ for a young man with Intellectual disabilities: See: www.rixwiki.org/rix/home/ajay-advice-2

Conclusion

Today’s digital ICT and multimedia technologies potentially provide unique opportunities for people with ID and those that support them and teach them. In this course Project PUZZLE provides ideas and guidance on how these tools can be used to apply a Multimedia Advocacy approach to explore the rights of individuals and connect them fully to their wishes and their personal aspirations. Knowledge of Human Rights is not complete until the individual understands how it applies to their own lives and has the capability to take action to realise their personal goals.

The methods presented in this course are designed to inspire supporters and educators to help their learners and service users to make this connection by making the most of today’s technologies – but they are just a beginning. Your next task is to pick what you think will work from this course for you and your learners and blend it to the particular circumstances of your own setting. You should then add your own ideas, experiment and work with your learners to develop your own applications of Multimedia Advocacy. When you do – remember to document your achievements – using multimedia of course and please share what you achieve with Project PUZZLE.

Good Luck! We look forward to hearing about how you have got on!

The Project PUZZLE Team 2016
References and Links


**Multimedia Advocacy Principles** – RIX Research & Media is available at: www.rixwiki.org/media/import-2/wiki/slide/attachment/7006860d32b2346749895c16284a4cd8e0925ac2.pdf

**Assistive Technology** is defined by the British Assistive Technology Association at: http://www.bataonline.org/further-assistive-technology-definition
Appendix – Further information and tools to assist with Multimedia Advocacy work

Annex I: How to take videos with different devices
Annex II: Working with sound good practice guide
Annex III: Working with sound – how to record sound with different devices
Annex IV: Working with video good practice guide
Annex V: How to take photos with different devices
Annex VI: Working with pictures tools and links
Annex VII: Guide to the Path Tool for Person Centre Planning
How to take video with different devices

Most mobile devices and many laptops and computers have an inbuilt camera that can take video clips. These include smart phones, iPads, mobile tablet and ‘phablet ‘devices:

Each device will work in a slightly different way, but this general advice should help you use your device to take a video.

1. LOCATE THE CAMERA ICON - Look for a camera icon on the ‘Home Screen’ or wherever the ‘Apps’ on the device are listed or displayed. You may have to swipe through more than one screen of apps before you find the camera icon, but usually this will be found on the first screen, like in the examples below:

2. OPEN THE CAMERA by tapping the camera icon – The camera App will display the camera viewfinder window with some camera control buttons and tools around the frame/edges of the screen.
3. SWITCH TO VIDEO MODE

Different devices will have slightly different camera controls and tools, but all devices should have:

A way of switching from camera mode to video mode - usually a button with a video icon next to the camera button, or in iOS the word ‘Video’ next to the Photo.

A button you press to switch from using the front camera to the back camera – usually a camera icon with directional arrows.

4. POSITION THE CAMERA so that what you want to take a video clip of is visible and well positioned in the viewfinder window.
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5. **START RECORDING** by clicking the big ‘Start/Stop’ button. Most devices will have a **timer** showing the length of the video clip at the top of the screen. This will start when you press the Start button.

6. **STOP RECORDING** by clicking the big ‘Start/Stop’ button.
Working with Sound – Good Practice Guide

Sound can be a great addition to a PERSON CENTRED PLAN. Sound can add, anchor or reinforce the meaning of text and pictures and add richness, atmosphere and an extra sensory dimension.

To ensure that you use sound effectively, consider the different types of sound you could use and why you would add that type of sound…

Types of sound & why to use them

1. **Read text aloud** – You can use sound to add easy readability to text and photos by simply recording yourself reading your text out loud. You can then attach the sound file to the same page. In this way a viewer who cannot read may be able to understand the message by hearing it read to them.

   This is the principle of 'reinforcement' - as you add each element of multimedia to your wiki page, you reinforce/repeat the message, each time adding more clarity to the message.

2. **Add meaning with spoken voice** - Think about how spoken word can convey additional feeling and add another dimension. Your tone of voice might be cheerful or tearful! This adds further meaning to the same message. A piece of text will not tell you if the author is male or female or positive or sarcastic etc. Whereas by recording sound you can thoughtfully add these extra layers of meaning to your communication.

3. **Add meaning with spoken words & sounds** - don't stop at simply narrating your text…while your image and text combination could have put the meaning across pretty fully and accessibly, there is still more to convey. For example, adding a picture of a piece of cake and writing *love* underneath is one thing, but by adding the 'yumm!' sound you reinforce the meaning and you add humour and a personal touch to the message.
4. **Using sound effects** – You can use sound effects to add richness and atmosphere and also to communicate your message to people who are non-verbal. Certain sounds might have a particular meaning for a person with a profound and multiple learning disability, or for a person whose first language is not the same as that used in the written text.

For example in the case of a picture of a train, we could add the text 'I love trains,' and add the sound of the train leaving the station to capture the sensory experience of train travel.

5. **Using music** - A use of audio that is particularly effective for multimedia advocacy is the use of music. Music can mobilise emotions as well as reinforce your message through the lyrics.

Many people are passionate about their music, this is no different for people with learning disabilities. We all have our favourites and our personal tastes and music could be an excellent way in which to personalise someone's multimedia and add further dimensionality to what is being communicated.

However, it is **important to remember** that music comes with copyright control and if at any point you intend to use your Multimedia Advocacy portfolio for public display then you need to consider the rules of copyright infringements. Bear in mind that this would not apply for someone using music sharing at a review meeting, as this is a private context!
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Working with Sound
How to Record Audio Clips
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Audio clips can be a great addition to a PERSON CENTRED PLAN. A voice recording can anchor or reinforce the meaning of text and pictures and really make the message you are trying to convey personal and more effective.

If you want to record an audio clip to add to your RIX Wiki the method will be different depending on what kind of device you are using.

**Using a Computer**

You can record audio clips on your computer and save them as MP3 files using a free software programme called [Audacity](https://audacityteam.org). Take a look at our two guides on how to install and use Audacity.

**Using an Android or IOS (iPhone or iPad) Device**

You can record audio clips using a wide range of recording Apps that are available for IOS devices and for Android devices, many of which are free or have free versions. Use the App to make your recording, save it as an MP3 file and upload the file to your Dropbox (or other cloud storage App) account.

Different sound recording Apps will look different and have some different specific features, however the basic process for recording and saving a sound file will be similar on most Apps.

In this guide we will be showing you how to record audio clips using the [MP3 Recorder (Free) App](https://apps.apple.com/us/app/mp3-recorder-free/id534607723) for IOS devices and the [Hi-Q MP3 Rec App](https://play.google.com/store/apps/details?id=gr.itelware.hiqmp3rec) for Android devices. Both of these Apps are available as free versions and are easy to use.
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**Recording sound on IOS – MP3 Recorder App**

1. Open the App. You may see a message from the App requesting access to your device’s microphone. Tap ‘OK’.

2. To start recording, tap the big red button.

3. You will see a small red light and the timer at the top of the screen will show the length of the recording.

   - To pause the recording, tap the big red button again (1).
   - To stop the recording, tap the Stop button (2).
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When you tap Stop, you will be prompted to save your sound recording and give it a file name. Add a file name and tap OK.

To review and share your saved sound files, tap the Media icon at the bottom middle of the screen. You will see all of your saved files listed on the page.

To play a sound file back or to upload or share it, tap the file in the list to select it. The clip you select will automatically start to play.
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To upload the clip to your Dropbox or other cloud storage account, tap the Share File icon on the right.

This will open up your sharing options dialogue box. Select the place you want to upload your clip to by tapping the relevant icon - in this example we selected Google Drive.

Make sure you can see the file you want to upload in the window, then tap Upload. Your sound recording file has now been uploaded to the cloud storage App you selected as an MP3 file, in this example Google Drive.
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Recording sound on Android – Hi-Q MP3 REC (Free) App

Open the App.
To start recording, tap the red record button in the middle left at the bottom of the screen.

To pause recording, tap (1) the same button.
To stop and finish the recording, tap (2) the Stop button in the middle right of the bottom of the screen.

When you have finished recording and want to review, share or upload your sound file, tap menu icon in the top left of the screen.
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You will now see a list of all of your saved sound recording files. Tap one in the list to review, edit, upload or share it.

To upload the file to your Dropbox or other cloud storage account, tap **Share/Send**.

You will now see a list of all of the different sharing options available. Select the one you want to use by tapping it. In this example we are using Google Drive.
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Check the details are correct, then tap Save and your file will be uploaded to the cloud storage App that you selected (in this case Google Drive).
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Working with Video – Good Practice Guide

Video can be a great addition to a PERSON CENTRED PLAN as it can convey messages in a very visual and animated way. People often relate to the moving image better than they do to still images and text.

To ensure that the videos you make are effective communication tools, here are some good practice tips that you should always consider…

Things to consider when using video

1. **Ask yourself why you need video?** – For sound, action, storytelling etc?

2. **What is your message?** – This is particularly important as video can communicate many messages, some of them unintended…

3. **Remember** that video is **sound** as well as moving pictures – background noise needs to be considered (the same as when you are recording audio only).

4. **Remember** that **video clips should be short**. It should only convey the message that you want. An ideal clip length is between 20 seconds and 1 minutes.

5. **Video files are BIG**; the longer the clip, the bigger the file and the longer it will take to load and play.
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6. **Plan your shoot** carefully to get the best out of the medium.

7. **Be the Director** - so people know what to do:
   - Rehearse & re-take
   - Say ‘quiet please’ and ‘3 2 1 action’ etc.
   - Silent starts save editing out noise
   - Encourage performances, play roles, have fun
   - Take selective scenes.

**A word on talking heads**

What does using video add to what could easily have been an audio podcast?

- Easier to understand
- Friendly face, talking to the users
- Direct address and facial expressions to emphasise the message
- Audio recorded speech is easier to do well
- Add photos or ‘cutaways’ to voice-overs for a rich effect.

**Golden video rules**

- Generally, keep cameras still, use tripods and tables
- Hand hold shots only on the widest angle, then move slow and smooth with a clear objective
- Don’t zoom when you are shooting
- Move close to make things big
- Shoot clip by clip
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How to take photos with different devices

Most mobile devices and many laptops and computers have an inbuilt camera that can take photos. These include smart phones, iPads, mobile tablet and ‘phablet’ devices:

Each device will work in a slightly different way, but this general advice should help you use your device to take a photo.

1. LOCATE THE CAMERA ICON - Look for a camera icon on the ‘Home Screen’ or wherever the ‘Apps’ on the device are listed or displayed. You may have to swipe through more than one screen of apps before you find the camera icon, but usually this will be found on the first screen, like in the examples below:

2. OPEN THE CAMERA by tapping the camera icon – The camera App will display the camera viewfinder window with some camera control buttons and tools around the frame/edges of the screen.
Different devices will have slightly different camera controls and tools, but all devices should have:

3. **POSITION THE CAMERA** so that what you want to take a picture of is clearly visible and well positioned in the viewfinder window.

4. **TAKE A PHOTO** by clicking the big ‘take photo’ button.
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Working With Pictures – Tools & Links

1. EXISTING PHOTO EDITOR – Your computer, tablet, smart phone or other mobile device is likely to already have a basic photo editing software or App installed on it that you could use straight away.

   All devices are different, but in most cases your existing photo editing functionality can be accessed by going to the place on your computer or device where your photos are collected. This is often called a Gallery. To access the editing features you have available you will usually need to first select a photo in your Gallery and then click an Edit button or icon.

   The most essential basic photo editing features are **cropping, rotating and changing brightness/contrast/colour** – these features will let you turn almost any photo into a more effective picture.

2. APPS – There are hundreds of Apps available for IOS and Android devices that help you to work with pictures and photos. Generally these Apps give you different ways of **editing** the look of your pictures and different ways of **sharing** your pictures using the web and social media.

   Some of these Apps are free and others you might have to pay for. New Apps are being developed all the time so it is hard to keep track of what is available. Thankfully there are online magazines and tech bloggers who do this for you. The best way to find out about the latest photo Apps to is to do a Google search for something like ‘best free photo Apps’, as this will lead you to reviewers lists of the latest Apps…here are some we have found for you:

   - Tech Radar – [10 Best iPhone camera and photo editing apps (2015)]
   - Creative Bloq – [35 Best photo apps for iPhone, iPad and Android (2015)]
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Here are some popular photo Apps that you might find useful:

- **Instagram** – Mobile photo sharing & social networking service that lets you add filters and effects to your photos and share them with a large online community of Instagram users.

- **Hipstamatic** – Vintage camera tool lets you add retro filters and effects to your photos.

- **Fotor** – Online photo design and editing tool that lets you edit photos, add filters, frames, texts and stickers and create collages.

- **Caption Distraction** – App that allows you easily add comic-book style speech/thought bubbles and stickers to photos

3. **TIPS & GUIDENCE** – The Internet is full of advice, tips and tricks for taking better photos and working with pictures on mobile devices.

- National Geographic – [Tips for taking better camera phone pictures](#)

- BBC Web Wise – [How can I take and share photos on my mobile phone or tablet device?](#)

- Tech Radar – [Smart phone Photography Tips & Tricks](#)

- Kodak – [Top 10 tips for great pictures](#)
Planning Alternative Tomorrows with Hope – PATH

PATH is a tool that you can use when the person has a specific goal or dream for the future, to work out the actions that need to be taken in order to make that happen.

When using PATH, a group of people chosen by the person get together and use the PATH template and graphic facilitation to develop an achievable and realistic goal for the future based on ‘the dream’ and implements backwards planning to create a step by step path to achieving that goal. It has a very clear structure and commits people to tasks in a given timescale.

How to use it:

Using a very large sheet of paper with the PATH drawn on it (see attached template), the group are guided by the facilitator through the process and record the plan in words and pictures.

1. They look first at the person’s Wish. No limits or constraints are placed on the wishes or the ideal future that they illuminate, so that a person can indicate what matters most to him or her. Then, on the basis of the person's wishes and ideal future, specific goals that are both positive and possible are identified.

2. The group then imagine possible and positive achievements/goals that could be made over the next 1-2 years.

3. This is then compared to how their life is ‘Now’.
4. The group then identify people that they can Enrol to help the person get to their goals and what they need to do to stay ‘strong’ and motivated.

5. The group identifies ways to build Strength to accomplish the goals (for example, what skills need to be developed or what relationships maintained).

6. They then plan the short term Steps needed to achieve the goals. First they identify shorter term steps (1-3 months)

7. Then identify long term steps (3-6 months).

8. Lastly, the first steps are identified to start the process. (See template on the next page) A key to this planning process is identifying who will be responsible to do what to help achieve a person’s goals. This is a way in which the person him or herself, family members, other community members, and service agencies can make specific commitments to take action. Usually, opportunities to review the pathfinders’ goals and update actions are provided.
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The PATH Template

<table>
<thead>
<tr>
<th>Now (3)</th>
<th>People to help me (4)</th>
<th>Stay Strong (5)</th>
<th>Next one month (6)</th>
</tr>
</thead>
</table>

Next 3 months (7)

1st Steps (8)

Wish (1)

Positive & Possible (2)
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Completed PATH Example