

# Child Development and Behaviour: Trauma and language/communication

5 May 2019

Chapter of Community Child Health Satellite Day  
Royal Australasian College of Physicians  
Aotea Centre, Auckland



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Do I have to do this?

How long is it going to take?

What is this about anyway?

Who even are you?



Published last Friday: **Narrative language skills of maltreated children living in out-of-home care**  
**Snow, P.C. (2019). International Journal of Speech-Language Pathology.**

<https://doi.org/10.1080/17549507.2019.1598493>

Professor Pamela Snow's very recent comprehensive paper (published on 1/2/19) is available here (open access):  
Snow, P. C. (2019). Speech-Language Pathology and the Youth Offender: Epidemiological Overview and Roadmap for Future Speech-Language Pathology Research and Scope of Practice. Language, Speech, and Hearing Services in Schools. [https://doi.org/10.1044/2018\\_LSHSS-CCJS-18-0027](https://doi.org/10.1044/2018_LSHSS-CCJS-18-0027)

Lum, J. A. G., Powell, M. & Snow, P.C. (2018). The influence of maltreatment history and out-of-home care on children's language and social skills. Child Abuse & Neglect. 76 (65-74).

The most recent edition of the Journal of Clinical Practice in Speech-Language Pathology is a special edition on youth justice is open access here: <https://speechpathologyaustralia.cld.bz/JCPSLP-Vol-21-No-1-2019/3>

Short, K., Eadie, P. & Kemp, L (2019). Paths to language development in at risk children: a qualitative comparative analysis (QCA). BMC Pediatrics 19:94. <https://doi.org/10.1186/s12887-019-1449-z>

International CATALYSE Project on terminology consensus - Developmental Language Disorder (DLD)  
<https://www.afasic.org.uk/2017/02/professor-dorothy-bishop-talks-about-dld-developmental-language-disorder/>



aims to

**GIVE VOICE**

in

**Justice**

**Mental Health**

**Behaviour**

**Care and Protection**

settings



# Most services and supports are **talk-based**

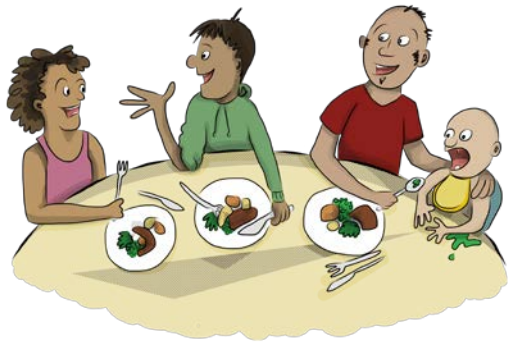


How do you participate in, and benefit from, services and supports that are provided through talking if talking is tricky for you?

What **information** is needed about this person's communication profile?

What do adults need to **do differently**?

What **skills** does this person need to be given to manage what they need to do?



We want to make sure that children/youth/adults.... have a voice can understand can participate



## Professor Laura Lundy's model

**Lundy, L. (2007).**  
**'Voice' is not enough:**  
**conceptualising Article**  
**12 of the United**  
**Nations Convention on**  
**the Rights of the Child.**  
**927-942**

Adapted from:

### SPACE

#### How:

Provide a safe and inclusive space for people to express their views

### VOICE

#### How:

Provide appropriate information and facilitate the expression of people's views

### AUDIENCE

#### How:

Ensure that people's views are communicated to someone with the responsibility to listen

### INFLUENCE

#### How:

Ensure that people's views are taken seriously and acted upon, where appropriate



**Children: Human Rights Defenders. The views, perspectives and recommendations of children across the world. Report by Laura Lundy and Michelle Templeton (2019).**

[https://d3n8a8pro7vhmx.cloudfront.net/childrightsconnect/mailings/636/attachments/original/DGD\\_REPORT\\_WEB\\_en.pdf?1536848201](https://d3n8a8pro7vhmx.cloudfront.net/childrightsconnect/mailings/636/attachments/original/DGD_REPORT_WEB_en.pdf?1536848201)

Create opportunities for young people  
to co-author/co-design

Enable them to be **Human Rights  
Defenders for themselves and other  
children/young people!**





It all starts with the 3 'Rs'

- **Relationship**
- **Respect**
- **Rapport**



People listen to me and care about me genuinely. It's a safe environment.

I could've but na I didn't. I didn't trust them enough. I was uncomfortable.

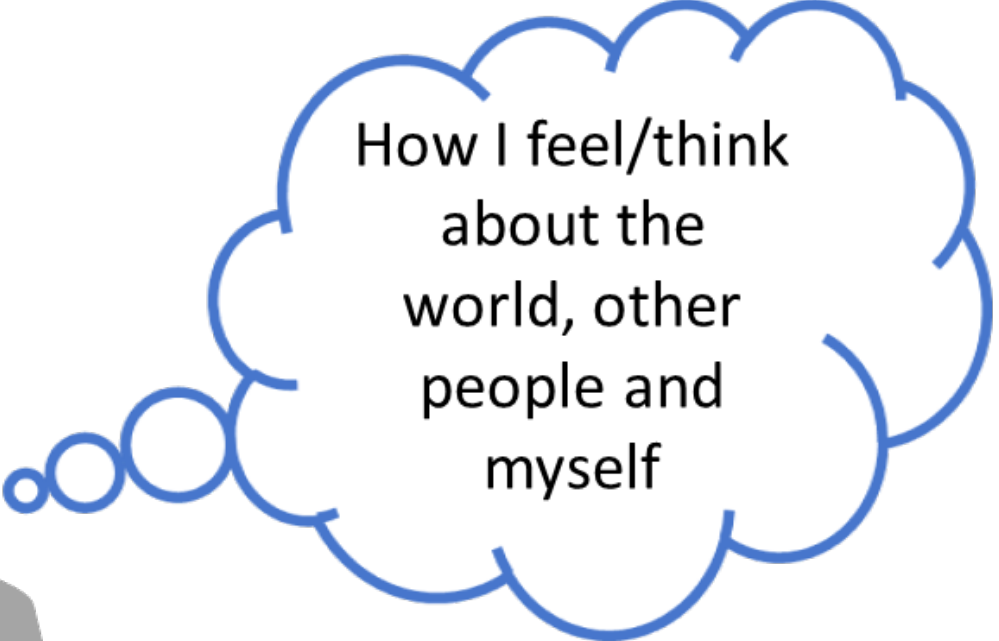
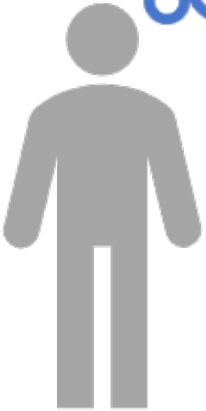
Speech,  
language and  
communication  
toolkit

Relationships +  
attachment history

Power

Safety

Experiences

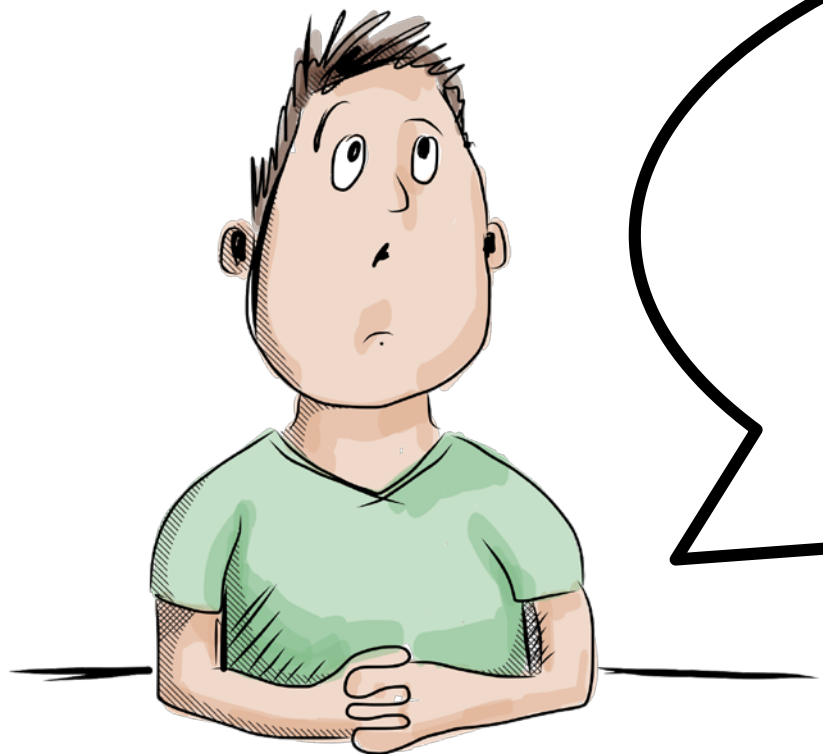


How I feel/think  
about the  
world, other  
people and  
myself

My internal working model  
impacts on how I  
communicate with you

Want to avoid.....

**Nah, I don't really get what they say**

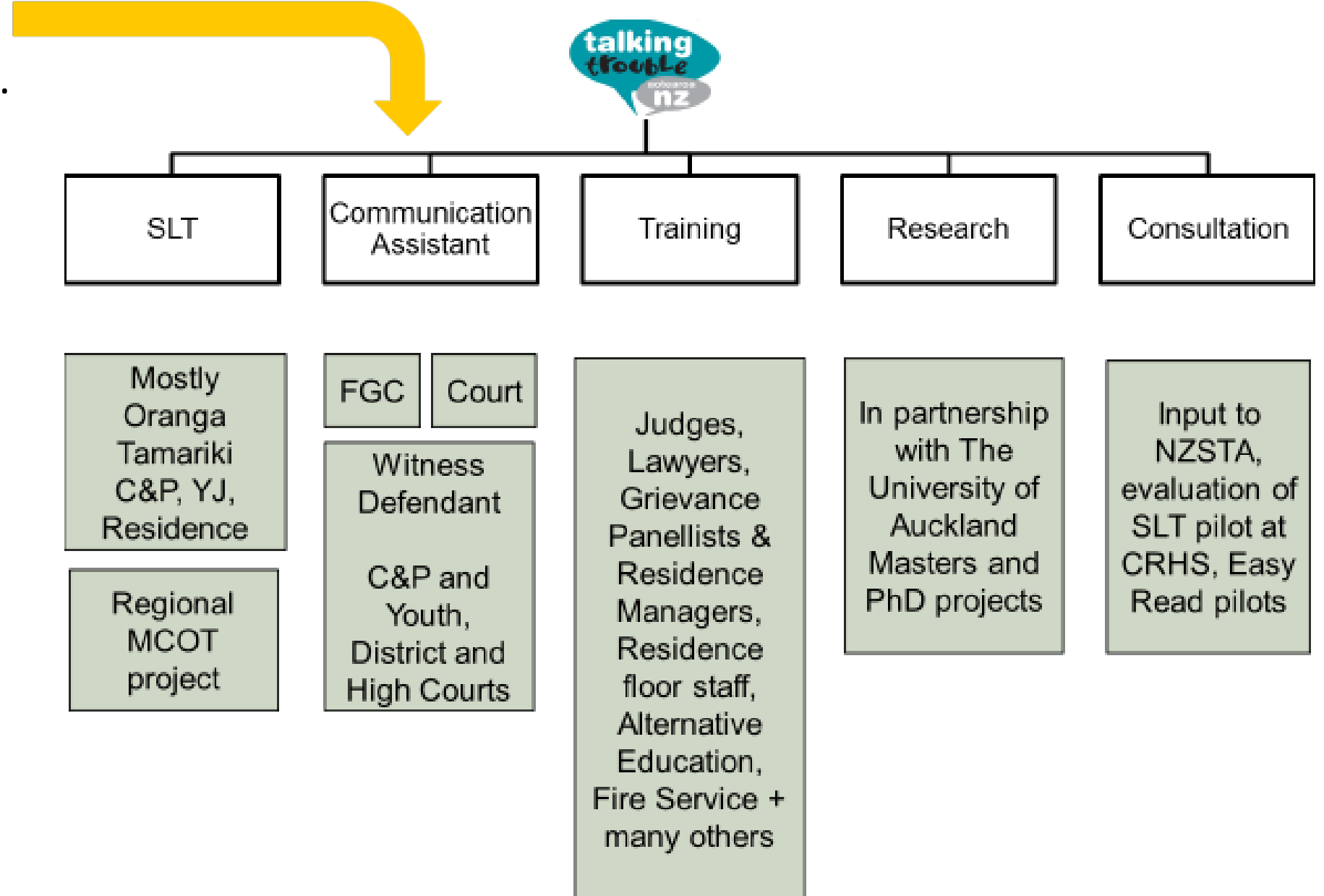


**Half the time I have no clue as to what's being said but I'll just agree with it just to get out of there because I'm embarrassed about situations...**

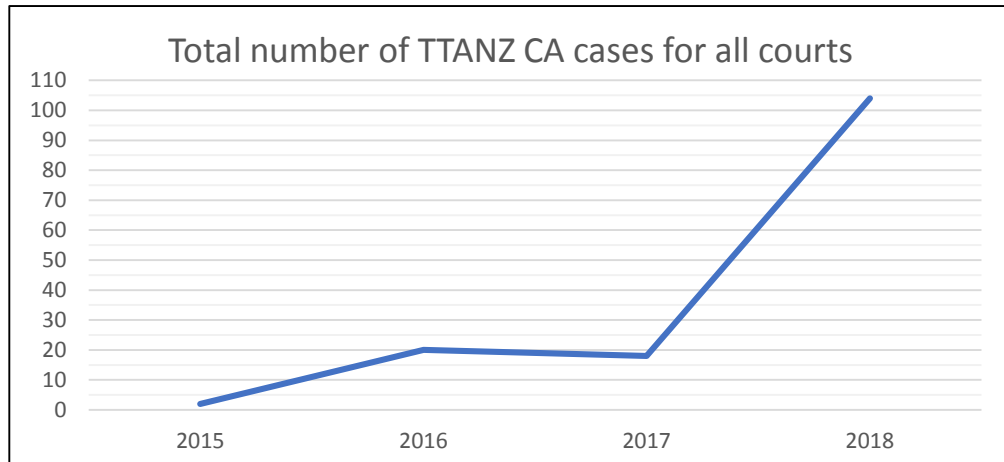


# What does that look like in practice?

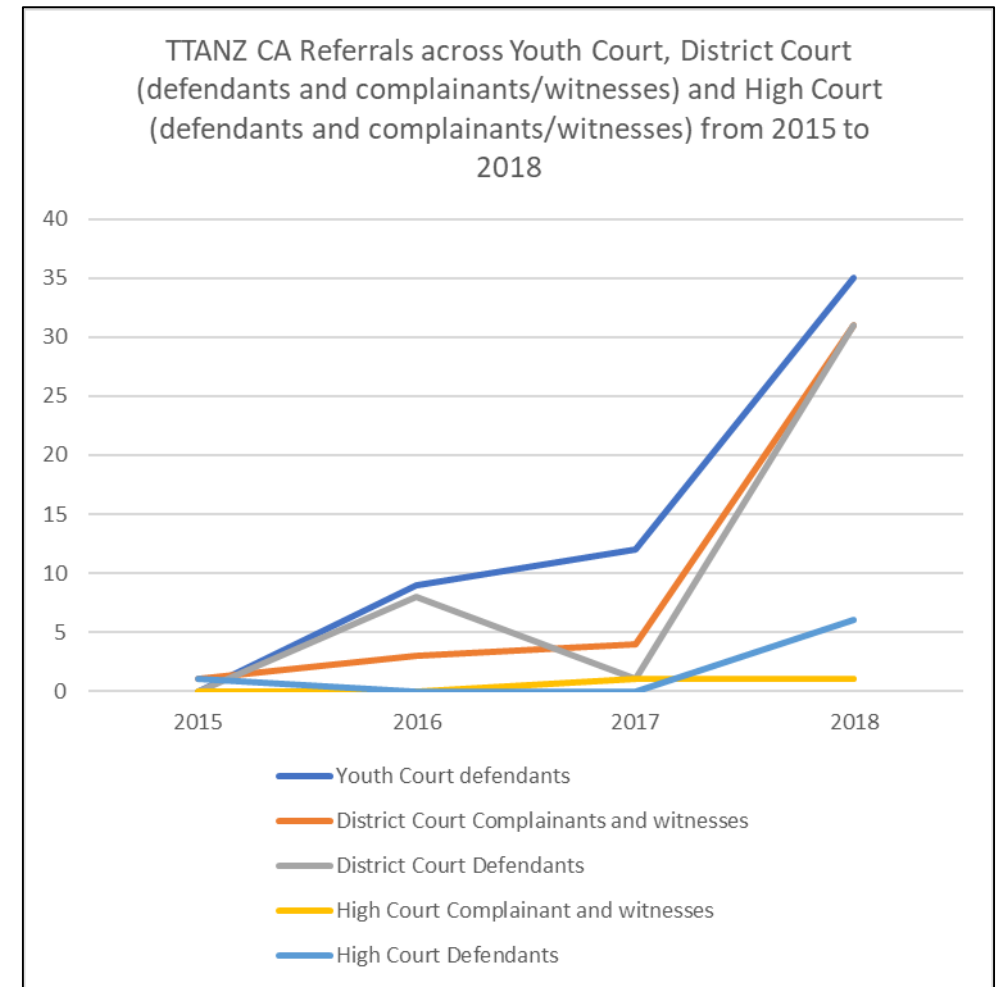
Some examples from my work this week.....



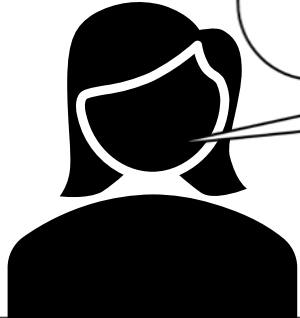
# Court-appointed Communication Assistant roles



- Child witnesses (particularly sexual abuse and family violence complainants)
- Youth Court (includes Crossover Court)
- Adult defendants
- Little in Police interviews (yet)

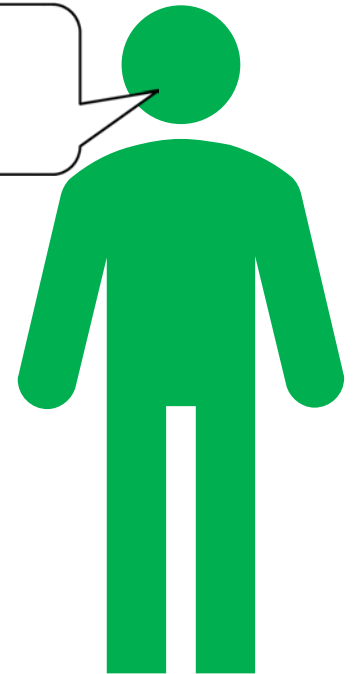


In order to be released from the cells, I need to read you your bail conditions and you need to sign to say you have understood them



Registrar at  
Youth Court

Oh, OK. All good



Young person

Az Állami Foglalkoztatási Szolgálat munkatársa tölti ki!

Az adatgyűjtő neve: \_\_\_\_\_ Feléltés ügyintéző neve: \_\_\_\_\_

Nyilvántartásba vételi dátuma: \_\_\_\_\_ Foglalkoztató azonosító: \_\_\_\_\_

Erkaszató bélyeg: \_\_\_\_\_

Bizonyíték módja: szabványban / másban

Az Állami Foglalkoztatási Szolgálat

## Munkaerőigény bejelentőlap

**Tisztelt Foglalkoztató!**

Munkaerőigényét szíveskedjék ezen a bejelentőlapon, vagy a [www.afsz.hu](http://www.afsz.hu) honlaponról letöltött és nyomtatott lapon bejelenteni. A foglalkoztató adatait tartalmazó **Foglalkoztató adatai** lapot első alkalommal a munkaerőigény bejelentőlapal együtt kell kitölteni. A későbbiekben elegendő csak a bejelentőlapot használni.

A vastagon szedett rész kitöltése kötelező!

**A munkaerőigényt bejelentő foglalkoztató adatai:**

Adószám: \_\_\_\_\_ Adóazonosító jel: \_\_\_\_\_

Neve: \_\_\_\_\_

Címe: \_\_\_\_\_

Munkakör megnevezése: \_\_\_\_\_ FEOR \_\_\_\_\_ Elvart gyakoriság: \_\_\_\_\_ év \_\_\_\_\_ hó

A megnevezett munkakörben alkalmazni kívánt létszám: \_\_\_\_\_ Várható havi bruttó kereset: \_\_\_\_\_ Ft-ig

Állománycsoport: segédmunkás, beranított munkás, szakmunkás, ügyvéti alkalmazotti, ügyintéző, hányados vezető, felelős vezető

A foglalkoztatásra irányuló jogviszony: Munkaviszony (Munka Törvénykönyve szerinti mv., AM-könyvvel történő foglalkoztatás), közalkalmazotti jogviszony, belföldi jogviszony, vagy Polgári jogviszony (megbízási, vállalkozási)

A munkaviszony szerződéses időtartama: határozatlan / határozott

A munkakör betöltéséhez szükséges iskolai végzettség(ek): általános iskolai végzettség nélküli, általános iskola, szakiskola, szakmunkásképző gimnázium, szakközépiskola, technikum, főiskola, egyetem

A fent bejelentett állásra kért-e közvetítésünket? Izzel együtt vállalta, hogy fogadja a közvetítés által közzétett személyt, a közvetítő lapun igazolja a közvetítés eredményét, fogadja a közvetítés közvetítőjét és tájékoztatja a foglalkoztatás körülményeiről. Igen / nem

A bejelentett állás hirdethető-e? Megjelölés a [www.afsz.hu](http://www.afsz.hu) honlapon (ha nem kér hirdetést, csak néhány a tájékoztató adat jelenik meg munkakör, elvart képzettség, ajánlott bér) Igen / nem

Ha közvetítést kér, vagy hirdethetőnek jelölte meg az állást, a másik oldalon lévő adatokat mindenképpen töltsse ki.

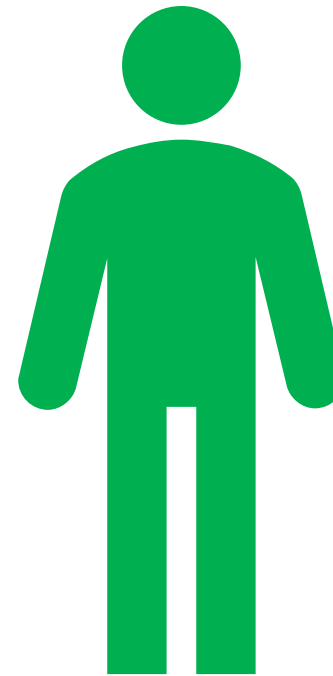
Az állásról további információt nyújtó személy neve, e-mail címe: \_\_\_\_\_ SMS fogadására alkalmas készülék információt nyújtó telefonszáma: \_\_\_\_\_

Az állás bejelentőjének neve: \_\_\_\_\_

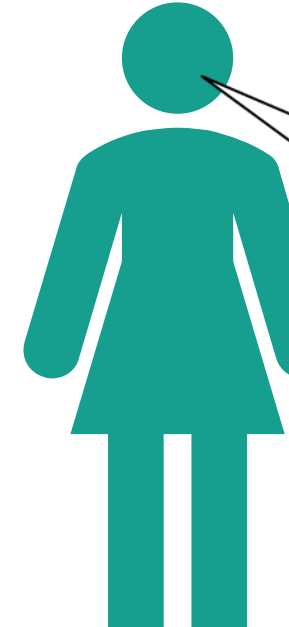
Kelt: \_\_\_\_\_ év \_\_\_\_\_ hó \_\_\_\_\_ nap

Kelt: \_\_\_\_\_ (P.H.) cégszerű aláírás

Kiadja a Foglalkoztatási és Szociális Hivatal, 2008.



Young person



Hang on! Can we try something different

Sally – Court-appointed Communication Assistant

# Issues faced by people we sometimes work with

- Acquired Brain Injury
- Intellectual Disability or cognitive/language developmental delays
- Developmental Language Disorders
- Autism
- Hearing impairment with a language and cognitive delays
- Fetal Alcohol Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Severe psychiatric impairments

Often accompanying mental health/literacy/behaviour issues

Complications from 2nd language, hearing status, fatigue, physical health

**but..... OFTEN nothing obvious on the surface**

**Bail conditions** = the **rules** the Court has given you

**X** if you **break the rules** you are **in trouble** the Police will tell Court

**✓** **keep the rules** and **no new charges**

# Main things judge said you have to do:

**Ben**

Supported Bail

**EM Bail**

Wear the bracelet

**No more charges.  
Stick to the rules**

# Stay at Nan's



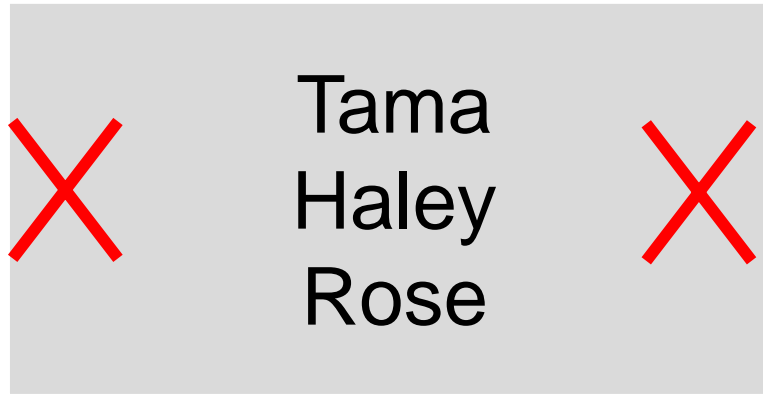
Nan's house

- If the Police come to Nan's, you have to show them that you are there





# Nothing to do with anyone you got in trouble with



You can **NOT** see them,

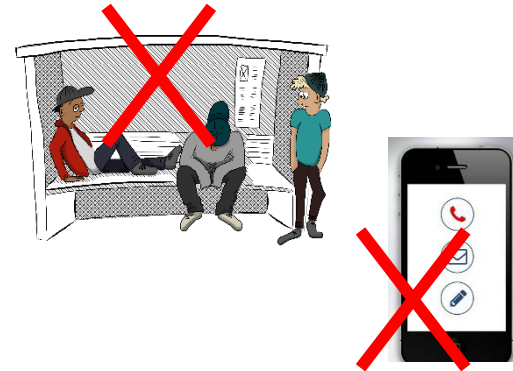
You can **NOT** email them

You can **NOT** speak to them,

You can **NOT** phone or text them

You can **NOT** communicate with them on the internet

- **NO** Facebook
- **NO** Instagram
- **NO** Messenger
- **NO** What'sAPP
- **NO** other social media



	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Night	Stay at Nan's	Stay at Nan's	Stay at Nan's	Stay at Nan's	Stay at Nan's	Stay at Nan's with family	Stay at Nan's with family
Early morning							
Day	<b>Ben</b>	<b>Ben</b>	<b>Ben</b>	<b>Ben</b>	<b>Ben</b>		
evening	Stay at Nan's	Stay at Nan's	Stay at Nan's	Stay at Nan's	Stay at Nan's		
All night							

# Next – create him a Communication Passport that can go anywhere with him

## Jimmy **works best** with people who

- ✓ Don't try to 'push' or 'teach' too much
- ✓ Pick up on what he's doing and where's at
- ✓ Praise him for what he does
- ✓ Can make things that are tricky into something enjoyable

## How to **help**

- ✓ Don't talk too much
- ✓ Make it **quick**
- ✓ Get it all done and get on with it
- ✓ Keep talking and reading **short** and **easy**.

## Jimmy Jones

Communication Passport March 2019

This information about Jimmy has been put together during a conversation between Jimmy, his Dad and a speech-language therapist. It is designed to give an overview of what helps and gets in the way for Jimmy.

### Stuff Jimmy loves

Hanging out with mates

Sometimes – gym, soccer, fishing

## Stuff that makes Jimmy annoyed

- ✗ Talking for ages in a room
- ✗ Lots of talking
- ✗ Waiting
- ✗ Talking about me when I'm not there
- ✗ People reading stuff out for me...takes too long...just let me read it to myself

Signs listening and understanding are tricky

### You might notice

Fidgeting  
Eyes wandering off  
Jimmy shuts off  
Wants to gap it  
Stands up, covers eyes, paces, swears

## Making complicated things easier

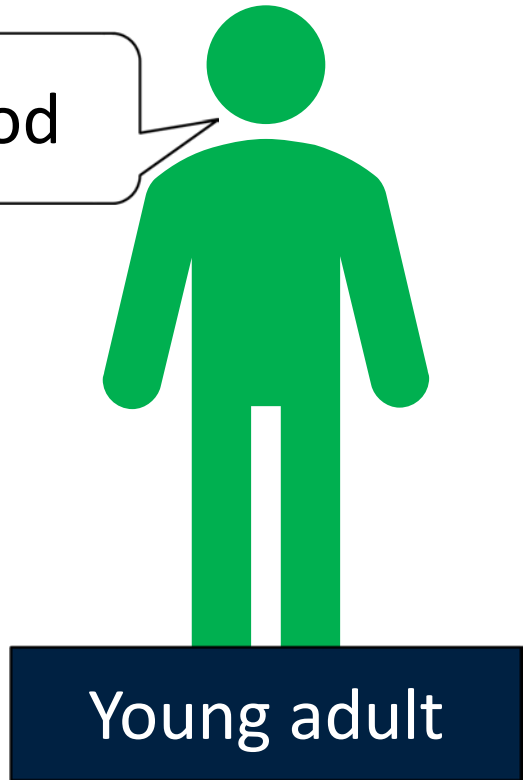
Work out the most important things Jimmy needs to know – keep it **short, simple** and **quick**

**Draw** it  
Write **key words**

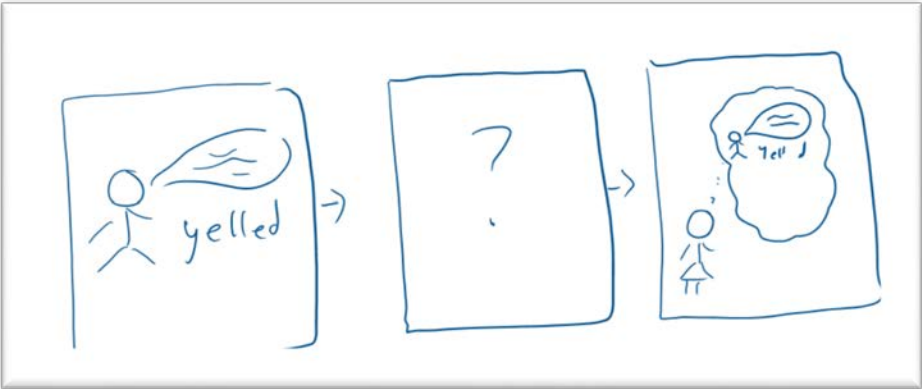
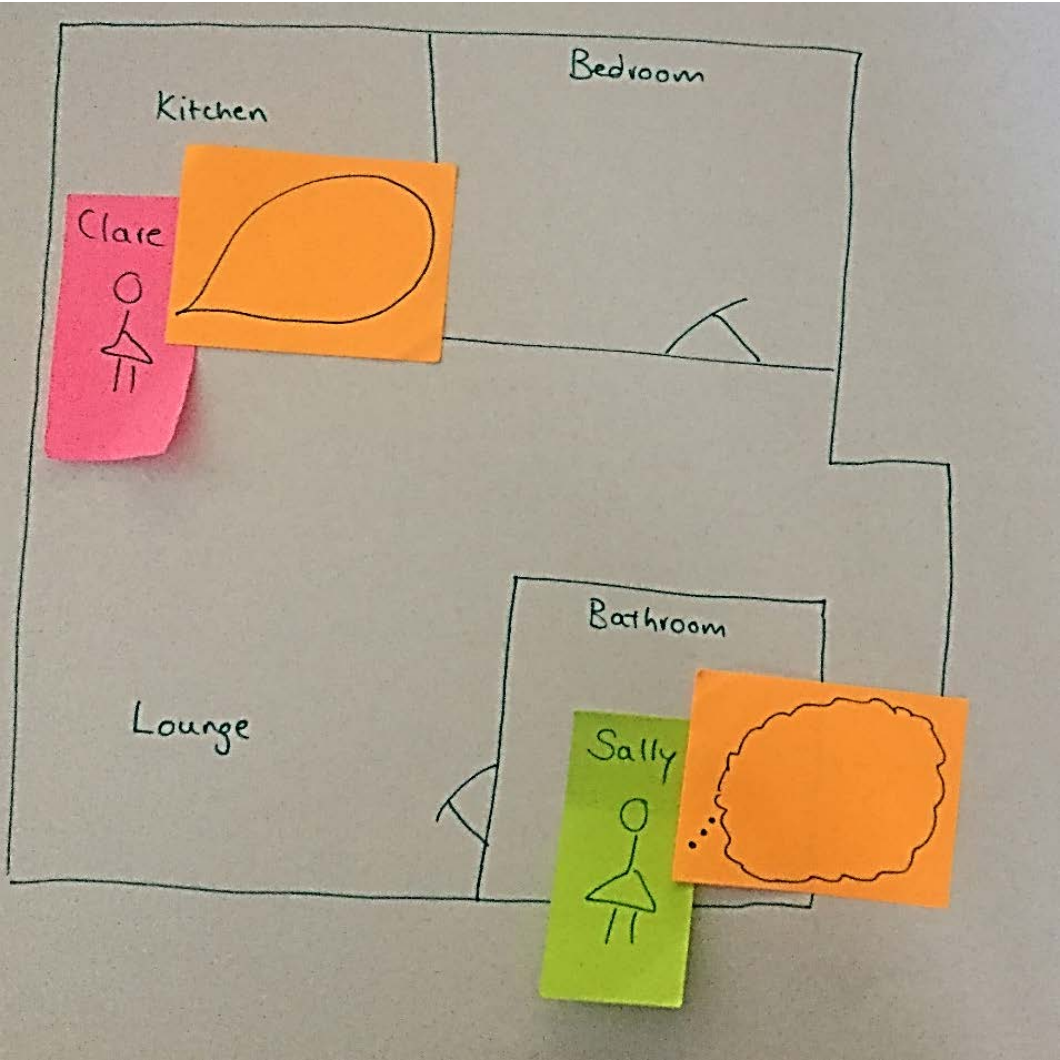


So to apply for the discharge without conviction in your next hearing, we need to clarify that this affidavit is accurate. Once we're finished, we'll go over to the counter to swear it.

Oh, OK. All good



# Previous week – assisted to help the lawyer get the story





# Case Study 3

- Mid-30s
- FASD
- In care in childhood, disrupted homelife/schooling
- Vulnerable housing, entrenched alcohol issues
- Multiple prison and mental health secure stays
- Anger management issues
- Major difficulties with oral language, limited literacy

Required to do:

- Plan full of 'blah' – 6 pages
- Participate in a range of courses/interventions – all talk based

What could have been done earlier in this man's life to equip him for a healthier and easier adulthood?



# So what does all this mean for you as health practitioners?



Individual  
consultations  
  
+  
  
systems



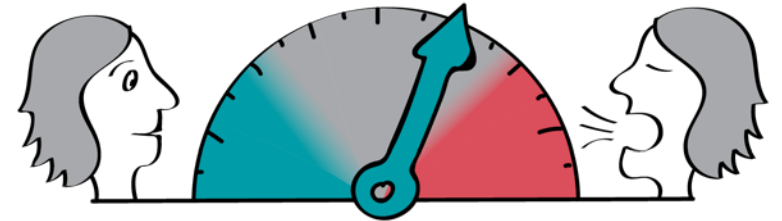
# Communication Accessible Toolkit



## Communication Glasses

(with extra tints/layers on the lenses –  
trauma/adversity/cultural)

to help you spot who may be  
struggling and then you can (get an  
SLT to help) adapt and build skills



BLAHOMETER

## Blahometer

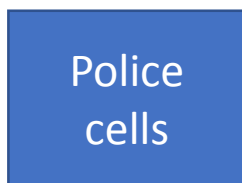
so you can spot the 'blah' and  
develop effective alternatives

# Places

# People

# Processes

What are Communication **BARRIERS + OPPORTUNITIES** you could change?



listening

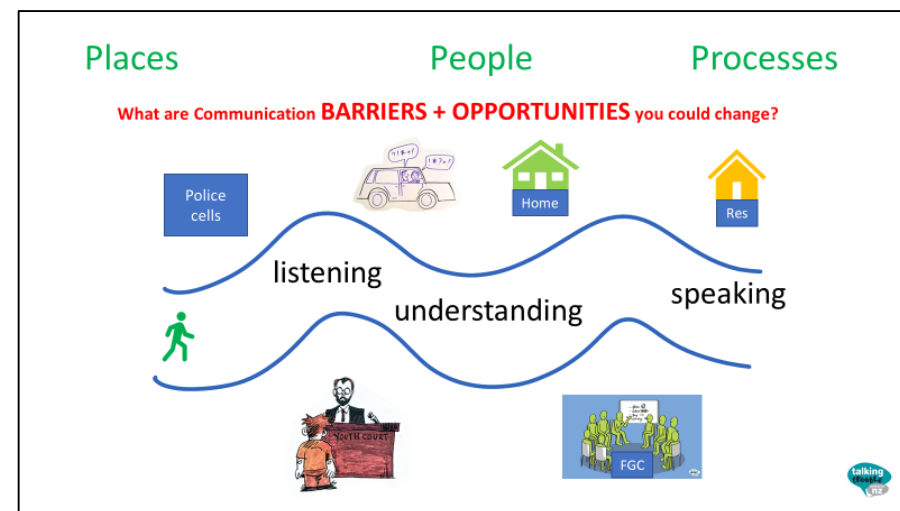
understanding

speaking



# Communication mapping

- Workforce identify the things **they** identify need fixing
- Our team co-designs solutions
- Along the way, we can show how speech-language and communication needs might present – how to spot and what to do
- Often requires a challenge to the intervention logic e.g. what Family Group Conferences and apology letters are trying to achieve



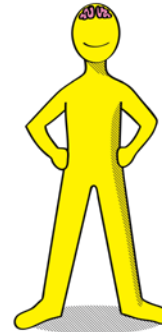
What capacity does everyone have e.g. language, learning, social?

What's going to make this complicated?

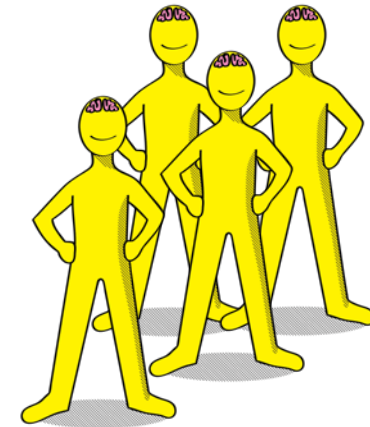
Best way to make this FGC journey communication friendly and restorative



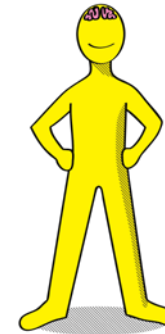
FGC Co-ord, Police, Social Worker, Youth Advocate, Mentor etc



Young person



Whanau

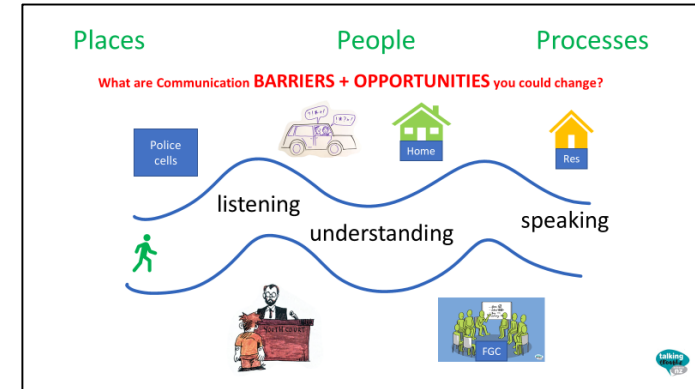


Victim

What's the intervention logic?

# Communication mapping projects

- Gateway
- Sexual Assault Assessors
  
- In Oranga Tamariki – workforce development projects in Care and Protection and Youth Justice have developed health communication tools



# Substances and Choices Scale – finding out about the drugs and alcohol you take

Option 1

Did you use.....



## Alcohol

Things like

- Beer
- Wine
- Alcopops
- Cider
- Shots

A month

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

How many times?

Never

--	--	--	--	--	--	--	--

Once a week

			X			
--	--	--	---	--	--	--

More than once a week

X					X	
---	--	--	--	--	---	--

Most days or every day

X	X	X	X	X		X
---	---	---	---	---	--	---

# Substances and Choices Scale – finding out about the drugs and alcohol you take

Option 1

Did you use.....



## Drugs

Things like

- Weed, pot
- Crack, blow
- P, whiz
- E, GHB
- Glue
- Sleeping pills, downers
- LSD, mushrooms
- Heroin
- BZP
- Other

A month

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

How many times?

Never

--	--	--	--	--	--	--	--

Once a week

			X		
--	--	--	---	--	--

More than once a week

X					X
---	--	--	--	--	---

Most days or every day

X	X	X	X	X		X
---	---	---	---	---	--	---

Yes that's me

Not sure

No that's not me



Taking alcohol or drugs



Take them  
when I'm alone

Feel  
hooked or  
addicted

Spend all my  
time

- Getting them
- Using them
- Getting sober

Want to  
cut down

Don't get  
important  
stuff done

Get  
into  
serious  
trouble

Argue  
with my  
family and  
friends

Have unsafe  
Or  
Unwanted  
sex

Go to school  
or work  
every day

Use these cards along with the Talking Mats framework (previous page). We can all look out for good pictures to go with them if you still like the idea

Drive the car  
when drunk or  
high

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>

**Talking about feelings.**

**In the last two weeks .....?**

**0**  
**Never**

**1**

**2**

**3**

**4**  
**Always**



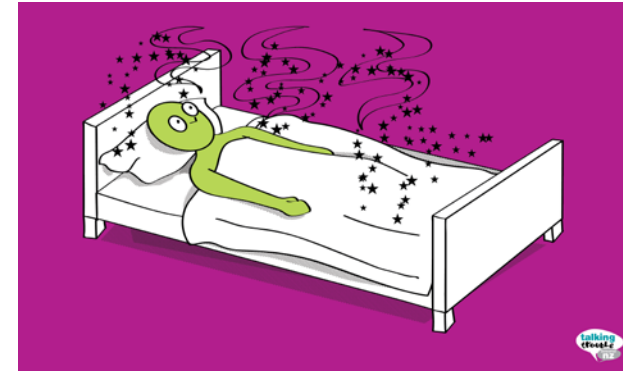
Very sad



Worried  
Thinking about the  
stuff that's not going  
well



Scared



Restless  
Can't sleep or can't relax



Stressed



Hopeless



Everything is too hard  
No energy



Worthless  
Nobody cares about me  
I'm not important

Alternative positive version



Happy

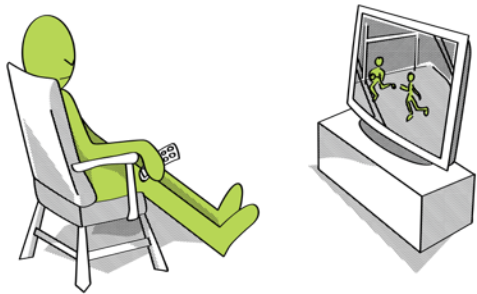
OK



Safe



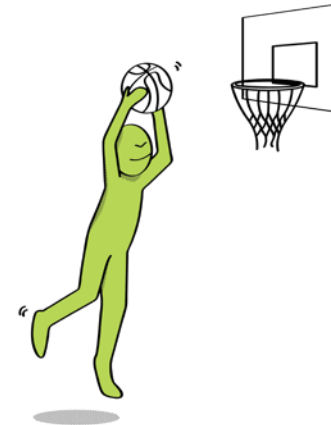
Can concentrate



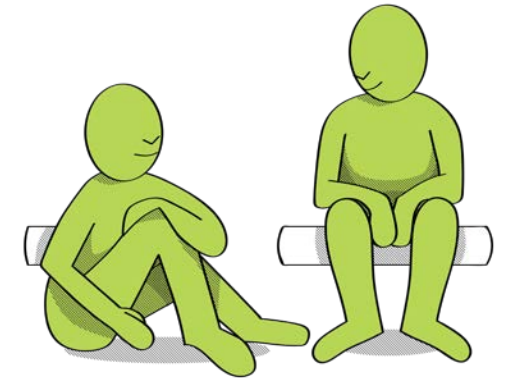
Chilled out



Optimistic  
Looking forward to tomorrow



Love doing things



Important to someone  
Someone cares about you

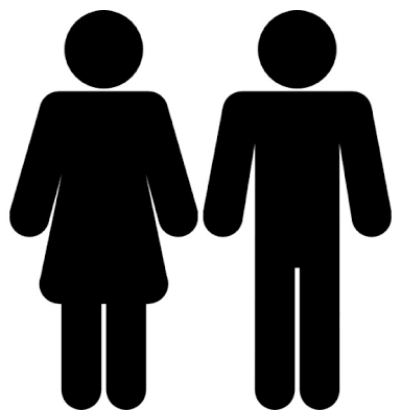


Do you have a girlfriend/boyfriend?

Do you have sex?

Do you know what STI's are?  
Have you ever had one?

Is it safe sex?  
What contraception do you use?



# Sex

Have you ever been given \$\$ or presents for sex?

Have you ever had unsafe or unwanted sex?

Where would you go for help?

## Consent – What do you think?

1. What do you think consent is?
2. How do you know if someone has given consent?
3. How old does the law say you have to be to give consent?



# Talking Mats help people to give their opinions



- Thoughts and Feelings
- What's working/what's not?
- What do you want/not want to have in your plan?
- Relationships – which ones are working which one's aren't?
- What needs to change?
- What would help your transition?



Talking Mat set = Your Well-Being, from Keeping Safe  
Top scale = managing/not managing



Communication  
Assistants



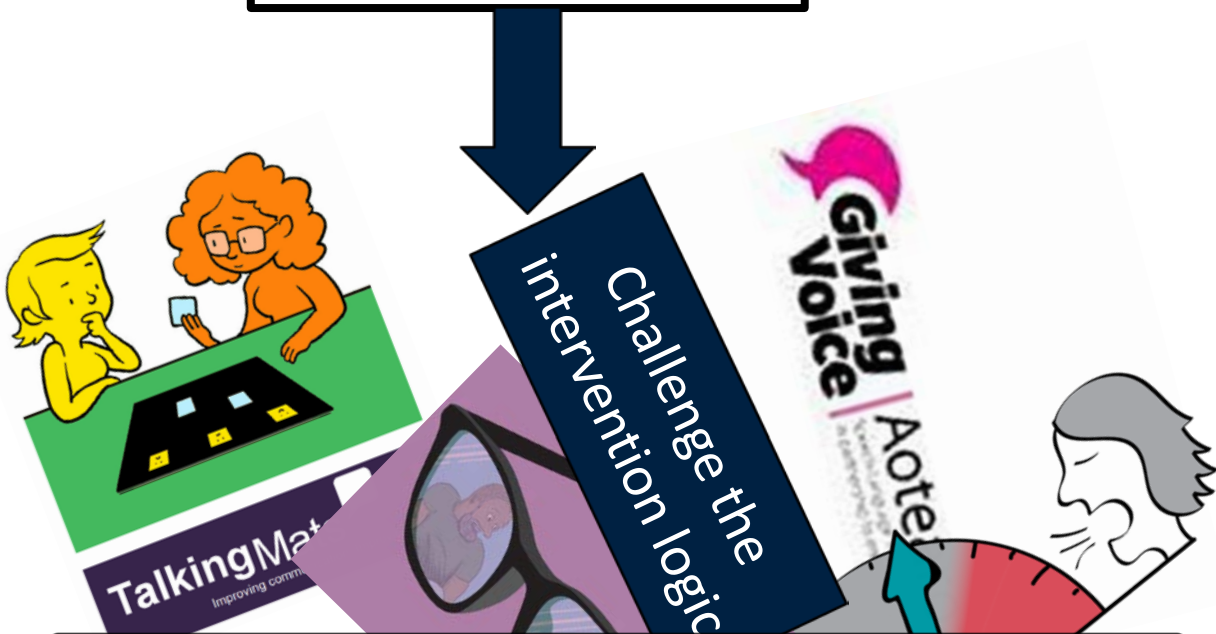
ALL the workforce/systems/processes



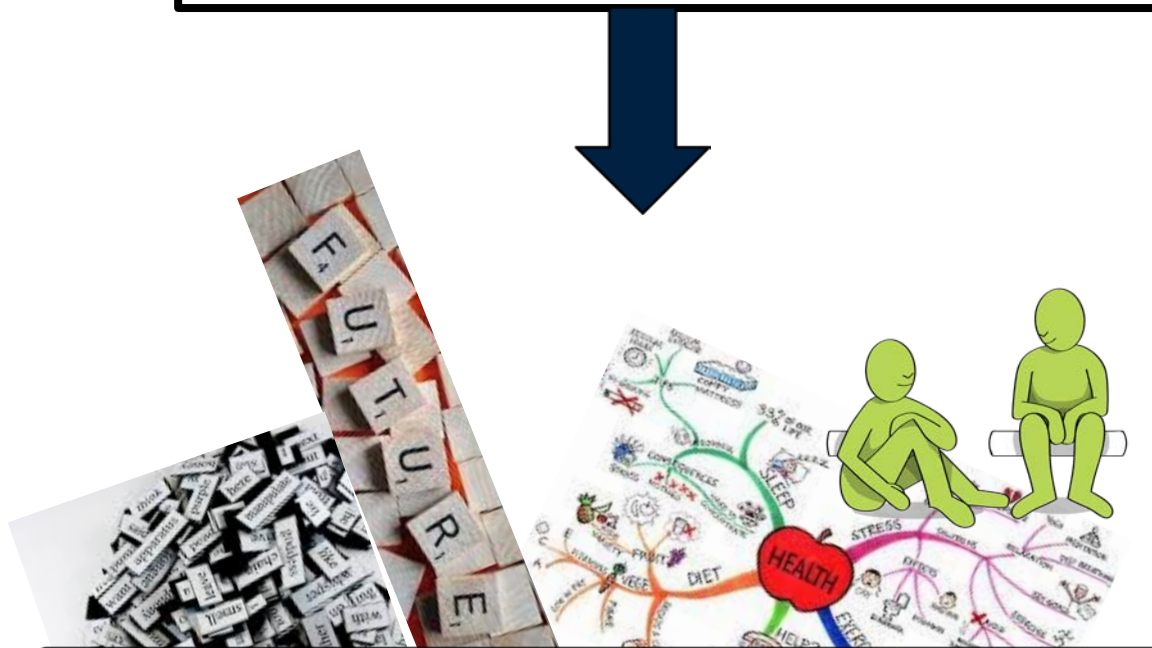
Fill your toolkit

AND

Give children tools too to fill theirs



Adult's Communication Toolkit



Child's Communication Toolkit

SLTs can do this - advocate

Many complex issues, but when children are equipped with **STRONG oral language** language skills early, they are protected for a bright future.

They need language and communication strengths and needs identified, 'worked around' and developed.

## **STRONG oral language** provides:

Access to literacy and education

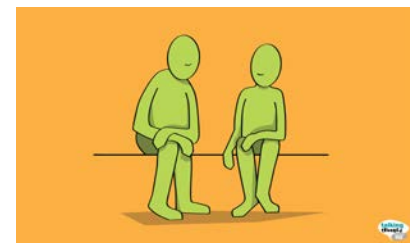
Participation in positive interactions and interventions

Pro-social development, and skills to make and keep relationships

Ability to solve problems with words (not behaviour) and talk yourself out of trouble

Better life chances and wellbeing

Child's Communication Toolkit



**Get some SLTs**

# Coming up over this year

- Ongoing projects with Oranga Tamariki, Court roles and specialised therapy e.g. HCN, IWS etc
- Forensic mental health – adults and youth
- Restorative practice/justice – empathy/perspectives
- Corrections – High Impact Innovation Team: Supported Bail project, Probation, more work with youth units
- Training for Alternative Education providers and High School Pastoral Care, Talking Mats
- Crossover Court (Youth Court/Care and Protection) project



“It was not until CAs became involved in cases that I started to understand how language difficulties impact on young people who come before the Youth Court. That has led me to re-think how I communicate with all young people I meet in court and to see an urgent need to change the language, forms and processes we use to make them capable of being properly understood. This must go beyond simply removing the anachronisms and institutional language; New, fresh and meaningful approaches are required.”

HH Judge Fitzgerald (NZ)

