

Transforming communication for people with speech, language, and communication needs (SLCN) within the justice, mental health and care and protection sectors in New Zealand; using lessons learned in the UK to inform culturally responsive, and communication-accessible practices in New Zealand which are guided by trauma-informed care principles.



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29th October 2018

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Acknowledgements:

“E hara taku toa I te toa takitahi engari, he toa takitini”

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

Firstly, a huge thank you to the Winston Churchill Memorial Fellowship Trust for enabling me to travel to the United Kingdom to engage in collaborative learning with many inspiring speech-language therapists and other professionals who are as passionate about children, and young people as I am.

Special thanks go to Sally Kedge, my Talking Trouble Aotearoa New Zealand colleague, who suggested that I apply for this Travel Grant, and then decided to fund her own trip alongside me.

I am particularly grateful to all the people who took time out of their busy schedules to meet with me. You were generous with your wisdom, your experiences, and your vision for what's possible. Every encounter has shaped my thinking in some way. Our conversations have consolidated, and shifted, the strategic direction of my work with children, young people and their family/whānau. I will share your insights and reflections, not only with speech-language therapists (SLTs) but also with the care and protection, youth justice and mental health services workforce in New Zealand.

Introduction:

Speech, language, and communication needs (SLCN) – UNSUSPECTED, UNDETECTED, and UNMET¹

For many years international research has highlighted the speech, language, and communication needs (SLCN) of children and young people who have experienced child abuse, and neglect, and/or are involved in the criminal justice system and/or requiring mental health services. The consensus is that 50-60% of children involved in Care and Protection have SLCN². Similarly, at least that 50-60% of young people in the criminal justice system have SLCN³. There are also well-established links between SLCN, behaviour, and emotional and mental health. For example, children with vocabulary difficulties at age five are three times more likely to have mental health problems in adulthood⁴ and 81% children with emotional and behavioural disorders have significant SLCN⁵.

Based on international research it is reasonable to assume that speech-language therapists (SLTs) would be integral members of Care and Protection, Youth Justice and Mental Health teams. SLTs in those teams would support the development of the child or young person's communication skills and enable them to benefit from the mostly talk-based supports and therapies on offer. They would upskill the workforce about SLCN; how to recognise SLCN and how to respond effectively to them. Sadly, in New Zealand there are no SLTs employed within Child and Adolescent Mental Health, Care & Protection, or Youth Justice teams to my knowledge and most SLCN are unsuspected, undetected and unmet.

My journey to the United Kingdom (UK) enabled me to meet with researchers, service providers, SLTs and other practitioners to talk about how they are responding to SLCN. I have had invaluable opportunities to hear about, and see, what has worked well, what has been problematic, and how they are endeavouring to embed culturally-responsive, and trauma-informed principles into their practice.

Key Learnings;

1. Positive Actions to Achieve Equality

The UK Government has established numerous initiatives specifically for children and young people who have experienced adversity, and/or trauma. It aims to reduce the impact of disadvantage and discrimination by providing these groups with additional assistance such as Looked-after Children's Teams, and Virtual Schools Teams, which include professionals such as social workers, psychologists and SLTs, who wrap-around children in care to help them access effective supports as quickly as possible. The Scottish Government has taken positive action a step further. Its Children and Young People (Scotland) Act 2014⁶ has made several requirements to make further education more achievable for children who have been in care. For example, all colleges and universities must act as 'corporate parents' to ensure care experienced students receive the best possible care and support. Furthermore, the Scottish Funding Council provides these young people with additional funding, and wraparound services such as coaching and mentoring to help them stay on track.

New Zealand could enact this positive-action stance. Both the Human Rights Act⁷ and The New Zealand Bill of Rights Act⁸ allow positive discrimination in an attempt to achieve equality. Currently, New Zealand's SLT services for children (see Appendix 4) tend to take a more universal approach. When children, young people, and their family/whānau (from vulnerable populations) are able to access publicly-funded SLT they are offered the same services as everyone else despite the fact that we know that these family/whānau may not have the resources, or social capital to participate in, and benefit from what is on offer. Furthermore, in New Zealand many children, and most young people over 8 years old, are not able to access publicly-funded SLT.

2. Awareness of SLCN and integrated services

Undoubtedly the UK has a greater awareness of SLCN. It has also invested in pilot projects that have demonstrated the value of involving SLTs in services for vulnerable populations and resulted in SLTs being employed in services such as Looked-After Children's Teams, Virtual Schools Teams, Youth Offending Teams, Secure Homes, Prisons, and Child and Adolescent Mental Health Teams (CAMHs). This is so encouraging for SLTs who have been advocating for SLCN. Hopefully SLTs will work within these contexts in New Zealand soon.

Our UK colleagues were highly valued by their multi-disciplinary colleagues. However, the SLTs acknowledged that their services were not fully integrated and this restricted their impact. Time, and caseload limitations were common as few SLTs had full-time roles within these teams. One Youth Offending Team expressed delight at having an SLT three days per week. They work with 200-300 young people at any one time and so it's not surprising that that SLT has to limit her 'reach' to doing speech-language therapy assessments and providing recommendations. In other areas SLTs could do workforce training or be involved in creating communication-friendly environments for children and young people with SLCN. Sadly, most SLTs reported that they were not able to do much work directly with children, young people and their family/whānau to support SLCN. If, and when, New Zealand starts to employ SLTs within services for vulnerable populations we need to pre-empt this lack of integration. We need to ensure that we create SLT roles that enable SLTs to contribute fully and have maximum impact.

- **Time:** SLTs need time to do workforce training, **and** build communication-friendly environments, **and** assess SLCN **and** coach strategies to relevant parties, including family/whānau **as well as do** direct speech-language therapy work with children, young people and their family/whānau when indicated.

- **Resources and professional development:** SLTs need a good understanding of Te Ao Māori⁹, a restorative mindset, and be guided by trauma-informed principles. They need to know the impact that intergenerational trauma and toxic stress can have on family/whānau and adapt their service provision to suit the family/whānau rather than expect the family/whānau to adapt to suit the service provision¹⁰.
- **Peer support:** SLT roles within these contexts should involve at least two SLTs working in the same team at the same time so that they can easily access peer support and supervision. This will also ensure that if an SLT leaves the post for whatever reason there is still one SLT on-site who can guide a new SLT into the role and context.

3. Mediating communication for children and young people in legal settings

Scotland, England and Wales, Northern Ireland and New Zealand are all responding to SLCN within legal settings differently (see Appendix 5). Each approach has both strengths and challenges. New Zealand's emerging process for Court-appointed Communication Assistants (CAs) is being developed collaboratively by representatives from the Ministry of Justice, and Speech-language Therapy. It has the potential to be one of the most equitable approaches as it provides equal access to CAs to complainants, defendants and witnesses. I strongly believe that this equitable access to CAs needs to be protected. England and Wales have ended up with two types of CA (known as Registered and non-Registered Intermediaries) resulting in perception of a two-tier system. However, New Zealand's CA process would benefit from having robust formal training, and supervision mechanisms in place similar to, but not the same as, the Registered Intermediaries in England and Wales. It would also be enriched by extending the role of the CA into legal proceedings such as police interviewing the way that England, Wales, and Northern Ireland have done.

Conclusions and Recommendations

My collaborative conversations with my UK colleagues confirmed that we share the same optimism and aspirations for children, young people and their family/whānau with SLCN.

We passionately believe that acknowledging SLCN, creating communication-friendly environments and building individual's communication skills support provides children, young people and their family/whānau with vital protective recovery capabilities that enable them to have agency, build and maintain healthy relationships and thrive in their school, or workplace. We have gained invaluable practical advice and direction from each other.

Similarly, the presentations heard, and the visits relating to Secure facilities, reinforced the importance of providing effective therapeutic environments whether this is at home, at school, in care, or in secure residences. A clarion call to make sure that in New Zealand our activities are guided by a restorative mindset that embeds communication-friendly and trauma-informed principles into all our processes, places, actions and words.

Finally, the Winston Churchill Memorial Trust Travel Grant enabled some reflection on aspects of this work that the UK, and New Zealand are both struggling to do well:

- Culturally-responsive practice - We are all aware of the benefits of being culturally responsive however the vast majority of SLTs in New Zealand are monolingual, English-speaking women who do not reflect the majority of family/whānau who are mostly involved in Care and Protection, Youth Justice and Mental Health services. We need to recruit a more culturally-diverse SLT workforce.
- Agency – We need to do more to enable children, young people and family/whānau within these contexts to develop and use their agency positively to the extent that they can then mentor other children, and young people to develop their agency – they can be Human Rights Defenders for others!

Appendix 1 Travel Diary

Date:	Who:	Key experiences:
16 th April	Dr Ann Clark Senior Lecturer in Speech and Hearing Sciences Queen Margaret University, Edinburgh	<p>Discussions about: The Appropriate Adult Service and Children’s Hearings Panels https://beta.gov.scot/publications/establishing-statutory-appropriate-adult-service-scotland/ http://www.chscotland.gov.uk/</p> <p>Tertiary education initiatives and additional funding for young people who have been in care e.g.</p> <ul style="list-style-type: none"> • Blueprint for Fairness; The Final Report of the Commission on Widening Access March 2016 https://www.gov.scot/Resource/0049/00496619.pdf • The Children’s University Trust http://www.childrensuniversity.co.uk/home/ • The Children’s University http://www.childrensuniversity.co.uk/ <p>Police Scotland Investigative Interviewing</p>
17 th April	Communication Access in Justice and Care settings Forum hosted by Talking Mats Stirling	<p>Kim Hartley Kean (Head of the Royal College of Speech and Language Therapists Scotland) providing an overview of Royal College of Speech and language therapy Scotland, and Scottish Health Council Initiatives</p> <p>Jane Macer, SLT and Therapeutic Services Co-ordinator, Starley Hall- a residential care and education placement. Amazing presentation from Jane about how they embed communication and trauma-informed principles into their work, and way of being at Starley Hall. Really loved hearing Jane say that all staff at Starley Hall: “are really aware of how children’s difficulties & experiences impact on their thinking and problem solving” “Acknowledge the children’s negative core beliefs and lack of coherent inner voice” “Focus on security, flexibility & responsiveness”</p>

		<p>http://www.starleyhall.co.uk/</p> <p>Yvonne McKeown and Sandra Polding talking about speech and language therapy in the National Child Psychiatry Unit e.g. being involved in mental state assessments and assisting children and young people to understand their diagnoses http://www.nhsggc.org.uk/your-health/health-services/specialist-childrens-services/our-services/national-child-psychiatry-inpatient-unit/</p> <p>Dr Ann Clark discussed the Children’s Hearings System in Scotland http://www.chscotland.gov.uk/ And provided an overview of the No Wrong Door project in Yorkshire https://www.northyorks.gov.uk/no-wrong-door</p> <p>Kim Hartley Kean chaired the Scottish Justice Clinical Excellence Network meeting. Topics discussed include advocating for a comprehensive SLCN Development Plan nationally, and within, organisations and what can be done to breaking the intergenerational cycle of SLCN</p>
<p>18th April</p>	<p>Talking Mats Accredited ‘Train-the- Trainer’ training</p> <p>Stirling</p>	<p>Becoming an Accredited Talking Mats Trainer https://www.talkingmats.com/</p> 
<p>19th April</p>	<p>Talking Mats Accredited ‘Train-the- Trainer’ training</p> <p>Stirling</p>	

<p>20th April</p>	<p>Talking Mats Keeping Safe Accredited Trainer Course</p> <p>Stirling</p> <p>Jan Green SLT (only SLT working in prisons in Scotland)</p> <p>Glasgow</p>	<p>Completing the Advanced Keeping Safe training</p> <p>Hearing about Jan’s work with people with speech, language and communication needs in Scottish prisons. Particularly: Social pedagogy approach Social detective programme to support social skills and empathy</p>
<p>21st April</p>	<p>Professor Laura Lundy, Queen’s University Belfast. Laura is Co-Director of the Centre for Children’s Rights and co-Editor in Chief of the International Journal of Children’s Rights.</p>	<p>Laura’s expertise in highlighting children’s right to participate in decision-making Lundy, L. (2007). ‘Voice’ is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. 927-942</p>  <p>Focus on involving children in the creation of resources that are for them; child-friendly resources should be co-authored!</p> <p>The concept of children, and youth, being Human Rights Defenders for their peers https://www.childrightsconnect.org/wp-content/uploads/2018/09/DGD-REPORT_WEB_en_one-page.pdf</p>
<p>25th April</p>	<p>Fiona Simpson SLT & Registered Intermediary</p> <p>Co. Durham</p>	<p>In depth discussion regarding the use of Intermediaries in England and Wales, particularly the two different types of Intermediary (Registered, and non-Registered) and whether having two types of Intermediary is helpful</p>

	<p>Susan Stewart, SLT and Registered Intermediary and Barbara, SLT (not in a YOS team but nominated person for YOS referrals in her area)</p> <p>Co. Durham</p>	<p>https://www.rcslt.org/speech_and_language_therapy/slt_work_settings/justice_slcn/types_of_intermediaries</p> <p>Really helpful discussions around supporting children with SLCN alongside social, emotional, mental health needs. This includes sharing ideas around communication-friendly ways of providing sex/relationship education and telling people about their own diagnoses. We also discussed strategies and resources around enabling offenders with SLCN to understand victims' perspectives</p>
26 th April	<p>Sarah Caden, Practice Improvement Officer and Lyndsey at Durham Youth Offending Service</p> <p>Co. Durham</p> <p>Catherine Chamberlain, SLT and Registered Intermediary.</p> <p>Kendal, Lake District</p>	<p>It was fantastic to meet Sarah and Lyndsey from Co. Durham Youth Offending Service http://www.durham.gov.uk/CDYOS</p> <p>– several years ago Sarah Caden and Susan Stewart (above) won The Butler Trust Innovation Award for their communication pilot project. This pilot project inspired a project that Talking Trouble Aotearoa New Zealand are doing alongside Oranga Tamariki, Ministry for Children so it was great to hear what their project has achieved since then e.g. SLT employed by team 0.6fte (in 2014 they only had funding for an SLT for 7 months) SLT doing joint visits and interventions with co-workers to address offending, resources they have developed such as the Word Buster Kit</p> <p>Catherine provided wonderful insight and guidance into Registered Intermediary work with children, particularly her involvement in police interviews. New Zealand does not yet use Court-appointed Communication Assistants in police interviews yet so it was really helpful to hear her experiences and perspectives.</p>
27 th April	<p>Professor Elena Semino, Lancaster University</p> <p>Lancaster</p> <p>Maxine Winstanley SLT, and PhD student</p> <p>Lancaster</p>	<p>Interesting discussions with a range of researchers around their communication-related topics e.g. people's understanding of the health information they receive, bilingual development of children and the language used to portray health conditions in the media</p> <p>Great discussions, and sharing of ideas with Maxine around her PhD studies and her interest in how developmental language disorder relates to offending i.e. does having SLCN mean that you are more likely to re-offend</p>

		http://www.openingdoorssalt.co.uk/
30 th April	Fiona Taylor, SLT Looked After Children's Team & Virtual Schools Team, Salford	<p>It was wonderful to get some insight into how Looked After Children's Teams and Virtual Schools Teams work by talking to team members about their roles and responsibilities and by attending case discussions</p> <p>https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/looked-after-children/</p>
1 st May	Fiona Taylor Youth Offending Service Salford	<p>A great opportunity to talk to various team members of the Salford Youth Offending Service about their roles and responsibilities, as well as their favourite resources and interventions.</p> <p>https://www.salford.gov.uk/crime-reduction-and-emergencies/young-adults-keeping-out-of-crime/</p> <p>I am so grateful that I had the opportunity to participate in a Lego Therapy session</p> 
2 nd May	Andrea Hastings, SLT Barton Moss Secure Care Centre, Manchester	<p>A fantastic opportunity to visit an award-winning Secure Care Centre and talk to staff about everything from how the architect designed the building to be restorative to their most effective interventions, to they way transition young people into, and out of their centre</p> <p>http://www.securechildrenshomes.org.uk/barton-moss/</p>

		 <p>For example, the glass walls in this photo show how the architect deliberately designed the building so that when a young person arrives at Barton Moss the glass doors at the back open so that the car can drive in to the glass atrium. The doors close so that everything is secure but rather than feeling enclosed the young person can look out to nature and begin to relax</p>
3 rd May	<p>Forum hosted by Dr Judy Clegg, Senior Lecturer in Human Communication Sciences and Kim Turner, University Teacher in Human Communication Sciences</p> <p>Sheffield University</p>	<p>A great day of presentations on a range of topics such as the development of an e-learning module about SLCN for Police, Liaison and Diversion services, and the Sheffield Youth Offending Service – initially had SLT on team as a pilot project but now have 4 SLTs working part-time and covering 6 days per week.</p> <p>We shared information about useful resources and initiatives such as the Think Brain programme, Communication Cards that young people can show the Police to highlight their SLCN</p>
4 th May	<p>Ellen Adams and Kerri Maltby, SLTs with Virtual Schools Team and Youth Offending Team in Hackney</p> <p>https://www.learningtrust.co.uk/content/children-care</p> <p>https://hackney.gov.uk/youth-justice</p>	<p>Last, but definitely not least... very helpful conversations with Ellen and Kerri regarding their roles, and activities within their Virtual Schools Team and Youth Offending Team. Their team is growing and they expect to have full-time SLT and more educational psychology and occupational therapy time by the end of the year. In the Virtual Schools team, they do a combination of direct, and indirect work as well as training for foster carers, social workers, and educational psychologists. Ellen and Kerri also talked about interventions that their team are developing or using such as Video Interaction Guidance</p> <p>https://www.videointeractionguidance.net/, and Verve</p> <p>http://www.keenacummins.co.uk/verve_child_interaction.html</p>

Appendix 2 Presentations during Travel Grant period

1. Queen Margaret University, Edinburgh, 16th April 2018.

Transforming communication for people with SLCN within the justice, mental health and care and protection sectors in New Zealand; using lessons learned in the UK to inform culturally responsive, and communication-accessible practices in New Zealand which are guided by trauma-informed care principles



With thanks to:
Winston Churchill Memorial Trust
Talking Trouble Aotearoa New Zealand



Speech-Language Therapists involved with Justice, Care and Protection, Behaviour and Mental Health agencies: TTANZ on the run

Alayne McKee, Winston Churchill Memorial Trust 2018 Fellow
Sally Kedge, Director, Talking Trouble Aotearoa New Zealand
April 2018



2. Communication Access in Justice and Care Settings, 17th April 2018.

9.45 Welcome from the Chair and setting the scene

Dr Richard Simpson OBE, Honorary Professor of Health Sciences Stirling Uni; Retired MSP and Justice Minister; Former GP, Psychiatrist.

10.00 Brief overview of current practice in Scotland

Kim Hartley Kean, Head RCSLT Scotland.

10.20 Sharing practice from New Zealand

Sally Kedge and Alayne McKee Talking Trouble Aotearoa New Zealand

Learning how speech and language therapy can contribute to better outcomes in care, protection and justice settings.

11.15 Sharing practice from Scotland - Young People in care

Jane Macer, Therapeutic service co-ordinator, Starley Hall

The impact of embedding Talking Mats into an organisation

11.35 Sharing practice from Scotland -Young people in psychiatric settings

Mental health, mats and misdemeanours

Yvonne McKeown and Sandra Polding NHS Glasgow

12.00 Opportunities and Barriers – small group discussion

12.30 Lunch

1.15 Supporting Childrens' Communication in Hearings -Dr Ann Clark, Senior lecturer

from QMU

Justice Scotland CEN AGM

3. **Speech, language and communication needs and the criminal justice system: A view from two sides of the world Thursday 3rd May 2018**



10.00 to 10.30 am	Setting the Scene Dr Judy Clegg, University of Sheffield
10.30 to 12:00 pm	Talking Trouble Aotearoa New Zealand Sally Kedge, Director Talking Trouble ANZ Alayne McKee, Winston Churchill Memorial Trust Fellow 2018, Talking Trouble ANZ and Ohomairangi Trust
Lunch & Networking	
1:00 to 1:20 pm	Police – unable to attend
1:20 to 1:40 pm	Kate Blake, University of Sheffield & Registered Intermediary
1:40 to 2:00 pm	Community Danielle Miles, Sheffield Youth Offending Services
2:00 to 2:20 pm	Working in a custodial environment Kim Turner, University of Sheffield
2:20 to 2:30 pm	Closing and Questions

Appendix 3 Presentations and discussions that have enabled me to disseminate information gleaned during the Winston Churchill Memorial Trust Fellowship

9 th May 2018	Workshop with Oranga Tamariki social workers and Family Group Conference (FGC) Co-ordinators in Palmerston North
11 th May 2018	Meeting with Specialist Remand Care Working Party
25 th May 2018	Meeting with Ashley Seaford, Project Manager regarding the development of Whakamana Tangata, a framework for restorative practice within Youth Justice Residences
31 st May 2018	Workshop for Oranga Tamariki FGC Co-ordinators
29 th June 2018	Teleconference with SCOPE, Victoria Australia regarding communication access within police stations
11 th July 2018	Meeting with representatives from VOYCE Whakarongo Mai
2 nd August 2018	Talking Trouble Public Workshop in Takapuna – audience included representatives from Resource Teachers for Learning and Behaviour, Police, Corrections, social workers, and speech-language therapists (SLTs)
10 th August 2018	Workshop for Oranga Tamariki FGC Co-ordinators
15 th August 2018	Involve Conference – audience included youth workers, mentors, health professionals, and local council
23 rd August 2018	Talking Trouble Aotearoa New Zealand and Oranga Tamariki, Ministry for Children Enabling All Voices to be Heard Forum in Wellington – audience included representatives from the Office of

	the Children’s Commissioner, NZ Police, the Ministry of Justice, Oranga Tamariki, District Health Boards, and the Ministry of Education
3 rd Sept 2018	Speech-language therapist’s Special Interest Group for Vulnerable Populations – audience included SLTs
6 th Sept 2018	Talking Trouble Public Workshop in Wellington – audience included representatives from schools, Police, Corrections, Oranga Tamariki, and speech-language therapy
19 th Sept 2018	Workshop with Oranga Tamariki social workers and Family Group Conference (FGC) Co-ordinators, NZ Police, and Iwi services in Dunedin
20 th Sept 2018	Workshop with Oranga Tamariki social workers and Family Group Conference (FGC) Co-ordinators, NZ Police, and Iwi services in Timaru
28 th Sept 2018	Talking Mats Training Course Auckland – SLT audience

Speech and language therapy services for children and young people in New Zealand

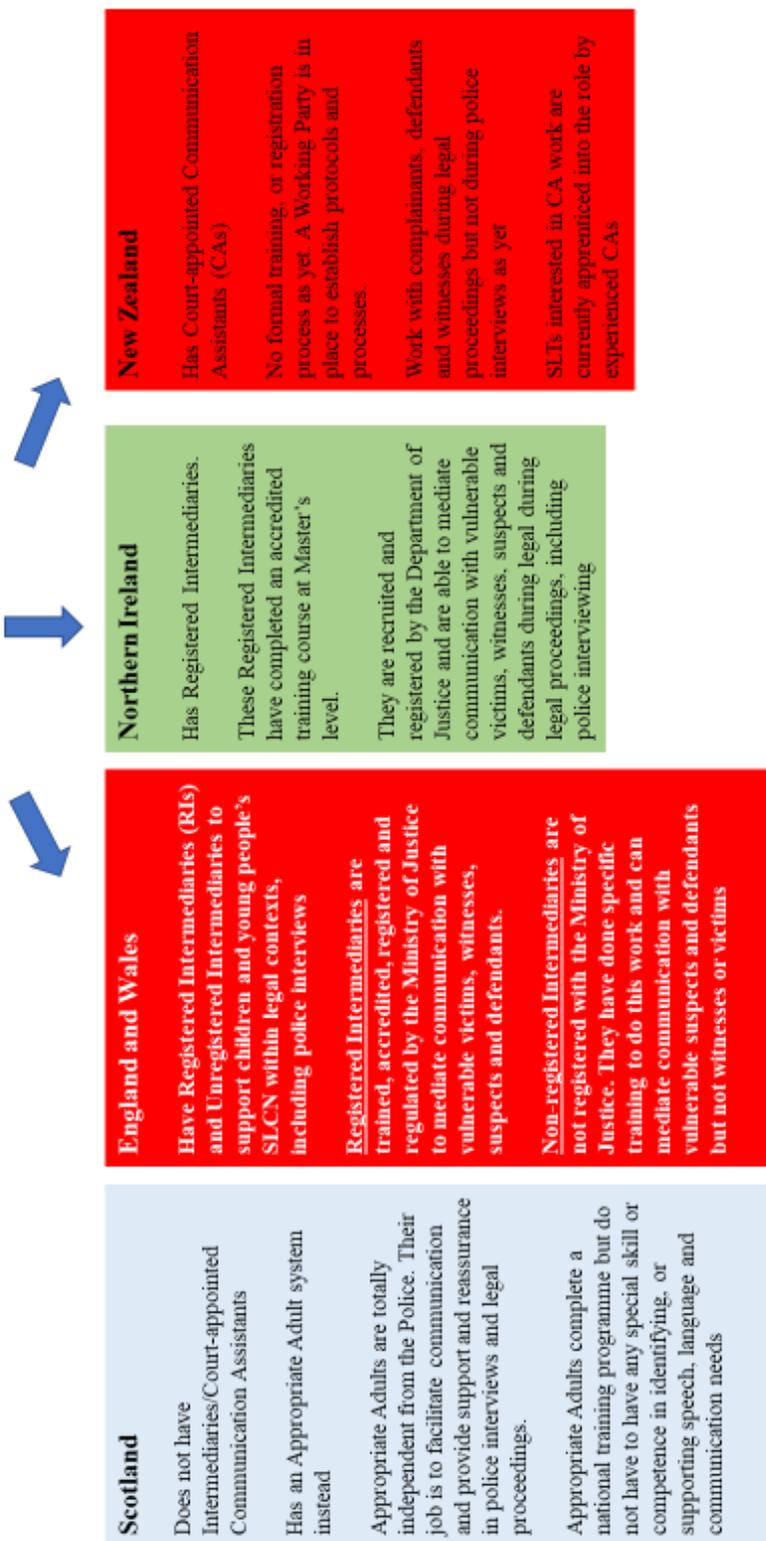
Ministry of Education
Supporting students with communication needs
“The support focuses on building the capability of family/whānau and teachers to support the child’s ability to communicate. Speech language therapists work with both children in the early years and when children are at school”
<https://www.education.govt.nz/school/student-support/special-education/supporting-students-with-communication-needs/>
In my experience this means that SLTs in this organisation mostly work with children younger than 8 years old who have moderate to severe communication difficulties, unless the child is eligible for Ongoing Resourcing Scheme funding. They do some direct speech and language therapy with individuals but most of their work involves the provision of programmes and consultation with whānau and teaching staff.
In my experience many children involved in Care and Protection, Youth Justice, and Mental Health Services have difficulty accessing publicly-funded SLT

Accident Compensation Corporation (ACC)
This organisation can fund speech and language therapy services for children and young people who have communication difficulties as a result of an injury
<https://disability.acc.co.nz/support-for-parents-and-carers/support-needs-assessment-for-children-and-teenagers/>
A small percentage of children, and young people involved with Care and Protection, Youth Justice and Mental Health Services would receive their SLT services through ACC

Private SLT practices and Social Enterprise SLT services such as Talking Trouble
<http://talkingtroublenz.org/>
operate on a fee-for-service basis. They provide a range of SLT services for children, young people, whānau and the workforce supporting them.
Sometimes organisations such as Oranga Tamariki, the High and Complex Needs Unit <http://www.hcn.govt.nz/about-hcn/index.html> or the Ministry of Justice fund this SLT input. Occasionally funding comes via initiatives such as the Intensive Wraparound Service
<https://www.education.govt.nz/school/student-support/special-education/intensive-wraparound-service-iws/>
The young people and their whānau are generally not able to afford to pay for SLT services themselves

Appendix 5

Mediating communication in legal settings in Scotland, England and Wales, Northern Ireland and New Zealand



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