

Young people and Oranga Tamariki

Tools and Strategies for Communication

SYHPANZ and Health Connections Hui



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Who are you?

What is this (really) about?

How long will this take?

Can she sit up in the dock with me?
Can't understand what they're saying otherwise.



Young person before Youth Court started. He was talking to his Lawyer about the Communication Assistant (Speech-Language Therapist).

She was allowed to sit with him to draw, write and whisper, to make sure what was said made sense to him.



Life is a talkfest



How do we make sure children/youth.... have a voice, can understand, can participate?



About 60%

of young people in the criminal justice system have an oral communication difficulty

(Bryan, Freer and Furlong, 2007, Bryan et al, 2004, Snow, Powell & Sanger 2012)



There are strong association between behavioural difficulties and oral language difficulties (Lindsay & Dockrell, 2000, Brownlie et al 2004)



Good oral language skills are protective

When oral language is compromised, participation across all of life is affected

VERY basic checklist

1	2	3	4	5
Very easy				Very tricky
Social communication? Turn taking, eye contact, sticking to topic, appropriate?				
Do they understand what was being said?				
Making sentences – length and complexity?				
Knowing and using words – range of words and word finding?				
Can they get across their ideas clearly and with detail?				
Any speech sound difficulties?				

Adapted from Pamela Snow, Monash University

Oral Language Competence as a solid foundation in early life

Healthy & strong well-being
Social engagement
Marketable employment skills
Academic achievement

Transition to Literacy
Development of prosocial skills

Self and others' emotions and intentions (empathy)

Oral Language Competence

Experiences
Attention and listening
Attachment and relationships

Nah, Miss, I don't really do months

I start swearing under my breath, fidgeting and looking around

I used to have ADHD

Started offending at 11
Now 19 in the adult system

Often multiple challenges

Other difficulties *combine* with language difficulties

- behavioural
- emotional
- cognitive
- social
- mental health

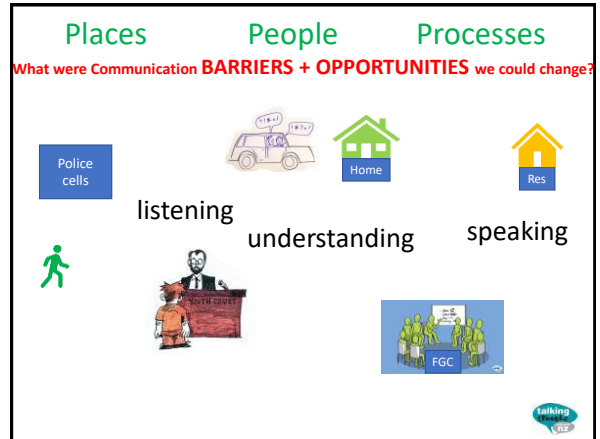
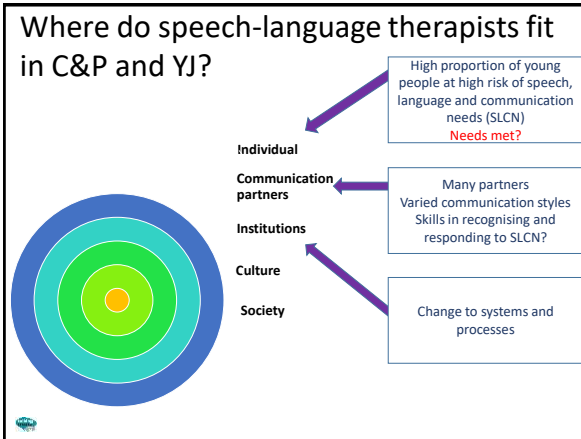
+ social context

+ normal adolescent issues

What's the young person's behaviour communicating?

- May occur together
- Have consequences for communication
- **Mask** communication difficulties

HOME Detention	OR	Prison
1 month = April	24/7	1 week 2 weeks
2 months = May		DONE – by 19 April
3 months = June		
4 months = July		
DONE – by 30 July		



Legislation requires clear communication

- Children, Young Persons, and Their Families Act (1989) requires health, education, social and legal services to be provided in an **accessible manner**

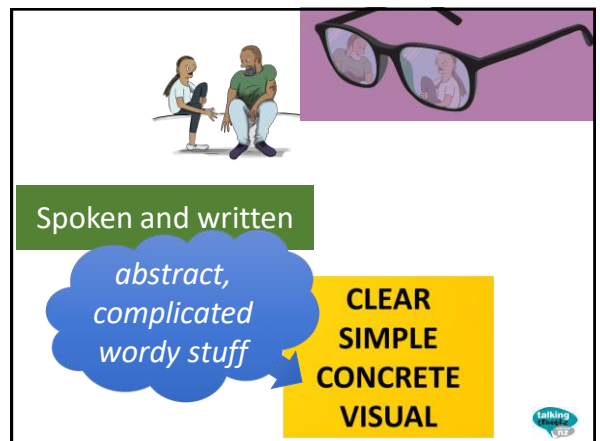
'if a child or young person has difficulties in expressing his or her views or being understood (for example, because of his or her age or language, or because of a disability), support must be provided to assist him or her to express his or her views and to be understood;'

'...explain in a manner and in language that can be understood by the child or young person or other person the nature of the proceedings, including, in the case of proceedings in the Youth Court, the nature and, where the child or young person or other person is not legally represented, the legal implications of the allegations; and (b) satisfy itself that the child or young person or other person understands the proceedings;'

- The United Nation's Convention on the Rights of the Child (UNCROC) is the world's largest **children's rights** document. Applies to all those under 18 years of age
- The United Nation's Convention on the Rights of Persons with Disabilities.

Article 13 - Access to justice

- States Parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as direct and indirect participants, including as witnesses, in all legal proceedings, including at investigative and other preliminary stages.
- In order to help to ensure effective access to justice for persons with disabilities, States Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff.



Bail conditions = the rules the Court has given you

- ⊗ if you break the rules you are in trouble the Police will tell Court
- ✔ keep the rules and finish your plan

You have to live at
22 Ward Street
Nan's

Your curfew at Nan's

Day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Home	12	12	12	12	12	12	12
Home	12	12	12	12	12	12	12

Be home by Shortland St

You can hang out with
Nan
Auntie Mel
Rangi
At course
Your SW + Youth Advocate

You can not hang out with
Nate
Tama
AJ

You can NOT see them
You can NOT phone them
You can NOT email them
You can NOT speak to them

You have to go to
Course - M, T, W, Th, F
Counselling
Rangi's sessions
Court

You are NOT allowed to have alcohol
You are NOT allowed to go in any place that sells alcohol

You can go in supermarkets

You are NOT allowed to take any drugs

- NO smoking drugs
- NO eating drugs
- NO injecting drugs

You can take medicine from the doctor or the pharmacy

NO violence
NO threats
NO fighting

Charge

Aggravated Robbery

Charge = what the Police say you did

You stole someone's stuff and **You were with other people when you took the stuff**

You hurt them when you were taking the stuff OR **You had a weapon or something that could hurt them**

Very serious

START 26 June 2017

REVIEW End September 2017

FINISH 26 Dec 2017

July 1	August 2	September 3	October 4	November 5	December 6
Mentor Tim	Counselling Aroha 1 x week 12 sessions altogether	Alternative Education Course M T W Th F	Community Work 100 hours	Bail Conditions 100 association with Youth Family Support	Education Assessment
Youth Group Thurs at The Hall	Koha ??not sure what yes???	Apology Letters 8 letters	Finish this plan	Maybe go to New Town High School No more Court	

20/12/2017 12:52:17 PM AND PHOTO: don't + for trying out

You AGREE (admit/do not deny)
(That is what you think happened)

You DO NOT AGREE (deny)
(that is not what you think happened)

What the Police say = CHARGE

Carry on with FGC to make a PLAN


STOP FGC. Police/ Court decide

Talking Mats




1st Charge
 "Summary of Facts" OR
 the report of what the Police say BOY did:
 "Aggravated Robbery".


- BOY was in a Honda Odyssey that had been stolen




- The Honda was driven to the Z Service Station in Henderson



- There was a lady working inside the Z Service Station.
- There was a man sitting in his car outside. He was a security guard.
- BOY and 3 mates got out of the Honda.



- They had tyre irons or crowbars in their hands.



FGC - Dad

Vocabulary

- Accountable
- Withdrawn
- Charges
- Set down
- Using *and* understanding words
- Concrete and abstract
- Permission
- Conditions
- Variation to bail
- Exceptions
- Transitions
- Curfew
- Issues
- Guilty
- Reparation
- Amends
- As a party
- Not to be found
- Associate with
- Admit
- Consequences
- Hearing
- Offence
- Deadline
- Restitution
- Deny / Not deny
- Order
- Remorse
- Apology
- Own up
- Contact
- Adjourned
- Victim
- Consume
- Direct an FGC
- Threatening to
- Attributed equally to both
- Complainant
- Dispute
- Disclosure
- Approve
- Terminate
- Interim plan
- Reconvened
- Exception

Are you sexually active?

No

Have you ever had sex?

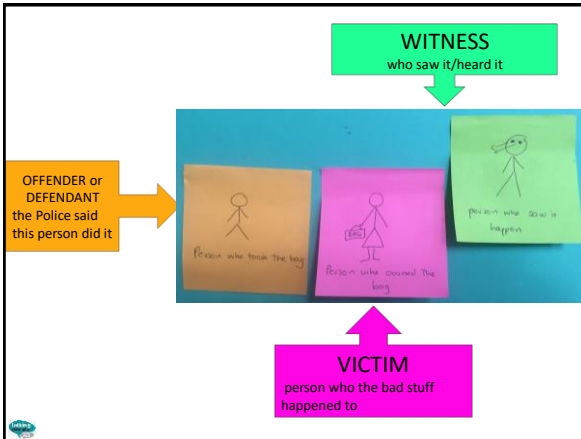
Shit yeah, heaps of times

Can you tell me what a victim is?

A person

Tell me a bit more about what the word 'victim' means?

A victim is someone someone that the police will ask that was around round the time so like when something was happening that wasn't supposed to, that person was watching or something so they're part of it

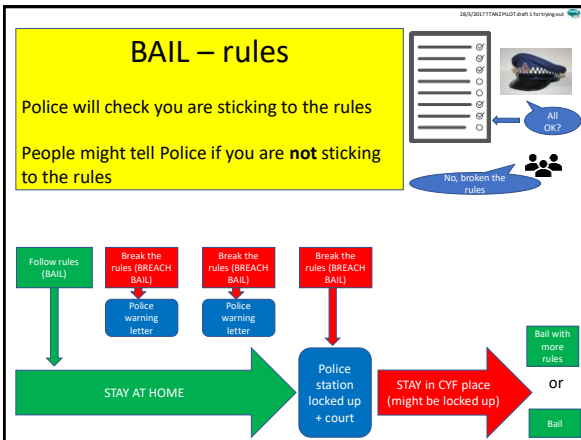


Putting things right with the victim

Victim = person who got hurt or affected by what happened

How do they feel?
What do they want to happen?

2013/2015/2017/2017 ITTAND PLOT Book 4 for language



Thinking about what words to use so much now

- Being able to explain the process when someone is in cells in the court
- Changing 'opposed' to 'don't want you to go home'

Example of how **you** have changed **your** words –

- What did you explain differently?
- What words did you use instead?
- How did you use visuals to help?

2013/2015/2017 ITTAND PLOT Book 4 for language

Having the charges broken down have made people think about all the situations and language we use – we're so used to it e.g. 'unlawfully takes a motor vehicle' – do they even know what 'vehicle' means?

The charges made us really think about how basic you need to go

2013/2015/2017 ITTAND PLOT Book 4 for language

Whole thing has been useful, even for those of us who have been around for a while – even if we have been thinking we've been explaining things well we have probably been using language that may not have been understood – being aware of the language staff use. Jargon can be very everyday for us – have to stop and think about it before you deliver messages.

2013/2015/2017 ITTAND PLOT Book 4 for language




What helped

- People up for it
- Spread over weeks with SLTs as regular presence
- Chance to try things out and learn from one another
- Leadership kept it live - culture of learning and development - linking communication to daily work
- Collaborative projects which staff owned and adapted





NEXT



Ensure staff equipped with mindset, communication lens and tools to continue on without the SLTs

Monthly visits from Sally and Alayne

How to ensure young people fully understand the victims' perspective and can fully engage with their YJ plan

Your OWN Communication Goals

I want to **KEEP** doing

I want to **START** doing.....

I want to **STOP** doing



Where to next – how might this information change your practice?

What tools and resources will you need?

