

Speech, Language and Communication Needs in Youth Justice: Understanding the Impact

31 October

Insight Institute

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Introduction

Kim Hartley Kean

**Chair and Head of Royal College of
Speech & Language Therapists Scotland
Office**

**Speech, Language and
Communication Needs (SLCN) in
Youth Justice: Understanding and
Addressing the impact**

Centre for Youth and Criminal Justice
Improving Life Chances

31st October 2017

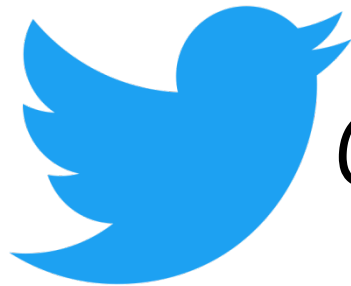


Kim Hartley Kean

Head of RCSLT Scotland Office



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Why me?

Speech and Language Therapists reason for being

- To improve lives of people with speech, language and communication difficulties
 - Prevention, early intervention, rehabilitation, enablement
 - Universal, Targeted, Specialist services

Big motivations

- CYP, families, communities in crisis
- SLCN common, widely recognised, fundamental
 - Preventable
 - Interventions do work
- Not doing enough for want of a comprehensive, cohesive approach

Youth Justice Strategy 'Preventing Offending: Getting it right for children and young people'



committed to ***‘improve awareness and support of speech, language and communication needs of children involved in offending’*** under the priority of improving life chances.

Our aims today

1. Understanding Impact of Speech, Language and Communication Needs:

The evidence

Your experience

2. Addressing Impact:

What's already happening and out there?

What else needs to happen?



*Motivated and motivating,
Discursive,
Collaborative, Focused,
Productive,
Have an impact*

Prevalence of Speech, Language and Communication Needs (SLCN), impact of SLCN and tools and resources that can or could make a difference

Jan Green

Consultant, TalkLinks

Speech, Language and Communication Needs in Youth Justice

Jan Green

TalkLinks

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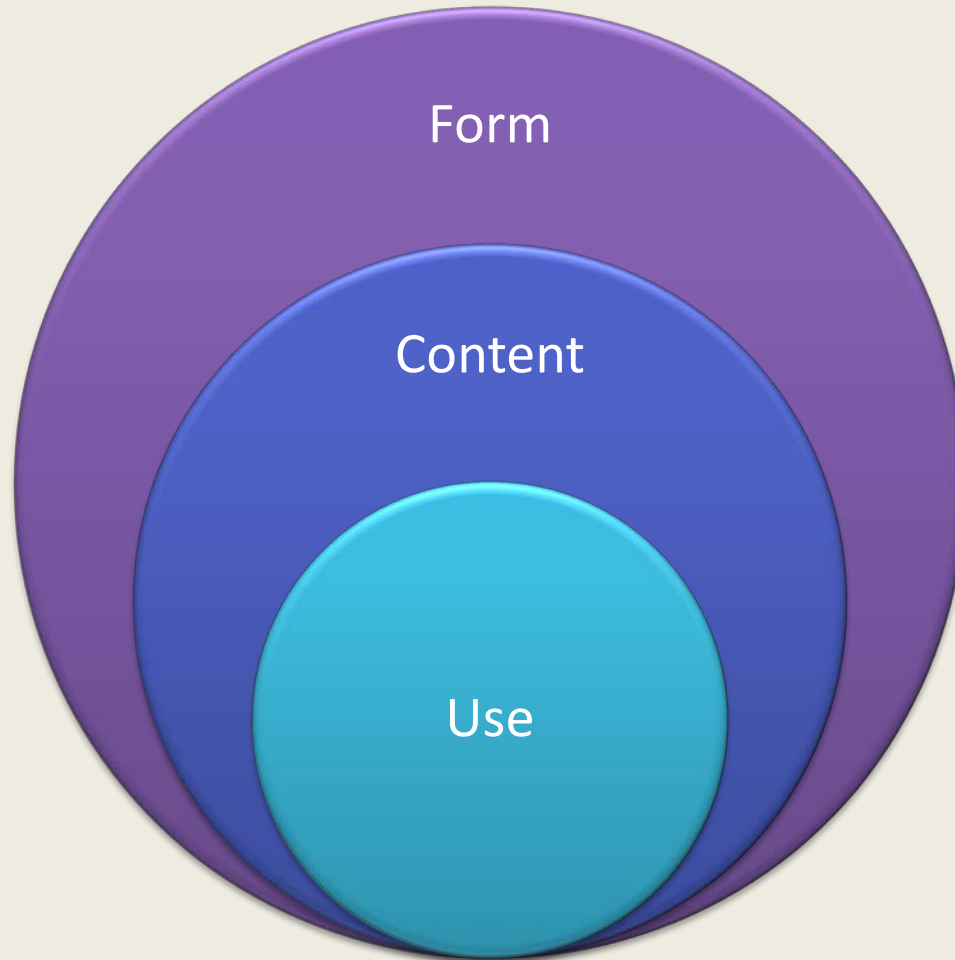
Me?



Us?



Communication

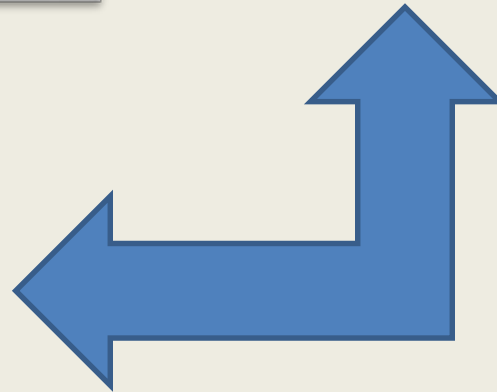


The Missing Link



- Deprivation
- Neglect
- Abuse
- Educational Failure
- Developmental Difficulties
- Poor Quality Relationships
- Substance Misuse

SLCN



Early Experiences

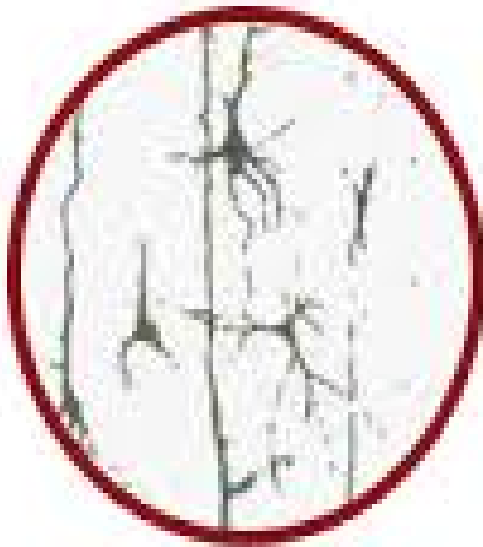


Scaffolding

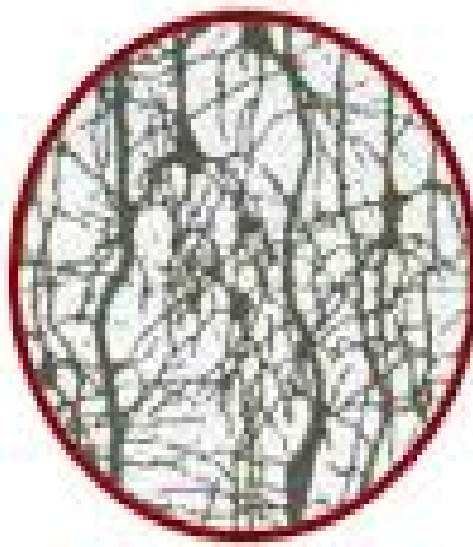


Synaptic Pruning

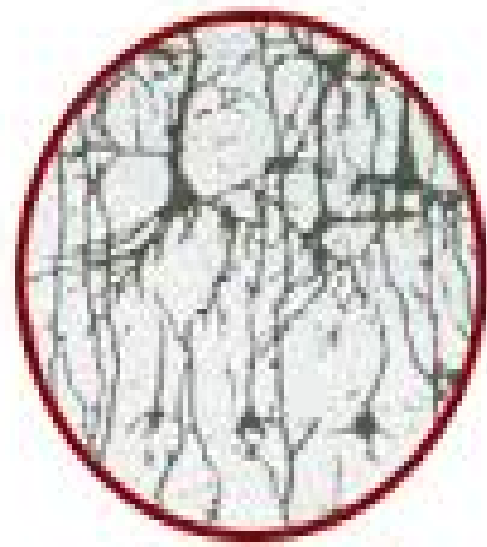
at birth



6 years old



14 years old



Foundations



Literacy

Educational
Attainment

Relationships

Pro-Social
Skills

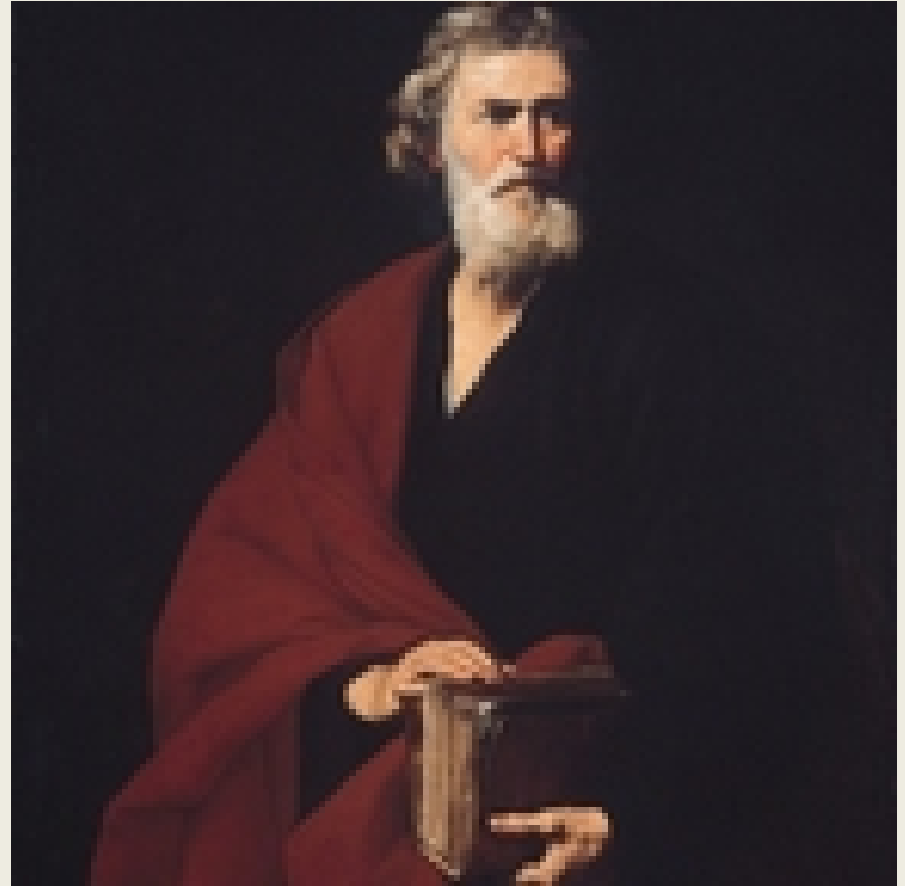
Impaired Communication Skills

The Matthew Effect



The Matthew Effect

“To every one that has shall be given, and he shall have abundance: but from him that has not shall be taken away even that which he has.”



The DARTH Vader Maths Problem



How big is the problem?



Detection and Intervention?



Norm Shifting?



Scaffolding Poles



- Awareness
- Staff Training
- (Early) Identification
- Whole Service Approaches
- Communication Culture
- Adapted Interventions
- Targeted Interventions
- Speech & Language Therapy



Communication Orientated
Milieu

Ada



Malala



Gloria



Martin



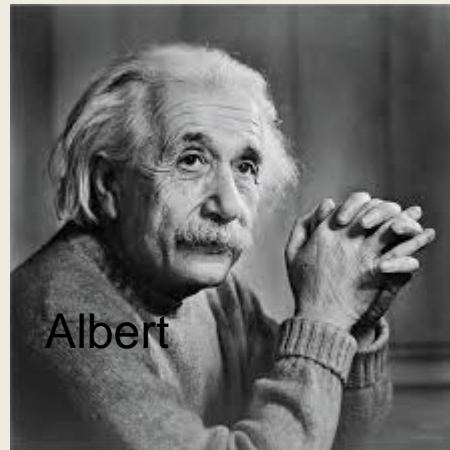
Bruce



Youyou



Albert



Us?



DON'T MAKE ME BREAK OUT



MY FLYING MONKEYS!



“What are you talking about?”
Being switched on to
communication needs.

Kenny McKay and Darren Wood
SOLD/People First Scotland

People First (Scotland)



“What are you
talking about?”

Being switched on to communication needs

Supporting
Offenders
with Learning
Disabilities



Introductions



- Darren Woods, Member of SOLD User group.
- Kenny McKay, National SOLD development worker

The SOLD Network



- The SOLD network was established in 2013 to meet Recommendation 46 of the keys to life.
- It is a partnership between People First (Scotland) and ARC Scotland. Funded by the Community Justice Directorate of the Scottish Government.



The SOLD Network



- ARC facilitate the network of professionals, with over 300 members.
- People First work directly with people with learning disabilities who have experience of the criminal justice system, ensuring they are involved in all aspects of SOLD work; deliver training and awareness raising presentations.
- You can join at <https://soldnetwork.org.uk/get-involved/>



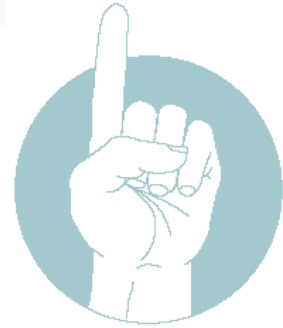
The SOLD User Group



- Meet once a month
- Talk about members experiences and how things can be made better.
- Develop easy read guides
- Raise awareness by
 - Workshops
 - Presentations
 - Training
 - Making videos



What are peoples needs?



- Learning disability, autism, head injury, foetal alcohol syndrome, visual impairment, hearing impairment, other learning difficulties...
- No diagnoses and lack of opportunity
- Written and verbal communication and retaining information
- Medical vs social model of disability.
- A focus on communication
- **Remember that everyone is an individual who will have different areas that they struggle with.**

My experience of communication barriers



- Learning disability and autism
- Need to treat people as individuals
- Can be hard to get to know individual needs
- It takes time
 - It can take longer to understand and process information
 - Time to build a relationship and to know individual needs
- Working together is important
- Single Point Of Contact Example



My experience of communication barriers



- How it feels to me
 - Frustrating
 - Annoying
 - They think I am being rude

- Peoples reaction
 - They think I am being rude
 - They get angry with me
 - They won't deal with me



General Knowledge



- Communication difficulties are very common in criminal justice system
- Reasonable to expect all workers to:-
 - Have a basic knowledge of communication needs
 - Be thinking about communications skills for all interactions
 - Be aware of resources which can provide more specialist help



Expert support



- Existing resources available
- New role required
- Early detailed assessment
 - assessment tools
- Ongoing support alongside the individual
- Advice and guidance for workers
- Communication ‘passport’ – guidance resource for future professional contact



What we want



- Training to involve people with lived experience
- Police (and others) to be good at identifying if we need support.
- Support which is
 - There for US.
 - Available early
 - Cannot be called as a witness against us
 - Can work alongside solicitor, judge and other professionals
 - Able to advise on and arrange reasonable adjustments



What we want



- Support that knows about the justice system and our needs.
- Continuity in support – builds trust and understanding.
- Reasonable adjustments under the equalities act = **OUR RIGHT!!!**



Any Questions???



- To find out further information please get in touch –
kenny.mckay@peoplefirstscotland.org
- www.soldnetwork.org.uk
- www.peoplefirstscotland.org

Keep Safe, Have Fun, Stay Out of Trouble: Autism and Youth Justice

Corrie McLean and Graham Anderson
Autism Network Scotland



Keep Safe, Have Fun,
Stay Out of Trouble.

What is Autism?



- Autism is a lifelong development condition that affects how individuals communicate and relate to other people and the world around them. It is often referred to as an autism spectrum disorder or more recently an autism spectrum condition. The spectrum is broad and variable depending on the individual.
- It is important to also understand that there is no “cure” for autism but receiving a diagnosis for many can be the first step to identifying appropriate support for the individuals and their family. Equally, for the practitioners supporting the individuals.
- Individuals on the spectrum will adapt and adjust as they develop.
- It is important to remember that the autism spectrum is not a linear condition, but rather a condition in which there are also *impacts from the environment and sometimes from the stresses of daily life*.
- *1 in 100 with ASD (Baird et al., 2006) Latest research suggests 1 in 88.*
- *1 in 68 with ASD in young children (Christensen DL, Baio J, Braun KV, et al. 2012)*



Autism Affects:

- Communication
- Social Interaction
- Social Imagination
- Sensory



Keep Safe, Have Fun, Stay Out of Trouble: Context

- Partnership project – ANS, SDF, CKUK & SG
- Funded by Innovation and Development Fund through Scottish Strategy for Autism
- Development of a phone app to support appropriate behaviours in relation to sexual health and relationships
- Developed through ongoing consultation with young people, families & practitioners
- Linked to The Scottish Strategy for Autism
 - National Outcomes 2 & 3 – Choice & Control and Independent Living



Why are we doing it?

- A number of people with autism have real gaps in their sexual knowledge.

Autistic people can:

- Miss out on full exploration of the sexual potential in their lives.
- Find themselves in very vulnerable sexual situations.
- Engage in sexual behaviours which are harmful to themselves and others.
- There is an over representation of people with autism in criminal justice system. Many people with autism who come in to contact with the criminal justice system will not have a diagnosis of autism.



Challenges for autistic young people

- Difficulty in processing the information about sexuality which most of us take for granted.
- Difficulty in understanding social cues that support appropriate behaviour.
- Being aware of rules: legislation & implicit 'rules of engagement'
- May not have access to tools that help develop understanding of self as a sexual person (peer chat, independent time - opportunities to experiment in safe space)

Who is the app for?



- Young people from age 15+ years
- Diagnosis of autism/social communication difficulties
- Able to use a smart phone and understand key themes
- Accessed sexual health education*



What will the app do?

- Support YP to make appropriate decisions about their sexual health and relationships.
- Complements existing face-to-face teaching –not a replacement for.
- Helps YP to remember rules when acting independently.
- Help people to explore the potential of themselves as a sexual being.
- Decrease the number of YP with autism who fall into the criminal justice system.
- Themes include:
 - Appropriate touch
 - Consent
 - Sexting



How will we do it?

- Phase One: Road show/Consultation – *what do you want and need?*
 - young people
 - practitioners
 - parents
- Phase Two: Development of app with CKUK
- Phase Three: Road show/Consultation - *what do you think?* Training on app and sexual health
 - young people
 - practitioners
 - parents



NHS Education for Scotland Autism Training Framework: Optimising Outcomes



Autism Alert Card (Autism Resource Centre)





Thank You

autism.network@strath.ac.uk

Speech, Language and Communication Needs in Youth Justice: Understanding the Impact

LUNCH

Follow the action on Twitter: **#SLCNYJ**

SLCN in Youth and Criminal Justice – Service User Perspectives Film

Understanding the impact: Table top discussion and reflection

Addressing the impact: Scottish Government Communication Action Plan Update

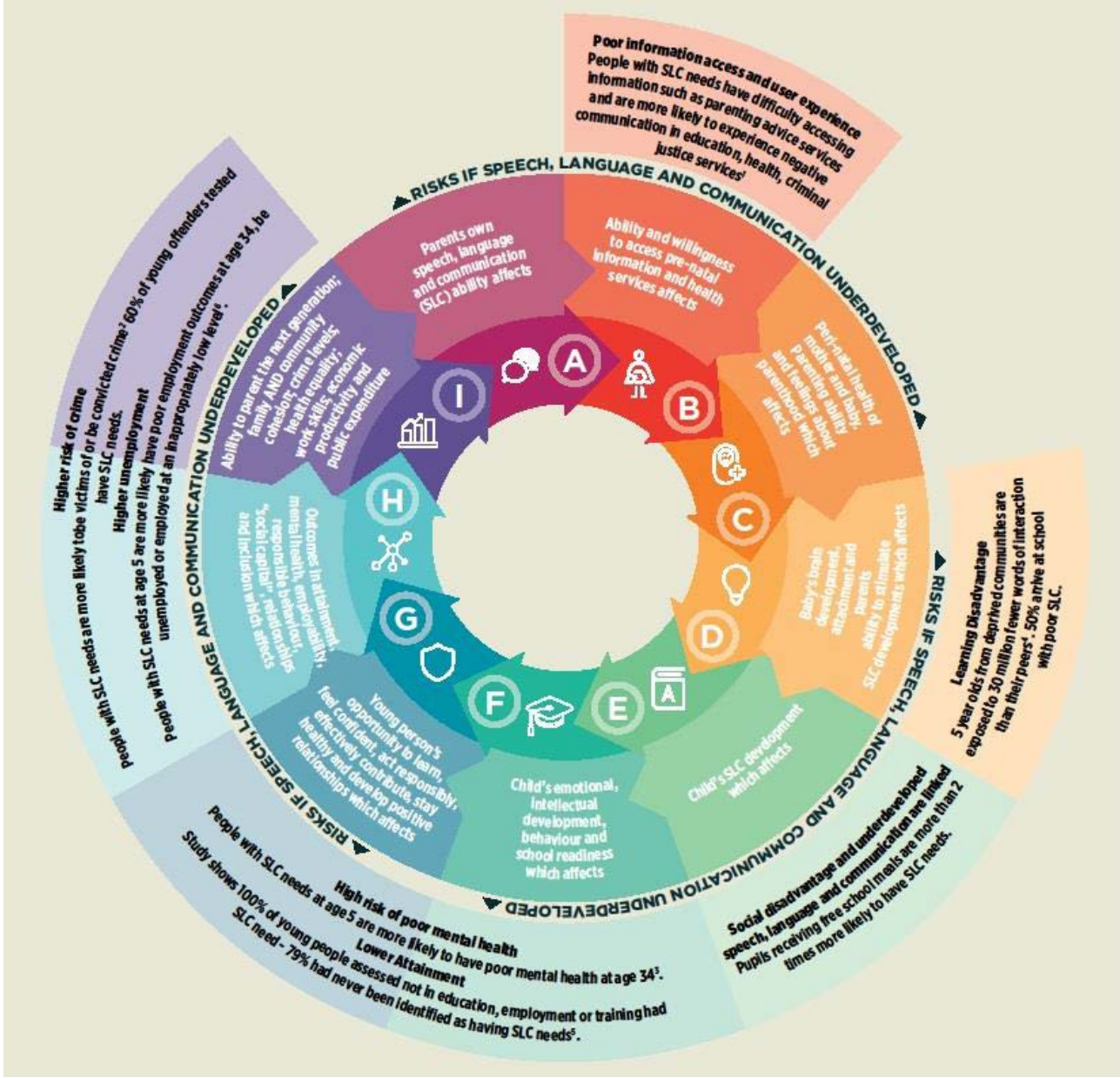
Kim Hartley Kean

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Addressing the Impact: Policy Update

Some of what's already happening and out there?

Intergenerational Cycle
Ready to Act
More Opportunities



Intergenerational Cycle

“Scottish Government are working to develop an action plan which identifies key actions which would interrupt the inter-generational cycle of communication needs. This work is being developed in partnership with a range of stakeholders and has been informed by 2 summit events. It is intended that the action plan will be prepared by the end of the 2017.”

Scottish Government

Ready to Act



A transformational plan for children and young people, their parents, carers and families who require support from allied health professionals (AHPs)

January 2016



Ready to Act

Enabling Context

Identified as critical for change

- having evidence of the benefits and challenges to services of analysing the population need incl. local demographic factors
- need for a systemic transformational whole systems approach to service development and delivery to meet the well-being needs of CYP
- Policy and legislative imperative e.g. Ready to Act, SLC in statutory guidance of CYP Scotland Act 2014

Other Opportunities ...

- **Education Act (2015)** – Outcomes for CYP living in socioeconomic disadvantage
- **Education Bill (2017)** – School Governance / Attainment
- **CYP Act Statutory Guidance (revision)** – SLC as key to all SHANARRI Outcomes
- **Vulnerable Witnesses and Pre-recorded** - reduce need for children and vulnerable witnesses to give evidence in a courtroom.
- **Social Security Bill**

- **Independent Care Review**
- **Health Literacy Action Plan**
- **Raising Attainment for All**
- **Pupil Equity Fund**
- **Inclusive Communication Hub** - inclusive communication tools – in development
- **Care Inspectorate Guidelines**
- **Disabled CYP Framework**

References

- [Speech and language and communication capacity - a national asset -](https://www.rcslt.org/news/news/2016_news_archive/growing_communication_assets_scotland)
https://www.rcslt.org/news/news/2016_news_archive/growing_communication_assets_scotland
- **Ready to Act - A transformational plan for Children and young people, their parents, carers and families who require support from allied health professionals (AHPs)**
<http://www.gov.scot/Resource/0049/00492486.pdf>

Addressing the impact: Table top discussion and reflection

Next steps

Gill Robinson

**Chair of the Improving Life Chances
Implementation Group and Young
Persons Advisor, Scottish Prison Service**

