

Co-location of Speech and Language Therapists within a Youth Offending Team

Hackney

Key points:

- Hackney has invested in full time Speech and Language Therapy provision within their YOT
- There is a strong multi-agency ethos and a co-location of services, enabling an adaptable, flexible, joined-up and responsive service provision, built around the complex needs of children and young people in, or at risk of entering, the youth justice system
- National developments such as ASSET Plus are anticipated and adapted for local use
- The Speech and Language Therapists work closely with each other across educational settings; they also support universal and targeted provision for children and young people as well as specialist interventions
- Particularly noteworthy are resources that have been developed to support young people with communication difficulties through the restorative justice processes



Interview with Gwen Murray- A highly specialist Speech and Language Therapist working within and beyond the Hackney Youth Offending team

Hackney is a truly global and diverse borough. Historically Hackney has been a borough that welcomes people from around the world and inward migration dates back to the 18th and 19th centuries. In the 1950's and 1960's, labour shortages in the reviving post-war economy drew in migrants from the Caribbean, Cyprus, Turkey and South Asia. In the last 10 years they have been joined by migrants from Western European countries like Spain and France, Eastern European countries like Poland, which have joined the European Union in the past decade, people from North, and South America, Australasia and African countries like Nigeria and Somalia. The 'Other White' population increased by 60% between 2001 and 2011, and is now the second largest ethnic group. Despite rising levels of prosperity, driven in

part by investment in East London prior to and following the London Olympics, child poverty rates stood at 41%, second highest in the country (when adjustments were made for housing costs¹)

Speech and Language Therapist co-located in the Youth Offending Team

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A number of strengths were observed:

- **The power of co-location:** SLTs are integrated into a multi-agency team. Whatever the point of "entry" into the support and intervention systems in Hackney, SLT provision is only a step away - empowering each team to work more effectively with their clients. Co-location also enables...
- **Response time:** Nothing has to be "commissioned in". Gwen Murray stated that they have a ceiling response standard of four weeks maximum. In reality, Gwen gave an example of a CYP who may enter the formal processes on a Wednesday and work with them could begin on the following day. This is certainly something very powerful, a feature of effective YOT practice observed on other field visits, and empowering and supporting the work of others- most importantly, to the benefit of the CYP
- **Engagement with CYPs:** The Hackney approach here is worthy of note. YPs are not given an option to disengage with support and intervention, and yet it doesn't feel like "labelling" or burdening a YP with a diagnosis or problem- Hackney Case Workers simply communicate to the YP that this is all "part of the service", putting the onus on the *professionals'* shoulders with statements like "this is how we can make our work with you more effective"
- **Contribution to the "three wave" approach:** SLTs support all three levels of intervention:
 - **Universal** leading professional learning and staff development across teams of youth workers, social workers, childcare practitioners, troubled families (SLTs do similar work in schools and academies)
 - **Targeted** Individualised support plans for others to implement, including information to the secure estate; more focussed training, support and strategies (such as adoption, adaptation and use of ASSET+ screening tool) [CLICK HERE TO DOWNLOAD TOOL DEVELOPED FROM ASSET PLUS MATERIAL AND TAILORED TO HACKNEY NEEDS](#)
 - **Specialised** SLT core activity- short, medium and long term intervention work, sometimes as part of an EHCP, sometimes if an assessment of complex needs warrants it

¹ <http://hackney.gov.uk/Assets/Documents/Hackney-Profile.pdf>

The Hackney approach to supporting CYPs with SEN through the Restorative Practice pathway

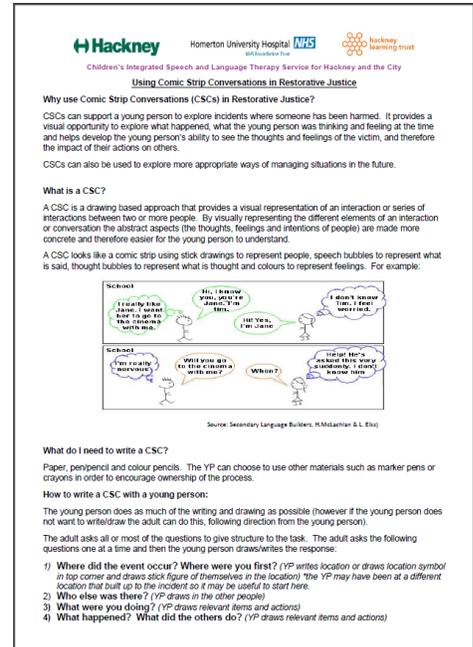
One of the best examples of SLT input to support front line professionals in Hackney are the range of resources designed to support working with young people who may have communication difficulties in the area of **restorative practice**.

The following resources have been graciously offered by Gwen Murray and her team for consideration
CLICK ON IMAGES TO DOWNLOAD RESOURCES:

Comic Strip Conversations

CSCs can support a young person to explore incidents where someone has been harmed. It provides a visual opportunity to explore what happened, what the young person was thinking and feeling at the time and helps develop the young person's ability to see the thoughts and feelings of the victim, and therefore the impact of their actions on others.

CSCs can also be used to explore more appropriate ways of managing situations in the future.



Using Comic Strip Conversations in Restorative Justice

Why use Comic Strip Conversations (CSCs) in Restorative Justice?

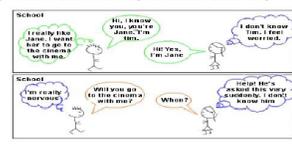
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CSCs can also be used to explore more appropriate ways of managing situations in the future.

What is a CSC?

A CSC is a drawing based approach that provides a visual representation of an interaction or series of interactions between two or more people. By visually representing the different elements of an interaction or conversation the abstract aspects (the thoughts, feelings and intentions of people) are made more concrete and therefore easier for the young person to understand.

A CSC looks like a comic strip using stick drawings to represent people, speech bubbles to represent what is said, thought bubbles to represent what is thought and colours to represent feelings. For example:



What do I need to write a CSC?

Paper, pens/pencil and colour pencils. The YP can choose to use other materials such as marker pens or crayons in order to encourage ownership of the process.

How to write a CSC with a young person:

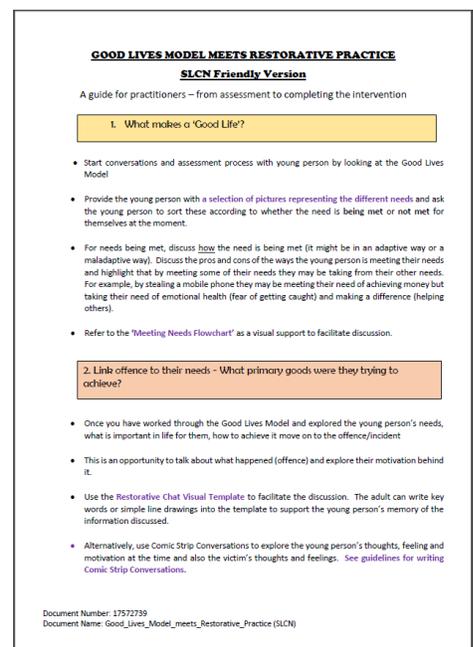
The young person does as much of the writing and drawing as possible (however if the young person does not want to write/draw the adult can do this, following direction from the young person).

The adult asks all or most of the questions to give structure to the task. The adult asks the following questions one at a time and then the young person draws/writes the response:

- 1) **Where did the event occur? Where were you first?** (YP writes location or draws location symbol in top corner and draws stick figure of themselves in the location) (the YP may have been at a different location that built up to the incident so it may be useful to start here).
- 2) **Who else was there?** (YP draws in the other people)
- 3) **What were you doing?** (YP draws relevant items and actions)
- 4) **What happened? What did the others do?** (YP draws relevant items and actions)

Good Lives Model Meets Restorative Practice

An explanation of the "Good Lives" model and how it can empower restorative practice conversations.



GOOD LIVES MODEL MEETS RESTORATIVE PRACTICE
SLCN Friendly Version

A guide for practitioners – from assessment to completing the intervention

1. What makes a 'Good Life'?

- Start conversations and assessment process with young person by looking at the Good Lives Model
- Provide the young person with a selection of pictures representing the different needs and ask the young person to sort these according to whether the need is being met or not met for themselves at the moment.
- For needs being met, discuss how the need is being met (it might be in an adaptive way or a maladaptive way). Discuss the pros and cons of the ways the young person is meeting their needs and highlight that by meeting some of their needs they may be taking from their other needs. For example, by stealing a mobile phone they may be meeting their need of achieving money but taking their need of emotional health (fear of getting caught) and making a difference (helping others).
- Refer to the "Meeting Needs Flowchart" as a visual support to facilitate discussion.

2. Link offence to their needs - What primary goods were they trying to achieve?

- Once you have worked through the Good Lives Model and explored the young person's needs, what is important in life for them, how to achieve it move on to the offence/incident
- This is an opportunity to talk about what happened (offence) and explore their motivation behind it.
- Use the Restorative Chat Visual Template to facilitate the discussion. The adult can write key words or simple line drawings into the template to support the young person's memory of the information discussed.
- Alternatively, use Comic Strip Conversations to explore the young person's thoughts, feeling and motivation at the time and also the victim's thoughts and feelings. See guidelines for writing Comic Strip Conversations.

Document Number: 17572739
 Document Name: Good_Lives_Model_meets_Restorative_Practice (SLCN)

Using Comic Strip Conversations to support restorative practice with young people with SEN

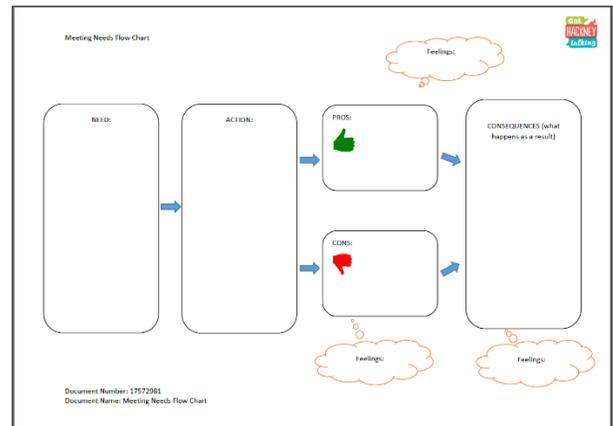
An excellent explanatory PowerPoint presentation, with a real example of a young person’s journey through the process.

Please read the comments that accompany slides for further explanation.



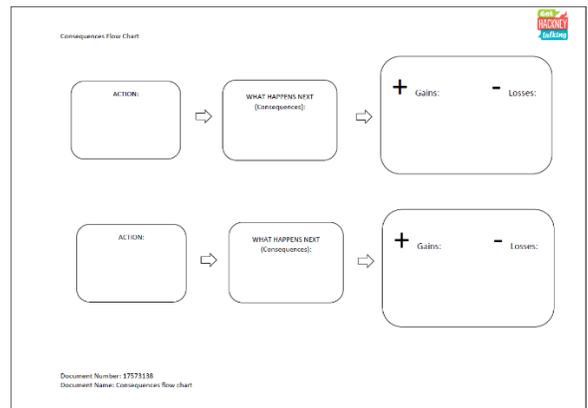
Meeting Needs Flowchart

A visually assisted method for exploring actions (in a no-blame way) when those actions are driven by “needs”



Consequences Flowchart

A visually assisted method for exploring the consequences (positive and negative) of actions



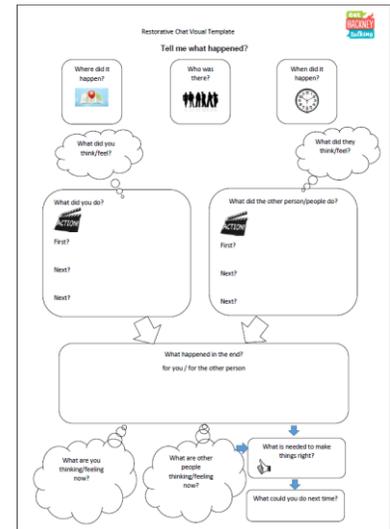
Exploring “Goods”

Exploring goods (needs): a visually assisted method for exploring the ‘Good Lives Model’



Restorative Practice Flowchart

A visually assisted method for moving through the steps required during a restorative process, giving opportunities to explore actions, feelings and emotions



What Can Be Done

A visually assisted method for supporting a discussion about what can be done as way of apology and restoration.



A personal reflection

“Dear Gwen

Many thanks for these materials, and many thanks for spending time with me so that I gained an insight into how a specialist Speech and Language Therapist can play a pivotal (by would say essential) role within a YOT, and within an integrated local authority provision. It is a powerful model that other YOTs across the country could benefit from studying and emulating.

I also feel, whatever the outcomes of the Charlie Taylor Review, and compared to other parts of the country I have visited, Hackney has "got it right": the processes and networks you have in place appear to me to be robust and future-proofed irrespective of the future of the "secure estate"... because they already focus on securing better outcomes for young people at risk of entering, or in, the youth justice system.

Best wishes

*Marius Frank
Project Leader
Achievement for All”*

Contact

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