

Transcript

Module 3 – Inclusive Communication Good Practice

Standards and Indicators

Slide 1 - Title

Welcome to module 3 of the Foundation Inclusive Communication Toolkit. If you have done modules 1 and 2 you know why inclusive communication is important.

This module defines inclusive communication good practice. It describes what organisations and individual staff do to be inclusive communicators.

You can also find this information in a downloadable, screen readable and printable document from the module home page.

You might want to have the document to hand as you watch this presentation.

Slide 2 – Module 3 Content

In this presentation, we will cover the following topics.

First, we will look at the purpose of the inclusive communication good practice standards.

We will learn the definition of inclusive communication.

Next, we will look at how the standards and indicators are structured.

Then we will get into the detail of the standards and indicators for both organisations and individual staff.

At the end we will set out actions for you to start your inclusive communication development journey.

So, let's get started.

Remember, if you can't watch all the presentation now you can watch it over a few sessions, or skip to the parts you think are relevant to you.

Slide 3 – Purpose of standards and indicators

These standards and indicators offer a common, working definition of inclusive communication good practice.

They update the “Principles of Inclusive Communication” published in 2011.

Scottish Government encourages all public bodies to implement these standards throughout their organisation.

In doing so they aim to -

Promote a consistent quality of practice across public bodies. People who communicate in different ways use a whole range of public services. So, it's important that all public bodies implement consistent good practice.

A working definition of good practice will also support training for staff at all levels of an organisation.

Finally, the standards will help organisations to assess what they are doing well and to identify areas for improvement. Modules four and five provide checklists to support self-assessments.

Identifying specific improvements will help organisations to better estimate the costs of those improvements and to allocate realistic budgets.

It is hoped that the common standards will make it easier for public bodies to compare and share their good practice and any practical resources they develop. Collaboration could mean faster improvement across services.

Let's now look at the working definition of inclusive communication.

Slide 4 - Key points

Understanding these key points will help you to better understand the standards.

Effective communication is a two-way process.

It involves-

One - understanding others and

Two - expressing ourselves in ways other people understand.

If either of these sides of communication does not work, communication is not effective. Public bodies are encouraged to consider communication in both directions when they are thinking about inclusive communication.

People need or prefer to communicate in different ways. Every group is communication diverse. That includes service users and colleagues.

Also, people's needs and preferences can vary depending on the topic of conversation, the situation they're in or their health and well-being.

Inclusive communication matters at different levels of communication.

Firstly - organisation level communications aimed at broad audiences such as the public. For example, public consultation materials, job adverts, leaflets, posters, and website content.

Secondly - every day individual level communications with colleagues and service users. For example, emails, letters, guidelines and advice.

Finally, inclusive communication matters for all communication activities.

For example – marketing, events, booking systems and staff training.

People rarely want communication to be harder than it needs to be.

Before we look at the working definition of inclusive communication, we will hear from people who experience communication exclusion talking about what good inclusive communication means for them.

Slide 5 – Service users' perspective

(Emma)

Having information in advance is something that's incredibly helpful for us. And it would be helpful to have things like social stories or photographs of what the premises looks like. And extra information about what the procedure looks like. Some videos explaining and what that looks like. You know sometimes even visiting places in advance of procedures can be really really helpful for us too. Yep, for me that like different communication systems work at different times so for example you know if I've had a really really hard day sometimes, I just want to jot my feelings down or jot the things that we need done and quickly send an email. You know that that for me having a direct email contact, can be really, really helpful. Simple language, jargon free and use of for example leaflets and pamphlets.

Don't signpost me around in circles like that is the worst thing, like I hate it like I hate being signposted around in circles that you've been passed around. Like you're a hot potato and you end up talking to too many different people and it just leaves everybody frustrated.

Information about things like car parking, if we were going to like a new space. Knowing if there was going to be parking charges, disability parking spaces and things like that's often really, really helpful. I want to be able to find information easily. So, if for example I am being directed to a website, I want the number to be available. I want the email to be available. I don't want to have to go scrolling and searching and then you know it may be made really difficult to find the information that I'm looking for. Good search engines are really helpful for that on individual websites. That can be really helpful.

(Alan)

Definitely the time of day and the days of the week I can communicate with them, as I would have to try to work it round whether I had a helper to assist me or not. The amount of time I get to communicate during a meeting. The place I must communicate, if it is too loud my communication aid will not be heard, if there is too much sunshine it makes it difficult for me to see my communication aid. Also, whether there is a disabled toilet or disabled parking plays a big factor in it too. Supporting me to use a communication aid, easy read and large print may help me. Using pictures and icons on signs, letters and leaflets. Letting me show them what I mean with gestures objects and actions. Also reading things to me as my reading skills are not great. I don't like using the telephone. I would have one of my helpers or my parents make the call for me. This makes me feel isolated, small and sad. I feel like I cannot do the simplest of things for myself.

Elliott

Ways individual staff can make communication more inclusive, is first of all, make time for me and assure me that I have the time to express myself. Another way is someone checking in with me making sure I've understood and asking if I have any further questions. And follow up our interaction with an email summarizing the points. And allow me to digest and look back over our interaction.

Situational factors that make communication easier for me, all come down to the environment. If it's not too busy, if I'm not feeling overwhelmed, if we can hear each other. These are all different ways where I find an in-person interaction is made easier and inclusive.

Elena

The communication is good is when the person, if there is a person, is patient and speaks clearly. If it is in person, it's not too difficult and face to face for me, face to face is the best, face to face is, because if there is a problem of communication they can write this thing down. Or they can, if they know finger spelling, they can tell me a word that is not going through. Because sometimes it's just one word or one sound or whatever. And they can do the finger spelling and they can use gestures, they can use a spoon or whatever, use the body and you can use, your, your face.

Well, it is important and you really should be told or in, better in written, written instructions about how to go to the place that you are supposed to be. It's better to ask the person to go to a place, to send a text or to send a WhatsApp.

Sarah

So good communication for me is, it's things like having different, oh, what's the word, different channels for communication. So allowing for an email address to be on a letter so that if somebody does want to email and ask a question that that's there. Hundred percent email would be my number one preferred channel. I hate having to make phone calls and phoning people, it can take me days to get ready to do that. So at least with an email I can sit down. I can type out what I want to say and it's done. It's up to then the person to pick that up and answer it for me and I've also got proof of that communication for afterwards. Because every time I'm on a phone call I'll remember most of it, but sometimes I'll not remember anything. So having an email is really important for me because then I can see - right I need to do X, Y and Z or this person's going to do this for me and then I have to chase this on such a date. That's really important.

I think when communication is easier for me tends to be if it's a one-on-one situation rather than in a group situation. Because when there's lots more people and more views and more facial expressions that I have to try and understand that gets even more confusing.

What I found is afternoon tends to be the best because my brain's awake at that point and as a typical ADHDer I don't sleep particularly well.

Slide 6 – Definition – Inclusive communication

Inclusive communication enables as many people as possible to understand others and express themselves easily.

More people are included in a communication when it is inclusive.

It's not only for people who have communication support needs and it's not the same as oversimplified language.

Specifically - it enables people to communicate in the ways they need or prefer to, on channels and in situations that work best for them at every stage of a communication journey.

In the next few slides, we'll look at what we mean by ways of communicating, channels, situations and communication journeys.

Slide 7 – Ways of communicating

We all use a variety of ways to understand others and to express ourselves.

Some are listed here.

People read and write in whichever language they prefer.

They listen and speak.

Some people use sign language such as British Sign Language.

People often communicate using pictures, icons, photographs and videos.

People also use gestures, body language and facial expression.

They may also use objects to communicate.

Some people need or prefer to communicate in particular ways. For example, people who have difficulties reading rely on pictures to understand writing.

The more ways organisations use to communicate, the more people they include in their communications.

Slide 8 – Types of communication support

Some people need communication support to enable them to understand others or to express themselves.

For example –

Braille, Moon, and large print.

Easy Read.

Translation and interpretation.

Screen readers.

Communication aids.

Subtitles and

Audio description.

Organisations which offer these communication supports include more people in their communications.

Slide 9 – Channels of communication

The next area of inclusive communication is to do with channels of communication.

There are several channels organisations may use for communication.

Such as -

In person communication – either face to face in the same place or remotely by video call or MS Teams.

Online communications – using smart phone applications, emails, social media, websites and online forms.

Telephone communication.

Printed, on paper communications such as letters, leaflets, posters and signs.

Each channel allows people to use a range of ways of communicating.

“In person” communication allows people to use many ways of communicating including speaking, writing, drawing, or showing people what they mean.

Phone helplines on the other hand only allow people to understand others or express themselves through speech.

Services which only offer one or two channels of communication can exclude people. Multichannel access allows people to use the ways of communicating that they need or prefer to use.

Slide 10 – Situational factors

Situational factors can act to include or exclude someone from a communication or interaction.

The days of the week and the time-of-day services are available make it harder or easier for people to communicate with services. For example, parents with school age children can struggle to call to book appointments before 9am.

Receiving information before an interaction gives people time to understand and plan what they want to say. This is especially helpful for people who have communication support needs.

Extra time during appointments gives people a better chance to understand others and to express themselves effectively.

Research shows that many people value information following an interaction. This gives them time to understand information and therefore to respond to it more effectively.

Where the interaction takes place can also affect ease of communication.

Some people prefer busy places. Many need quiet private spaces.

People are often at ease and therefore better able to communicate in familiar places.

Public transport and the availability of parking impacts on people's ability to interact with a service.

Physical access and communication access to buildings is equally important. Communication access features include clear signs inside and outside the building with icons and clear text, a working hearing loop throughout the building and well-lit rooms.

The people involved in an interaction can impact on effective communication. For example, people are generally more at ease when communicating with people they know. The number of people involved in an interaction can affect communication confidence. People who use hearing aids can find it difficult to hear in a group. People who are neurodivergent may prefer one to one interaction.

Slide 11 – Every step of a communication journey

The fourth aspect of inclusive communication is to do with communication journeys.

People proceed through a series of steps when they access a service. Each step requires them to communicate. This series of steps is called a “communication journey”.

For example, people typically need to go through the following journey to access and benefit from a personal appointment.

Firstly, they need to read and understand information about a service.

Then they must phone, visit or fill in a form to book an appointment.

They might receive a letter or a text telling them how to prepare for the appointment.

On the day of the appointment, they need to read signs to find the building, department and room.

They then need to understand others and express themselves during the meeting.

People need to understand the advice or instructions they were given after the meeting.

Every step of the communication journey needs to be inclusive to enable people to progress along it. When communication breaks down at any point in the journey, individuals can miss out on services. This impacts on the person and can result in wasted time and resources for the public service.

Slide 12 – How standards relate to each other

Organisations are encouraged to provide essential infrastructure to empower and enable staff at all levels to implement good inclusive communication. Good practice will lead to communication inclusion and ultimately benefit individuals, communities, organisations and Scotland. Standards 1 to 5 focus on the infrastructure organisations provide to enable good practice.

Standards 6 to 9 focus on what individual staff do to implement good practice.

Indicators under each standard specify the actions which confirm organisations or individuals are meeting the related standard.

Slide 13 – Standards and indicators for organisational infrastructure

Now let us look at the standards and indicators.

Standards 1 to 5 are about organisation infrastructure.

Leaders and managers especially are encouraged to focus on these standards.

Other members of staff may want to jump to the slide entitled “Service Users Perspective 3” at this point.

We will start by listening to Alan and Lisa talk about some of the things they think organisations need to do to be communication inclusive.

Slide 14 – Service users’ perspective

Alan

Make sure that they cater for everybody, including people who cannot talk.

Set up training classes for staff. Maybe some role play so they understand why they have to become more communication inclusive.

Lisa

Good communication is when you don't just say that you offer good communication options, that you actually practice it and actually action it, even if it takes longer for you to provide it.

And also, good advertising to say that you have the adjustments.

So, things like the ear symbols, the visually impaired symbols. So, when you require an interpreter or whatever, that you actually do do it, and not just have it on your website or your advert. And be like we do this and you can't actually access it, or you have to jump through hoops in order to find out whether you have it.

So, if you actually have easy advertising and you actually practice it and people come away and say oh there is this service, they can help you with X, Y and Z, that's good communication.

Slide 15 – Standard 1: Leadership and ownership of inclusive communication

Standard 1 focuses on leadership and ownership of inclusive communication.

Leaders communicate a positive commitment to inclusive communication to encourage good practice in their organisation. They empower and encourage staff to take responsibility for the effectiveness of their own communication.

Three indicators that confirm this standard is being met are listed.

1. Leaders and managers promote a culture which responds pro-actively to communication diversity. They -

- Regularly highlight that inclusive communication matters to the organisation.
- They demonstrate good inclusive speaking at events.
- They use inclusive writing in emails and offer staff a variety of channels to communicate with them.
- And they proactively challenge discrimination and negative attitudes. They highlight, for example, that people are excluded when services do not use inclusive communication.

2. The organisation makes a public commitment to inclusive communication good practice.

- It publishes a prominent statement setting out its commitment on the organisation's website, in job adverts, letters, and leaflets. Some organisations in Scotland already do this.

3. Leaders act to develop inclusive communication good practice. For example -

- They collect and use data to understand the communication needs of staff and the communities the organisation aims to serve.
- Inclusive communication improvement objectives are part of organisational strategic plans.
- And they allocate a proportion of annual budgets specifically for inclusive communication.

Slide 16 – Standard 2: Involve people who communicate in different ways

Standard 2 is about involving people who communicate in different ways in the organisation. They can provide lived-experience expertise to organisations seeking to implement good practice.

The single indicator for this standard is people who communicate in different ways are involved in service development, design, delivery and evaluation. For example,

- They are involved in engagement activities such as policy development, user research and communication resource development.
- The staff team includes people who communicate in different ways.
- And there is a budget to involve people who communicate in different ways in engagement activities.

Slide 17 - Standard 3: Inclusive communication policy and quality standards

Standard 3 refers to inclusive communication policy and quality standards.

Inclusive communication policy influences the way services are designed, delivered and experienced. Specific quality standards apply to some ways and channels of communication. Three indicators related to this standard are -

1. An inclusive communication policy.
 - Leaders and managers regularly highlight the policy to colleagues.
 - Job descriptions require all staff to implement the policy.
 - Other policies refer to inclusive communication good practice. For example, policies to do with staff recruitment, corporate communications and service provision.
2. Multichannel access, channel standards and opening times.
 - Service users can access services and information using the channels they prefer. For example, booking information is provided on paper, online, in person and on the phone.
 - Phone services, websites and communication support services apply industry good practice standards.
 - Service buildings and workplaces are physically and communication accessible.
 - And opening times allow people to access services over the widest possible range of days and times of the day.
3. Quality assurance procedures assess practice using these standards and indicators.

Slide 18 – Standard 4: Knowledge, skills and confidence

Standard 4 is about knowledge, skills, and confidence.

Leaders, staff and managers have specific knowledge, skills and confidence to implement good practice.

Indicators confirming this standard include -

1 Inclusive communication training.

- Staff objectives include developing inclusive communication abilities.
- All staff can access and complete basic inclusive communication training.
- They can also access further learning. For example, in inclusive writing and speaking.

2. Staff can easily access inclusive communication guidance, advice and support.

- Guidance is easy to find in a single online location such as a learning platform.
- And a network of in-house inclusive communication champions support staff practice day to day.

3. The organisation monitors staff knowledge, skills and confidence.

- Staff report their confidence at annual appraisals or in staff surveys.
- And managers collect and review data to ensure the organisation maintains basic and more advanced skill levels.

Slide 19 - Standard 5: Practical resources and places

Standard 5 is the final organisation infrastructure standard. It focuses on practical resources.

Leaders, managers and staff have easy access to practical tools, communication support services and inclusive places to enable them to implement good practice.

Indicators include -

1. Specific practical resources are easily and freely available to all staff.

For example,

- up to date information on the communication needs and preferences of service user populations,
- questionnaires staff can use to record an individual's communication needs and preferences and,
- document templates to help staff produce communication inclusive emails, forms, leaflets, posters, and letters.

2. Specialist communication support. With adequate budgets to fund the support.

3. A database of inclusive places and facilities which staff can book and use for face to face or remote in person interactions.

4. A single online location which stores all practical resources in one place. Staff are aware of and can easily find the resources available to them.

Slide 20 - Standards and indicators for individual leaders, managers and staff

Now we have covered standards to do with organisation infrastructure. It is time to look at standards and indicators to do with individual leaders, managers and staff communications.

First though we will hear communication diverse service users talk about what they would like individual staff to do.

Slide 21 – Service users 'perspective

Alan

Understand there are more ways to communicate than talking.

Go to any training that is available to them regarding the ways people communicate.

Give people as much time as they need to be able to say what they want.

Services should ask how that person prefers to communicate, then give the person enough time to be able to answer any questions or say what they are trying to say.

Emma

And sometimes it's as simple as just asking.

Just ask what if there's anything that could make life easier upon attending a, for example, an appointment.

Is there anything you could do to make sure that it's going to run smooth?

And people tell you like you know if, if they've got a challenge in life and there's gonna be things that, that make life easier they'll tell you.

And if you think that they're not telling you, offer them what you can do.

And and I think that that would be helpful.

Elliott

Organisation, organisations can offer good inclusive communication by listening to my needs as an individual.

Lisa

What makes it good for me directly is when people listen and understand the complexity of in what way I find communication difficult. Because it's not always immediate. Because I come across as quite articulate but actually internally that's where you might see the subtle signs.

Large print will help the visual impairment communication barrier for me, but it won't help the dyslexic barrier. So, when people listen, understand, and then actually think carefully and put it into practice to what they can offer you and they're able and happy to tweak their service that's going to work for me then that's what's good communication.

Sarah

So, if it was the first time I've ever met a member of staff and it's a one to one, I'd ideally want, if I'm totally honest, a picture of them before I meet them. Seeing what the person looks like is a massive help.

Knowing what the area is going to look like as well. Knowing what the rules are and what you know, and you're allowed to do or not allowed to do is a major major bonus as well. Knowing if it's worth turning up early to an appointment. But it's also being able to feel comfortable that I know I found the right place.

That you know even have a picture of the reception desk or the reception member as well who might be there. And if you don't know who it's going to be having pictures of the team.

And I think sending the information by email or by post is massively important as well.

You know, don't phone me two days before my appointment and say hi, I'm so and so. I just wanted to phone you and check in and let you know this is happening, you'll meet me and da da da da. No thank you. Cause that's just going to make me panic even more because it's a phone call I have to answer and try and remember everything you told me.

Send me an email. That's so much easier or text me.

The world of text is amazing and for some reason we ignore it, but it works as well because it's just as quick and especially if you're phoning from a work mobile phone.

Slide 22 - Standard 6: Recognise every community includes people with diverse communication needs and preferences

Standard 6 encourages staff to recognise that every group and community includes people with diverse communication needs and preferences.

As a member of staff, at any level in the organisation, to indicate you meet this standard -

- You demonstrate a positive attitude to communication diversity.
- You know your organisation's inclusive communication policy.
- You do basic inclusive communication training.
- You use the guidance and practical resources your organisation provides.
- And you challenge discrimination and negative beliefs towards people who need or prefer to communicate in different ways.

Slide 23 – Standard 7: Find out about communication needs and preferences

Standard 7 encourages staff to find out about people's communication needs and preferences.

As a staff member -

- You read the information about the communication needs and preferences of the community you work for. This information may be set out in a communication profile.
- You tell people about the different ways, support, channels, times, and places they can use to communicate with your service.
- You ask clients about the ways, channels, and situations they need or prefer to use to communicate.
- And you access permitted information about clients' communication needs and preferences, before interacting with them.

Slide 24 – Standard 8: Act on needs and preferences

Standard 8 is about acting on people's communication needs and preferences. To implement good practice, staff actively adapt their communication.

Indicators are -

1. You speak in a communication inclusive way when you talk on the phone or in person. You write in a communication inclusive way in letters, reports and emails.
2. You enable people to communicate in the ways they prefer.
For example, you use pictures and gestures to help people understand you. And you help people access support services like BSL interpreting.
3. You enable people to communicate on the channels they prefer.
For example, you give people a choice of communicating with you in person, on the phone, by text or by email.
4. You enable people to communicate at times they prefer and at their own pace. And you provide inclusive information before, during and after meetings.

5. You enable people to communicate in places that meet their physical and communication needs. For example, places with working hearing loops and quiet spaces to interact.

6. Finally, you look out for and adapt your communication to solve communication breakdowns.

Slide 25 – Standard 9: Check and improve your communication

Standard 9 is about checking and improving your communication.

As in other areas of professional practice, staff work to continuously improve their inclusive communication good practice. Indicators are -

1. You regularly ask service users for feedback on their communication experience while using your service. You improve your communication if people ask you to.

2. You assess your practice as part of your personal development. You are likely to have both strengths and areas for development. And you include an inclusive communication objective in your personal development plan.

3. Finally, you involve people who communicate in different ways in service evaluations. And you support improvements across your organisation.

Slide 26 – And more ...

An “Inclusive Communication Good Practice Standards and Indicators” document accompanies this presentation. It provides more detail on all standards and indicators. It also includes -

- Information about inclusive communication in children and young people’s services.

- Information about how these standards were developed.
- And notes on terminology and glossary of terms.

Slide 27 - Actions

You have now reached the end of module 3. Well done. You are well on your way to inclusive communication good practice.

Here are the actions to take next.

1. Read the “Inclusive Communication Good Practice Standards and Indicators” document that goes with this module. Discuss the standards with your colleagues. You may want to talk about -

- Your views and thoughts on the standards.
- Their relevance to your work.
- And which are priority to implement.

Decide with colleagues, and on your own, how you can implement these standards.

2. If you are a leader or manager - move on to Module 4 for a step-by-step guide setting out how organisations can achieve inclusive communication good practice.

3. If you are a member of staff - move on to Module 5 for a step-by-step guide setting out how individual staff can implement inclusive communication good practice.

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