



HELPING PEOPLE MAKE A TRAINING VIDEO FOR THEIR SUPPORT WORKERS

A **GUIDE** FOR DISABILITY SECTOR
PROFESSIONALS TO SUPPORT
PEOPLE WITH DISABILITY



SUMMER
FOUNDATION

ABOUT THIS GUIDE

This guide is for disability support worker organisations, allied health professionals, case managers and support coordinators who are supporting people with disability to make training videos for their support workers.

It will outline the step-by-step process to assist a person to plan and make their own training video.

Person with disability



INCLUDING

Family and friends



They will need:



How-to video



Making a Training Video
(Workbook)



Your Video Plan

Disability Sector Professional



You will need:



How-to video



Helping People Make a Training Video
(Guide)

The guide you are reading



To support the person to use their resources



What resources are there to help make the video?

There are 5 more resources to help a person make their training video. Some of these are for the person themselves and some are for other people or organisations.

These resources are:

1. Making a Training Video for your Support Worker - Workbook

The workbook has been designed as a stand-alone resource to show the steps in making a training video. It includes the form called Your Video Plan. It was written for people with disability, their families and friends. It uses plain language and a simple step-by-step process. If more information and support is needed, anyone can refer to the guide.

We suggest you also watch the how-to video to really understand how to make a video.

summerfoundation.org.au/training-video-workbook

2. Your Video Plan

Your Video Plan is a form designed to be used with the workbook and guide. It brings together all of the person's ideas and plan for their video. We think you can't make a video without it! It was written for people with disability to use or be supported to use.

summerfoundation.org.au/your-video-plan

3. How-to video

The how-to video is designed to be used with the workbook and the guide. It is easy to watch and shows you the steps to make a training video. It was made for people with disability, their families and friends, support workers, therapists, case managers and support coordinators, or anyone supporting a person to make a training video.

summerfoundation.org.au/how-to-video

4. Supporting the Person's Thinking and Communication

This document gives some practical examples of ways a person may need to be supported with their thinking or communication.

summerfoundation.org.au/supporting-the-person's-thinking-and-communication

5. Business Report

The Business Report is designed to focus on the sustainability, replication and scale up of the participant led videos. It was written for disability organisations across Australia and estimates the average cost of the resources and support needed to produce a participant led training video.

summerfoundation.org.au/training-video-business-report

BEFORE YOU START

IMPORTANT: Before you support someone to make a video:

 **READ** this guide all the way to the end

 **READ** 'Supporting the Person's Thinking and Communication'

 **UNDERSTAND** how to use the 'Making a Training Video' workbook and 'Your Video Plan' form

 **WATCH** all the episodes of the 'how-to' video here:
www.summerfoundation.org.au/how-to-video

This guide is in 5 steps:

Step 1 - Supporting the person to do goal setting

Step 2 - Supporting the person to write their script

Step 3 - Working together to plan the visuals

Step 4 - Assisting to do the recording

Step 5 - Supporting the person to put the video together

Why make training videos?

People with disability should have choice and control when it comes to selecting and training their support workers. Sometimes this does not happen and we want to help solve this problem. The Summer Foundation worked closely with people with disability to learn what they wanted to tell their support workers about:

- What a support worker should **know about them**
- How a support worker can support them to **do something**
- How a support worker should **act with them**

Training videos are one way to tell support workers this information. Making a video is new for many people. We created a step-by-step guide to show how to do this.

For a person with disability, the right support can make the difference between a good day and a bad day. People with disability are experts about themselves. They know what they like and what they do not like. They know who they are and what they want in a support worker. Often, this information is given to new support workers through another source, with little input from the person. Video making is a great way for people to educate their support workers themselves. They can decide what is important to tell support workers and can use their own words. Videos can be made ahead of time, which is helpful if a person is not able to say what they need during an activity.

“ THANK YOU ALL FOR DOING THIS FOR ME. THIS IS THE GREATEST GIFT ANYONE HAS EVER GIVEN ME.”

Richard's comment after he saw his training video for the first time

What can someone make a video about?

A person should be able to make a video about whatever they think is important for their support workers to know. The information in a video should be what the person themselves wants to prioritise. It should be in the person's own words if possible. As we said above, a video can be about:

- What a support worker should **know about them**
- How a support worker can support them to **do something**
- How a support worker should **act with them**

What does a training video look like?

People have told us it's sometimes hard to imagine what these types of training videos actually look like. It's really great to see one before you start. You can see example training videos here: summerfoundation.org.au/example-training-videos

Who can make their own training video?

Any person with a disability can make a training video. People will require various levels of support. This guide was created with people in mind who need a greater level of support. Other people will be able to make their video without assistance by following the workbook that accompanies this guide.

What support might be needed for someone to make the video?

There are many reasons a person may need support to make their video. These may be that the person has challenges with:

- Physically operating a smartphone or tablet
- Speaking clearly
- Reading or writing
- Understanding the process
- Memory and self-awareness
- Thinking clearly about their support needs
- Keeping on track with a task

A support person could be:

- Family
- A friend
- A therapist
- Someone from the support agency
- A support coordinator
- A case manager

Choosing the right support person is very important. The person with disability should choose the support person themselves. Go to page 3 of the workbook to see how someone can best choose an appropriate support person. Even if they are not able to fully participate in this activity, you should still use the questions listed in the workbook to make the choice with them.

Who else should be involved in making the video?

Always consult the relevant members of a person's support team when planning a video with someone. Sometimes a person's support workers will require specialist information to be trained effectively and to ensure the person's safety. Examples of when this is needed include:

- A physiotherapist's input into manual handling, exercise programs or other physical activities
- A speech pathologist's input into how to support a person with their eating/drinking, communication or thinking skills
- An occupational therapist's input into supports for activities of daily living, like showering, dressing, shopping or cooking
- A psychologist's input into supporting a person regarding their mood or behaviour
- A dietitian's input into supporting a person with their nutrition and hydration
- A doctor's input into anything regarding medication management or other healthcare issues

What is the process of making a training video?



There are the 5 steps to make a video as described in the diagram above. We think one video can be made in 5 hours. This can be done in one day but often will be made over many days.

Each training video should be about 10 minutes long. A person will often want to make more than one video.

How much will it cost for someone to make their video?

The cost of making a video will vary depending on what type of video the person wants to make and who is needed to help inform or make the video.

To make a video the person will need to own or have access to a camera, smartphone or tablet. No professional filming or camera equipment is needed.

Some videos can be produced with \$0 staff cost where a person with disability and their family or other informal supports can follow the workbook, develop and make the video without needing paid staff to support the content or filming.

For some people, making the video will have some staff cost attached. This may be where a person or their family or other informal supports need more assistance to develop and plan or film the video, or they may seek professional advice or input about the content of their video from a paid disability support worker or allied health clinician.

The Business Report gives a breakdown of how videos can be developed and their estimated costs: summerfoundation.org.au/training-video-business-report

Who does the video belong to?

The person with disability is the owner of the video. Information on the video is confidential. The person's permission must be given for:

- Access to the video by another person or organisation
- The video to be shown for training or any other purpose
- Any updates or changes to be made to the video

How can I support the person and set up their environment for a successful video?

There are a few factors to consider so that you can support someone to make a really great video. To help plan for these, we have made a list of things to think about.

Person related factors

Think about what factors will help the person to participate in the conversation.

Make sure the person is:

- Wearing any hearing aids or glasses they need
- Has any communication aids they use
- Working at a time of day when they are not tired.
Take breaks before they get too tired.
- Calm and comfortable

Read **Supporting the Person's Thinking and Communication** before you begin supporting someone to make their video. This will help you plan ways to support the person well through the steps of making their video.

Environmental factors

Control the physical environment as much as possible. People can work on their videos better when the space they are working in is quiet and free of distractions. Some ideas are:

- Organise the place where you are working to be free from interruptions (e.g. phone calls, visitors)
- Turn off phones, music or TV
- Make sure the temperature is comfortable

STEP 1: SUPPORTING THE PERSON TO DO GOAL SETTING: YOUR GOAL



In **Step 1: Your Goal**, your role is to support the person to do goal setting. This means finding the person's 'voice'.



When you see this icon, ask good questions and make well-informed comments. You can use the example questions in the boxes.

What is important to you?

What do you want to do in your life?

What would make today a really great day?



To support the person to do **Step 1: Your Goal** you will need to use:

- Workbook
- Your Video Plan
- How-to video

The process of goal setting is used and encouraged by everyone. This is because many people believe that by setting goals we can make sure that:

- The focus of what we are doing is what the person with disability wants and needs
- Everyone knows what everyone is working on
- We can measure if we've achieved something
- Funding is used for supports that are related to what is important to the person setting the goal

Goal setting is really useful, but there is one problem that happens over and over for people with disability - someone asks them on the spot, what are your goals? We wonder...could you answer that question yourself, right now? Most of us would struggle to know what to say! We don't usually think about our lives or ourselves in this very defined way.

This video process is a great opportunity to do **goal setting** with people in a **new, more meaningful way**. You can do this by asking good questions and making well-informed comments that support the person to think about and choose their goals. We will give you examples of how to do this through Your Goal and also through the rest of this guide.

The person's video will be all about these 3 important ideas and they are the basis for all the steps to making a video.

1. What your support worker should know about you
2. How your support worker can support you to do something
3. How your support worker should act with you

You can work through each idea with the person and brainstorm answers, while filling in the workbook on pages 6, 7 and 8. The workbook guides you and the person step by step. This is your chance to really use your skills to let the person speak for themselves and to make their own choices. In this guide, we outline some ideas for what you can actually say to the person while working with them so you're supporting them to have their own voice heard.

1. What your support worker should know about you

What do you really want your support workers to know about you?

Some other people have said they want their support workers to know...

What makes you, you?

If you met someone for the first time, what do you want them to know about you straight away?



2. How your support worker can support you to do something

What's one thing you need or want to do with a support worker there?

Other people have made their videos about going to hydrotherapy or how to help them choose what to wear.

Do you have something like that, that you do?

What are the most important things you want to do in your day?

What's something you want to train your support workers to do better with you?



3. How your support worker should act with you

Think about a great support worker you've had. Can you describe them?

If you imagine yourself shopping, how is the support worker acting?

If I stood at the door and listened, what kind of language would I hear a support worker using when they spoke to you?

If I stood at the door and watched what was happening, what would I see a support worker actually do when they were supporting you?



You have now supported the person with disability to think about what is important to them in their life. They have thought about what they want a support worker to do for them.

Now is the time for the person to choose what they want their video to be about. This is the perfect time to summarise where things are up to, before you move on. Here are some ideas for how to do this.

We've talked a lot about what's important for your support workers to know. You've said....

So let me see if I've got this right, the most important thing you want to show your support workers how to do is...

This is **your video**. This is all about you! So I'd better check that I'm on track. You want your support workers to act like this when they're with you...



Your role now is to give the person the opportunity to choose which is the most important idea to focus on in their video. The choice is out of the 3 ideas they have been working on with you:

1. What your support worker should **know about you**
2. How your support worker can support you to **do something**
3. How your support worker should **act with you**

Encourage the person to go to page 9 in their workbook and circle the idea that is the most important for their video.

You can support them to do this by talking to them about this step in this way:

Which thing that we talked about is the most important to you?

Is this what you want to make your video about?

I know all 3 things are really important to you. But if you had to choose 1 to make your video about, which is it?

What is it about that activity that is so important to you?

Some people have made a video that has all 3 things in it- that's fine!

So you want to make most of the video about cleaning your stoma. Also you'll have a little bit about you at the beginning and a little bit about what you like and don't like support workers to do at the end. Is that what you mean?



You can explain to the person that this important idea will take up the most time on their video.

Now you and the person with disability making their video are ready to move on to

Step 2: Your Words.

STEP 2: SUPPORTING THE PERSON TO WRITE THEIR SCRIPT: YOUR WORDS



The words (or script) are like the skeleton of the video. The script is really important because it ties all the elements of the video, such as the goals and the visual content, together. A skillfully constructed script will greatly enhance the quality of the video.

The best scripts:

- Use the exact language of the person
- Use as few words as possible

Consider this example from a family member, who arrived in Australia from Iran shortly after his brother acquired a disability. English is not his first language, and he has a strong accent. When reading the words below the temptation might be to 'correct' the language. However read the words aloud imagining his Iranian accent. It is far more authentic to use his words.

“ I AM NOT SPECIALIST, BUT I KNOW MY BROTHER. HE IS YOUNG MAN IN AGED CARE. WE HAVE TO MAKE BEST FOR HIM. HE IS YOUNG MAN, AND HE DESERVES YOUNG LIFE. ”

There are many examples of how this will happen in the scripting process. Your role is to capture the language of the person you are supporting, while helping them achieve the most efficient version of what they need to say. You are finding their 'voice'.

Whose words to use

A decision needs to be made about whose words are going to be used in the script. While it is always preferable to use the person's own words, you need to consider if they are able to supply the words. There will be circumstances when this is not possible.

The decision about whose words to use is not an 'either/or' decision. It may be best to combine the words of the person with the words of someone else, or even several others.

When working through this with the person you're supporting, these two principles will be helpful:

- 1) Maximise the person's opportunity to contribute as many of the words as possible for the video
- 2) Make the video authentic – say who has supplied the words; if the words didn't come from the person directly, this should be clearly acknowledged in the video

Below are a range of options for deciding whose words will be used, along with how they can be reflected in the script, and how the authenticity can be reinforced:

WHOSE WORDS	WHAT IS SAID	MAKING IT AUTHENTIC
The person exclusively	"My goal in this video is to..."	<ul style="list-style-type: none"> <input type="checkbox"/> Use first person language <input type="checkbox"/> Person introduces themselves at start of the video <input type="checkbox"/> Person speaks directly to camera at the beginning and subsequent key points of the video <input type="checkbox"/> Person uses own voice for narration (if possible)
Combination of person and someone else	<p>"Margaret is going to talk for me because she understands me"</p> <p>"My name is Margaret, and I've been working with Richard for over 10 years"</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Person uses own voice and words to introduce whoever will contribute most of the words <input type="checkbox"/> When the person does contribute words, these are delivered in first person <input type="checkbox"/> Words of anyone other than person uses second person language <input type="checkbox"/> Refer to the role of whoever else contributes words, and their qualification/connection to the person <input type="checkbox"/> Include words of the person to the maximum extent possible – particularly at the start and end, and/or for poignant moments
Someone other than the person, with content validated by participant (e.g. via yes/no response)	<p>"James' mum Robyn has contributed, and James and I have had a conversation about me providing the content (for this video)"</p> <p>"I always double check what I think I've understood with James to know if I'm right or wrong"</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct mention at the start whose words have been used <input type="checkbox"/> Address how the words have been validated <input type="checkbox"/> Use second person language <input type="checkbox"/> Refer to the role of person(s) contributing the words, and their qualification/connection to the participant

The script structure

This is an outline of the basic structure for the video

Beginning	What your support worker should know about you
Middle	How your support worker can support you to do something
End	How your support worker should act with you

The focus or emphasis of each video will vary from person to person. The area of focus identified as the most important during **Step 1: Your Goal**, should be covered in greatest detail in the script.

Script length

A training video of this nature has a 'captivated audience', so we haven't set a hard and fast guideline for script length, but we would encourage you to consider keeping the videos to 10 minutes or less.

As a general rule, for a 10-minute video like this you'd want to keep the script to around 1,500 words. This assumes a fairly regular paced delivery of the script. You will need to adjust significantly if the person's spoken language is slower. This adjustment could mean:

- Accepting a longer video
- Breaking the content of the video in to two separate videos

It is surprising how much repetition you find when you look critically at a script draft. It's always much easier to edit down someone else's words, so as someone supporting the person with disability, you are well placed to work closely with the person so they can edit their script.

We encourage you to actively support the person to edit their script. It's relatively easy to start with too many words and cut these back.

You'll find you can make suggested edits to tighten up the script without losing the language and meaning.

Drafting the script

Go to the form called **Your Video Plan**. This form will guide the development of the script. Use this form to write the script. It will be easiest to open the form directly on to your laptop and enter the words as the person talks. The editing of the script can also be done directly on to the form. Or you can print the form out and do this activity by hand if the person prefers this way.

It is helpful to ask the person you are supporting to say the same thing more than once; sometimes a second or third try can be shorter or more powerful. By having more than one version, you might be able to edit the words together in a way that gets the message across very clearly without changing the meaning.

For example, here's how we worked with Michael to support him to explain one of the steps to achieving his goal of being safely and well supported to attend hydrotherapy:

PERSON SPEAKING	DIALOGUE DURING SCRIPTING	EXPLANATION
Michael	So for me it's often hard to predict until the morning of the actual going to the pool whether I'm able to do it or not, and that can often be related to how well I'm feeling and also the particular day, what I've done before and stuff. Often I really decide that morning or even sometimes an hour or two before the care worker comes whether I'm actually attending the pool or not.	The words highlighted in yellow are the words that were used in the final, edited chunk of Michael's script.
Support Person	Are there any other factors that determine which pool you're going to choose?	Support person encourages Michael to elaborate - looking for more detail and a greater range of language to work with.
Michael	Sometimes if the day before I've done a lot of activities I might not be able to have the energy to attend hydrotherapy on that day after. And that's often a decision that I make on the day. In the past I've found some support workers can be very aggressive in their approach to insisting on doing it rather than being flexible and looking at other options. And then depending on the weather that will dictate which facility I can go to, if it's 40 degrees, as an example, a lot of the inside pools are too hot to access. And also a lot of the warm water facilities are too warm when the outside temperature's quite hot. Also, some of the swimming facilities that are very close to where I'm living in the aged care facility at the moment aren't accessible or don't suit a wheelchair user particularly well. And the carer may not understand that and perhaps insist on going to the local pool when unfortunately that's not accessible.	Again the words highlighted in yellow were used in the edited version of Michael's script. The words highlighted in green were words that the support person felt could be condensed, but was unable to achieve this with the words Michael supplied.

PERSON SPEAKING	DIALOGUE DURING SCRIPTING	EXPLANATION
Support person	The next step is to tighten that up but we've got to make sure we've covered everything, so let's have a check now at this point.	Support person checks the edited version of Michael's words with him before moving on.
Support person	It's hard for me to predict until the morning if I'm going to be able to go to hydrotherapy or not. It's related to how well I'm feeling. Sometimes if I've done a lot of activities the day before, I might not have the energy for it.... If I'm going ahead with hydro, I tend to decide which swimming facility would be best in the morning. I have local knowledge and the closest facility is not always the most appropriate...some aren't accessible, also the weather can dictate which facility I go to.	<p>The words highlighted in green are the words suggested by the support worker to shorten the words highlighted above in green supplied by Michael.</p> <p>The words in red font are the only words which were not words spoken directly by Michael.</p> <p>The edited version equates to about 40 seconds of spoken script compared to 1 minute and 42 seconds before editing.</p>

To help you support the person well we've thought through the different scenarios that may come up. Here are some ideas for how you might handle various situations.

When you feel there is more detail or content that hasn't been expressed:

Tell me again about...

You mentioned earlier about...

I'd like to hear more about...

I'm really interested in...



When you think adding a feeling or emotion could add depth:

How does it make you feel?

What does it make you think?

I can't imagine how that would feel...

What words would you use to describe...?



When you think a point could be made in a more constructive way:

What words would you use to explain that to a support worker?

That's how it is when it's done badly, tell me about when it's done well...

If I saw this happen, how do you think I'd describe it?

Is there a softer way to say this without losing the meaning?



When you want to check assumptions or conclusions you are making:

How does it make you feel?

I think what you're telling me is....

What I am hearing is that...

Am I right in saying that you think...?



Scripting The Beginning: What your support worker should know about you

Start with **The Beginning** section of the **Your Video Plan** form. Build on the discussion you had during **Step 1: Your Goal** and help the person you're supporting identify up to three things they want their support worker to know about them.

If this is the focus area the person feels most strongly about, there might be one or two additional things they'd like to include here. Don't worry that for a section labeled 'the beginning' it may have a lot of content. The most important thing is to place the most emphasis on the areas of the script that matter most to the person you're working with.

Once you have the person's key points listed in the **Your Video Plan** form, take one of these points and explore it in more detail. You want to find and write down the language the person uses to describe that point. Once you've finished hearing about this point from the person, edit the words the person has said and then check back to make sure the person is happy with the edited version.

Keep going in this way until you have an edited version of each point. Once you've reached this point, read this section of the script aloud to the person you're supporting. This will make sure you pick up on further small changes that need to be made to make the script sound more natural.

Scripting The Middle: How your support worker can support you to do something

Move on to The Middle step of the **Your Video Plan** form. Build on the discussion you had during the **Step 1: Your Goal** and help the person you're supporting choose the most important activity or thing they want to do with a support worker.

Assist the person to think about the way that they like to be supported for this activity, as well as the ways that they don't like to be supported. Help the person talk about the steps a support worker can take to successfully support them to do the activity.

Once you have the person's activity and key steps listed in the **Your Video Plan** form, take one of the steps and explore it in more detail. You want to find and write down the language the person uses to describe that step. Once you've finished hearing about this step from the person, edit the words the person has said and then check back to make sure the person is happy with the edited version.

Continue in this way until you have an edited version of each step. Once you've reached this point, read this section of the script aloud to the person you're supporting. This will make sure you pick up on further small changes that need to be made to make the script sound more natural.

Scripting The End: How the support worker should act with you

Move on to The End section of the **Your Video Plan** form. Build on the discussion you had during the **Step 1: Your Goal** and help the person you're supporting remember the things they said they like their support worker to do and say. Remind them also of what they don't like their support worker to do and say.

Support the person to choose which of these points they'd like to include in their video. Take these points one at a time and explore it in more detail. You want to find and write down the language the person uses to describe these things. Once you've finished hearing about each point from the person, edit the words the person has said and then check back to make sure the person is happy with the edited version.

If this is the focus area the person feels most strongly about, don't worry that for a section labeled 'the end' it may have a lot of content. The most important thing is to place the most emphasis on the areas of the script that are most important to the person you're working with.

Once you've worked through gathering the words and editing each point, read this part of the script aloud to the person you're supporting. This will make sure you pick up on further small changes that need to be made to make the script sound more natural.

STEP 3: WORKING TOGETHER TO PLAN THE VISUALS: PLANNING YOUR VIDEO



Planning the video is sometimes referred to as storyboarding. By the time you and the person with disability making the video reach this step you have already written the script. Storyboarding is about deciding what people will see while they are listening to the script.

So much can be said with pictures, so the more visual content the person can include the better. Pictures can also really help with the meaning of the words.

There are three main options for visual content the person will have easy access to:

- Filmed footage
- Photos
- Person speaking the words to camera

It is ideal to have a mix of these but you should support the person to have a large part of their video as filmed footage, and keep the amount of time on video of a person speaking to camera to a minimum.

Filmed footage

Footage is one of the most powerful ways for the person to get their message across. Filming the footage can be easily done using the camera function on a smartphone or tablet. Filming is most useful when:

- You want to show a sequence of actions, one step after another
- The things you use to achieve the action are as important as the action itself.
For example, a person pointing to a communication book is the action,

but you also want the footage to show what the book looks like, as well as where it is kept, without needing words in the script to say all this detail

- The detail or exact way to do something is difficult to describe in a few words

Photos

Photos can be a very useful part of the person's video. Photos can be easily taken using the camera function on a smartphone or tablet.

Photos are most useful when:

- There is a small detail that needs attention or focus (e.g. the label on a specific folder, correct position of a PEG tube)
- What you want to show might be difficult to film

Person speaking the words to camera

Someone speaking the script directly to camera is how the audio or voice is recorded for the video. In addition to just using the audio, this 'talking head' footage can be used in the person's video.

There will be some times when the person talking to camera is not the person with disability, even when the person making the video was able to contribute the words to build the script. This might be the case when the person's verbal communication is difficult to understand or they are uncomfortable with their voice being recorded. It might also happen when the person doesn't communicate verbally and either doesn't use a text-to-speech device, or they don't want to use their device in the video. While we suggest using the person's natural way of communicating as much as possible, we understand for some people this will be limited, not an option or not their preference. If someone else's voice is being used, it is important for this to be made clear on the video. This can be done simply by saying:

"I am John. Jim has asked me to speak his words on this video."

Talking to camera is most useful when:

- What the person is talking about is too sensitive or private to film or photograph
- What the person is talking about is difficult to capture on film or in a photograph
- Someone is speaking for the first time in the script (e.g. introducing someone)
- A really important or emotional point is being made in the script

Permission to film or take photos of other people or places

When thinking about where or what the person you're supporting might want to film or take photos of, getting permission is very important. As a general rule, the following places need some level of permission before you film or take photos. This might be formal permission with a signed document or informal permission where you just ask and they say it's ok.

CATEGORY	EXAMPLES	TYPE OF CONSENT	WHAT CAN HELP
Public spaces	Parks, streets, beaches	Verbal permission from anyone likely to be identifiable in the filming/photos	<input type="checkbox"/> Choose a location where bystanders will not be identifiable <input type="checkbox"/> If having a closer shot or photo including bystanders is important, ask them first if it's ok to film them or take their photo
Privately owned spaces	Shopping centres, cafes, pools, gyms	Some form of written permission will be required. This may be as informal as an email confirmation and a contact name for the day of filming. In some cases it may be very formal and even prohibitive (e.g. require public liability cover etc)	<input type="checkbox"/> Offer to film/photograph in a way that doesn't identify the location and/or patrons <input type="checkbox"/> Offer to show all photos/footage before leaving <input type="checkbox"/> Offer for a member of staff to be present at the filming/photo session <input type="checkbox"/> Explain the purpose of the photos/filming <input type="checkbox"/> Allow time for consent to be given - make the request well ahead of the planned filming date
Public transport	Stations, trains, buses	Taking photos on public transport (including stations) is illegal	<input type="checkbox"/> Consider taking a photo/filming with a station or a bus/train in the background if transport is important
Shared accommodation	Shared supported accommodation, Residential Aged Care	Requirements will vary - some places will supply informal consent via email with a contact person; other places will require time to formally consider the request. It's likely consent will be given, it's just a question of process and time.	<input type="checkbox"/> Explain the purpose of the photos/filming <input type="checkbox"/> Offer to film/photograph in a way that doesn't identify the location and/or patrons <input type="checkbox"/> Offer for a member of staff (or communications team) to be present at the filming/photo session <input type="checkbox"/> Offer to show all photos/footage before leaving

Other things related to permission that you need to think about:

- Always get at least verbal permission from anyone who will be identifiable in any photo or filming
- Most people will give permission once they know the purpose of the photos and filming, and who will be viewing the finished video
- The permission process can take anything from a few minutes to a couple of weeks, so give people plenty of time to give permission
- Take evidence of permission (copy of email, contact name etc) on the day of photographing/filming

Your Video Plan for what to actually film or take photos of

Support the person to look at the **Your Video Plan** part of the workbook. For each section, The Beginning/The Middle/The End, ask them to look at the Your Words column, row by row, and support the person you're working with to make a decision about whether:

- They want to show the idea of the words by filming an action or thing
- They want to show the idea of the words by taking a photo of something or a range of things
- They want to show the idea of the words by filming themselves or someone else speaking directly to camera

Tick the right box on Your Video Plan according to what the person chooses. For photos or filming, write what will be filmed or photographed.

STEP 4: ASSISTING WITH THE RECORDING: FILMING



All the information needed to support the person you're working with to collect the content for their video is in the Your Video Plan form in the workbook. The column called 'planning your video' is essentially a list of all the filming and photos the person needs to gather for the content of the video.

There is no need for the person to do the filming and take the photos in the order listed in the Your Video Plan form. It's actually best to do this in the most practical order. Support the person to consider everything that needs to be done at various locations, and talk them through the idea of starting with the most significant things, the things that will be the most exhausting or difficult to film or take photos of. Prioritise these things. Watch out for signs of fatigue - it may make most sense to end the filming session and pick it up again another day.

Recording the audio

The words of the script need to be recorded. This is usually a good place to start filming, as it does need focus and concentration.

To record the audio, the person will need:

- A quiet space
- A camera/smartphone/tablet
- A copy of the words (these are in the Your Video Plan form)
- A tripod for the recording device is an inexpensive and very useful tool

You will have decided already whether the person you're working with is using their voice to record the whole script, or parts of the script. The process is the same regardless of who is speaking.

The steps, along with tips for each step, are:

STEP	DETAIL	TIPS FOR THE PERSON PROMPTING THE SCRIPT
1	Set up person who will be speaking	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure the camera or phone or tablet is in the right spot for filming (use the zoom in, zoom out and position on a tripod). You want a fairly tight frame around the person's head - not too much background <input type="checkbox"/> Check things in the background are ok to be filmed; you might need to move personal items or people <input type="checkbox"/> Ensure the person speaking can look comfortably at the camera without having to move or position themselves uncomfortably
2	Set up person who will be prompting the person who will be speaking	<ul style="list-style-type: none"> <input type="checkbox"/> Position yourself as close to the camera as possible, the temptation of the person speaking will be to look at you, and it's ideal to have the eye line of the person speaking as close to the camera as possible
3	PRESS RECORD	<ul style="list-style-type: none"> <input type="checkbox"/> Once you press record, leave the device in record mode. Turning record on and off increases the risk of forgetting to hit record again!
4	Person prompting to read first chunk	<ul style="list-style-type: none"> <input type="checkbox"/> Read the script in the correct order so the script makes sense, and the correct tone and expression can be achieved <input type="checkbox"/> It's helpful to choose small and meaningful chunks of script at a time ... if sentences need to be broken into smaller chunks, try to break them at logical points <input type="checkbox"/> It's helpful to over emphasise the appropriate expression and intonation when you prompt each chunk. This increases the chance of the person speaking mimicking the expression and reduces the risk of recording a 'flat' voiceover
5	Person speaking to repeat chunk	<ul style="list-style-type: none"> <input type="checkbox"/> Instruct (and remind) the person speaking to wait a couple of seconds after you finish your prompt <input type="checkbox"/> Use a finger point or arm movement to signal when you want the person speaking to start <input type="checkbox"/> Remember to wait a few seconds yourself before you begin the next prompt
6	Repeat as often as necessary	<ul style="list-style-type: none"> <input type="checkbox"/> Give direct feedback about tone and expression such as "try that one again, and see if you can sound more enthusiastic..." etc <input type="checkbox"/> Repeat chunks as often as you need, but balance this with the fatigue of the person speaking and the practical considerations of getting through the session <input type="checkbox"/> If there are several attempts at a particular chunk of script, make a comment after the best one to indicate this is the one that will be used in the video. This saves having to figure out which was the best version when you are putting the video together, e.g. "that was great, I think the second version was the best one" <input type="checkbox"/> Don't be too worried if the person speaking 'modifies' the script during the recording of the audio. This is common and unless it changes the meaning, and takes the script in a different direction, it's not a big deal. It can give the person making the video an increased sense of ownership. Usually changes of this nature are small, and enhance the authenticity of the script.

Getting the content

Once the audio has been recorded, the person needs to move on to filming and taking photos. Here are some tips for both of these activities:

Tips for supporting someone with disability to make their filming better:

- On a smartphone or tablet, film in the landscape orientation, rather than portrait orientation
- Check how the people being filmed look at the time of filming (e.g. do clothes need adjusting or hair need tidying up)
- Make sure you have everything you need in place to film the sequence of actions
- Check things in the background are ok to be filmed; you might need to move personal items or people
- Make sure everyone being filmed is clear about what they need to do
- Make sure the smartphone or tablet is in the right spot to film the whole sequence (check what you can see when you zoom in, zoom out, and position the device on a tripod if possible)

Tips for supporting someone with disability to make their photos better:

- Take photos in the landscape orientation, rather than portrait orientation, using a camera, smartphone or tablet
- Check things in the background are ok to be photographed; you might need to move personal items or people
- Make sure the camera, smartphone or tablet is in the right spot to take the photo well (use zoom in, zoom out)

Saving the content

Everything you or the person you're supporting films or takes a photo of should be saved immediately. Make sure it's saved before they move on to the next thing.

STEP 5: SUPPORTING THE PERSON TO PUT THE VIDEO TOGETHER



This is the final step where the person puts their video together. Here you will support the person to choose from all the things that have been filmed and photographed and put them in order to complete the video.

We used an app called iMovie to make a video on an iPad. If you use iMovie on a computer or a phone, it will look a little different to this example, but the main steps will be the same.

It might take a while to get used to some of the language used in video editing like, 'clips', 'splitting' and 'timeline'. We highly recommend you watch the tutorial in the 'How-to' video once through before you start, then starting and pausing as you go.

You will need:

- Your device
- A comfortable table and chair to sit at
- A quiet time free from distractions
- Your 'How-to' video – episode 6

Getting started

Support the person to do the following by giving clear instructions and pointing when needed. If the person cannot access the iPad screen, you can follow the steps on their behalf.

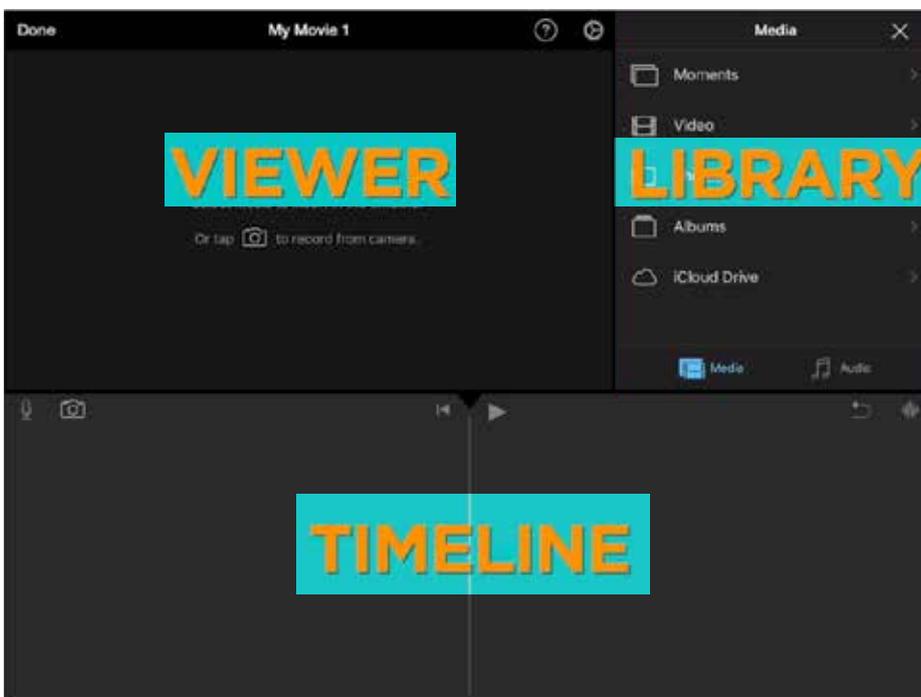


Press on the icon iMovie to start

Now you're in iMovie, press '**Projects**' at the top of the screen.

Then press the '**plus button**' to create a new project. Next, choose '**movie**'.

Go straight to the bottom of the screen and press '**create movie**'



Getting to know the screen layout

The screen has three main parts.

In the top left is the **viewer**, this is where you can see the video as it is being put together.

In the top right is the **library** where all video clips and photos can be accessed.

The bit at the bottom is called the **timeline**. This is where all the individual clips are put together, in the right order, to make the video.

Tips: You can view tips on the different functions of iMovie by pressing the '**Help**' icon (question mark icon at top right of the viewer). These will be in bright yellow.

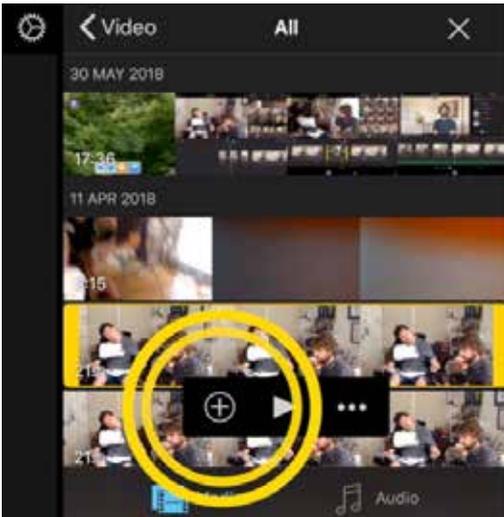
The '**Learn More**' button at the bottom left of the screen will take you to the full menu.

To turn off the tips just tap the Help icon again.

How to start putting the video together

Go to the library in the top right section, press **'Video'**, then press **'All'** to see all available video clips.

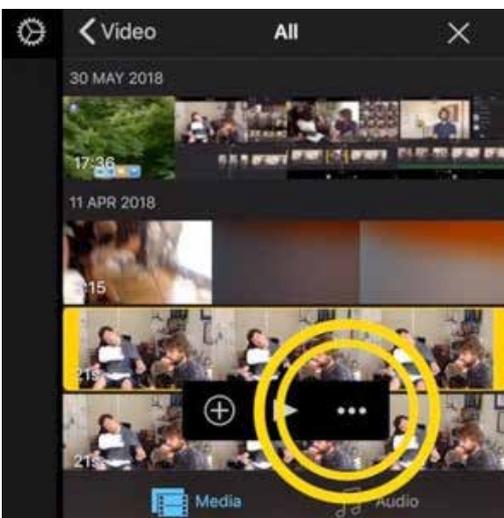
Choose a video clip. The clip will be highlighted yellow. Then tap on the **'Plus'** sign beneath the clip. This will drop the video into the timeline. We suggest starting with the clip that has the words for the person's video.



Keep adding all the video clips the person wants to use to make the video. If one is missed, it can always be added later.

Sometimes, you may want to add a video clip that shows what is being spoken about, without having a break in the words that are being spoken. Adding pictures from a second video clip, while the audio from the first video clip continues to play, is called adding cutaway video. To do this, press the **'More'** sign (three dots) instead of the 'Plus' sign, then choose **'Cutaway Video'**. Only the pictures from your cutaway video will drop into the timeline.

There is an **'Undo'** button at the top right of the timeline if you make a mistake.



Checking how the video looks so far

Press the **'Play'** button to play the video at any time but remember the video isn't saved yet. It will be saved when you press **'Done'** at the top left of the screen. You can still make changes to the video after you have saved it.

If you put two fingers on the timeline and **'pinch'** them together you will be able to see all the clips on the timeline better. You can scroll backwards and forwards by dragging one finger left or right along the timeline.

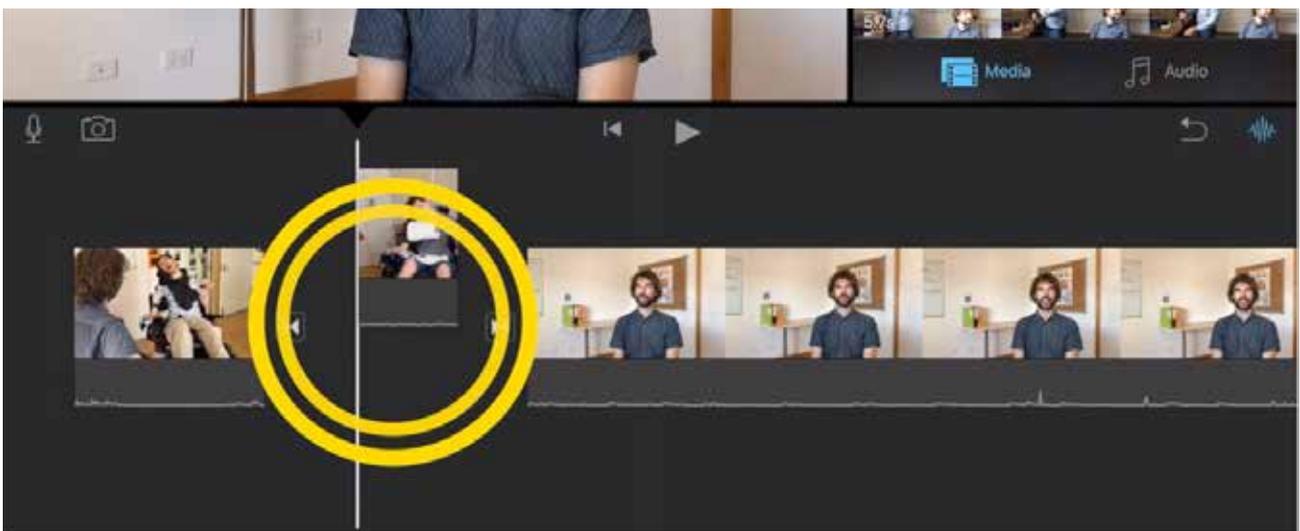
Press on the timeline so that it is highlighted yellow. If it is not highlighted yellow, you will not be able to make changes to the video clips or see the options for doing this.

How to change the order of the clips

Once the video clips are in the timeline, you can press on the beginning of a clip and drag it forward or backward to change where the clip starts playing. You can change the end point of the clip in the same way.

You can also change the order of the clips by pressing and holding a clip and moving it around by dragging your finger to where you want the clip to go.

You can press and drag a clip out of the timeline completely. This does not delete the clip from the library. You can always put it back in if you change your mind.



How to delete part of a video

You might want to cut out a section of a clip. Slide the timeline back or forward so the white line is at the beginning of the section you want to cut out. Press the **'Action'** icon with the scissors (below the timeline) to begin the cut. Now use your finger to slide the timeline so the white line is at the end of the section you want to cut out. Press the scissors again.

You can now drag that section of the clip out of the timeline to remove it.

How to change volume levels

The volume of any clip can be changed. This step makes sure the volume of all clips making up the video are similar to each other.

To change the volume, press a clip, then press the **'Volume'** button below the timeline. Drag the slider left or right. Play it back to hear what it sounds like.

Try to make sure the whole video has the same volume.

Adding photos

Adding photos is just like adding the video clips.

In the top right section of the screen, in the library, press **'Photos'**.

Then press **'All'** to see all available photos.

To add a photo to the timeline, press on the photo you want to use.

To adjust the length of time a photo can be seen, press on the photo in the timeline so that it is highlighted yellow. Drag the width of the photo in or out with your finger. You will see the time the photo will show for in seconds on the right of the timeline.

You can also move the order of photos by pressing on a photo and dragging it to a different place in the timeline.

How to save to your video

To save the finished video, press '**Done**', then press '**share**', and choose where you want to save it.

Choose a size for the video to be saved in. We think HD – 720p is a good size to choose.

Once you've saved your video, you'll find it in the 'camera roll' of your device.

How to share your video

The video is the property of the person you have been supporting. They should choose who to share it with and how to share it. There are a range of public and private ways to share videos.

For example, YouTube can be public, where anyone can see it, or private, where you have a private link. Another way for the person to share their video is to put it on a USB or email it. Support the person to make a plan for how to share their video with their support workers and support worker organisation.

ABOUT THIS PROJECT

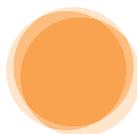
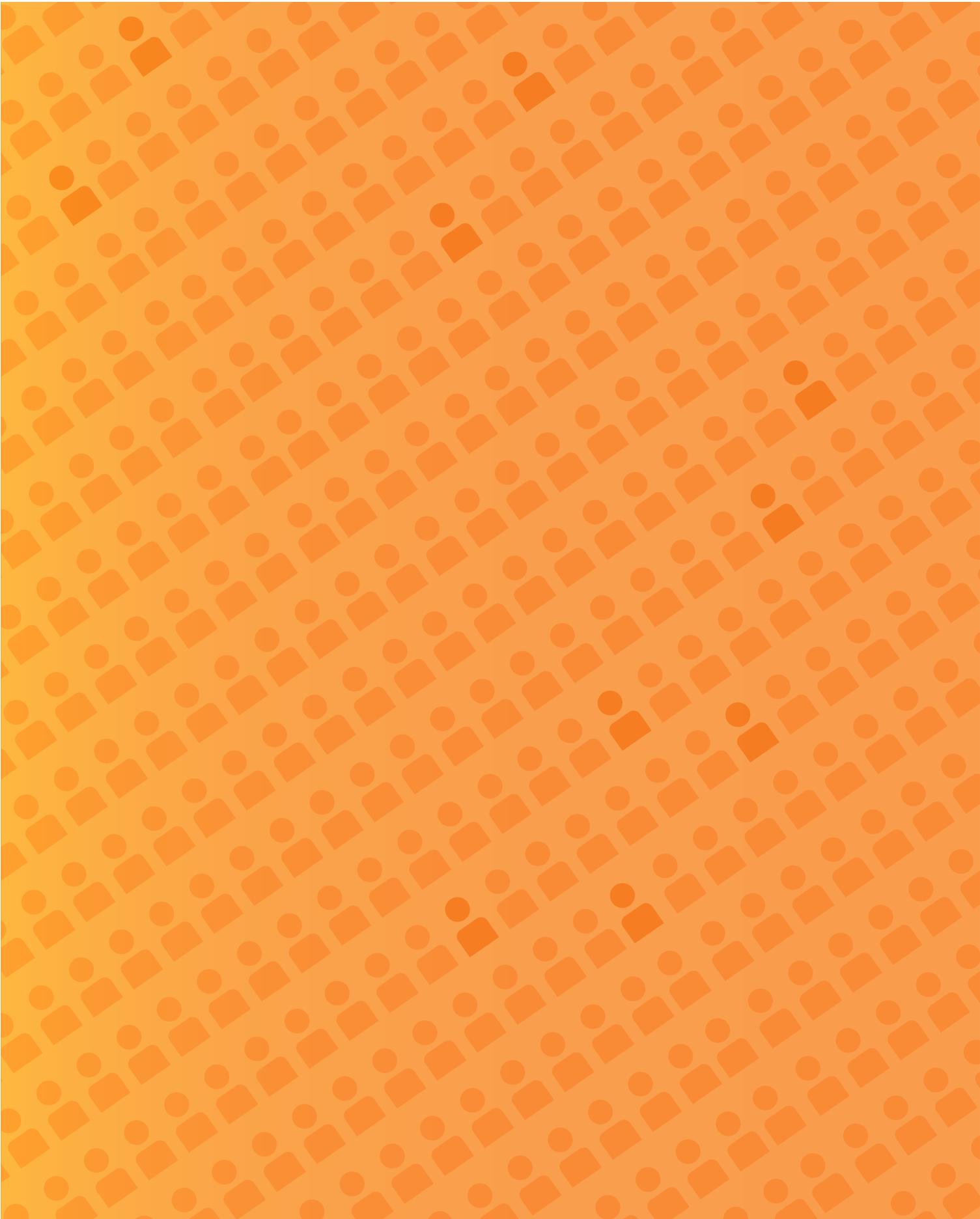
This project was funded through the Innovative Workforce Fund, National Disability Insurance Agency (NDIA). The project plan was to co-design, pilot, evaluate and document a process for facilitating people with disability to lead the production of their own training videos for their support workers. The project specifically targeted ways of working with people who have communication or cognitive barriers so they can educate their support workers while an activity is occurring. A literature review by researchers at La Trobe University¹ reported that participant led training videos will:

- Increase people's choice and control around support services
- Provide more individualised, flexible support
- Be a cost-effective way to increase quality and effectiveness of supports to NDIS participants

Like everyone, the Summer Foundation is constantly learning! We would love to hear from you with any feedback about these resources or any ideas you have after you have made a video with a participant.

You can contact us at: info@summerfoundation.org.au

¹ (D'Cruz, K., Lawrence, E., & Douglas, J. (2018). Participant led training video project: Literature review. Melbourne, Australia: Summer Foundation. OR D'Cruz, K., Lawrence, E., & Douglas, J. (2018). Participant led training video project: Literature review. Melbourne, Australia: La Trobe University)



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