Welcome to the webinar:

Supporting speech, language and communication needs in the justice system

Monday, 17th September 2018

#RCSLTwebinar
#RCSLTJusticeBox
Chair of webinar:

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• Send in chat messages at any time by using the Chat button

• Send in questions by using the Q&A button

• This event is being recorded. See here for recordings: www.rcslt.org/news/webinars/rcslt_webinars

• Kaleigh Maietta is on hand to help!
Aims and objectives

After attending the webinar, delegates will be familiar with:

• Understand what speech, language and communication needs (SLCN) are and the effect they can have on someone’s behaviour
• Recognise the signs that someone may have SLCN, and know where to go for further support
• Know how to use screening tools to check for SLCN
• Be aware of different support strategies to help people with SLCN to understand and engage in the justice process.
• Understand the responsibilities justice professionals have when working with people with SLCN
Terminology

We have done our best to decrease acronyms where possible, but important ones are:

- SLT – speech and language therapist
- SaLT – speech and language therapy
- SLCN – speech, language and communication needs
- YOT/S – youth offending team/service
- YP – young person
- MDT – multidisciplinary team
- SEN – special education needs
- SEND – special education needs and disabilities
- EHCP – education, health and care plan
- CSC – children’s social care (?)
- PSR – Pre-sentence report
- PHA – Predictive harm analysis
- CSE – Child Sexual Exploitation
- County Lines – groups using young people or vulnerable adults to carry and sell drugs from borough to borough, and across county boundaries.
Diz Minnitt
Operational Manager, Milton Keynes Youth Offending Team
“With added SaLT”

Diz Minnitt
Why Speech and Language Therapy?

Why add speech and language therapy (SaLT) to a Youth Offending Team?
• Speech, language and communication needs are hidden
• People with SLCN have difficulties with expressing themselves and understanding others
• You cannot deal with any other issue if the person cannot understand what others are saying and cannot express themselves and their needs. People need longer to process information
• High numbers of people with speech, language and communication needs in the Justice System
• The majority of these needs are **not** previously identified
• The longer the difficulties remain unrecognised the greater the potential negative repercussions for the young person and wider society (ripple effect)
• 55% of four year olds in areas of deprivation have speech, language or communication needs (SLCN)
  [compared to between 5 - 8% in general population of under 5 year olds – Royal College of Speech Language and Communication (RCSLT)]
  (Locke et al)

• Significantly greater numbers of children with SLCN (language impairment) at age 4 develop behavioural problems by age 8
  (Benasich et al)

• Children with communication needs (SLCN) are at greater risk of social exclusion in adolescence and adulthood
  (Clegg et al)
• If untreated 33% of children with communication needs (SLCN) will develop mental illness and over 50% will become involved in criminal activity

(Breakthrough Britain – The Centre for Social Justice)

• 81% of children with emotional and behavioural disorders have unidentified language difficulties (SLCN)

(Bercow: Ten Years On – 20th March 2018)

• 88% of unemployed young men had communication needs (SLCN) – compared to 8% in the general population

(Children’s Communication Coalition)
Compounding Risk Model (Prof Karen Bryan)
So the evidence is clear - unrecognised and unaddressed needs are compounded over time and the negative consequences increase.... This is the Road to Nowhere
Evidence in the Youth Justice System

- **Over 60%** of young people working with Youth Offending Teams have **speech, language** or **communication needs (SLCN)**

- Study of **SLCN** amongst young people in a **Secure Training Centre** identified **72% required additional support**. Only **2 (out of 109)** had been **previously identified** with **SLCN**

- In secure settings this figure is replicated: **Over 60%** (young offender institutions and secure training centres)

- **80%** of adult prisoners had speech, language and communication needs
Human Cost: How it affects (young) people?

Challenges for people with SLCN

- Harder to engage
- Do not understand the words used
- Lack time concepts and calendars
- Problems listening, remembering detail and understanding spoken language
- Need time to formulate verbal responses
- Poor non verbal communication, body language, eye contact

➤ Signs that someone may have a SLCN
Human Cost: How it affects you as a professional?

• Risk of breach if young people do not understand their sentence terms

• Programmes to address offending are usually language based (drug, alcohol or anger management)

• Inappropriate sentencing: “80% of magistrates surveyed said that the attitude and demeanour of a young person influences their sentencing decision to some or a great extent”

• “.. if a young person is inarticulate, inhibited or lacks understanding, which is not uncommon among teenagers, this may lead to misunderstandings and even the passing of an inappropriate sentence.”
Dealing with the Elephant

Speech, Language, and Communication Needs

What can we do?
Case Study: Milton Keynes YOT 2008 onwards

- A young person is **more** likely to have SLCN than not
- SLCN is a Core Need
- We put speech and language therapy at the core of the YOT....

Schrodinger’s Young Person (SLCN? / No-SLCN?)
Changes to Milton Keynes YOT 2008 onwards

- **We assess everyone.** A young person is presumed to have SLCN unless proved otherwise. [Screening Out, not Screening In]

- The SLT supports the individual and all the staff

- The **whole YOT**, not just the professional staff, are trained to work with young people and parents with SLCN

- Speech and Language Therapy is linked with wider SLT and SEND services
Changes to Milton Keynes YOT 2008 onwards

- Speech and Language Therapy Assessment is provided to the Court with the Pre sentence reports [Evidenced impact: **reduced custodial sentences** in Youth and Crown Court].

- By **assessing all** young people we avoid the potential dangers of under identification of need.

- Young people lack of understanding of **Time concepts**.

- Speech and Language Therapy has developed ‘Time Matters’ resource materials. The screening assessment is a standard part of the SaLT Assessment in Milton Keynes. [Evidenced impact; **increased engagement** and **reduced breaches**].
• DfE and MoJ data highlights the disproportionality of young people with identified SEND and SLCN in the Youth Justice System.

• SLCN is a hidden disability

• On the basis of the research in Milton Keynes since 2008 we can be confident that the figures quoted, although already high, still fall well below the actual percentages.

• Research on Children are at risk of Child Sexual Exploitation and young people involved in knife crime confirms increased vulnerability linked to levels of often unrecognised SEND and SLCN.
Dealing with the Elephant

• Safeguarding concerns associated with unrecognised SLCN / SEND

• The YOT SaLTs in partnership with a Specialist Senior Educational Psychologist from SEND deliver training to other key agencies to raise awareness and increase accurate assessment of SLCN / SEND

• This helps to reduce young people with SLCN / SEND disengaging with education services and/or coming into the Youth Justice System

• This is being made available to Secondary School SENCOs and other key pastoral staff later this year

• The SLCN Screening Tool has been adapted by the YOT SaLT for Schools to use with young people to help early identification
The benefits of speech and language therapy at the heart of the YOT has:

- Increased personalisation, engagement and the effectiveness of interventions [only 26% Reoffending after 2 years]
- Increased engagement and reduced breaches as a result of identifying and addressing the issues with Time concepts
- Informed and improved the focus of other key services (CSC, Courts, Schools and SEND Services) in understanding, identifying and meeting children’s needs which will impact longer term outcomes
- The focus on prevention and early intervention has reduced the number of children entering the Youth Justice System as First Time Entrants
- Consider using this methodology to work with alternative education provision and Pupil Referral Units
In conclusion: Milton Keynes 2018

- Of those assessed between Dec 2008 – April 2018: **65% were identified as having Speech, Language and Communication Needs.**

- Since introducing Speech and Language Therapists and greater personalisation of the service we have seen a **consistent reduction in reoffending rate for all young people from 38.6% down to its current level of 26.0%**

  *(YJB data: Oct 2015 – Sep 2016, Cohort reoffending after 2 years)*
Lisa Ogden
Highly Specialist SLT, Sutton
Youth Offending Team
Speech and language therapy in YOTs

Consultation
- Advice
- Information
- Strategies

Screening

Assessment

Provision of therapy
- One to one
- Group work

Staff Training

Making information accessible
How to screen for SLCN

TWO OPTIONS

• Carried out by an SLT (maybe with case manager present)

Or

• Workers trained by SLTs to screen and then discuss findings and refer to speech and language therapy
Screening of SLCN

• Importance of access to a SLT for support, advice and training

• Talking mats about communication

• Self evaluation questionnaires

• Identifying if young people have necessary communication skills for Restorative Justice process
Assessment of SLCN

- Referral to speech and language therapy for a formal assessment

- Where necessary and helpful for the young person

- Consider: purpose of assessment, age, how much young person has been assessed, who will need to know the outcome, potential impact on mental health.
Training: Formal

• Team

• Volunteers

• Partnership agencies (police, appropriate adults, court staff, L&D practitioners)

• Parents

• Schools (tends to be young person specific)
Training: Informal

• Joint working – modelling

• Consultations

• Sharing resources/approaches e.g. comic strip conversations

• Multiagency meetings – risk, strategy, planning, custodial planning meetings (in exceptional circumstances)
Sharing information

- Recording on the youth offending team database
- Feeding into the ASSETPLUS – directly or indirectly
- Writing reports for formal assessments
- Attending multiagency meetings – making sure information is shared in these forums.
- Sharing photos of Talking Mats
- Communication passports
Talking Mats
Communication Passport

Things I find difficult:
• Reading out loud – I stutter then stop
• Remembering information
• Asking for help
• Knowing how to start a piece of work – I sit for a long time thinking
• Understanding big/complicated words

What I find helps:
• Being given time to think about what I want to write
• Having words explained to me
• Not being asked to read aloud
• Seeing key words and learning points written up
• Only being asked to read aloud 1:1
• Being given time and space to manage my feelings

Helping Young Person to Achieve

This means I feel:
• Frustrated looks like I’m angry
• Anxious looks like I’m angry

What doesn’t help me:
• Being shouted at.
• I might have listened but not understood.
How we promote good communication skills

• Individual work with young people

• Support strategies: visual timetables, comic strip conversations, videos

• Making sure youth offending team literature is accessible

• Modelling: Asking what people have understood from what you have said

• Sharing resources

• Words of the month

• Tip of the week
Further support: The Box

- We know not every service has access to a SLT…..so
- New e-learning, for those working with those who offend or at risk of offending
- Develop your understanding of what communication difficulties are and the possible impact on the individual and on your work with them.
- To access The Box please go to www.rcsltcpd.org.uk
Benefits of working in the youth offending teams for SLTs

✓ Part of a multidisciplinary team
✓ Great young people who have struggled to engage previously
✓ See the young people interacting with others
✓ Joint working
✓ Increase knowledge of risks young people face so better able to advocate e.g. to SEN and wider children’s services
✓ Opportunities to be creative not just in therapy but in engagement and in spreading the word
✓ Less restrictive way of working; keep trying to engage people (rather than missed appointments discharge rules)
Benefits of SLTs working in the youth offending teams for staff

- Link to helping staff/police gain trust with young people - not alienating people by the language we use
- Better understanding of barriers to engagement and how to overcome them
- Brings another perspective to planning/strategy meetings
- Greater confidence when advocating for YP in court, at MD meetings
- More comprehensive pre-sentence reports/ASSETPLUS
- Greater understanding of why some YP react the way they do
Benefits of SLTs working in the YOT for young people

- SLCN identified, and explained to them and significant others
- Further referrals to CAMHS for Neurodevelopmental assessment
- Work on SLCN to reduce barriers and increase their confidence
- Better understand their order, the court, future encounters with police.
- Vulnerabilities are better identified – to criminal exploitation/CSE
- YOT order work modified taking into account SLCN so they understand it
- Meetings can take into account their SLCN
- Help parents to understand their YP’s needs and change their communication style
Challenges: For SLTs

• Which team do I belong to? SLT or YOT?
• 2 Managers and organisational rules/systems (can conflict)
• No-one else in YOT speaks ‘your language’
• Some YOTs can feel rare for other outside agencies to work with YP
• Takes time to become a part of the team
Challenges: For Youth Offending Teams

• Organisational conflict (rules/systems) needs pragmatic management

• Running an MDT

• Integrating new specialities takes time and need to build relationships – may be staff resistance
Why do I do this job?

- Creativity
- Feeling like I make a difference
- Being part of a team
- Reaching the hard to reach
- Teenagers are fabulous
- Using range of counselling, confidence building skills

Teenagers are fabulous.
Further resources

RCSLT’s ‘The Box Learning Journey’ [www.rcsltcpd.org.uk](http://www.rcsltcpd.org.uk)

RCSLT Evidence Base

Practice advice: SLCN


Youth Justice Resource Hub [www.yjresourcehub.uk](http://www.yjresourcehub.uk)
Any Questions?

www.rcslt.org
and
http://aym.org.uk/