

## Presentation for Waitakere Children's Action Network

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Whakataka te hau ki te uru  
Whakataka te hau ki te tonga  
Kia mākinakina ki uta  
Kia mātaratara ki tai  
E hī ake ana te atakura  
He tio, he huka, he hau hū  
Tihei mauri ora!

Cease the winds from the west  
Cease the winds from the south  
Let the breeze blow over the land  
Let the breeze blow over the ocean  
Let the red-tipped dawn come with a sharpened air.  
A touch of frost, a promise of a glorious day.

Where are you  
from?

How far have you  
come today?



What communication skills were  
used to do that task?

How would the children and  
young people you work with have  
got on with that task?

Relationships +  
attachment  
history

Safety

Experiences



How I feel/think  
about the  
world, other  
people and  
myself

My internal working  
model impacts on  
how I communicate  
with you



“They were using big  
words, so I thought what  
the f\*\*\* I’ll just say yep”



*“Half the time I have no clue as to what’s being said but I’ll just agree with it just to get out of there because I’m embarrassed about situations...  
I’d like to be able to understand them [in court] all the time instead of being told all this and that and not have a simple clue about what’s being said to me – instead of just agreeing with it to get it over and done with.”*



‘I can explain myself with pictures more better I think’

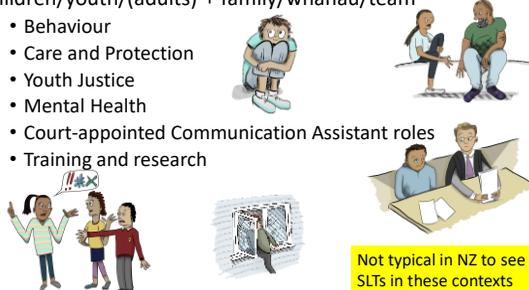


Complainant in CA interview

## Speech-language therapists

Children/youth/(adults) + family/whānau/team

- Behaviour
- Care and Protection
- Youth Justice
- Mental Health
- Court-appointed Communication Assistant roles
- Training and research



Not typical in NZ to see SLTs in these contexts



## What is Talking Trouble about?

What it <u>IS</u> about	What is it <u>NOT</u> about
<ul style="list-style-type: none"> <li>• Helping children and young people express ideas</li> <li>• Helping children and young people to listen and understand what is said</li> <li>• Interventions that are underpinned by Te Tiriti O Waitangi principles</li> <li>• Honouring everyone’s cultural and language backgrounds</li> <li>• Practical strategies for your place</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking ‘properly’ ☒</li> <li>• Only English ☒</li> </ul>



## What does an ‘oral communication difficulty’ mean?

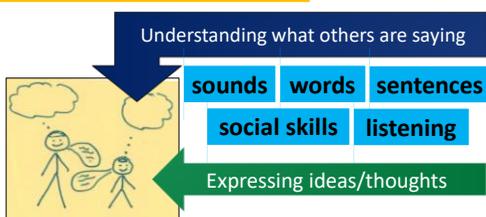
Speech, language and communication

Understanding what others are saying

sounds words sentences

social skills listening

Expressing ideas/thoughts



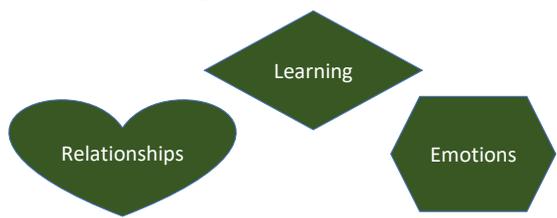

## Good oral language skills are protective

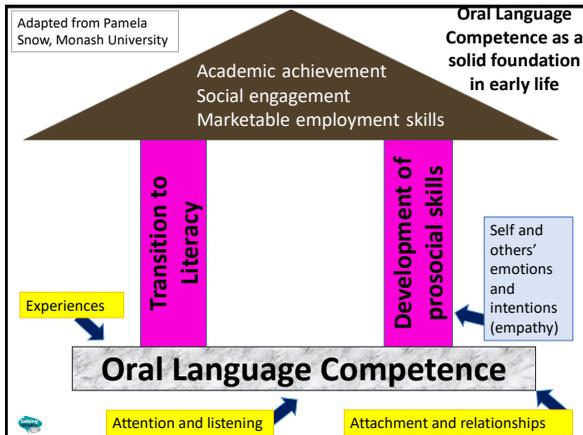
Learning

Relationships

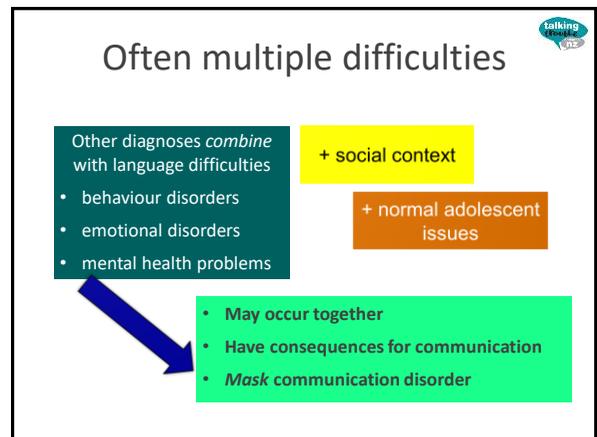
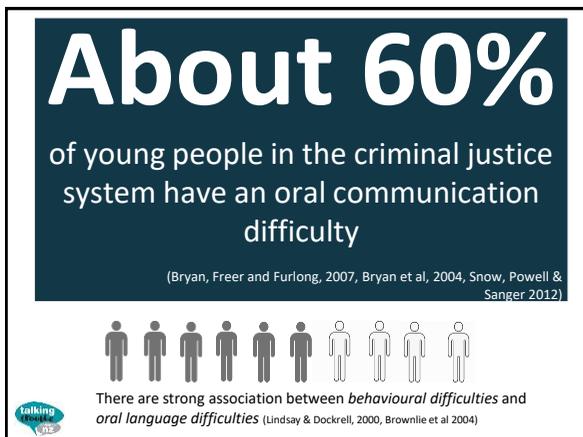
Emotions

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





What percentage of young people involved in YJ are likely to have significant language problems?



What about the speech, language and communication of other children and young people?

Those involved with

- Behaviour services?
- Mental health?
- Care and Protection?
- Truancy?

Similar levels of undetected needs, probably not addressed

**MASSIVE IMPACT**

How aware are professionals of these communication needs?

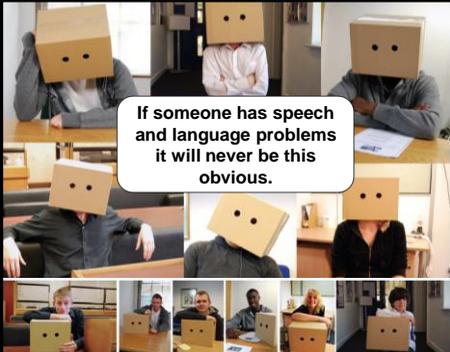
Often not aware.

Other explanations to do with personality / behaviour are used

Language difficulties are often hidden and 'masked'




If someone has speech and language problems it will never be this obvious.



Speech, Language & Communication expertise can make any situation easier.

Image from The Royal College of Speech and Language Therapists' campaign



### Vocabulary

- Using *and* understanding words
- Concrete and abstract

Accountable  
Withdrawn  
Charges  
Set down  
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



### What talking situations do young people need to participate in?

- Home
- Friends
- Education
- Family Group Conferences
- Police
- Health
- Community
- Court
- Social Worker
- Mentor
- Counselling
- Other???

Everything is a talkfest




### What can help?



# YOU



## 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**
- **Proposed amendment**
  - Introduced to Parliament on the 1st of June
  - Planned to come into force on the 31st March 2017.
  - Family Court, Youth Court and Family Group Conferences.



**'(c) 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....'**



- 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

1. 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.

2. 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.



Vulnerable Children's Act 2014	Better Public Service Targets	Oranga Tamariki
Adverse Childhood Experiences (ACEs)	Family Violence	
Youth Justice	Poverty	Housing
	FASD	Gangs
Positive Youth Development	Attachment	Child's voice
WHO – ICF The International Classification of Functioning, Disability and Health	'Trauma Informed Care'	Emotional regulation
Youth Crime Action Plan	Investing In Children Programme	

Where does a language and communication perspective fit?



1) Adults who can spot difficulties and know how to modify their language in the work they do  
 - e.g. **professional training**  
 - **support from SLTs as Communication Assistants in certain settings**

2) System wide changes to communication contexts  
 - e.g. **youth court processes, support for care-givers**

3) Children and young people being given new skills  
 - e.g. **programmes and access to SLT**



**Places**      **People**      **Processes**

What were Communication **BARRIERS + OPPORTUNITIES** we could change?

 listening	 understanding	 speaking
 Police cells	 Home	 Res
 Youth Court		
 FGC		



## What's the young person's behaviour communicating?

### What is a young person's behaviour communicating to you?

*Consider why. Think about...*

culture what's their first language? hearing and vision attention and listening skills head injury fear, shame, anger, distress	diagnosis of a condition or disability sensory overwhelm trauma experiences mental health vocabulary and language gaps literacy
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www.talkingtools.org

**Bail conditions**

**FGC plan**

**Language for emotions + others' interventions**

**Expectations/rules**

**Family conflict resolution**




*abstract, complicated wordy stuff*

**CLEAR SIMPLE CONCRETE VISUAL**

**Easy read**

**Who needs an easy read version?**

Me at benefit from clear, easy to read information. Information that is easy to read and can be read again.

But reading can be challenging for many young people. So can concepts of time.

Is the information being given on paper at the right level?

Consider space, layout, colour, the amount of information, pictures, flow charts and diagrams.

**1. Listen to the charges from the Police**

For each charge you have to make a **choice** about the more.

**'Not denied' / 'accept'** OR **'Denied'**

I did that / I agree it happened like that

We skip this meeting

I didn't do that / It didn't happen like that

**1. Graffiti at Faltown School**

- Tagging in black vivid
- Buildings at the School
- Playground equipment

What happened on 11 September 2016  
Where: Faltown School

**Break it down**

"You are charged with Possession of Instruments for Conversion."

**Charge**

Possession of Instruments for Conversion

Charge = what the Police say you did

**You had things to use for stealing a car**




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**Do you understand?**

Got that?

All OK?

That makes sense, doesn't it?

Yes, all good

**Watch out – are you checking understanding effectively?**

Most of us won't say when we are confused or unsure. We do not want to feel shamed or stupid.

Try asking young person to tell you what they think you said.

Review and write it down.



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**Thinking about what words to use so much now**

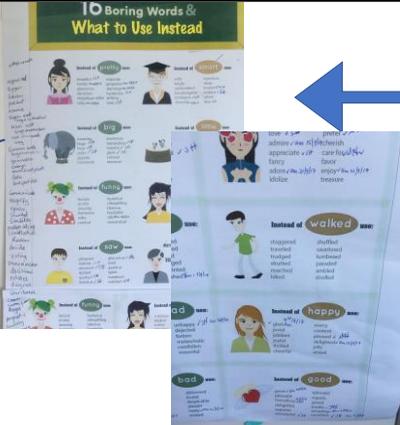
- Being able to explain the process when someone is in cells in the court
- Changing 'opposed' to 'don't want you to go home'

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?



**10 Boring Words & What to Use Instead**



Lovely examples of the vocab building staff can do that Alison was talking about. These images are from when Early Childhood teachers on Talking Matters projects have tried this out. Taken from the Talking Matters Facebook Page