PLACE STANDARD INCLUSIVE COMMUNICATION TOOLKIT

A guide with practical tools to help you include more people in your Place Standard activity

Toolkit Contents

SECTION 1: ABOUT THE TOOLKIT

Who is it for

Everyone who is involved in planning and running any version of the Place Standard tool with **any** group of people or community.

✳ **PRACTICAL RESOURCE 1: Place Standard Inclusive Communication Toolkit: The Film**

What is it

The Toolkit offers:

◗ a step-by-step guide to providing a face-to-face communication inclusive Place Standard experience

◗ practical resources

You should use the Toolkit alongside the information and guidance for any version of the Place Standard you are using.

Why and how it was developed

Reviews of the Place Standard showed the process is not always easy for everyone to take part in. For example, people who can't understand complicated language, or can't read, speak, or write.

The Toolkit was developed between March 2022 and July 2022 by the Communication Inclusion People Community Interest Company[1]. It was co-produced with people who communicate differently, carers, experienced Place Standard facilitators and a Project Advisory Group. The Project Advisory Group included members of the Place Standard National Implementation Group and experts from the Glasgow Disability Alliance, University of Stirling and the Royal College of Speech and Language Therapists. It was reviewed and tested by facilitators in June 2022.

Public Health Scotland commissioned the Toolkit.

[1] **Communication Inclusion People**

SECTION 2: INCLUSIVE COMMUNICATION

What is it

Inclusive communication includes as many people as possible in any communication and through any channel – in person, on the phone, online or on paper.

Ways of communicating

Communication is a two-way process.

People use lots of different ways to understand information and to express themselves. The chart below shows all these ways. This chart is available to print off at **CIP_Communication_Response_guide_01-1. pdf (communicationinclusionpeople.com)** The content of the chart can also be opened as a word document if you prefer at **infographicworddocF.docx (live.com)**

The different ways people use to communicate include things you can hear (sounds), see (imagery) and touch (tactile). Smell (scents) and taste (flavours) are also ways of understanding and expressing but are not in the chart.

The chart also shows which ways are hardest and which ways are easiest. Speech, reading, and writing are the hardest ways of communicating. But public services use these most often.

Eye contact, facial expression and touch are easiest for most people. However, some people, including some autistic people, may find them difficult.

Ways people understand and express themselves and ways organisations should respond
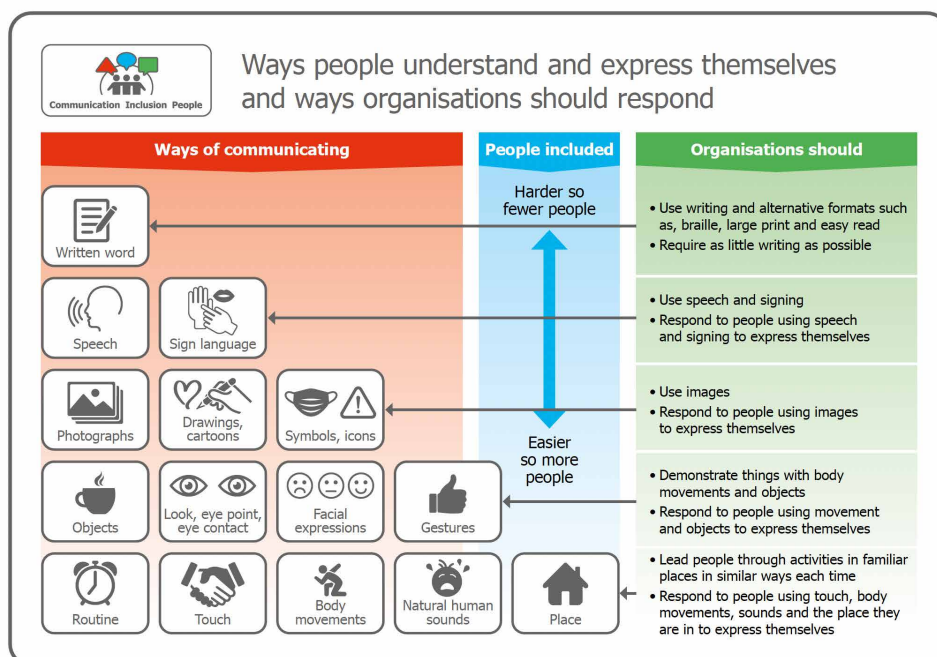
Inclusive communication makes it possible for people to choose and use a range of ways to understand and express themselves. They can choose to use the ways which work best for them. As a result, individuals are included not excluded.

It reduces the chance of people experiencing communication disadvantage because others do not recognise that they can't easily read, write, or speak for example.

Examples of inclusive communication:

◗ Adding **meaningful** photographs or symbols to written information around the 14 themes will help some people who don't read to understand what the writing is about. They can use the symbols or photographs to point out what is most important to them.

◗ Talking about a place while you are in that place helps people understand what you are saying. They can use body language and gesture to show what interests them.

Communication Channels

There are 4 channels of communication:

in person	**online**	**on the phone**	**on paper**

Each channel allows people to use different ways of communicating. Therefore, some channels are good for some people but not for everyone. Offering a choice of channels will reach more people.

For example:

◗ Asking people to phone for more information is good for those who prefer speaking. But it is not good if you don't speak but express yourself through writing or symbols.

◗ Printed posters are good if you can see and can read but are not good if you only understand spoken information.

◗ Some channels only work if you have and can use a mobile phone or a computer. Anyone without this equipment or skill is excluded when these are the only channels of communication on offer.

Inclusive communication principles

Putting inclusive communication into practice involves doing four things:

1 Recognising and respecting that every community includes people who communicate in different ways.

2 Finding out how people prefer to communicate.
What is it that makes it easier for them to understand or express themselves?
You can ask people this question when they are booking in advance for a session.
Or at the beginning of any interaction.

3 Acting on what you know or learn about people's preferences by communicating and engaging in the way people have asked you to.

4 After a session, ask people how easy it was to communicate with you and to join in. Apply learning to future sessions.

Who needs inclusive communication

◗ Everyone can experience communication difficulties at some time because they are tired, stressed, nervous or anxious.

◗ Some people may not be able to access or use a phone, a computer or get to and / or into a building.

◗ People may communicate differently because they use British Sign Language (BSL), another minority language or use a communication aid.

◗ People may have literacy difficulties because life experience and circumstances have got in the way of learning.

◗ People are more likely to experience communication disadvantage if they are:
  - ► young offenders
  - ► care experienced
  - ► living in poverty
  - ► gypsy travellers
  - ► young people not in employment, education, or training

◗ Individuals may have difficulty understanding, speaking, or interacting with others because of a disability, for example a learning disability, a stroke, dementia, Parkinson's disease or they are an autistic person.

◗ People may have a sight or hearing loss.

◗ Mental illness can impact on how someone communicates. Communication disadvantage can have a negative impact on mental health.

Communication difficulties can often be hidden. It is easy to make the wrong assumption about someone's behaviour. It could be because they are at a communication disadvantage.

For example:

1 Someone doesn't come to an open Place Standard session.

Are they uninterested or it could be that they;

◗ didn't understand the advertising

◗ didn't know what to expect

◗ were unsure what communication support was available

2 Someone doesn't say anything in a discussion and is looking out the window.

Do they not have an opinion or could it be they;

◗ didn't understand the question

◗ were distracted by external noise

◗ were tired, or not a fluent speaker

Why is inclusive communication important to individuals and communities

◗ It ensures people enjoy the basic human rights of freedom of opinion and expression.

◗ It saves people time by removing difficulties they can have with understanding or expressing themselves.

◗ Individuals have a more positive, equal experience.

◗ It feels fairer and shows that the activity is for everyone.

◗ Community developments reflect the views of a wider population.

◗ If you use inclusive communication and show it is effective, it becomes part of the culture.

Why inclusive communication is important to the Place Standard process

More inclusive conversations

The Place Standard aims to support conversations. Inclusive communication helps include more people in these conversations. People often described as "seldom heard" have a chance to have their views heard and included.

More person centred, kinder and fairer

Sessions are responsive to the needs of individuals. People are empowered and feel listened-to and that their views matter.

More diverse, representative views

A person who communicates differently may have a different life experience. They may see their place and their community differently on the 14 Place Standard themes.

Four Toolkit Co-producers who have personal experience of communication disadvantage agreed that all 14 themes of community are different for them and others because they communicate differently.

Inclusive communication makes it more likely you will hear these diverse views.

More efficient

It is more effective and so more efficient. Getting accurate information saves time and money.

It is in line with national standards

It supports the implementation of the **National Standards for Community Engagement** , Community Learning and Development principles (see **Community Learning and Development Standards Council Scotland**) and co-production good practice.

SECTION 3: STEP-BY-STEP GUIDE

This guide takes you through each step of planning and running a Place Standard session. It builds on your skills in community engagement and development. It gives you tools at each step to help you be more communication inclusive.

The first time you organise a communication inclusive event you may need to build in extra time for planning, running, and reporting on your event.

A: BEFORE YOUR PLACE STANDARD SESSION

STEP 1: Communication profile of the target audience

Every community includes people who experience communication disadvantage or communicate differently. Also, most people will experience short term difficulties at some point because of tiredness, stress, or illness.

However, some population groups are more likely to experience communication disadvantage than others. See section above on page 6, "Who needs inclusive communication". Research their prevalence in your target community.

STEP 2: Plan the session format

National Standards of Community Engagement puts a lot of importance on proper planning for engagement.

Place Standard activity is often planned with members of the local community. Involve groups run by and representing people who communicate differently at this early stage. They will be able to offer expert advice on what will or won't work.

The format of session you choose to run will impact on how communication inclusive it is. Here are some general factors to consider when deciding what to do.

Group size

Groups work for some people but not everyone. Some people prefer and can communicate best in one-to-one interactions. Generally, the larger the group the less communication inclusive it becomes.

A marketplace approach with lots of different tables and people moving around is the least communication inclusive approach. There are challenges with noise and distraction, with sometimes few places to sit or a table to write at.

You can improve the experience of large groups and marketplace approaches by offering to book people into small group sessions and / or one to one conversations in a quiet space through the day.

Location

Venues that people are familiar with are generally more inclusive than unfamiliar places. Going to where people are already is also good practice. For example, running a Place Standard workshop in school during term time to involve children.

If a venue is unfamiliar to someone the following will reduce their anxiety:

◗ clear but detailed information about how to get there

◗ details about what to expect

◗ clear signage outside and inside the venue

◗ someone to greet people at the door on arrival

"Walk about" sessions where you talk about each theme while experiencing a place can be good for some people. For others however it can be hard to hear, concentrate and express themselves clearly or write things down as they move around a real community. There may also be difficulties due to fatigue or physical accessibility.

Timing

People who communicate differently may need more time to join in. So build in extra time. Communicating takes energy particularly if it involves a lot of effort. So, people can tire before you have got through all the themes. Take regular short breaks during a session even if time is short.

You may also:

◗ Cluster the themes and reduce the number of prompt questions to be considered for each theme. See Step 13, page 22, on clustering themes and use of prompt questions.

◗ Break your consultation into a series of short sessions rather than one long one.

Participation by parents, people who care for someone, and individuals who rely on supporters / personal assistants or advocates may depend upon:

◗ getting enough notice to be able to plan care and transport around an event

◗ the time in the school year

◗ the day of the week and time of day

Providing refreshments at the start of the session or at break times gives people time to settle in and get ready to listen and interact.

STEP 3: Budget for communication inclusion

There may be additional costs to think about from the beginning to add to your regular event budget.

For example costs associated with:

◗ extra time for initial engagement with new community groups

◗ running more than one group session to cover all the material

◗ breaking into small groups with one facilitator per group

◗ offering 1:1 or 1:2 supported sessions as an option

◗ Specialist communication support. For example, a British Sign Language (BSL) interpreter, or an electronic notetaker who will produce notes during a session when someone is lipreading or watching a sign language interpreter. Or a graphic recorder to record discussion visually.

◗ personal supporters' costs to accompany participants

◗ staff / volunteer costs to support individuals to participate and take notes or help with childcare

◗ production of resources such as photographs of the place under discussion

◗ offering a choice of channels to obtain further information for example online plus telephone

STEP 4: Prepare all communication partners

A communication partner is anyone that participants in a Place Standard session will have contact with before, during or after the event.

All these "communication partners" play a role in making an event communication inclusive.

◗ Session organisers

◗ People giving further information about the session on the phone, online, by post or by email

◗ Facilitators

◗ Venue receptionists, security staff and caterers

◗ Specialist communication supporters such as translators / interpreters

◗ Recorders

◗ Event report writers

It is important that all communication partners have a basic understanding of inclusive communication.

You can help prepare them by sharing the guidance below with them and asking them to apply the actions listed.

People who communicate differently may have personal experiences which are upsetting to share in a group of unfamiliar people. For example feeling excluded because local services aren't accessible or being insulted on public transport. Think about how you will deal with this if the situation arises.

✳ **PRACTICAL RESOURCE 2: Step-by-step communication inclusive writing guidance**

✳ **PRACTICAL RESOURCE 3: Step-by-step communication inclusive speaking guidance**

STEP 5: Book a venue which supports inclusive communication

What to look for when choosing a venue for a face-to-face session

It should be:

◗ easy to get to and find. It is helpful if people are familiar with the venue already, or they are going there anyway which means no extra travel

◗ physically accessible with disabled parking

◗ quiet so people can hear and concentrate

◗ warm and comfortable

◗ set up with toys for children coming along with their parents or carers

◗ well-lit with good acoustics so people can see and hear

◗ set up so people can see each other's faces, with tables if people are going to have to write

It should have:

◗ a hearing loop that works

◗ a quiet space to relax separately if a long session

◗ a space for childcare if you want to attract young families

Accessible venue information

This information may be available from:

◗ local disability organisations

◗ local Access Panels (See https://accesspanel.scot/)

◗ Euan's Guide – Disabled Access Reviews (euansguide.com)

◗ VisitScotland – Scotland's National Tourist Organisation

STEP 6: Advertise your event

To encourage people to come along you should let people know clearly:

◗ what you are doing, when and where

◗ who the target audience is

◗ what people will get out of coming along

◗ communication and other supports available to make it easy for them to come along and join in

◗ the building's location and facilities including parking and childcare

◗ if it is free to attend or not

◗ how to get more information

◗ how to tell you they want to come and what support they may need

The extent of your advertising will depend on the size of your event and who you want to attend.

a **Use a range of channels**

▸ In print = posters, leaflets, flyers, press articles or advertising

▸ Online written information = emails, website text, social media

▸ Online spoken information = videos

▸ On the phone = ring round local groups

▸ In person face-to-face = meet a local group and word of mouth

▸ On local radio or TV

✱ **PRACTICAL RESOURCE 4: Communication inclusive advertising poster template** Use the template by filling in the details of your event and removing the symbols that don't apply.

✱ **PRACTICAL RESOURCE 2: Step-by-step communication inclusive writing guidance** Use for any written advertising.

✱ **PRACTICAL RESOURCE 3: Step-by-step communication inclusive speaking guidance** Use for any spoken advertising.

b **Target advertising at people who experience communication disadvantage**

Use the following channels to reach people who experience communication disadvantage or who communicate differently.

Communication support services in your area

◗ NHS Speech and Language Therapy services. Contact information is available on local health board websites.

◗ Translation and Interpreting services. Information on services available to the NHS and Public Sector organisations is available at **Interpretation_and_ Translation_Services_2021_-_V3.pdf**

◗ British Sign Language lead in your local authority area.

Your existing community networks

Highlight to them that you are keen to include people who experience communication disadvantage or who communicate differently from the groups listed in Section 2: Inclusive communication who needs it on page 6.

Colleagues in public, private and third sectors who work with people who experience communication disadvantage

◗ Allied Health Professionals in your local NHS Health Board including Speech and Language Therapists and Occupational Therapists and other social prescribers

◗ Mental Health and Learning Disability Teams

◗ Youth and Criminal Justice support services

◗ Advocacy and Addiction services

◗ Community Learning and Development services

◗ Adult Literacy and Community Learning and Development services

National voluntary organisations and disabled people's organisations involving people who experience communication disadvantage

For example:

▶ Alzheimers Scotland: Scotland's dementia charity. **www.alzscot.org**

▶ Disability Equality Scotland: A membership organisation for disabled people and disability groups / organisations. **www.disabilityequality.scot**

▶ Access Panels Network: Access Panels are groups of disabled volunteers who work together to improve physical access and wider social inclusion in their local communities. **https://accesspanel.scot/**

▶ Cerebral Palsy Scotland: Therapy, support and information for people with cerebral palsy and their families. **https://cerebralpalsyscotland.org.uk**

▶ Dyslexia Scotland: A national charity dedicated to enabling people with dyslexia in Scotland to realise their potential. **www.dyslexiascotland.org.uk**

▶ ENABLE Scotland ACE network: ACE stands for Advisory Committee of ENABLE Scotland, and is an Active Community of Empowered People. **www.enable.org.uk/ace-2**

▶ Glasgow Disability Alliance (GDA): Glasgow Disability Alliance is a thriving disabled people led organisation with 5000 members across Greater Glasgow. **www.gda.scot**, email **info@gdaonline.co.uk**

▶ Minority Ethnic Carers of People Project – MECOPP: Actively seeks to challenge and dismantle barriers that deny Black and Minority Ethnic carers access to health, social work and other social care services in Edinburgh, Lothian and further afield. **www.mecopp.org.uk**

▶ Promoting a more inclusive society – PAMIS: Support people with profound and multiple learning disabilities, PMLD – their families, carers and professionals. **www.pamis.org.uk**

▶ Sensory Hub, Health and Social Care Alliance Scotland (the ALLIANCE): The national third sector intermediary for a range of health and social care organisations. **www.alliance-scotland.org.uk**

▶ YouthLink Scotland is the national agency for youth work. They are the membership organisation representing more than 100 youth organisation members across Scotland, both voluntary and statutory. **YouthLink Scotland | The national agency for youth work**

STEP 7: Provide further information

Use a range of channels

Offer a choice of channels for getting more information. For example, online, telephone or by dropping into a centre.

Prepare communication partners

People dealing with enquiries should know how to respond in a communication inclusive way. See Step 4 above on page 12.

Give details

To encourage people to take part:

◗ Let them know what will happen at the event and what they will be expected to do.

◗ Give details of the physical and communication accessibility of the venue. If possible, include a photograph of the venue.

◗ Tell people how long the session will be, and when the breaks will be. This is important for people who need to manage fatigue and / or medication.

◗ Let people know if there will be refreshments and when. If you are providing food and drink, you'll need to ask about dietary preferences.

◗ Tell them what communication support is available and if they need to ask for it in advance.

✳ **PRACTICAL RESOURCE 5: Event programme template** Use this template to create an information handout about your event. Fill in the details and remove anything that does not apply to your event.

STEP 8: Book people in and find out about their communication preferences

Anyone taking a booking is a communication partner. So, they should be aware of how to take a booking in a communication inclusive way. See Step 4 on page 6.

Finding out how a person prefers to communicate is a key principle of inclusive communication. They will feel welcomed and valued by you asking them.

The first time an individual gets in touch is the best time to find out about their communication needs and preferences. In addition to asking the individual it may be helpful to work with an individual's supporter or carer to understand better how to support that person.

✱ **PRACTICAL RESOURCE 6: Communication preferences profiling tool**
Use the tool to ask about and record needs and preferences and to plan the communication inclusion supports you will need.

Ask people who are registering if they would like to receive any of the session materials before the event. This gives people the time and information they need to prepare what they would like to say and prepare their communication aid if they are using one.

✱ **PRACTICAL RESOURCE 5: Event programme template** Use this template to create an information handout about your event. Fill in the details and remove anything that does not apply to your event.

STEP 9: Book individual communication support services

Book individual communication support such as an interpreter. There is limited availability of some services. The person requesting the support may have a service they prefer to use.

If it is the first time you have used a specialist service seek the advice of the person requiring the support or the supplier about running a session with them. For example, how to organise seating and the use of audio-visual aids.

Remember that some people may be using their own communication support on the day. For example, recording or voice recognition apps on their phones. Or individuals may like to bring pictures they have taken on their phones to show what they mean.

STEP 10: Prepare inclusive communication materials for the event

The materials you will need depends upon the type of event you are running. You may need:

a **Signs for outside and inside the venue**

Create signs using the words and the visual/s you used in your advertising to put up on the outside and inside the venue. This will help people recognise the building and can reduce people's anxiety and the need to ask for help in unfamiliar buildings.

b **Registration desk materials**

▶ Prepare a registration desk sign with a visual and "Register here".

▶ Provide a participants list.

▶ Create name badges for all communication partners and participants. These should be large badges, use at least font 18 point and have a visually striking text / background colour contrast such as black on white or black on yellow.

Offer to write people's name badges and complete any other paperwork for them on the day, such as signing in or completing expense forms.

c **Introductory slides and speech script**

✱ **PRACTICAL RESOURCE 7: PowerPoint template** Produce a PowerPoint using the template. This suggests what your introductory speech should cover.

Provide some print outs of the PowerPoint in large font for those who might not be able to see a screen from across the room.

d **Material for each theme you plan to talk about**

PowerPoint slides
Create these using

✱ **PRACTICAL RESOURCE 7: PowerPoint template**

✱ **PRACTICAL RESOURCE 8: Photographs for each theme** OR

✱ **PRACTICAL RESOURCE 9: Symbols for each theme and scoring**

Handouts
✱ **PRACTICAL RESOURCE 10: One page / theme handout template**
Adapt handouts for your own use. It is a model handout with space for a photograph or symbol, simple language prompt questions and an easy-to-use scoring scale.

Banners, tabletop posters

Think about developing pop-up banners or smaller tabletop versions for each theme. Create your own using either photographs you have taken of the place to be discussed. Or use the following resource.

✳ PRACTICAL RESOURCE 8: Photographs for each theme

Visual materials to support discussions

Make available photographs, drawings, or symbols of things that you want people to think about. Also, images of things that people might like to see in their area. They help people understand options and make choices.

If you use photographs you have taken yourself and people are in them you will need to get permission to use the photograph from these people. If you use photographs from a professional photographer or a down load from the internet you will need to check copyright restrictions for public use.

Google Street View, OS maps, and simplified maps with key buildings and places will work for some people.

Scoring Scales

Decide on the scoring scale you are going to use to score each theme.

There are several ways you can make it easier for people to give their score.

Numbers are harder to understand and use than symbols. People who experience communication disadvantage find 3- or 5-point scoring scales easier than the Place Standard 7- point scale.

✳ PRACTICAL RESOURCE 10: One page / theme handout template includes a simplified scoring scale.

✳ PRACTICAL RESOURCE 9: Symbols for each theme and scoring provides symbols you can use to create your own score card. For example, something like this.

Poor   **Okay**   **Good**

Alternatively, you can place large icons on a flip chart or on the table and ask people to place an "X", their name, or a colour dot where they want to.

Pens and paper

Always have pens and paper handy. It can be helpful to write key words down, or draw a picture, to help people focus and understand what you are saying. People can also use them to write or draw what they want to get across.

STEP 11: Prepare communication partners involved in the session to act on participant's communication preferences

Share information

Share the information you have gathered about how people like to communicate with everyone involved in running the session. This includes reception staff, facilitators, note takers, and volunteers. See Steps 1 and / or 8 on pages 9 and 18.

Plan

Plan how you will respond to these preferences. Look at the chart, "Ways people understand and express themselves and ways organisations should respond", on page 4 for ideas.

◗ If someone has said they find it easier to understand with photographs, take photographs of your area to use as visual aids. Or encourage people to take them themselves and bring along. If you are doing a "walkabout" encourage people to take photos to show later.

◗ If someone has said they prefer to talk then video record the session or use a note taker rather than asking people to write things down.

Be flexible

Prepare to be flexible and ready to adapt.

You will have a detailed plan for the session. But you will need to change the plan if someone doesn't understand what you are saying, or you don't understand what they are saying.

B: ON THE DAY AND DURING YOUR SESSION

STEP 12: Prepare the venue

◗ Put up signs outside and inside.

◗ Set up the reception area.

◗ Set up the seating and tables if you are using them. Remember to create space for personal support assistants and wheelchair users. Also allocate positions where signers and interpreters can be seen by participants and see and hear speakers.

◗ Check the hearing loop is working.

STEP 13: Run the workshop

Settling in

Wait for people to be seated and ready to look, listen and pay attention to you. It might take people who use communication aids extra time to set up.

Introduce the day

✱ **PRACTICAL RESOURCE 7: PowerPoint template** covers all these points.

1. Welcome

2. Introduce yourself and the event support staff. Have pictures up with your names.

3. You may want to ask participants to introduce themselves. Be aware this can be hard for people who have communication disabilities and / or who are nervous about speaking in a large group. Have prepared name badges as well. Someone who is anxious at the beginning of a session will not remember names even if people introduce themselves. Perhaps suggest they bring a significant picture or an object from the place you are to discuss with them. This could be part of an ice-breaker.

4. Aim of the event

5. Plan for the event including what participants will be asked to do and break times.

6. Housekeeping – toilets, fire alarms and exits

7 Ground rules

It may sound formal however ground rules can help everyone join in. They include, for example:

- ▶ Be kind
- ▶ Communicate in our own way – speak, write, draw, use communication aids, signing …
- ▶ Say what we think
- ▶ Listen to each other
- ▶ Take turns
- ▶ Agree it's okay for people to have different views

8 Check if there are any questions before moving on

Go through the selected themes

1 Think about clustering the 14 themes

This will help people see the key issues and to reduce duplication and effort. Some Place Standard facilitators have clustered themes. For example:

Cluster 1
Getting from place to place

- ▶ Moving around
- ▶ Public transport
- ▶ Traffic and parking

Cluster 2
Spaces and places

- ▶ Streets and spaces
- ▶ Natural space
- ▶ Play and recreation

Cluster 3
Community and services

- ▶ Facilities and services
- ▶ Work and local economy
- ▶ Housing and community
- ▶ Social interaction

Cluster 4

Identity and belonging

- ▶ Identity and belonging
- ▶ Feeling safe
- ▶ Care and maintenance
- ▶ Influence and sense of control

2 Structure your conversation about each theme or cluster

Use the following structure and an unrushed pace. This will help people focus, reduce distractions, give people time to understand what you are saying, think and then respond.

- ▶ **Say what each theme means**

Use everyday language in short simple sentences.

Use visual aids such a slide, video, photograph, handout, pop-up banner etc.

✱ See **PRACTICAL RESOURCE 8: Photographs for each theme** and

✱ **PRACTICAL RESOURCE 9: Symbols for each theme and scoring** and

✱ **PRACTICAL RESOURCE 10: One page / theme handout template**

- ▶ **Pause**

Silence can feel uncomfortable however it gives people a chance to take on board what you have said. People will get used to the rhythm and pace of the session and feel reassured they are not going to be rushed.

- ▶ **Ask the main question and give some examples of the sorts of things you are wanting people to think about.**

Avoid asking a stream of questions.

The wording in the handout templates provide examples of simple language prompts.

- ▶ **Pause**

- ▶ **Ask people to score the theme**

✱ See Step 10 on page 19 and **PRACTICAL RESOURCE 9: Symbols for each theme and scoring**

- ▶ **Pause**

3 Ask people to say what they like and don't like.

For an inclusive discussion:

Remind people about the ground rules

Look, listen out for and interpret people expressing themselves in lots of different ways including facial expression, gesture, body language, simple sounds, photographs or images on their phones, drawing.

Provide participants with a variety of ways to express themselves.

For example:

▶ Photographs to select or point to

▶ Symbols to select or point to

▶ Pen and paper, flipchart or "post it" notes to write or draw on

▶ Space on handouts to write or draw in

▶ Buttons to use for "voting" are affordable and a fun way to help someone participate with yes / no questions.

For people who use British Sign Language ask the individual or the interpreter, for guidance on how you should work with the interpreter.

If the structure breaks down …
Place Standard sessions cover a lot of topics. There is a high chance of distractions and sudden changes of topic. All these things can confuse people and discourage them from joining in.

To help stay focused on a topic / theme:

▶ Remind people of the topic using the visual prompts.

▶ Give one clear instruction at a time which requires people to do one thing at a time. For example, write or listen but not both at the same time.

▶ Direct questions to people by name or by looking at them in turn.

▶ If you don't understand what someone has said ask them to repeat it or summarise what they have said to check you have understood them correctly.

▶ Summarise regularly to focus attention.

4 You may want to ask people to score again after the discussion.

STEP 14: Record all views

Views are recorded in two ways.

1 Place Standard scoring wheel

The Place Standard scoring wheel is a useful tool for collating scores. It gives a visual image which some people find useful. It can be difficult for some people to understand and use. This can distract them from thinking about the theme. It can reduce their confidence to give their opinion.

▶ Consider collating scores after the session rather than during it or

▶ Have support staff available to help participants to complete the wheel.

✳ See **PRACTICAL RESOURCE 9: Symbols for each theme and scoring**

2 Individual stories

Use a range of ways of recording what people say.

For example:

▶ Have note takers.

▶ Use video or audio recording. You will have to consider consent issues here.

▶ Have pen and paper, flipchart or "post it" notes to write or draw on.

▶ Offer people extra time and / or support to write things down.

▶ Give people a chance to say something after the group has finished. They may feel more confident.

▶ Give people an opportunity to take away information and come back with more detail.

STEP 15: Tell people what's going to happen next

This supports the **National Standards for Community Engagement** in particular Inclusion, Communication and Impact.

◗ Report back through the communication channel people have told you they prefer at Step 8 "Booking people in", on page 18 OR

◗ Offer a choice of channels and find out before participants leave the session how they would prefer to hear what happens.

STEP 16: Evaluate your session

Include questions about inclusive communication in your evaluation.

For example:

1 How easy was it to understand the information before and during the session?

2 What would make it easier to understand?

3 How easy was it to join in during the session?

4 What would have made it easier?

Offer participants a choice of methods for giving the feedback.

❋ ❯ **PRACTICAL RESOURCE 9: Symbols for each theme and scoring**
Use one of the visual rating scales in this resource.

❯ Have an open conversation about the evaluation questions.

❯ Ask people to fill in a form on their own or with support.

C: AFTER YOUR PLACE STANDARD SESSION

STEP 17: Report back to participants

❋ **PRACTICAL RESOURCE 2: Step-by-Step communication inclusive writing guidance** Use this to produce a report.

Report back using the communication channel people have told you they prefer at Step 8: "Booking people in", on page 18 or Step 15: "Tell people what's going to happen next", on page 26.

STEP 18: Share learning with colleagues

Share what went well and what didn't go well with colleagues for future Place Standard events so they can be even more communication inclusive.

SECTION 4: PRACTICAL RESOURCES

All the resources below are available to download and adapt to your needs on the ourplace.scot website.

PRACTICAL RESOURCE 1: Place Standard Inclusive Communication Toolkit Video

PRACTICAL RESOURCE 2: Step-by-step communication inclusive writing guidance

PRACTICAL RESOURCE 3: Step-by-step communication inclusive speaking guidance

PRACTICAL RESOURCE 4: Communication inclusive advertising poster template

PRACTICAL RESOURCE 5: Event programme template

PRACTICAL RESOURCE 6: Communication preferences profiling tool

PRACTICAL RESOURCE 7: PowerPoint template

PRACTICAL RESOURCE 8: Photographs for each theme

PRACTICAL RESOURCE 9: Symbols for each theme and scoring

PRACTICAL RESOURCE 10: One page / theme handout template