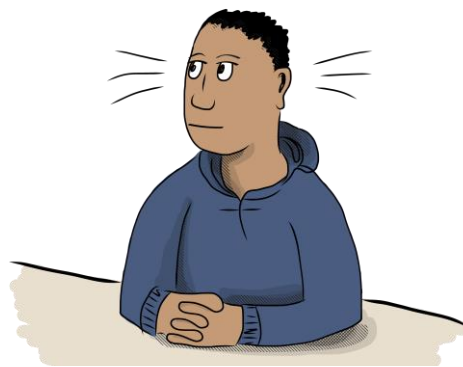


6 May 2020

Report for Kingslea School Language and communication skills among young people at a youth justice residence



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6 May 2020



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Acknowledgements

This report is the result of the efforts of many people.

It has been created in New Zealand which has a unique linguistic and cultural context. Many languages are spoken and understood in New Zealand, and in particular we acknowledge Te Reo Māori as the language of tangata whenua, and we acknowledge that many of the young people who gave their views in this research identify as Māori. Each culture brings with it unique languages, values and world views and the information presented here needs to be considered through a respectful cultural lens. Communication is inherently cultural.

Mā te tangata te reo e rere, tiakina

It is through people that language flows, cherish them

We would like to firstly thank the young people who participated in this research. We hope we have honoured the information they generously shared with us. We told them that we wanted to do this project so we could find out what young people think about the language used in court, police interviews and other places. We learnt a lot from the young people who spent time with us in this project and we are trying to use this information to make things easier for other young people. It is our sincere hope that this research enables the voices of young people to be heard. They have important wisdom to share about their experiences of communicating in youth justice settings, and information about their communication strengths and needs must inform the processes, policies, resources and interventions involved in youth justice to ensure young people are equipped with the strong communication skills that they need to participate and have their say in all interactions in their lives.

We gratefully acknowledge the vision of Tina Lomax from Kingslea School who initiated this project. We appreciate her persistence and patience in seeking to understand more about the language and communication skills of the young people who are involved with Kingslea School to give them the best opportunities for a positive future.

Special thanks are due to the staff at the residence from the various agencies who welcomed us and provided invaluable input and support that enabled this information to be collected. We hope that this report helps them in the important work they do with young people.

Many speech-language therapists contributed to this project. In particular, we would like to acknowledge Dr Linda Hand, Laura van Amsterdam, Abbey Jacobsen, Julia Wright, Mark Stephenson.

Language and communication skills among young people at a youth justice residence

What is in this report?

This report explains the information we found out from 23 young people at a youth justice residence in Aotearoa New Zealand. We found out about their language and communication skills, and what they think about communicating in important situations in their lives.

This report has been written in a style that we hope makes sense to anyone who reads it. It is important to us that the information makes sense, particularly to the young people who have given us their time and ideas. They told us that long words and complicated sentences are often confusing. We have tried to write this report in a way that is clear. We've tried to explain what we did and what we found out in style that can be understood by most people. We would like people to email us to ask us any questions they have about the project, or if they have ideas about how we can explain the information more clearly. Our contact email address and website are on the front page of this report.

This report starts with a summary of what we did and what we found out. The rest of the report talks about the same information in a lot more detail. First, we explain why we did this project and how we planned it. Then we explain what we did to collect information about young people's language and communication skills, and their own views about what helps and what gets in the way when listening, understanding and talking. Then we explain what we found out about the young people's language and communication skills. In the last section, we give some ideas about what can be done to make things easier for young people.

Report Summary

This research explored the language and communication skills of 23 young people attending a school within a New Zealand Youth Justice residence. The tasks the young people did with us in this project provide information about how they follow what is being said to them, the words they know and can use, and the way they can explain information. The young people also gave their views about their experiences of communicating in legal situations, including what they think adults could do to make listening, understanding and talking easier in places like court, police interviews and family group conferences.

Why did we do this project?

We are speech-language therapists and communication assistants in court and other legal places. Our work is all about language and communication. We are interested in the talking that goes on in places like meetings, classrooms, court, police interviews, and family group conferences. Young people have told us that there can be a lot of confusing talking in those places and we wanted to find out more because our work is about trying to make communication easier for people. We want to make sure that everyone can say what they want to say and understand what the adults are talking about. This was something the staff at the school at the residence had also been worried about, so we worked together to find out more. We thought young people would have good ideas about how adults could make communication easier for young people, and we wanted to find out how young people were getting on with listening, talking and understanding. We know that people often forget that young people have lots to teach adults, and we wanted to make sure young people had a chance to have their say about what would make things easier for other young people.

We wanted to know what young people think makes communication difficult, and what can be done to make communication easier. We wanted to find out more about why listening, talking and understanding words and long sentences might be tricky for some young people so we could come up with better ways to help them and make things easier. We tried to design our project to find out these things.

What did we do in the project?

We asked young people who were staying at a Youth Justice residence to spend time with us and do some language activities with us. It was up to them if they wanted to join in or not. They helped us understand important information about what was easy and what was tricky for young people to listen, talk and understand what others are saying.

What did we find out from young people?

Some of the talking, listening and understanding tasks we did with the young people were easy for them to do and some were not. Some of the young people found all the tasks easy, but for other young people, many of the tasks were difficult for them. Many of the young people we saw told us they manage communication well in some situations e.g.

- when they feel comfortable
- when they're talking to people they know well
- when the talking is about a topic they know a lot about
- when talking doesn't go on for too long
- when the words and sentences are short and not complicated
- when the topic is about things going on in the 'here and now' and is about things they can see.

In other situations, talking, listening and understanding were sometimes very challenging and frustrating. In our project, young people told us professionals often use big, flash words and talk for a long time. They told us that sometimes adults used sentences that were too long and complicated. This can sometimes make it hard for young people to listen and understand what is being said. They don't always know the words that they need to understand and use. They told us that they sometimes were expected to read things that were too complicated for them to understand. They sometimes were expected to concentrate for a long time or expected to deal with difficult topics that they didn't really understand. Some young people have told us they often feel uncomfortable and confused and sometimes they are unclear about what they are being told and what they have to do. They also told us that it can be hard to speak up and say what they want to say sometimes, and to explain complicated information. Sometimes young people told us they got frustrated and stressed when communication was difficult, but adults didn't always realise that communication problems were the reason for them getting upset, angry or why they sometimes stayed quiet.

What are we going to do with the information we found out?

We have learnt a lot that has helped us in our own work. We will be talking to other professionals who work with young people about this information so they can work on making things easier and giving young people opportunities to learn the communication skills they need. Other people, like youth workers and social workers, police, lawyers and judges can learn these things too. If they do, things might become easier for young people. The young people can learn more communication skills too.

The young people who joined in this project had lots of experiences to share about how talking has felt for them. Situations like police interviews, court appearances, family group conferences, and in classrooms, were challenging. They have advice that adults who work in these places need to take seriously. It can be very difficult to have a say and properly

participate in those situations when the language is so complicated. It can be confusing to understand what rules need to be followed and what plans need to be completed. The information young people provided through this project needs to be understood by those working in these places so they can ensure young people can

- say what they need and want to say
- be heard, and understood
- listen to, remember and understand what they hear
- understand the processes they are involved in, such as interactions with police, and within family group conferences and court hearings
- build their communication skills so they can
 - advocate for their own needs,
 - access learning,
 - build and maintain relationships, and
 - effectively participate in all interactions in their lives.

Our plan is to make sure the adults hear young people's views and we will use the information we found out to help the adults do things differently for future young people. We hope the information will be useful for the teachers at the school who asked us to do this project.

Setting up the project

Planning our project

Planning this project took a long time. There were lots of people to talk with to make sure we had a plan to find out information in the best way we could. We looked at different activities carefully to try to choose activities that would be interesting and fair for young people from New Zealand to try, and that would give us information that would be useful.

Getting permission

We needed to get permission from lots of different people before we could talk to young people at the Youth Justice Residence. Everyone involved needed to think carefully about how to do this project safely and respectfully. It is important to us that young people are respected and that they were not forced into getting involved in this project if they did not want to. We wanted to make sure that there was information about the project that was easy to understand so that young people could decide for themselves about whether they wanted to talk to us. We wrote our project plans in detail to make sure we had thought about everything so we could do the best project we could.

We gave our plans to different people to check – people at the school, Oranga Tamariki, and at The University of Auckland. They had to give their permission for us to go ahead with the project before we could start. Once we had sorted out all the permissions we needed, we organised for whānau/families/guardians to be given information about the project so they could think about whether they would allow their young person to be invited to join in. They needed to give their permission for their young people (aged 16 and under) to join in before we could ask any of the young people to think about being involved. We checked we had this permission on a form before we saw each young person.

Going to the YJ Residence to see young people

We made arrangements to go to the residence to start talking to the young people. The staff at the residence and at the school gave us a huge amount of help to make arrangements. We needed a quiet space which was not that easy to arrange as there aren't many small quiet rooms at the residence, but the residence staff were very flexible and helpful. We also needed to find times that were not going to be clashing with other things at the residence, and we needed a staff member to be with us at all times. This meant that the staff member could not get on with other tasks so we are very grateful they were allowed to help us.

We needed to make sure young people knew they had a *choice* about whether they wanted to be involved in the project. We explained what we were doing on a poster that was given to the teachers to talk to the young people about. We also wrote out some information for young people that explained what we wanted to do and why. The young people could then think about their choices about joining in or not before we came to see them. We explained the project to the teachers and staff at the residence so they could explain it carefully to the young people. Young people did not have to be in the project if they didn't want to. We were careful to explain that and to make sure young people knew that no one would mind if they didn't want to do it and that it was OK to change their minds if they said yes at the start and then didn't want to carry on.

Seeing young people

When we first saw the young people, we also checked carefully that they knew what the project was about, what they were being asked to do, and what would happen to their information. We went through an infographic (pictures and short written phrases) about the project first with each young person so they were clear about what was involved and they could ask questions.

We made sure young people knew that their names and any information about them would stay private and that we would be careful to make sure other people who read or hear about the project later would not know who they were. Each young person in the project was given a number. The number was used instead of their name on all our forms. We explained that we would like to use their opinions and ideas but not their names.

We made sure they knew that we would not be asking about why they were staying at the Youth Justice Residence. We told them we did not need to know this. We also told them that they didn't have to tell us any information about themselves unless they wanted to. We let them know they didn't have to do the project and if they changed their mind once they had started, they could stop and no one would mind. We also told them they could have breaks and we would try to arrange to see them at times that worked best for them. We tried to make sure that coming to see us did not clash with important things they wanted or needed to do in school or on the unit.

Once we had explained the project carefully we asked the young people to explain back to us what they thought it was about so we could check we had explained it properly and we could answer any questions they might have. If they agreed to take part, they filled in a form with us giving their permission.

For the young people who were under sixteen years of age, and who wanted to join in the project, we first had to ask their family or caregiver for their consent. Oranga Tamariki social workers collected signed consents on our behalf. Once families or caregivers had given their permission, we also checked with the young person themselves that they were happy to take part. They filled in an assent form with us.

The young people over sixteen years of age completed their own consent forms. A social worker or researcher explained what consent means and the consent process with the young people.

Throughout the activities, instructions and reasons for completing each task were explained to each young person. We checked that each young person was OK to carry on with each of the tasks. We also encouraged breaks and opportunities to return later in the day or the next day to continue activities. This was to make sure the young people didn't feel too tired during the tasks, and to make sure they didn't miss important work or routines in their day.

Who did the young people meet when they took part in the project?

We thought carefully about the people from our team who were going to come to talk to the young people. We wanted to make sure all the young people felt as comfortable as possible. We knew that if young people did not feel comfortable and safe, they might not engage easily with our team members, and this might give us inaccurate information. We wanted to make sure we got a fair picture of their skills and strengths. We needed to make sure any gaps in language and communication skills were accurately identified and described, but in ways that did not cause harm to the young people.

We were aware that young people may feel under pressure to participate and that the tasks themselves might be difficult for them to complete. We knew from our own previous work, and from work by other people in New Zealand and overseas, and from the adults at this school and residence that many young people who find themselves in youth justice residences find talking difficult, and this project was going to find out about their talking skills. Our team members needed to have skills to sensitively help young people understand their own skills, particularly if the young person and others around them had not realised that there were any difficulties with language. We know that difficulties with language often are misunderstood or explained away by other reasons e.g. people sometimes think someone with a language issue isn't trying hard enough or they are not motivated or are too shy. We wanted to help young people (and those around them) understand their skills so they could speak up to get the support they need in talking situations, and any help they needed to build up their skills.

Who were the team members from Talking Trouble Aotearoa New Zealand?

All the team members from Talking Trouble Aotearoa New Zealand are speech-language therapists (SLTs). They all enjoy spending time with young people and regard young people as experts with wisdom to contribute. The team involved were all aware that many of the young people at youth justice residences have good reasons to be wary of adults. They

knew many of the young people may have found school and other experiences difficult. The SLTs involved have skills in creating calm, unrushed, supportive communication interactions. They are used to working with young people who have had a lot to deal with. They use a 'straight-up' clear communication style, and aimed to share power with the young people by giving them choices. Humour and encouragement were included and we used pictures that helped explain information that reflected Aotearoa New Zealand that were drawn by an artist especially for this project.

We also know that young people might feel very sensitive about their own talking skills and would usually prefer to keep difficulties hidden or not discussed. We did not want to collect information in a way that caused any harm to young people or resulted in shame or negative feelings. The team members are used to adapting activities so young people were not expected to do tasks that were way too difficult for them. The team members who met young people are skilled in helping young people make sense of their own skills and know how to provide supportive, encouraging interactions when testing, and let young people know how they had managed the activities in ways that actively celebrates success and avoids shame.

We would have also loved to have included a male SLT in this project because that may have been more comfortable for some of the young people, but there are hardly any male SLTs in Aotearoa and at the time of seeing the young people, it was not possible for us to include a male team member.

How did we make sure young people's language backgrounds and cultures were respected?

In all our work, it is important to us that the cultures and languages of people are valued and understood. Our work is about language, and we know that language and culture are intertwined. We knew that there would be young people who came from different family and cultural backgrounds from one another, and who came from different language and cultural backgrounds from the SLTs. Unfortunately, there is only a tiny group of SLTs in Aotearoa who are Māori or who come from Pasifika or other non-Pākehā cultures. There are also very few who speak te reo Māori or other languages.

It was a problem of this project, that the tasks could only be completed in English. We would love to have matched an SLT to the same cultural and language background of each young person. We made sure that the SLTs who saw the young people in this project were people who valued the cultural knowledge and languages of the young people they were going to see, and who were people who were actively developing their own cultural knowledge and skills particularly in relation to Te Ao Māori. Within the context of Aotearoa and te Tiriti o Waitangi, and within the unique context of the residence this project took place, many of the young people (and staff) at the time were Māori, so in our planning of this project we wanted to recognise and embed Te Ao Māori frameworks and knowledge and te reo Māori into our work as best as we could. We understand that our own limitations

in knowledge and the fact that at that time we had no Māori SLTs in the team, meant there were many barriers to us doing this well. We recognised that many of the young people at the residence were from whānau who had experienced enormous challenges that had arisen from the colonial history of Aotearoa and that they would be needing to interact with Pākehā as assessors in this project. This could well impact on how they engaged and performed on the tests.

We recognised that we would be in positions of power when working with all the young people, in terms of us being adults (and them being younger), us having the freedom to leave the residence (when they had no choice about being there), us being given status as visitors/professionals and other adults were encouraging young people to engage with us (and the young people perhaps feeling pressure to comply with this request), and we knew that some of the young people may not always have been encouraged to speak up for themselves and enact self-determination. We tried to deal with these things by taking advice and thinking very carefully about how we did our project.

We want to learn from experts in this field to help speech-language therapists work more effectively with and for Māori. We are actively involved in working with the universities, New Zealand Speech-language Therapists' Association and colleagues to support more Māori to join the profession, and explore how SLTs in New Zealand can be better Treaty partners. We are now lucky to have Māori SLTs in our own team who are developing Māori strategy and who support non-Māori team members with Te Ao and te Reo Māori to further develop knowledge and skills. Unfortunately we didn't have these people in our team when we did this project. We hope that as we reflect on the process used in this project with those with much greater knowledge and expertise, and particularly from Māori experts, this will assist with to do better in design and delivery of future projects so they might be more effective.

We built in opportunities to ask the young people about their own cultural identity and language history. We are aware that this can often be complex as many young people may 'know' languages to a varying level of fluency and may identify with a range of cultural identities. We know that this is often information which is inaccurately reported so even if we had been given information by staff about a young person's culture and languages, we asked the young people themselves for their own opinions about the languages they spoke and understood, and how they had learnt them and used them. We also asked them about the languages of the people who were important in their lives.

Building relationships with the young people

We knew that it might feel uncomfortable for some young people to interact on their own with strangers so we first came into the classrooms and sports hall so all the young people had a chance to see the SLTs (and if they wished to, could talk with us) first. A staff member from Oranga Tamariki who was well-liked by the young people came with them across the courtyard to the assessment room and stayed with them in the room as they did the tasks.

The staff members who did these roles did not join in the assessment tasks as the young people needed to do these on their own, but those staff members helped ease engagement, and they helped create a calm, relaxed setting. We are incredibly grateful for the time and skills of those individuals, and to their teams for releasing them from other important tasks.

We recognised the importance of establishing positive engagement and making connections at the start of the sessions so we built in opportunities for the SLTs to reveal information about themselves and where they were from before expecting the young people to reveal anything about themselves. We made sure the young people knew the SLTs' names. We then spent time getting to know a little bit about each other. We had maps of Aotearoa and the world that were on the table in front of the young person and the assessor to help have conversations about where the SLT and the young person were from. We talked about the places we were born, grew up, and currently lived. Some young people knew the names of places but were not familiar with locating these places on maps so the maps provided a useful practical focus. This also eased the conversation as it provided something to physically interact with, reducing 'eye-balling' which can put pressure on young people who find talking difficult.

We wanted to actively demonstrate respect for cultural practices so asked each young person if they would like to start the session with karakia to prepare us all for the work that was ahead. Many of them chose to do this or said that we could if we wanted to, and some said they didn't mind but they didn't know any themselves. We made it clear that it was their choice. We had a karakia written out on a sheet which we could look at together, if they wanted to. Some young people joined in saying/reading this or listened while the SLT said it. The karakia that was chosen was 'Whakataka te hau' and the reason for the choice of this karakia was explained to the young people by the SLTs as this has been suggested as a suitable one for our team by a Māori SLT as we understand that it talks of a new day dawning after a stormy night. This relates to our vision for a better future for the young people we work with and the hope that our project and other work can contribute to achieving this.

Other ways we tried to share power and increase comfortable engagement were to give clear visual information about the number and types of activities involved for the young person in the project. This information was provided in an age-appropriate visual timetable (shown below) that was ticked off as tasks were completed so young people knew how many were left to do.

WHAT WE ARE GOING TO DO					
Karakia and getting to know each other	1 Time Assessment	2 Legal Words	3 FIVE Short Tasks		4 Explaining task
			Formulated Sentences	Word classes	
			Recalling Sentences	Word definitions	
			Understanding Spoken Paragraphs		

We had a koosh ball on the desk in case young people needed something to fiddle with while they concentrated. Most of them did pick this up and appeared to find it useful.

Background information

We collected some background information from young people such as their age, cultural identity, and whether they had been attending school previously. We also collected health information with the help of health staff at the residence e.g. whether they had had any head injuries or been given any medical or developmental diagnoses. We did not ask for information about care and protection history or for the reasons why they were at the youth justice residence. We explained to the young people themselves that we did not need to know why they were staying there.

Project tasks and tests

We used a mixture of tasks we designed ourselves and tests that are often used by speech-language therapists. The sections below explain how we decided on the tasks.

Use of published language tests

Tests of language that have been carried out on big groups of young people of the same age can be a useful way to gather information about how an individual young person is progressing with language skills. These tests allow one young person's scores on the test to be compared to the scores achieved by lots of other young people of the same age. This allows people to figure out what skills are usually easy for most young people of that age, and helps to identify the skills that only a few young people of that age find very easy or very tricky.

Typically, these tests require young people to complete a series of tasks that start with easy tasks that nearly everyone can do without any difficulty. Then over the test, the tasks get more challenging. The tests are often split into mini-tests. Each mini-test looks at a different language skill e.g. some look at understanding of words, while others look at understanding of sentences, and others might be about using language to reason and explain information.

It was difficult to find a language test to use with the young people that would give us strong test results that would help us understand how well they know and can use words and sentences compared with other young people of the same age. We looked at lots of tests to work out what might be the most suitable one to use. We didn't have any tests that had been designed and trialled with big groups of young people from Aotearoa New Zealand as there are no tests like that yet, and we didn't have tests that had te reo Māori words in them to use with young people who knew Māori. We also didn't have any tests that had been designed with Te Ao Māori principles. Although we used Aotearoa New Zealand pictures and examples in the tasks that we designed ourselves, we didn't have any formal language tests which had New Zealand pictures in them. There aren't any strong tests yet in Aotearoa New Zealand that help speech-language therapists find out about the language skills of children and young people from whānau that use several different languages e.g. te reo Māori and English, Tongan and English, or who have been to a mix of Kōhunga Reo, Kura Kaupapa Māori and/or English language kindergartens and schools, or who have had a lot of challenges to deal with in their lives. Most of the tests available have been designed to be used with young people who speak English only and who come from Pākehā or overseas backgrounds. This was something we had to think very carefully about when we planned the project. We knew that the young people we were going to see might come from a range of cultural backgrounds, and may have had different experiences from some of the young people in the big group in Australia who we were going to compare our tests scores to. We

knew some of our group would be Māori and we knew that they might know other languages as well as English. We were worried about using a test that might not be fair for the young people because we knew before we started the project that some of the pictures and words in the tests were about things that might not be known or important to the young people we were inviting to be in the project. We think that the lack of well-designed New Zealand tests is a problem that needs fixing and we're working with other people to see how that can be sorted out.

We went ahead with the test we used in the project that came from overseas (The Clinical Evaluation of Language Fundamentals 4th Edition (CELF-4) published by Pearson) that had been designed to use with Australian young people) because that was the best one we could find at the time. It had been used in lots of other studies involving teenagers, including some who were involved with youth justice in New Zealand and other countries, and covers areas of language that we think are important for young people involved with youth justice.

This test has been done by very big groups of young people of the same age as our group. This helps us to be confident that if the test manual says that most people of that age can get a particular score on the test, then that is probably true. However, we also knew we needed to think carefully about the information that came from the young people's test score sheets to make sure any information we said about their language skills was fair. We are making sure we say clearly in all our reports and presentations that the test scores need to be carefully thought about for lots of reasons. The scores might help us to understand more about young people's language skills but there might be information missing. We are anxious to ensure that we don't unfairly say things about young people's language that might not be true. We know listening and talking can be difficult for young people in some situations, but we also know that in many situations they can also be good communicators, and we know that doing a test on one occasion might not always find out the full picture about a young person's skills, especially if the test has been designed for young people from a different community.

Tasks we designed

As well as asking young people to do the published CELF-4 subtests, we also asked them to do tasks we designed ourselves. There were several short tasks which are described below.

Gathering young people's views about communication in legal settings: The first task allowed young people's opinions about the communication involved in justice settings to be gathered, along with any advice they have for adults about improving this. We explained to the young people that we would let adults in those situations know the information they provided. We used some visual material on the table in front of the young person and ourselves to help explain what we were discussing and keep concentration focussed on the topic. The questions were read out to the young people. A copy is provided below:

We are interested in how people talk in places like court, Family Group Conferences, with people like social workers, counsellors, Police.



What do you think about talking, listening and understanding in those places or with those people?

Have you ever had a time when people have used words that are confusing or hard to understand? Tell me about that.

Has it ever been tricky to say what you wanted to say? Tell me about that.

We also used a visual tool to help support a conversation about the young people's opinions about their own communication skills which is shown below:

YOUR TALKING

What is your talking like?

Do you talk the same as other people?

What are you like at explaining things?

What are you like at listening?



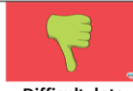
When you are listening, what are you like at understanding what people are talking about?

Do you need help with listening?

Do you need help with understanding?

Do you need help with talking?

What do you think helps when talking, listening and understanding is difficult?

				
Easy, no problems	OK	Difficult, lots of problems		
1	2	3	4	5

Explaining task: We wanted to find out how easy it was for young people to explain complex information and sequences of events to adults. This can be a difficult skill for many young people, yet in justice (and education settings), they are often required to give an account of an event that has happened or provide information from their own perspective. Sometimes speech-language therapists use tasks that require young people to explain information that the speech-language therapist already knows (and the young person knows they know) and we felt that this type of task might mean the young people did not fully demonstrate their skills. We tried to make sure the tasks enabled the young people to provide their expertise in meaningful, authentic ways. We designed tasks around topics that the young people had expertise in that was not known already to the SLTs. For example, although we knew there was a behaviour management system at the residence, we did not have detailed information about how this worked, and knew that this would be expertise the young people did have. We built a task around explaining how young people can get to the level in the behaviour management system at residence that allows them to watch a DVD. The task instructions are below:

Instructions

Our whole project is about trying to make sure information is easy for young people to understand and for them to be able to say what think. We want your ideas about information at residence so we can work on making things easier for young people.

Introduction

This boy is arriving at residence tomorrow.

When young people come to a residence there is a lot of new information to understand. We want to know how **you** think it would be best to explain some of this information to new young people.



Trial task

When someone new is coming, what do they need to know about what happens each day from when they wake up to when they go to bed. I am going to record what you say. You need to explain to this new boy what he needs to know.

Actual task

This boy has heard that you can earn DVDs to watch in your room. He has no idea how the behaviour management system works. I'm going to record you explaining it all for him. He needs to know how to get points.

Legal words task: A task to evaluate knowledge of legal words that often come up in legal situations like court appearances and family group conferences was created for this project based on other clinical and research tools that our team have used. Previous student research projects at The University of Auckland have looked at young people's knowledge of legal vocabulary and the tasks and words used in those projects were changed to be used in this project.

The young person completed two tasks. First they were told a word and asked to use it in a sentence. In the second task we used the same words but this time, after being told the word the young person was asked to define the word.

The list of words we used were:

- 1) bail
- 2) curfew
- 3) a charge
- 4) victim
- 5) breached
- 6) custody
- 7) remorse
- 8) guilty
- 9) remand
- 10) denied

Time concepts tasks: Our project included looking at young people's knowledge of time concepts. Time concepts are often important in justice settings e.g. how long something is going to happen for, when it will happen, how long it will take. Young people are often expected to comment on when past events happened, and also understand rules that relate to time e.g. when they have to attend court, how long they have to stay at residence, when they have to go to things like counselling, or understand curfew rules.

We used a test called The Time Screening Assessment from a book called 'Time Matters - A practical resource to develop time concepts and self-organisation skills' by Janet Penbury, Clare Doran and Sarah Dutt, published in 2015 by Speechmark. This book was written by speech and language therapists who work in youth justice settings in the UK. We asked the authors of that book if we could change their test to make it suitable for the young people in a New Zealand youth justice residence, and they kindly gave their permission. Questions about personal time management skills in the original test were removed because they were not relevant to the setting. The assessment tested calendar knowledge, clock knowledge both digital and analogue, and time vocabulary e.g. fortnight, century. A copy of the task we used is provided in the appendix.

The time assessment was scored out of 29 points. Originally it was scored out of 30 but we took out one question that asked young people to tell the time 'now' as that did not seem

to be a fair question when there was not always a clock available for young people to use to tell the current time.

Audio Recording

Part of the consent process was to agree to audio recording of the sessions. It was explained to the young people that the recordings would be listened to only by the researchers and would be kept securely. The reason for audio recording was to ensure accurate scoring and recording. A few tasks required the young people to describe using as much detail as possible. Audio recording meant the assessment tasks could flow in a conversational way and we could later listen to the recording and write down the young people's words. It also enabled us to capture quotes accurately from the young people so that we could include their voice as part of this report and any presentations we do.

When the young people's sessions were finished

Most young people did the tasks over two sessions, usually on different days, but usually within the same week. At the end of seeing each young person we explained to them how grateful we were that they had given up their time to do the activities with us. We told them we knew that some of the activities were sometimes difficult and we appreciated that they had tried hard. We explained what we had found out about what was easy and hard for them. We let them know that the information we found out won't be forgotten and we would try to make sure young people could get any help they might need, and would use their information to try to improve things for other young people. We talked with the adults at the residence about things that could be done to help young people who found the tasks difficult. We prepared a personalised laminated certificate to thank each young person for taking part and also gave each young person a chocolate bar to say thank you.

What we found out

We want to start this section by letting the young people speak for themselves. We have written down direct quotes from young people who had lots to say about how things were for them.

Young people's own views about talking, listening and understanding

Each young person was asked a series of questions about talking, listening, and understanding in places like family group conference, court and with people like social workers, counsellors, and police. We wanted to know what made communication easy and what made it tricky in these situations. It was incredibly valuable to hear the young people's ideas about what would make communication easier in these places or with these people.

We also asked questions to gain their ideas on their own talking, listening, and understanding, and if they wanted help with communication.

The following are comments made by the young people during this assessment task. In each quote, the young person's words are in black type and bold, and the speech-language therapist's words are in dark green:

“ What do you think about your talking listening and understanding in those places or with people?

It's all good

Is it easy for you?

Yep

Yep, all good. OK and have you ever had a time where people have used words that are confusing or hard to understand?

Nup

OK, and what about, has it ever been tricky for you to say what you wanted to say in those places?

OK”

“ Have you ever had a time when people have used words that are confusing or hard to understand?

Yep

What happens in those situations?

I just look at them and just nod my head”

“ **I just stare at them and ask the escorts what they saying”**
(talking about communication in the courtroom)

“ So we are interested in how people talk in places like court, family group conferences, with people social workers, counsellors, police. What do you think about talking, listening, and understanding in those places and with those people?

Not cool. Can't do it. Not comfortable. No

Tell me a bit more about that

Oh I don't know

Why isn't it comfortable?

Too much people around”

“ Are there any other things that you think that professionals need to know that make would make it easier?

I don't know we're only teenagers. Oh I don't know, I don't know. Big words like when they say all those big words

Yeah

I just.... 'oh yep”

“ I just can't put my ideas in to words”

“ What are you like at explaining things?

It's hard

It's hard. What are you like at listening?

All right

Mmhmm, when you are listening what are you like at understanding what people are talking about?

Pretty difficult”

“ Now we are interested in how people talk in places like court, family group conferences, with police. What do you think about talking listening and understanding in those places?

It's hard

Tell me more

I don't know the words to say

Mmhmm

Like I have what I want to say and then they will just start saying other shit and then I can't say what I wanted to say cos I didn't know what they were going say

Mmhmm

It's justgoes down the toilet and I just don't even know

Ok

And I just start getting mad

So how do you feel in that kind of situation?

I start getting anxious

Mmhmm

Then I... then you ..it's not good when I get anxious cos I just lose my shit, like that I go from 0-100 real fast, like super fast

Mmhmm

I'll take on anyone. I don't care

And so has that happened to you, in what situation?

Court

Yeah

Family group conference”

Not all the young people said the same things, but there were some common ideas that young people told us. Many talked about finding it tricky to understand everything and speak up in formal meetings and places like court. Many said it was hard to put their ideas into words, and they talked about other people using long, complicated words that they didn't always understand.

Time concept task

This task had 29 questions. Young people were asked all 29 questions. The mean score for the group was 20. The range was 8 to 29 (out of 29).

We developed the scoring for this task. We don't have information about how other young people in New Zealand would have done on this task so we can't compare the scores from the group of young people we saw to others of the same age. However, we know that many of the time concepts explored in this task are ones that are taught in school to young children and are commonly considered to be concepts that most young people in high school would know confidently. One young person in our project got all the questions correct (29/29) and a total of 11 young people scored between 20 and 29. The rest scored between 8 and 19. Two young people scored 8/29. Many of our group of young people showed significant gaps in their time concept knowledge.

Many of the young people did not know time concepts like months of the year, or did not have confident knowledge of these concepts. All of them knew when their birthday was, but many didn't have a solid enough knowledge of the order of months to work out how long it would be until their next birthday. Many found telling the time on a round analogue clock difficult or impossible. Telling the time on digital clocks was easy for the young people. Time words like fortnight or century were not always known to the young people. The words that

describe the seasons and the order the seasons go (spring, summer, autumn, winter) were not known by all the young people.

Legal Words

Some young people were familiar with the words we asked them about and could use them in a sentence. For example, for the word “breached”, one young person said

‘I breached my curfew’.

Some young people could also define some or all of the words. For example, for the word “breached”, one young person said

‘breaking rules that you’ve been told’.

This was not always consistent. Some young people knew some but not all of the words, and some were uncertain about many. For example, the same young person who used and defined ‘breach’ above, when asked about ‘remorse’ he said,

‘heard it but don’t know what it means’.

Other young people knew they had heard the words but weren’t very sure about what the words meant, or how to explain what they thought they meant. Some young people’s definitions showed that they actually didn’t fully understand the words (some of which may well have been important words to have understood in their own legal matters).

Giving definitions was harder for most of the group than using the legal words in a sentence. Understanding important legal words was challenging for this group, who all had experience of interacting in legal contexts.

Explaining Assessment

Across the group of young people in our project, there was a lot of variation in the way they approached the task of explaining the residence’s behaviour management system. Some people gave minimal but accurate information as if giving a bullet pointed list. Some found this task straightforward and could provide a detailed, specific and informative explanation using full and complex sentences. Some assumed a lot of existing knowledge and didn’t fully explain information to someone who wasn’t already familiar with the behaviour management system that they were trying to explain. Some found it difficult to put into words the knowledge they had about the behaviour management system. When we asked them for short specific pieces of information, they could usually provide that, but summarising all the information in their own words without those prompts from us was very challenging.

Formal language test results

The formal language test we used is called the Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4). It is called a formal test because there are strict rules for how the test has to be done. This includes what the speech-language therapist has to say in the instructions, and how many items young people have to do on each task. Some of these rules change for young people of different ages. There are also strict rules about how the test has to be scored up to make sure fair scores are given for young people. Lots of young people in Australia have done this test so we can compare the score for each young person we saw to the scores obtained by the large group of Australian young people of the same age (we're going to refer to this group as 'the comparison group'). Please read the information in Section 3 on page 13 and 14 about why this test was used and why we think it may not give all the information we need to fully understand the skills of the young people we saw. We know that there might be reasons why young people at a youth justice residence in Aotearoa New Zealand might not fairly be compared to young people living in Australia, so when looking at the information below, please remember that some young people might do differently on different days depending on how they are feeling, what they think about doing tests, how they felt about talking to someone they don't know, and perhaps for other reasons we haven't thought of yet. These tests scores might tell us some useful things about a young person's skills but may not reveal all the information that it is important to know about someone's language skills. Some of the young people knew other languages as well as English and we were not able to show what they knew in those languages in this project.

We want people to know that the young people we saw have many strengths. We know that they might find talking outside the testing situation much easier than their test results reported below show. We know that in many situations they can probably manage to communicate easily and that many of them have not been equipped with some of the tricky language used in the tasks because school has often not been an easy place for them to be, and they might not have been around people who use the sort of language explored in some of the tasks. We are finding out this information because we want to help them have the communication skills they might need in life, especially in legal situations when the stakes are high, not because we are trying to focus on finding more problems for young people to worry about.

Each young person carried out tasks from the CELF-4 and the rules in the test manual for how to give the instructions for each task were followed. The responses of the young people to the test items were recorded carefully on the test form (with some responses written down from the audio recording after the session had finished). Each test form was scored using the strict instructions in the test manual, and for each task, a 'scaled score' was worked out using the instructions in the test manual. The scaled scores are between 1 and 20, with 20 being the highest score. An average score is 10, and scores between 8 – 13 fall within the 'average range'. When a very big group of people of the same age do the task, the 'average range' gives the range of scores that most people will get. Some people might score above the average range (13 and above) if they have strong language skills, and some people might score below the average range (below 8) if language is difficult for them.

The scores from four of the CELF-4 tasks can be combined together to give a 'Core Language Score'. The Core Language Score suggests how a young person might be managing language in comparison to other young people of the same age. The average Core Language Score is 100 and a score between 85 and 115 falls within the average range.

The tasks we did are explained below and for each task, the average subtest score for the whole group of young people from our project is provided. We've provided a graph for each task that shows the range of scores that the young people in our group achieved. We've put a line on each graph that shows the average score and range of scores for the 'comparison group' too. This allows people to see how our group of young people got on with each task compared to other young people of the same age in the comparison group. The scores on the graphs have been put in order from lowest to highest for each task. Different young people got the highest score on different tasks. Nearly all the young people completed all the tasks, but a couple of young people didn't get to finish everything (which is why there are 21 young people on some graphs and 23 on other graphs).

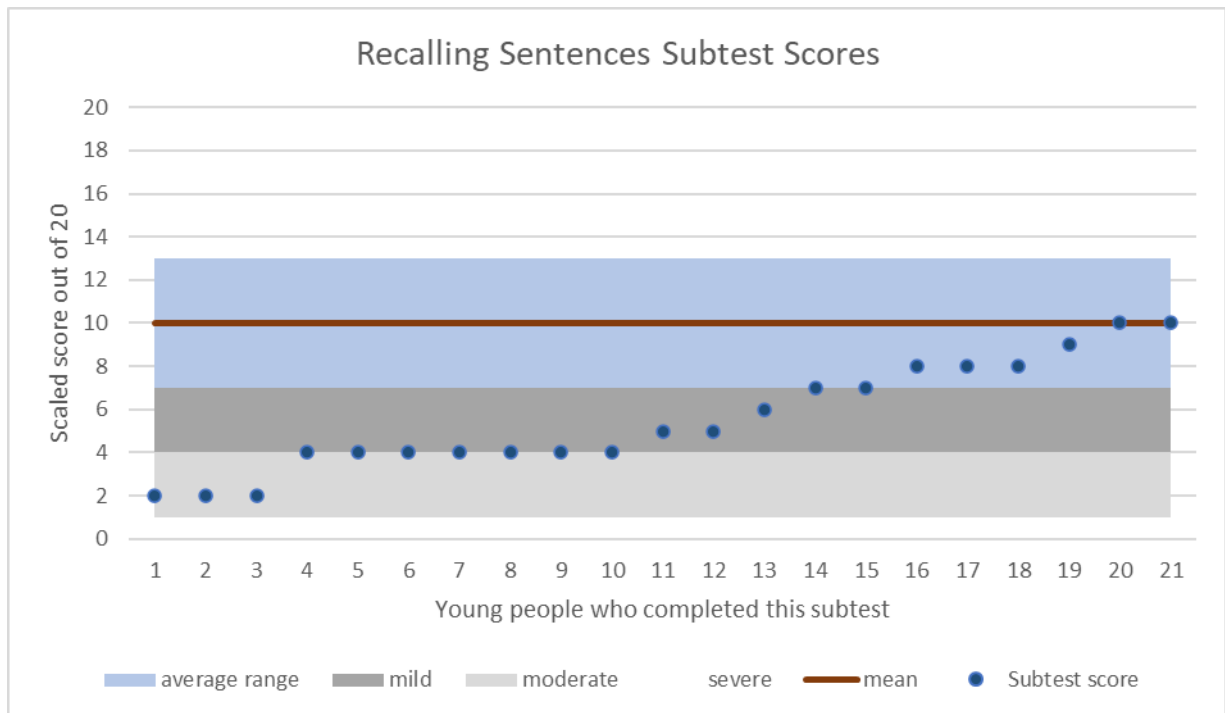
In addition to the four subtests needed to work out the Core Language Score, most young people also did another CELF-4 task called 'Understanding Spoken Paragraphs. Information about their scores on this task are also given below.

There is a table at the end of this report (in the appendix) which shows each young person's scores across all the tasks they did from the CELF-4.

Recalling Sentences: The young person was asked to repeat a sentence said by the speech-language therapist. The first sentences in the task were short and easy to repeat. They got more complicated and longer over the task which helped us explore how young people manage when they need to remember and repeat language.

For example, “Today we must have lunch early, go to the library, and finish our art projects.”

The average scaled score for this subtest for the group of young people we saw was 5.6.

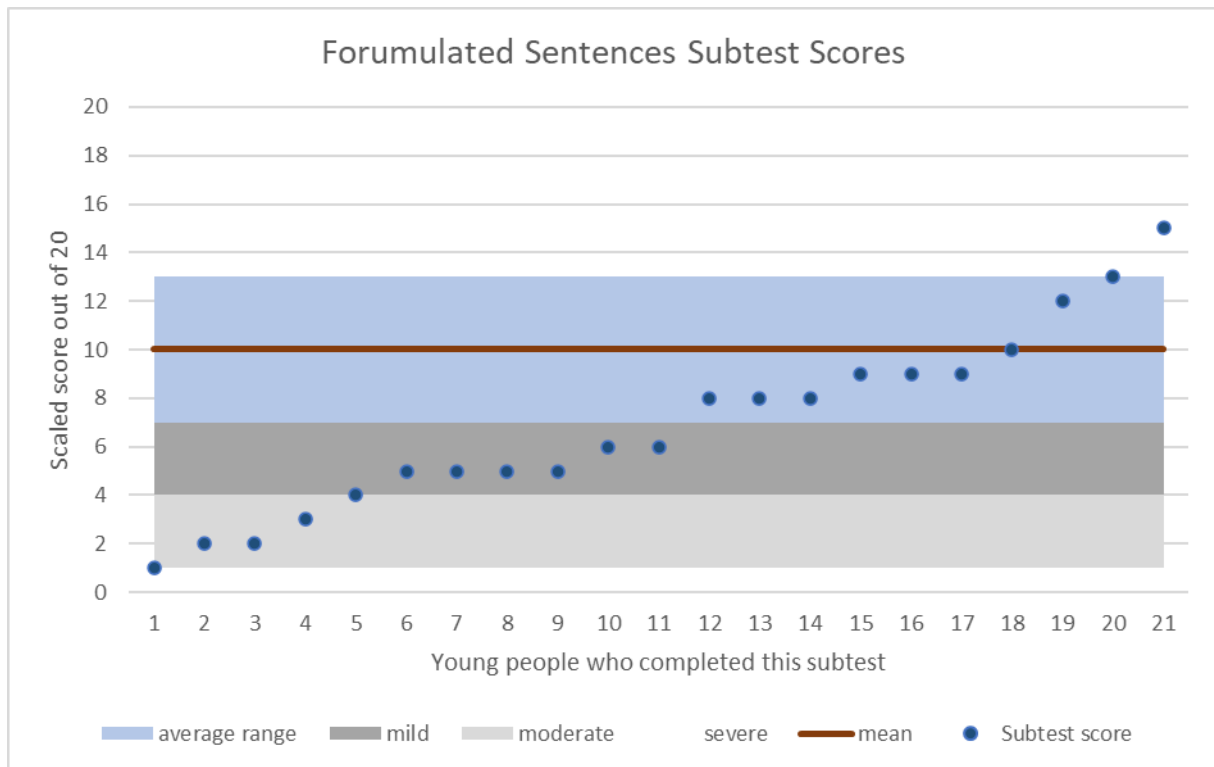


Eight of the group scored within the average range for this task. However, the task was challenging for most of the young people in our group, compared with the ‘comparison group’.

Formulated Sentences: The young person was asked to make up a sentence about a picture using a target word or phrase we gave them. This task is exploring grammar skills and sentence complexity.

For example, 'Instead' – the young people were asked to use the word 'instead' in a sentence about a picture they were shown.

The average scaled score for this subtest was 6.9.



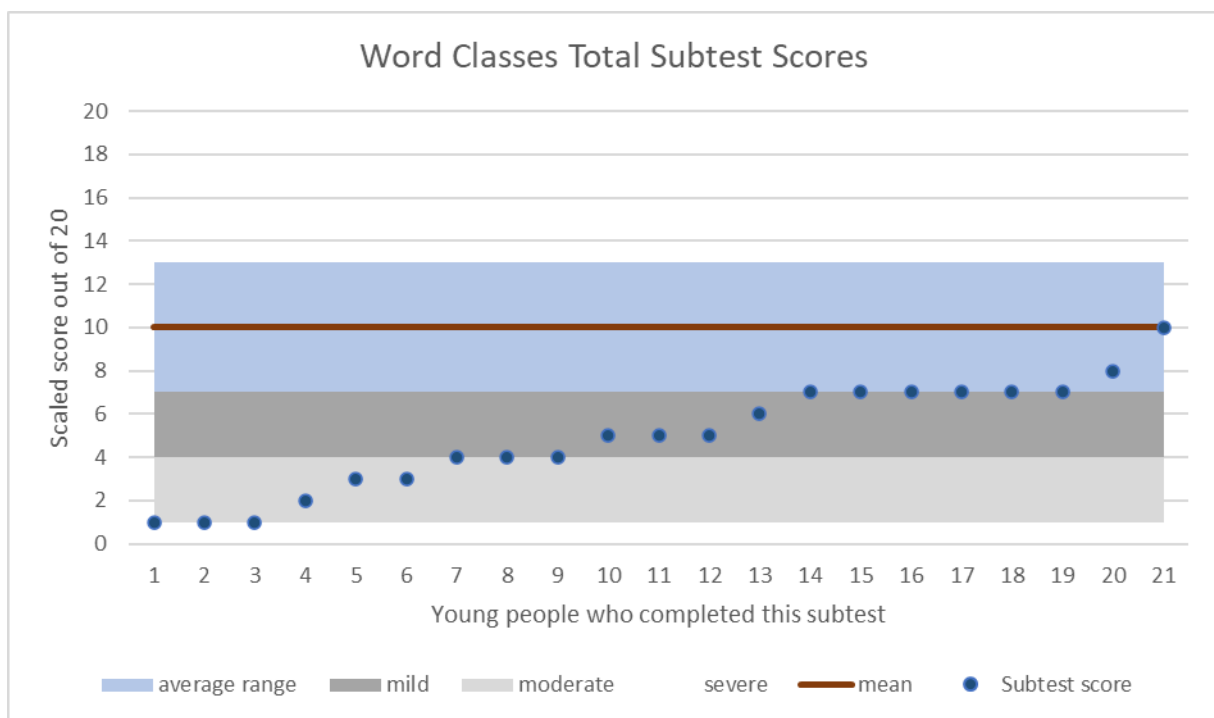
One young person scored above the average range for this task. Nine more of the group scored within the average range, with three of them scoring at or above the mean for the comparison group. However, the rest of the group found it difficult to come up with a sentence that made grammatical sense *and* talked about the picture they were shown. They could often manage the first items on this task which were easy, but as the words they had to use got more complex, they found the task much more difficult.

Word Classes: The young person listened to four words and then selected the two words that are related. They were then asked to explain how the two words were related in meaning.

For example, 'popular, disaster, catastrophe, marathon'

This task looked at young people's understanding of word meanings and how easy it was for them to explain relationships between words

The average scaled score for this subtest was 4.9.

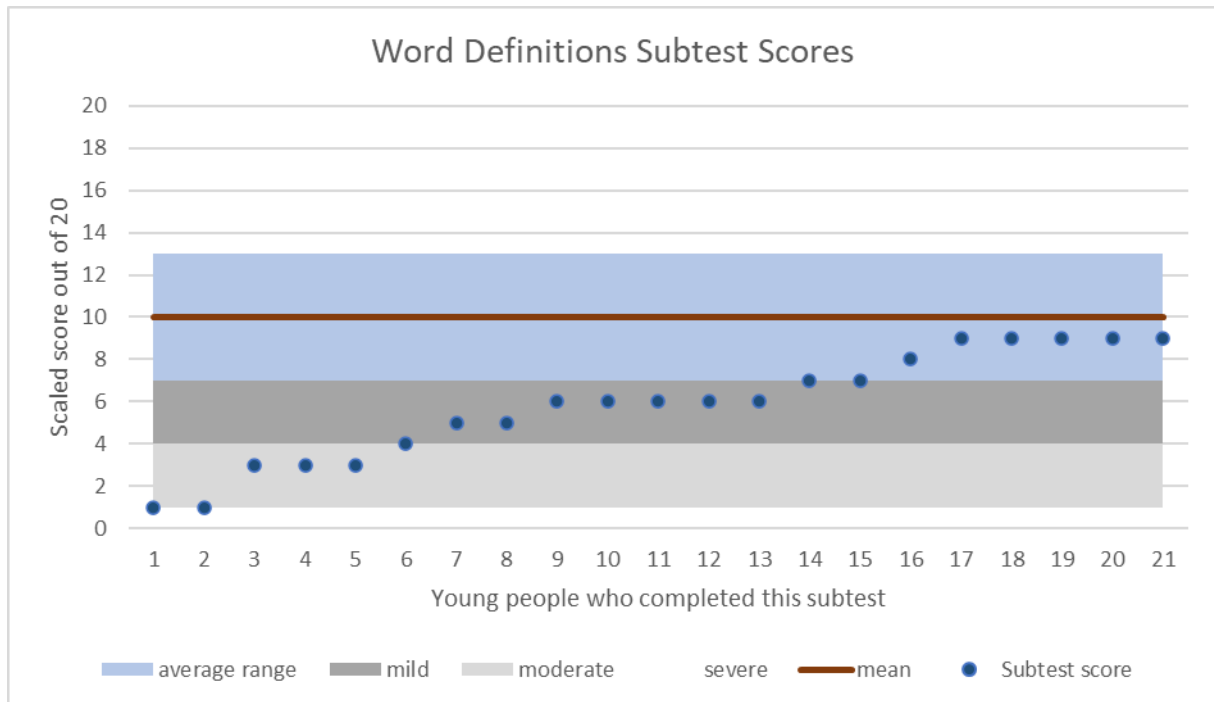


Giving explanations was very tricky for most of the young people in our group. Some of the vocabulary used in this task were words that the young people did not know or know well. Even when they did know the words and understood how they were related, it was difficult for them to tell us this information clearly.

Word Definitions: The young person was told a word and a sentence using the word. The young person was then asked to define the word.

For example, 'guitar', 'The salesperson said, "This old guitar is very valuable."

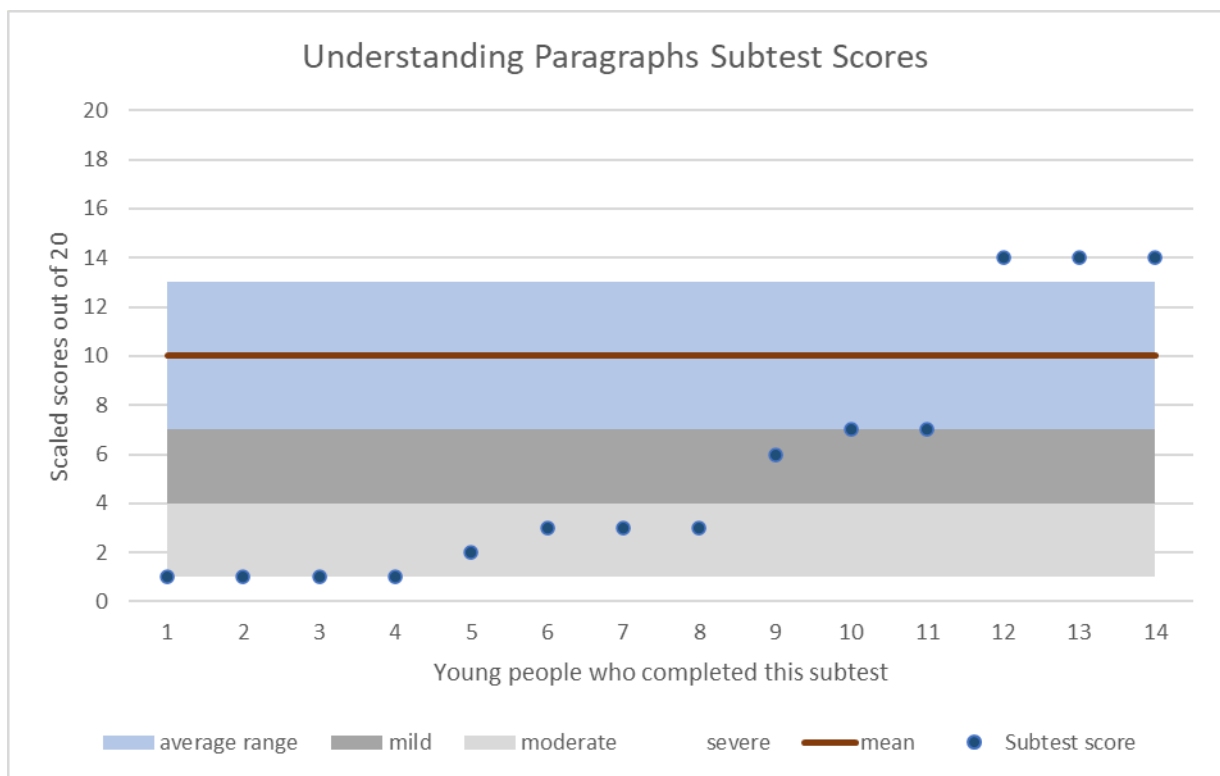
The average scaled score for this subtest was 5.8.



Eight young people scored within the average range for this task. However, this was another tricky task for most of the group. Even when the words they needed to define were known to the young people, giving a definition that explained information clearly and accurately was challenging. Two of the young people in our group found this task very difficult.

Understanding Spoken Paragraphs: The young person was asked to listen to a short paragraph that was read to them and then answer questions about what they had heard. This task started with a trial paragraph so they knew what to do, and then they carried out this task for three paragraphs that were scored. The questions explored the young person’s understanding of the paragraph’s main idea, details they heard and their understanding of a sequence of events. This task also looks at a young person’s ability to make inferences and predictions.

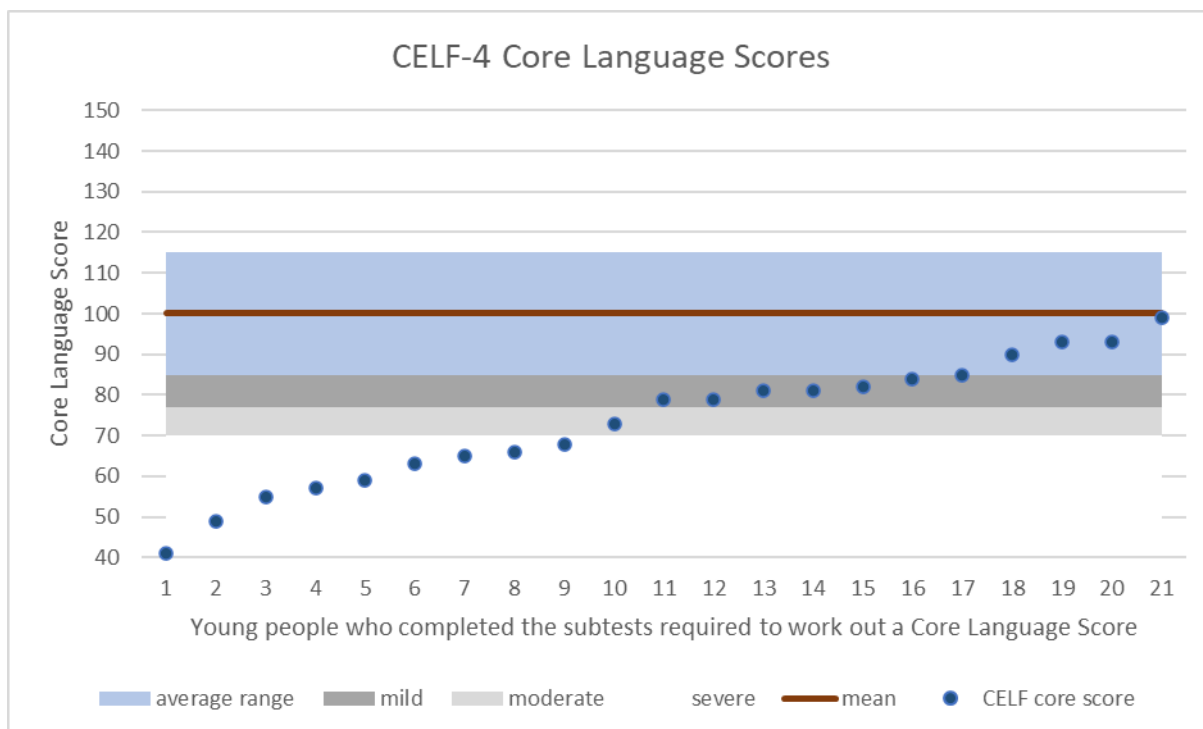
The average scaled score for this subtest was 4.8.



Not all young people completed this task. It wasn’t required in order to get the Core Language Score information. Three of the young people managed this task easily and scored above the average range for the task. This was a very difficult task for eight of the young people who attempted it. This reflects the difficulties that many young people experience when trying to attend to and comprehend long stretches of talk in meetings, court appearances or school.

Core Language Scores

21 young people completed the four tasks needed to work out a Core Language Score. Their scores are shown on the graph and table below.



Four young people (19%) got a Core Language Score within the average range. All young people scored below the average score (100) from the comparison group for the test. Ten young people (47.6%) had scores indicating a moderate to severe language impairment, with nine of these young people’s scores in the severe language impairment category. The scaled scores for each subtest show that many of the young people have difficulties in all language areas, understanding language and using language.

We are aware that the information being reported here does not give a complete picture about all the language skills of the young people we saw. It may not accurately have shown what they can do, and the tool used may not have suited all of them well. There are different ways of interpreting the information shown in the graph and we are wary about jumping to conclusions about why young people might have got the scores they did. However, the manual for the CELF-4 gives different categories for the core language scores people get on the test. It describes test scores using the descriptions and definitions given below in the table and the image (from page 109). We have placed the young people’s Core Language Test scores from our project into the framework that the test authors’ use to think about language. The column on the right of the table (shaded in different colours), shows how well the groups of young people in our project fitted into the categories given by the test authors.

Core Language Score	Description	Definition (SD = Standard Deviation)	Number of young people who scored in this range
115 and above	Above average	+1 SD and above	0
86 – 114	Average	Within +1SD and -1SD	4
78 – 85	Marginal/borderline/mild language impairment	Within -1 and -1.5SD	7
71 – 77	Low range/moderate language impairment	Within -1.5 to -2SD	1
70 and below	Very low range/severe language impairment	-2SD and below	9

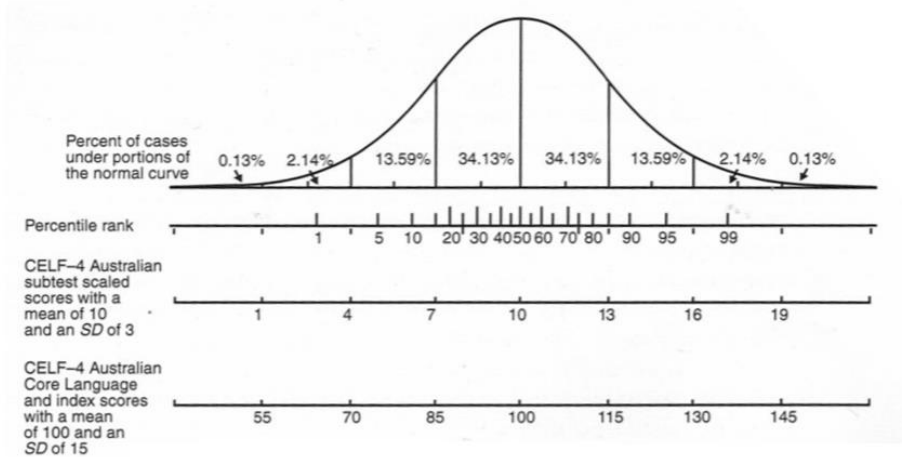


FIGURE 4.2 The normal curve with CELF-4 Australian standard scores and percentile ranks indicated

TABLE 4.3 Distances from the mean of selected standard scores

Standard Score	Distance From Mean	Percentile Rank
145	+3 SD	99.9
130	+2 SD	98
115	+1 SD	84
100	Mean	50
85	-1 SD	16
70	-2 SD	2
55	-3 SD	0.1

Figure 1 From Page 109 of CELF-4 test manual

Using the framework from the test authors, we can see that the young people in our project are distributed across the following categories from the test manual:

- 0/21 scored above the *average* range for this test
- 4/21 (19%) scored in the *average/no language impairment* category
- 7/21 (33%) scored in the *marginal/borderline/mild language impairment* category
- 1/21 (5%) scored in the *low range/moderate language impairment* category
- 43% (9/21) scored in the *very low range/severe language impairment*

Sometimes categories for this test are combined e.g. how many young people altogether had a language impairment (whether mild, moderate or severe, based on the Core Language Scores they achieved on the test). For our group of young people, if we combine the mild, moderate and severe language impairment groups, 17/21 (81%) could be described as having a language impairment. 10/21 (48%) of our group could be described as having a moderate to severe language impairment.

What this information means

This project helped us understand more about what is easy and what is difficult for the young people we met when they have to talk and listen. Part of what we did was to ask young people for their own views about their skills. We are aware that we were new faces who the young people had only just met. We know it can be difficult to talk about yourself with someone you don't know very well and when things are challenging. Many young people did not say that talking was hard, even when it clearly *was* difficult for them. It might be that they were not aware of their difficulties, or perhaps they were aware but did not want to say, especially to someone they did not know very well.

Not all the young people we met had the same profile of language and communication skills. We found that some young people told us that their talking was 'all good' and they were right – talking and understanding other people were strengths for them. This group (5 out of the 21 young people) scored in the average range for the tests we did. They knew lots of words, they could listen carefully, they could explain their views to others and understand what was being said. These young people were well set up to deal with written information as well as spoken words. This group found it easy to negotiate with others, describe information in detail and use language for reasoning. They were likely to have the skills needed to cope with the language demands of school work, and understand and have their say in important situations that depend on language (e.g. job interviews, negotiating with officials in all sorts of aspects of life, managing in legal interactions).

For most of the young people we met, some but not all situations were easy for them. Most of them felt fine about their talking when they were with their friends or whānau, or when they were talking about easy things they knew well. We noticed that it was not difficult for most of them to answer easy questions about themselves.

When we asked them to think about talking in more difficult situations where the language is more complicated and the stakes are high, e.g. court, family group conferences, with police, many of the young people felt talking and understanding was difficult. Many of the young people talked about how these interactions made them feel, especially when they didn't understand or they couldn't say what they wanted to say. They often told us they felt stressed, upset, anxious and frustrated and some felt they couldn't contain these feelings and that their behaviour then caused them more problems.

Some young people told us that talking can be difficult sometimes and we now know more about what those difficulties are e.g. long words and complicated concepts like time, listening carefully to long stretches of talk, explaining information to someone else in an organised way with enough detail. Some of the young people who had problems with talking knew a lot about the problems they experience. They were highly aware that talking could be challenging sometimes and that they can become confused and frustrated or don't know all the words they need to explain things or understand what others are saying.

Other young people did not always show the same level of awareness. They would tell us that their talking was 'all good', but when we asked them to carry out tasks that required them to deal with more challenging talk, they actually found that difficult. Some young people told us they are often embarrassed or ashamed and have learnt ways to manage difficult talking situations – they say they nod their heads, hope things will finish quickly or become clearer, or they say they usually laugh or do silly things. These ways of managing are understandable, but not always helpful.

Sometimes the young people had good awareness of communication breakdowns happening but weren't sure how they could manage the challenging situations they sometimes were in. Some young people did have ideas about things they could do themselves. For example, one young person said, 'have confidence'.

Some young people also had ideas about what others could do. For example, they suggested,

- 'They could explain it in an easier way to understand'.
- 'Ask them, can you explain that again?'
- 'When they say it in a way we understand instead of using big as words'
- 'Tell them to explain it in a way that I understand it'

Others said they didn't know what would help them to understand or have their say.

Another project our team have been involved in Aotearoa New Zealand asked young people involved with care and protection and youth justice services for their advice about what adults could do differently and their ideas have been put together in a report (Youth Voices about Youth Justice) and on some top tips cards for adults, both available here:

<https://talkingtroublenz.org/presentations-publications/youth-voices-about-youth-justice/>

Other projects that have looked at the language skills of young people involved with youth justice in New Zealand and other countries have found out similar things to us. Many of the young people in those other studies also found language difficult. What we did in our project was to look at how the young people did on language tasks *as well as* ask them for their opinion and advice about their experiences of communicating. It is very important to combine the information that the young people told us with the information we got from the tasks they did. What this tells us is that teenagers involved with youth justice need adults to be aware that language might be tricky for them. That means those adults need to change the way they communicate in case their important messages are not getting through, and young people are not having their voices heard.

What our project also tells us is that opportunities have been missed for many of these young people. They probably needed difficulties with language to have been picked up when they were much younger. They could perhaps have had help to build their skills so they were better set up to deal with the language they came across in school, and in legal situations.

We hope to use all of this information to help us tell others about the things that need to happen for children when they are young so that problems don't get bigger as they get

older. It can also be used to make sure young people can get the support they need early in life.

Now we know this information, it is possible to work out what help young people might need to build their skills. We can let their whānau, teachers, social workers and people like judges, lawyers and police know what needs to happen to make sure they understand and learn the skills they need. This information needs to inform training for the professionals who work in these contexts to ensure young people can easily participate in the interactions that involve them and that often can have serious consequences for their lives.

Final words

The young people in this project have given us helpful information about their language skills and how they experience communicating with others. Professionals need to change the way they work in response to this information:

- They need to develop awareness of how language difficulties might present – these difficulties are not always obvious and young people are unlikely to say when communication is difficult.
- Adults might need to talk in different ways. The language they use currently is often confusing and doesn't always achieve what it is trying to achieve. At worst, language use might actually cause harm in some situations.
- Adults might need to work out ways to help young people build the communication skills they need. Speech-language therapists can help with this but often are not currently working in contexts with teenagers.
- Adults might need to carefully review the communication involved in their work (e.g. the processes, resources, instructions, forms, and induction documents) and simplify the language. This needs to be done in partnership with young people, as they have expertise about the language that works best for other young people.

If professionals want their work to improve the lives of young people, they need to make sure young people can have their say and understand what is being said to them. This means they need to listen carefully to what young people have said:

“ Just when teachers talk or lawyers, they say words that I don't understand”

Young people have told us what is needed:

“ I reckon, if like, break it down and explain it simple.”

Project collaborators

Talking Trouble

Talking Trouble Aotearoa New Zealand (TTANZ) is focused on enabling family/whānau, and communities to support the speech, language and communication needs of their children, young people and adults.

TTANZ's team of speech-language therapists are passionate about building people's communication skills by creating communication-friendly environments in the communities where people live, learn, and go for support. TTANZ advocates strongly that the workforce within these communities needs to be aware of, understand, and be able to adapt to the speech, language and communication needs of these people. TTANZ supports staff to adapt interactions and create resources that enable people to understand and participate in the interventions designed to help them e.g. mentoring services, drug and alcohol services, care and protection placements, education, counselling, general health and mental health, and behaviour services. TTANZ's interventions help grow people's communication skills.

TTANZ operates as a social enterprise/profit for purpose organisation where any profits generated after individuals carrying out the work have been paid are used for pro-bono, training or research activities. No owner dividend is taken.

talkingtroublenz.org

Kingslea School

The Principal and teaching staff from Kingslea School funded some of the time used for this project. Their staff assisted hugely in setting up for the SLT team to see the young people and we are incredibly grateful to them. Their colleagues at the residence from Oranga Tamariki and from the Health team there were also amazingly supportive and welcoming to our team and provided assistance and information that was invaluable to this project happening.

University of Auckland

Dr Clare McCann and Dr Linda Hand were academic advisors on this project from Speech Science in the School of Psychology at The University of Auckland. The project received ethics approval from the University of Auckland.

Further reading and references

The formal assessment used in this project was the Clinical Evaluation of Language Fundamentals (Australian Edition 4) published by Pearson. Pearson have now published a newer version of this test Clinical Evaluation of Language Fundamentals Australian and New Zealand Fifth Edition (CELF-5 A&NZ) which does include some data from New Zealand in the norming sample.

The time concepts task was adapted (with author permission) from the assessment in 'Time Matters - A practical resource to develop time concepts and self-organisation skills' by Janet Penbury, Clare Doran and Sarah Dutt, published in 2015 by Speechmark.

The following might be useful sources of information:

There are many links and practical resources on this page of our Talking Trouble website <https://talkingtroublenz.org/links-and-resources/>

The Youth Voices about Youth Justice report and resources are particularly relevant to the themes of this report:

<https://talkingtroublenz.org/presentations-publications/youth-voices-about-youth-justice/>

Office of the Children's Commissioner

The NZ Office of the Children's Commissioner's website provides useful tools, frameworks and examples of how agencies can listen and engage with children and young people.

<https://www.occ.org.nz/listening2kids>

VOYCE Whakarongo Mai VOYCE

Whakarongo Mai stands for Voice of the Young and Care Experienced - Listen to me. VOYCE exists to amplify the voices of children and young people who spend time in care, which includes those spending time in youth justice residences.

<https://www.voyce.org.nz/>

Ara Taiohi

Ara Taiohi provides training and resources on working effectively with young people.

<https://arataiohi.org.nz/>

Professor Ian Lambie's Chief Science Advisor to the Justice Sector's reports

Professor Ian Lambie, Chief Science Advisor for the Justice sector has produced a series of four reports related to criminal justice, including one released in January 2020 about youth

involved with justice, titled, 'What were they thinking? A discussion paper on brain and behaviour in relation to the justice system in New Zealand.'

<https://www.pmcsa.ac.nz/topics/criminal-justice/>

Kelly Howard's NZ research about youth justice and communication

Kelly's recent NZ research about young people's experiences of communicating in justice settings and the role of communication assistants is summarised on this website, which includes links to five recent publications:

<https://kellyhoward2.wixsite.com/youthjustice>

Sarah Lount's NZ research about youth justice and language

Sarah has published several papers from her NZ research about the language, auditory processing and hearing skills of young people involved with youth justice, which included asking young people for their opinions.

Lount, S. A., Purdy, S. C., & Hand, L. (2017). Hearing, Auditory Processing, and Language Skills of Male Youth Offenders and Remandees in Youth Justice Residences in New Zealand. *J Speech Lang Hear Res*, 60 (1), 121-135. 10.1044/2016_JSLHR-L-15-0131

Professor Pamela Snow

Professor Pamela Snow has published many papers about her Australian research about the language skills of young people involved with youth justice. This 2019 paper is a comprehensive update and is open access.

- Speech-Language Pathology and the Youth Offender: Epidemiological Overview and Roadmap for Future Speech-Language Pathology Research and Scope of Practice in Language, Speech, and Hearing Services in Schools Volume 50, Issue 2.

https://pubs.asha.org/doi/10.1044/2018_LSHSS-CCJS-18-0027

Pam also writes a blog: <http://pamelasnow.blogspot.com/>

Dr Sarah Spencer's Adolescent Vocabulary website

Supporting New Word Learning in Secondary Schools. Adolescent Vocabulary.

<https://adolescentvocabulary.wordpress.com/>

Professor Tiffany Hogan's SeeHearSpeak podcast

www.SeeHearSpeakpodcast.com

Royal College of Speech and Language Therapists' Justice webpage

<https://www.rcslt.org/speech-and-language-therapy/where-slts-work/justice>

APPENDIX

1. Individual's CELF-4 Subtest Scores


In the table below, the individual young people's scores are provided. Each young person has a number e.g. 0006 which we used instead of their name and their performance on the tests they completed are given in their row in the table. The shaded boxes in the Understanding Paragraphs subtest column show that that subtest was not completed. Sometimes this was because of time pressures or because the young person was not available for the final task.

The letter across the top row of the table are for the various subtests of the CELF-4 completed and mean the following:

RS	=	Recalling Sentences
FS	=	Formulated Sentences
WRC	=	Word Classes (comprehension)
WRE	=	Word Classes (Expressive)
WCT	=	Word Classes Total (Comprehension and Expressive combined)
WD	=	Word Definitions
UP	=	Understanding Paragraphs

ID number	RS	FS	WCR	WCE	WCT	WD	UP	CELF CLS
0002	8	5	7	8	7	7	7	81
0003	7	8	5	6	5	6	6	79
0004	5	5	5	2	3	6	2	66
0006	2	2	2	2	2	3	1	49
0009	4	6	2	3	4	4	1	63
0010	8	8	8	8	8	9		90
0011	2	4	1	2	1	6	1	57
0012	4	13	4	4	4	7	3	82
0013	2	1	1	1	1	1	1	41
0014	9	12	4	5	4	5	3	85
0015	8	15	8	6	7	9	7	99
0016	4	2	5	5	5	3	3	59
0018	4	9	7	3	10	8		79
0019	4	6	1	1	1	1		55
0020	5	5	3	4	3	6		68
0021	10	9	7	7	7	9	14	93
0022	4	10	8	5	6	9	14	84
0023	7	8	6	8	7	5		81
0024	4	5	6	5	5	3		65
0025	6	3	7	8	7	6		73
0026	10	9	7	7	7	9	14	93
Group means	5.571429	6.904762	4.952381	4.761905	4.952381	5.809524	4.846154	73.42857

2. Time assessment



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Kingslea Oral Language Research Project


TIME ASSESSMENT

COMPLETE ALL QUESTIONS

Initials		Assessment date	
DOB			Initials of assessors


This assessment has been adapted from the 'Time Screen Assessment' on page 13 of Time Matters by Doran, Dutt and Pembrey, 2015 published by Speechmark.

CALENDAR TIME	RESPONSE	SCORE
1. What is today's date? <i>(Record exact response)</i>		/1
2. When is your birthday?		/1
3. How many weeks or months will it be until your next birthday?		/1
4. Explain exactly what each number means in this date 03/06/12	Knows this represents day/month/year Can name the month Can provide full year	/1 /1 /1
5. Name the months of the year in order <i>(if needed prompt 'January' (counts as 1 error), An omission or month in wrong order counts as 1 error. 2 points: all 12 in correct order 0 points: any errors</i>		/2
6. Name the seasons of the year in order. <i>(2 points: all 4 in correct order 1 points: all named but in the wrong order)</i>		/2
CLOCK TIME		
7. 7:20	a) Digital time _____	/1
	b) What is another way of saying this?	



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(must answer using a) digital time and b) analogue time using past/to)	b) Past/to _____	/1
8.  What is the time shown here? b) What is another way of saying this?	a) Digital time _____	/1
	b) Past/to _____	/1
(must answer using a) digital time and b) analogue time using past/to)	a) Digital time _____	/2
9. What will the time be in half on hour on each clock? <i>(accept correct answers using either digital time or past/to)</i>	b) Past/to _____	/2
		/1
TIME VOCABULARY		
10) What does 'fortnight' mean?		/1
11) What does 'century' mean?		/1
12) Today is _____. <i>(provide day).</i> What is the day after 'tomorrow'?		/1
13) What day was it '2 days ago'?		/1
14) It's _____ <i>(provide month)</i> now. What month will it be in 3 months' time?		/2
15) What month was it 4 months ago?		/2
16) How many hours are there in a day?		/1
17) How many seconds in a minute?		/1
18) How many minutes are there in an hour?		/1
TOTAL SCORE		/30