

*Welcome to the webinar:*

# Supporting speech, language and communication needs in the justice system

Monday, 17<sup>th</sup> September 2018

#RCSLTwebinar

#RCSLTJusticeBox



## Chair of webinar:



**Claire Moser**  
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Highly Specialist SLT,  
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Team

# Housekeeping

- 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](http://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?





# Summary: Why Speech and Language Therapy?



- 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)

# Road to Nowhere ....



- **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)*

# Road to Nowhere .....



- 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 – 20<sup>th</sup> March 2018 )*

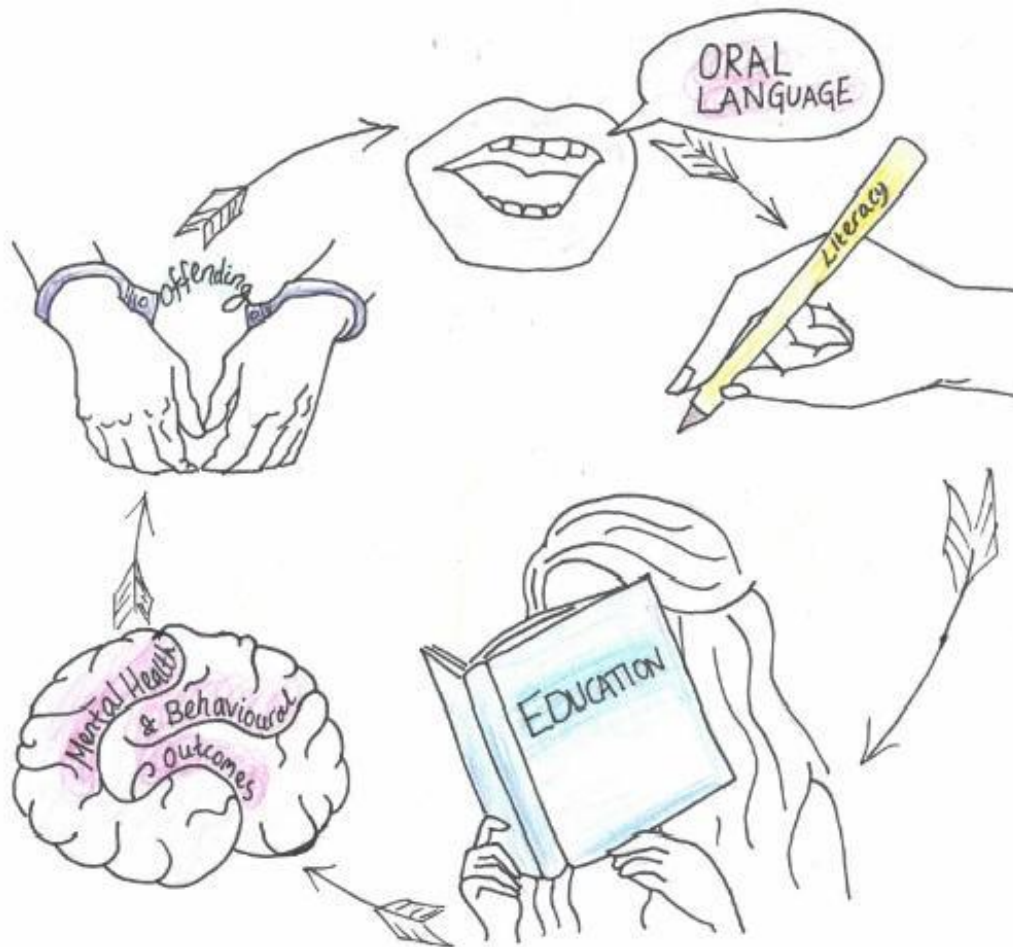
- **88%** of unemployed young men had **communication needs** (SLCN) – compared to **8%** in the general population

*(Children's Communication Coalition)*

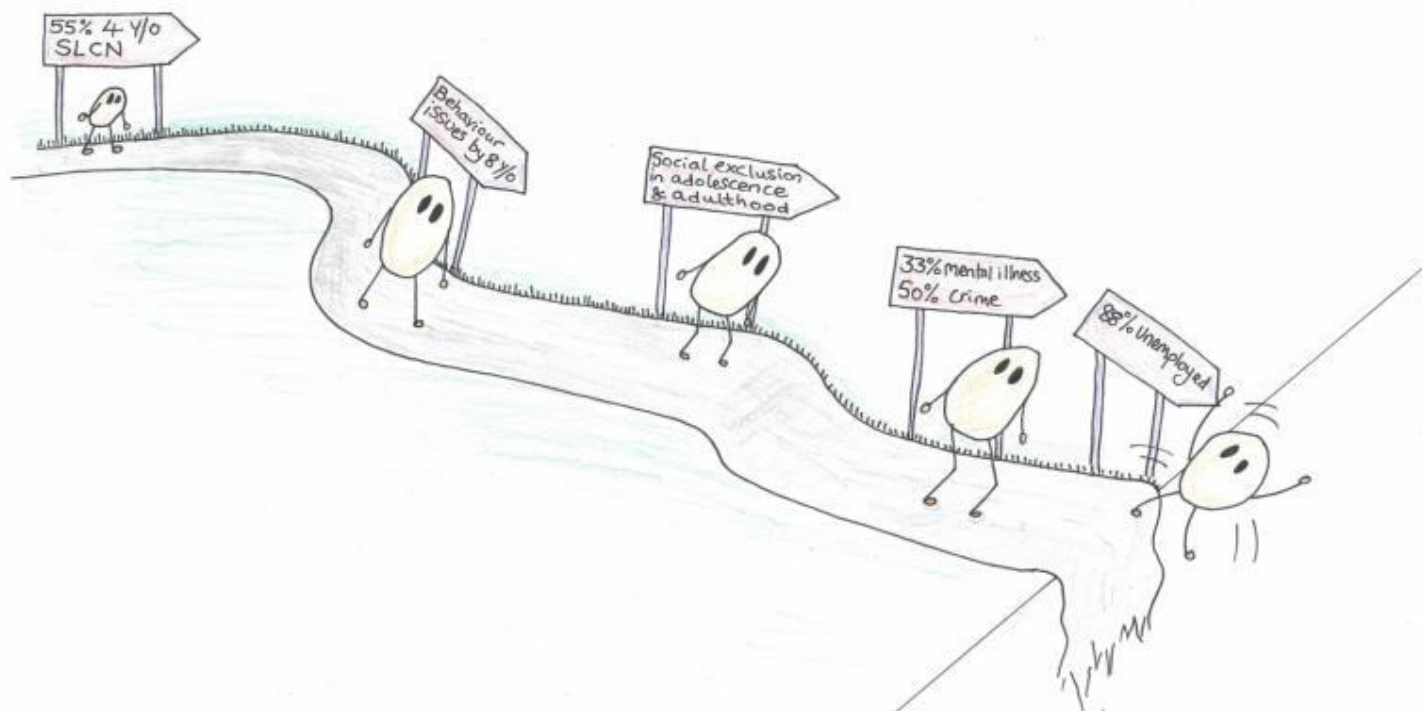
# Compounding Risk Model (Prof Karen Bryan)



## Compounding risk model



# Road to Nowhere ....



**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



What can we do?

**Speech , Language and Communication Needs**

# Case Study : Milton Keynes YOT 2008 onwards



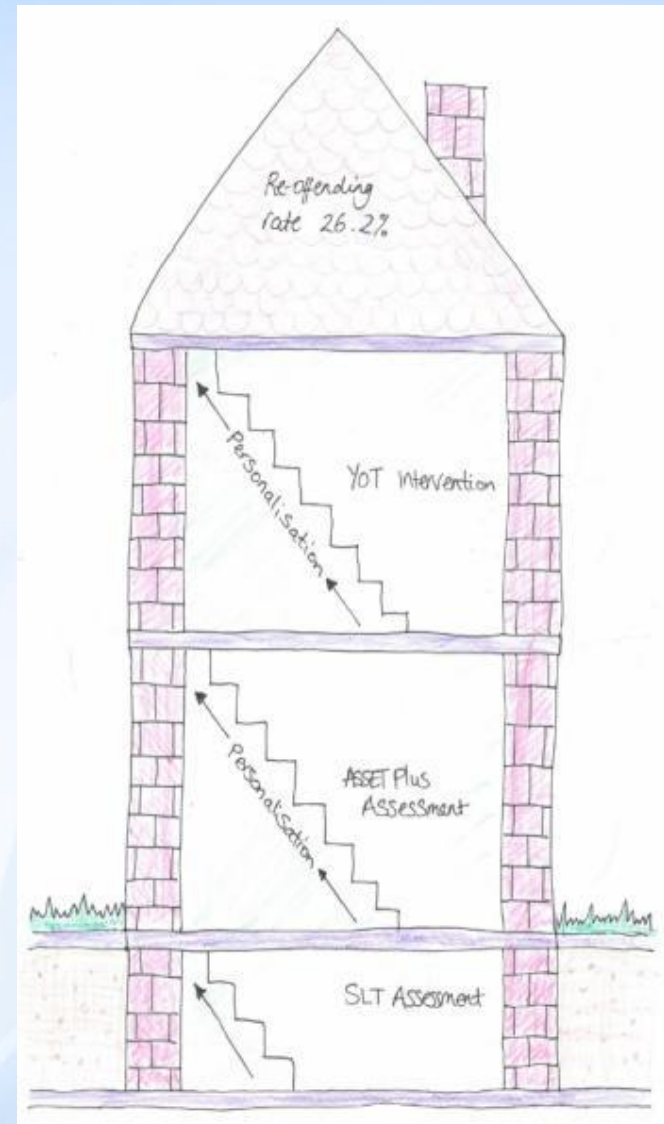
- A young person is **more** likely to have SLCN than not
- SLCN is a Core Need
- We put speech and language therapy at the core of the YOT....





# Changes to Milton Keynes YOT 2008 onwards

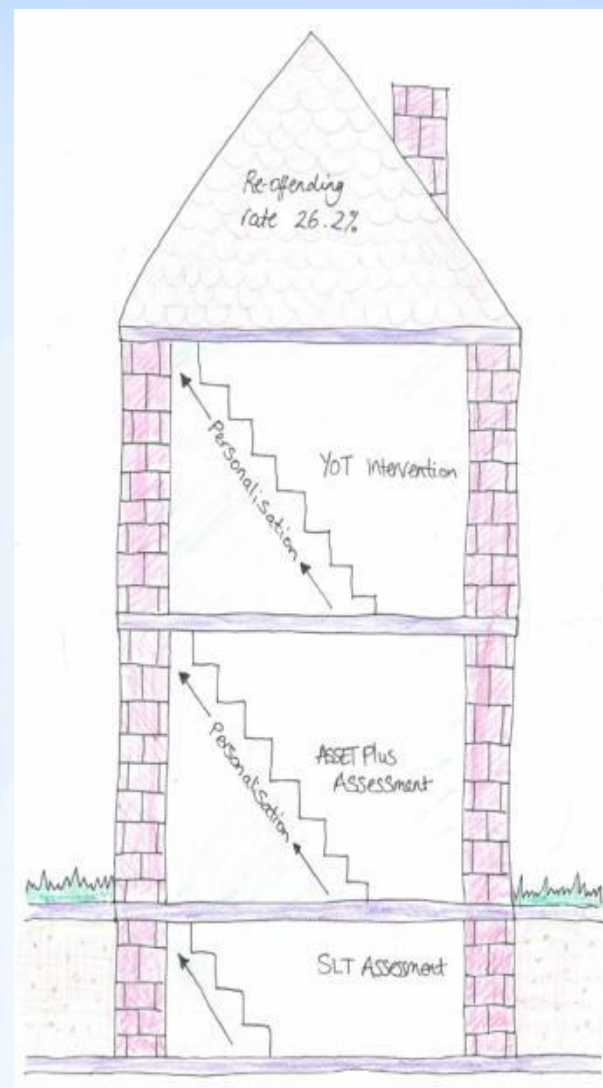
- **We assess everyone.** A young person is presumed to have SLCN unless proved otherwise. [Screening Out, not Screening In]
- The SLT supports the individual and all the staff
- The **whole YOT**, not just the professional staff, are trained to work with young people and parents with SLCN
- Speech and 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**].



# Predictive harm analysis

## – Prevalence of SLCN and SEND



- 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 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



## The 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

Screening

Assessment

Provision of therapy  
- One to one  
- Group work

Making information accessible

Staff Training

Consultation  
- Advice  
- Information  
- Strategies

# 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



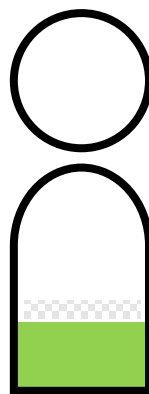
# Screening of SLCN

- 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)

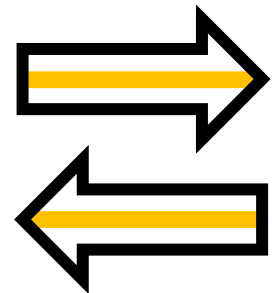
# Training: Informal



- Joint working – modelling
- Consultations
- Sharing resources/approaches e.g. comic strip conversations
- Multiagency meetings – risk, strategy, planning, custodial planning meetings (in exceptional circumstances)

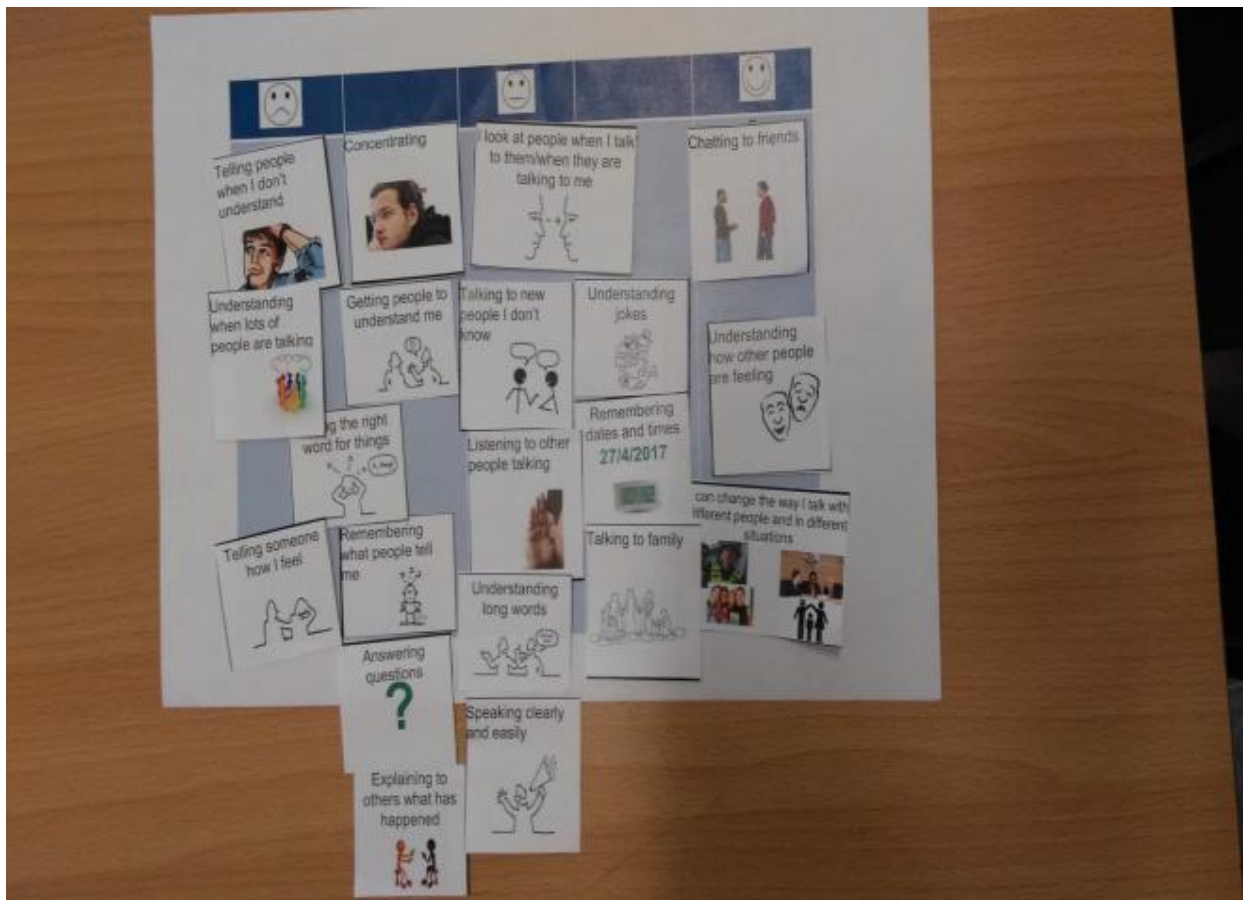
# Sharing information

- 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

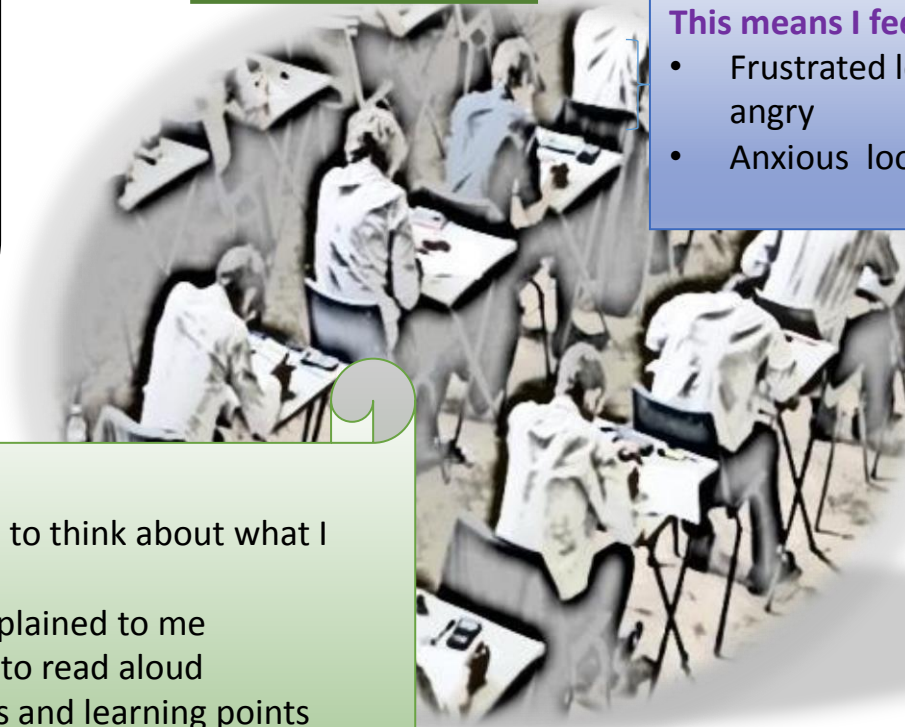


# Communication Passport

## 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

## Helping Young Person to Achieve



## This means I feel:

- Frustrated looks like I'm angry
- Anxious looks like I'm angry

## 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

## 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](http://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

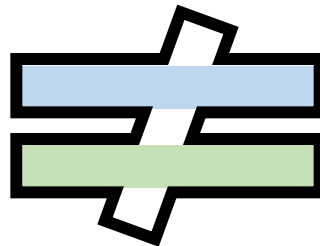


# Benefits of SLTs working in the YOT for **young people**

- ✓ 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**

**Reaching  
the hard  
to reach**

**Teenagers  
are  
fabulous**

**Feeling like I  
make a  
difference**



**Being part  
of a team**

**Using range  
of  
counselling,  
confidence  
building  
skills**

# Further resources

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

RCSLT Evidence Base

[https://www.rcslt.org/speech and language therapy/slt work settings/justice slcn/justice evidence base2017](https://www.rcslt.org/speech%20and%20language%20therapy/slt%20work%20settings/justice%20slcn/justice%20evidence%20base2017)

Practice advice: SLCN

<https://www.gov.uk/government/publications/speech-language-and-communication-needs-in-the-youth-justice-system/practice-advice-speech-language-and-communication-needs-slcn-in-the-youth-justice-system>

AssetPlus: SLCN Screening Tool <https://www.gov.uk/government/publications/assetplus-speech-language-communication-and-neuro-disability-screening-tool>

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



# Any Questions?

[www.rcslt.org](http://www.rcslt.org)

and

<http://aym.org.uk/>

