

YOUTH PARTNERSHIP PROJECT

Implementing a Cross-Sector Rethink of Youth Justice Early Intervention



Shared Solutions

Strategies to Bring Diverse Partners Together to Prevent Youth Offending



**YOUTH JUSTICE IS A
SHARED PROBLEM,**

**WHICH DEMANDS A
SHARED SOLUTION**

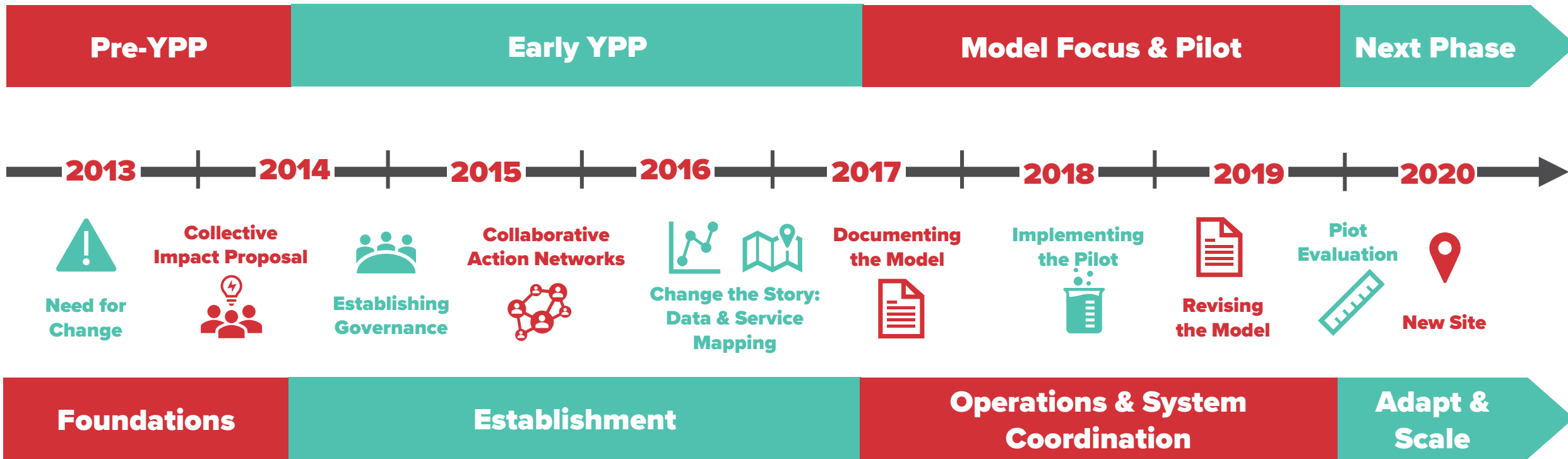
Place-Based Collective Impact



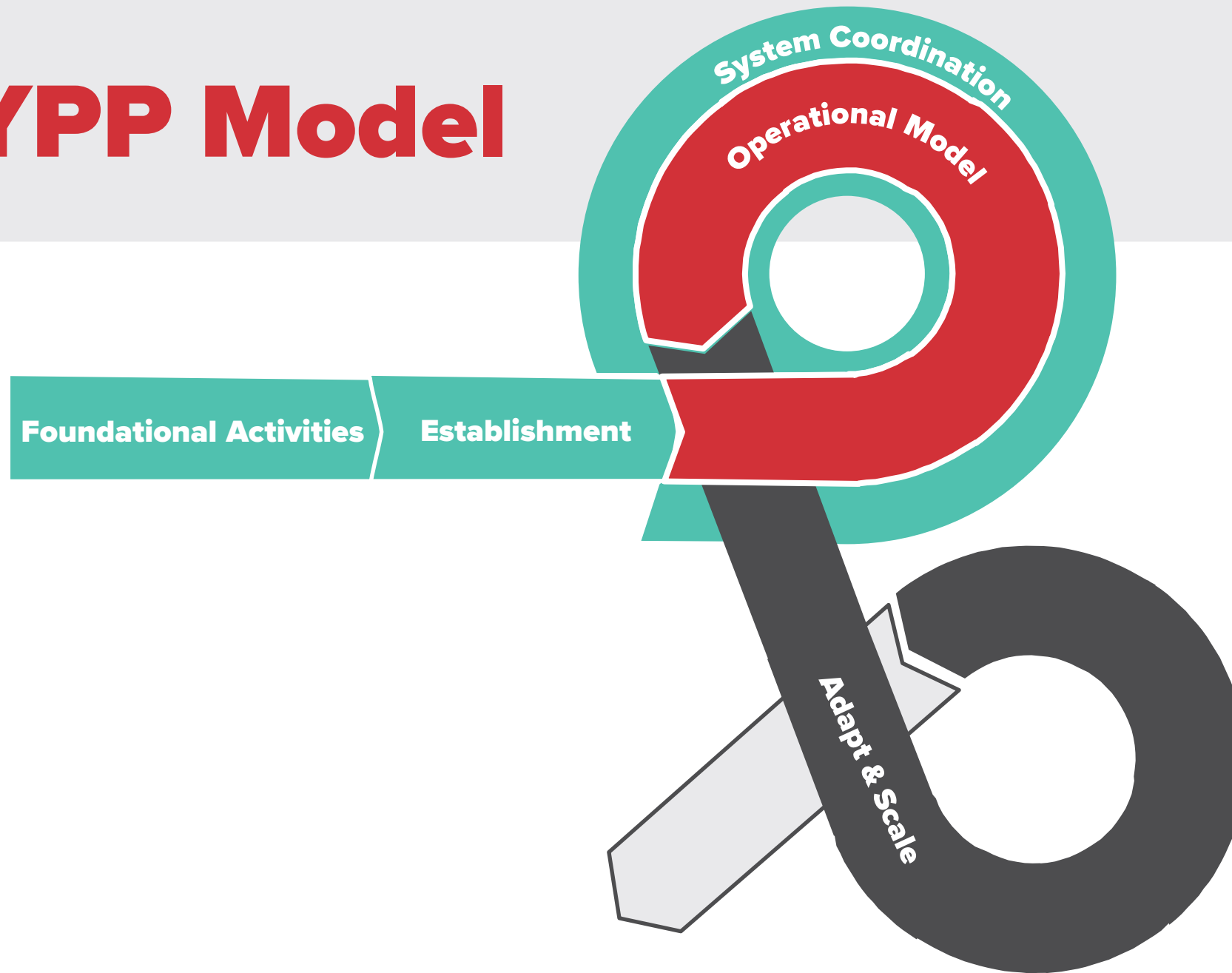
Collective Impact uses collaboration to create change on issues too big for one organisation to solve alone.

Place-Based Collective Impact is a uniquely Australian approach, supporting change in place through systemic and local collective action.

The YPP Journey



The YPP Model



Foundational Activities

**Establish YPP
Backbone Team**



**Identify Champions
for Change**



**Urgency For Change &
Adequate Resources**



SOUTH EAST CORRIDOR

LOCATION BASED ANALYSIS



EDUCATION



JUSTICE



SOUTH EAST CORRIDOR

SERVICE MAPPING SUMMARY

137 SERVICES
FOR YOUNG PEOPLE

81 AGENCIES
DELIVERING THESE
SERVICES

66 AGENCIES
BASED IN THE
LOCAL AREA



**SAFE
COMMUNITIES**



LIFE SKILLS



WELL-BEING



RESOURCES



FAMILY



EDUCATION

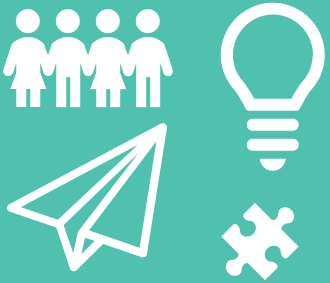
■ - ONE PRIMARY PREVENTION SERVICE

■ - ONE EARLY INTERVENTION SERVICE

■ - ONE SECONDARY INTERVENTION SERVICE

Establishment

Co-Design



Strategic Alignment



Governance



Common Goal



Building Partnership



Identifying Service Gaps



Focusing on establishing:

- Shared Goals
- Shared Resources
- Shared Accountability & Authority

Establishment

Common Goals

If we get the **RIGHT SUPPORT**, to the **RIGHT YOUNG PEOPLE**, at the **RIGHT TIME** we will **REDUCE THE DEMAND ON YOUTH JUSTICE**, and more importantly, young people will thrive in their community.



Establishment

Strategic Alignment – WA Whole of Government Priorities



Safer Communities

Reduce Youth Offending

- YPP aims to prevent & reduce youth offending
- Recognises youth offending is linked to education, FDV, mental health & alcohol drug use are all related & that agencies need to collaborate to address these



A Bright Future

Increase Reading and Numeracy

- YPP recognises that education engagement is essential, and literacy & numeracy as key protective factors
- YPP addresses factors which mean young people aren't ready to learn, even when they do attend



Aboriginal Wellbeing

Reduce Custody Overrepresentation

- Overrepresentation of Aboriginal people in custody starts in youth justice
- YPP addresses criminogenic factors that can lead to justice engagement
- Recognises the need for initiatives like the YPP which bring agencies together to address this issue



Operations

1) Identification

Partners identify young people who would benefit from YPP using the Shared Definition of Young People with Complex Needs



2) Consent

YPP Team engages family & seeks consent



3) Building Relationships

Young People engage with youth workers during intensive engagement program

4) Assessment of Needs

Young people's needs are assessed through observational clinical and functional assessments



5) Coordinated & Holistic Support

YPP Partners provide a range of support for the Young Person & their family, coordinated and supported by the YPP Team



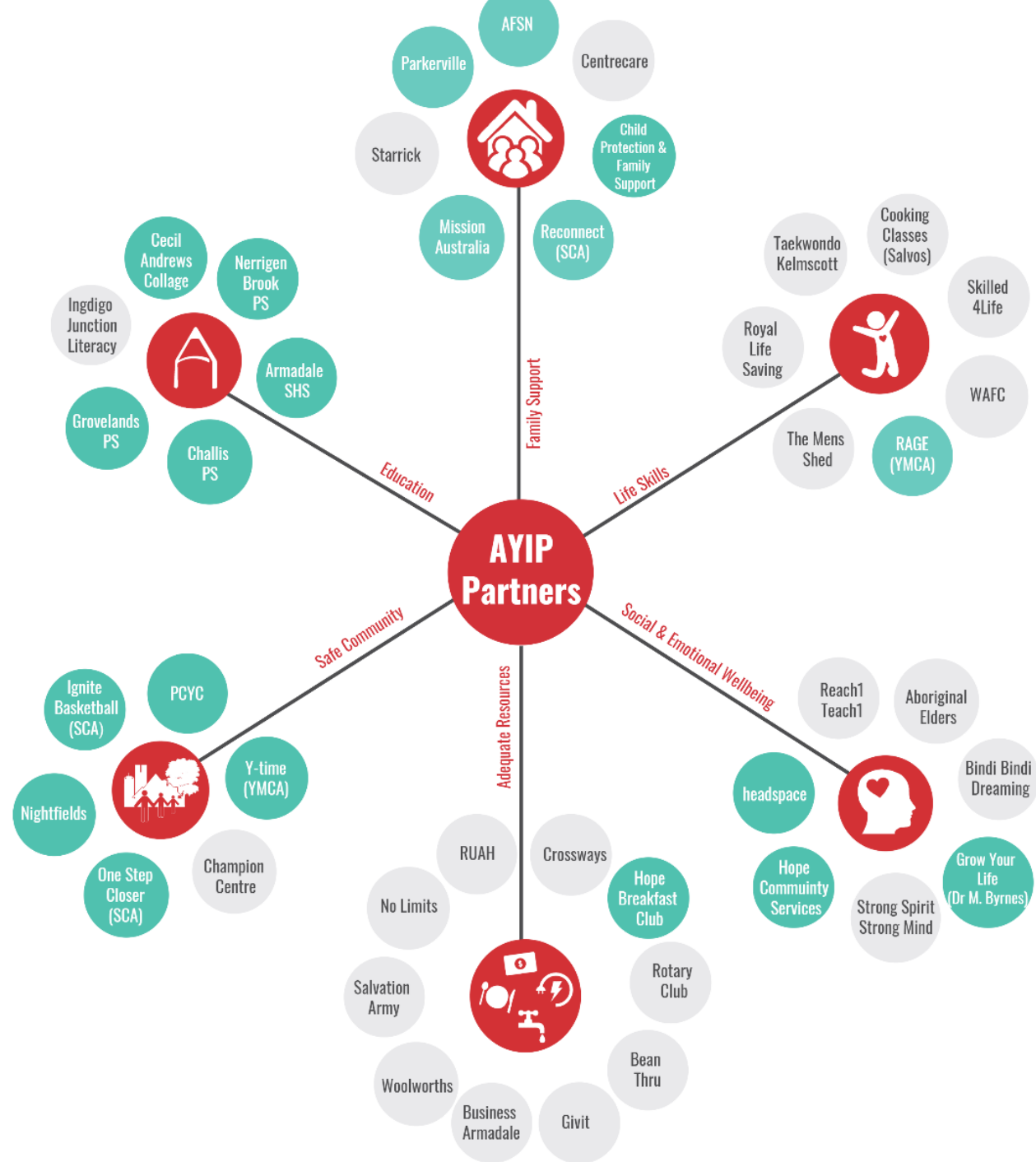
6) Transition

When young people and families are ready, we begin a soft transition, where they begin independently accessing the support services in the community



Operations

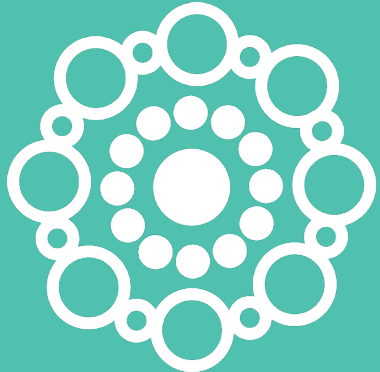
Collaborative &
Holistic Support



Systems Capacity

The Operational Implementation relies on the YPP Backbone supporting:

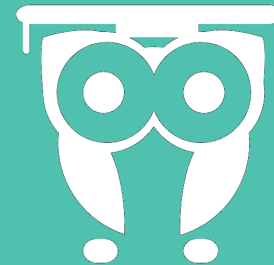
**Whole System
Engagement**



Communication



**Reviewing,
Learning &
Adapting**



**Governance
Secretariat**



**CHANGING THE STORY of
youth offending requires the**

**UNITED WILL
INTELLIGENCE
EXPERTISE**

of MANY, acting TOGETHER

Reflections on the Youth Partnership Project

Effective Engagement of Government Agencies and
Their Role in Youth Justice Early Intervention



Why was Communities Involved?

- Early intervention is the key
- Children in care of the CEO
- Education was involved
- Something for the community to coalesce around
- Something for Communities' workers to coalesce around

How was Communities Involved?

- Chair of the Steering Group
- Raising and maintaining profile
- Using influence with community partners
- Supporting program evolution
 - Processes and practices
 - Funding pathway
- Integrated case management



What Have We Learned?

- People need something tangible
- The power of communication and evaluation
- The power or partnership
- Being involved improves the bargaining position
- It's worth it.



PARTICIPANT OBSERVATION AND FACILITATOR PERSPECTIVE OF THE YPP INTENSIVE ENGAGEMENT PROGRAM - 2018

KENEASHA LINDSAY

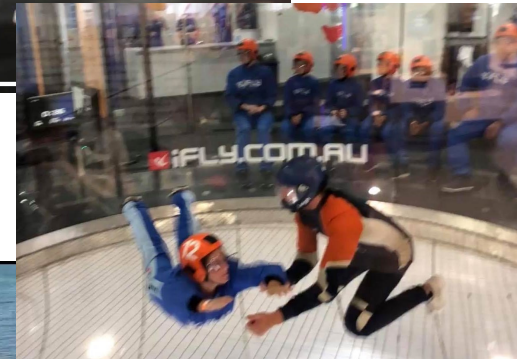
RESEARCH MASTERS WITH TRAINING – SCHOOL OF LAW

MURDOCH UNIVERSITY

OVERVIEW

- Background
- Aim
- Method
- Preliminary Findings
- Conclusion

BACKGROUND



AIM OF THIS PRESENTATION

- This project was specifically developed to evaluate and provide future recommendations from a criminology perspective to the work that the Intensive Engagement Program has been doing in a low socioeconomic area of the Perth metropolitan region.

METHOD

Data Collection	Participants	Analysis
<p>Participant observation –</p> <ul style="list-style-type: none"> • Attended the Intensive Engagement Program, January 2018 • Role as a researcher • Role as a participant • Data was collected over 12 of the 14 days • Observations were based on: what activities were played; the level of interaction; were the facilitators helpful in engaging young people; were different groups formed / what did these look like; and were there any behavioural changes as a group. <p>Semi structured interviews –</p> <p>Document analysis –</p>	<p>Observed program participants</p> <p><i>Youth</i></p> <ul style="list-style-type: none"> • 7 males aged 10 -12 • All identified as at-risk • 5 Aboriginal, 2 Non-Aboriginal <p><i>Program Staff</i></p> <ul style="list-style-type: none"> • Program coordinator • Team leader • 2 youth workers • Work experience student • YPP Manager • State Director <p>Research Participants</p> <ul style="list-style-type: none"> • Me • Program staff • Program Stakeholders 	<p>Thematic Analysis</p> <ul style="list-style-type: none"> • Braun and Clarkes (2006) six-step process <ol style="list-style-type: none"> 1. Familiarising yourself with the data 2. Generating initial codes 3. Searching for themes 4. Reviewing themes 5. Defining and naming themes 6. Producing the report <ul style="list-style-type: none"> • Data was transcribed <p>5 major themes, 20 subthemes and 12 sub-subthemes</p>

FINDINGS

- 1. PARTICIPANT NEEDS** – This theme incorporates the idea of preventing a criminal pathway for young people through particular needs and methods. Specifically, this theme encompasses criminogenic needs, the need for literacy development and intervention methods.
- 2. RELATIONSHIPS** – This theme presents the importance of relationships forming and what these relationships looked like. Relationships were formed between program staff and stakeholders, between program staff, program staff and young people, between the young people and relationships with program staff and families of the young people.
- 3. EMPOWERMENT** – This theme is defined as empowering young people to strive to be better people in the community. This involves empowerment through life skills, such as responsibility, respect, problem solving and emotional regulation.
- 4. ENGAGEMENT** – This theme encapsulates the engagement of both young people and program staff with the Intensive Engagement Program.
- 5. LOGISTICS** – This was a dominant theme that encompassed how the Intensive Engagement Program was administered.

THEME I – PARTICIPANT NEEDS

3 subthemes, 7 sub-sub themes under this heading

■ **SUBTHEME 1: CRIMINOGENIC NEEDS**

- Routine
- Employment
- Education

■ **SUBTHEME 2: LITERACY DEVELOPMENT**

■ **SUBTHEME 3: INTERVENTION**

- Keeping young people active and occupied
- The youth participants are easily influenced
- Targeting young people at a younger age
- Taking a holistic approach to meet the needs of the young people

“Get these kids back into the routine of going to school, and seeing a different light of how they (the kids) live.” - Program staff interview

“...they don’t have a lot of the same problems a lot of the other young people we work with have. So, as we got deeper into it, we discovered that the families were the ones who needed the most support.” – Program staff interview

“Young people were asked to use the word humiliated for their word of the day. One of the young people said “I felt humiliated when X bullied me”- Participant Observation

“Being able to teach them to use their words a bit better and teaching them to be more responsible and respectful.” -Program staff interview

THEME 2 - RELATIONSHIPS

5 subthemes

- **SUBTHEME 1: RELATIONSHIP BETWEEN PROGRAM STAFF AND PROGRAM STAKEHOLDERS**
- **SUBTHEME 2: RELATIONSHIP BETWEEN PROGRAM STAFF**
- **SUBTHEME 3: RELATIONSHIP BETWEEN PROGRAM STAFF AND YOUNG PEOPLE**
- **SUBTHEME 4: RELATIONSHIPS BETWEEN YOUNG PEOPLE**
- **SUBTHEME 5: RELATIONSHIP WITH PROGRAM STAFF AND FAMILIES**

“After a realisation that young people were only responding to one staff member, the staff came together to resolve the issue.” – Participant Observation

“There were no observed conflicts between program staff” – Participant Observation

“It’s like alright well this boy wasn’t brought up with a silver spoon, as much as some other people, not saying that that is a bad thing, but I’m saying that my experiences can help them.” - Program Staff interview

“Please XX (Program staff), be on our team” one youth yelled. “no come join our team.” Yelled another. - Participant Observation

An observation noted that on the first day of picking young people up, families were inside and only said hello to program staff who went to the front door. As time passed parents and other children were outside waiting for kids to be dropped off or picked up, in some instances they would come to the bus window and say hello. This was not the case for all families. – Participant Observation

THEME 3 - EMPOWERMENT

“But I feel like some of the boys may have gotten too comfortable, like you know, oh yeah we will go to time zone, cause we can. But we have to keep reminding them that there is point systems and you have to work for things.” – Program Staff interview

A program staff swore on the program and all of the participants agreed that they had to do 10 push-ups. - Participant Observation

“At Adventure World one of the young people picked up some rocks then lent in to give another young person a hug but dropped the rocks down his pants. A third boy said ‘bro, what are you doing you humiliated him.’ Then the program staff said ‘hey mate how do you feel?’ and he said ‘I feel humiliated’ and the one who did it was like ‘oh sorry I didn't mean to make you feel humiliated.’ All four involved worked together to figure out a solution to get the rocks out of the young persons pants without making it too obvious.” – Participant Observation

4 subthemes, 3 sub-sub themes

■ **SUBTHEME 1: RESPONSIBILITY**

- MEETING CHALLENGES
- SETTING AND FOLLOWING RULES AND CONSEQUENCES OF PROGRAM
- DISPLAY OF LEADERSHIP SKILLS

■ **SUBTHEME 2: RESPECT**

■ **SUBTHEME 3: PROBLEM SOLVING**

■ **SUBTHEME 4: EMOTIONAL REGULATION**

THEME 4 - ENGAGEMENT

2 Subthemes

- **SUBTHEME 1:
ENGAGEMENT OF
YOUNG PEOPLE**
- **SUBTHEME 2:
ENGAGEMENT OF
PROGRAM STAFF**

“All youth who participated in activity were well behaved, listened and respected the instructor.” - Participant Observation

“While at training boys got straight into the exercises with no issues and did what they needed to do.” – Participant Observation

“One of the young people appeared to be disengaged from all activities besides gaming” – Participant Observation

“Program staff were actively involved and encouraging. 3 of the 4 program staff participated. When kids were lagging behind a program staff stayed with them to help them complete the exercise.” - Participant Observation

“Program staff are actively participating in the activities.” - Participant Observation

THEME 5 - LOGISTICS

5 subthemes, 3 sub-sub themes

- **SUBTHEME 1: MEANINGFUL ACHIEVEMENTS**
 - *The selection of activities*
 - *Expertise of the program stakeholders*
 - *Putting the onus back on the young people*
- **SUBTHEME 2: RATIO OF STAFF TO YOUNG PEOPLE**
- **SUBTHEME 3: APPROPRIATENESS OF ACTIVITIES**
- **SUBTHEME 4: RESPONDING TO INCIDENTS**
- **SUBTHEME 5: GAP IN SCHEDULE**

“Majority of the young people were eager, one young person in particular was overwhelmed with excitement at the prospect of being able to do these activities. The young person was yelling, looking around the room ... wide eyes, smiling, moving about and waving hand in the air erratically.” - Participant Observation

“Your gonna be able to build those relationships a lot quicker, and deal with situations a lot better by having that one to one time, rather than 1 to 3 or 1 to 4.” - Program staff interview

“The basketball coach had to adjust the course to suit these young people. He expressed concerns that young people may not be able to complete online component and that would lose the attention of these young people instantly.” - Participant Observation

“Young people appear disengaged with the theory component of the basketball program.” Participant Observation

PRELIMINARY FINDINGS

- 1. PARTICIPANT NEEDS** – Young people were identified as most at-risk, participant observation noted that they were not all at-risk of future criminal behaviour but that their families need support. Early results would indicate for an early intervention program an in-depth holistic approach is needed in assessing and catering to the needs of the young people.
- 2. RELATIONSHIPS** – Preliminary findings indicate the importance of relationships between program staff and young people, through sharing personal experiences; between the program staff to create a fluid, safe environment. They also identify a need for a deeper consideration of how to build relationships with children who demonstrate the most complex needs.
- 3. EMPOWERMENT** – Findings indicate the importance of teaching young people life skills, in the data this was the importance of building from negative situations and taking responsibility for actions, being reminded of respect and using words to problem solve.
- 4. ENGAGEMENT** – In the dataset participant observation engagement of staff in activities appeared to encourage youth engagement. Another finding recognised that while for the most part young people were fully engaged there were a selection of activities that did not suit all young people, and that there needs to be an in depth analysis on how to engage all types of young people.
- 5. LOGISTICS** – Preliminary findings indicate that early intervention program activities need to be targeted to the age of the participants this is largely due to developing literacy skills and level of understanding. The findings also indicated that that ratio of staff to young people was important as was the need for shared information across sectors to providing holistic support to the young people.

LIMITATIONS & FURTHER RESEARCH

- Limitations
 - Cannot be generalized to wider population due to small sample size
 - Time and Space – Short time frame
- This project further research
 - Academic publications
 - Reconsider what constitutes youth 'at-risk'
- Wider initiative further research
 - Longitudinal study
 - Evaluation of both Intensive Engagement Program and education program
 - More research into roles that families play in intervention and prevention of young people
 - evidenced-based insight into what works in relation to the existing body of literature that can benefit similar programs nationwide.

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Healing and Growth of the Psychosocial, Intellectual and Neurocognitive
Functioning of Young Males with Complex Needs:
Evidence Based Attachment, Regulation and Competency Model

Dr Michelle Byrnes

CHILD BRAIN DEVELOPMENT

Essential Building Blocks for Children's Development:

HOW THE YOUTH INTERVENTION PARTNERSHIP MODEL WORKS

1) Identification



Partners identify young people who would benefit from the YIP using the Shared Definition of Young People with Complex Needs

2) Consent



YIP Coordinator engages family & seeks consent

3) Building Relationships



Young People engage with mentors and youth workers during intensive engagement program

4) Assessment of Needs



Young people's needs are assessed through observational assessment, cognitive & emotional assessment, & functional assessment of cognitive, literacy & educational abilities

5) Coordinated & Holistic Support

YIP Partners provide a range of support for the Young Person & their family, coordinated by the YIP Coordinator and supported by youth workers from YIP partner organisations



CHILD BRAIN DEVELOPMENT

Frontal Lobe—Concrete Thinking (3 to 12 years)

Have me sort and categorize objects.
Encourage problem-solving. Let me be frustrated sometimes as I figure something out.
Help me notice patterns. (“When you do X, this always happens.” “After we do Y, we always...”)

Prefrontal Cortex—Judgment (12—22 years)

Give me choices (when I’m calm... I can’t make choices when I’m stressed or upset).
Talk to me about plans.
Help me break down big tasks into little steps.

Thought,
memory and
behaviour

Hearing, learning
and emotions

Temporal Lobe (Birth to 6 years) and Limbic System (8 months to 2 years)

Respond in consistent ways.
Show me unconditional love.
Experience joy with me.
Talk to me about my emotions. Give me the vocabulary to understand how I feel.

Parietal Lobe—Language (Birth to 6 years)

Talk to me, sing to me, read to me.
Listen to me and respond.
Read the same stories or sing the same songs over and over so I learn to memorize.

Parietal Lobe—Touch (Birth to 6 years)

Touch me—hug me, hold my hand, massage me.
Give me lots of objects to manipulate.
Let me explore the world hands-on—pulling, pushing, pouring, picking up, dropping, turning, twisting, opening, and closing.

Language
and touch

Visual
processing

Balance and
coordination

Breathing,
heart rate and
temperature

Brain Stem (Birth)

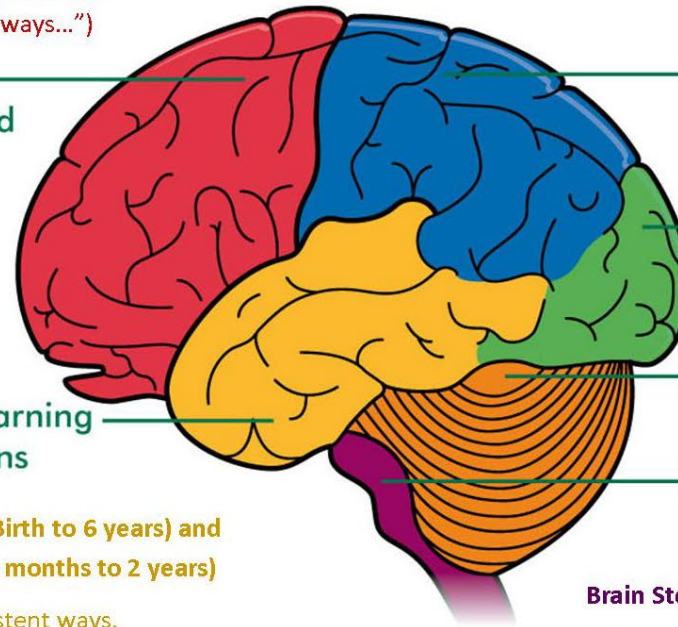
Help me feel emotionally and physically safe.
If I am frightened or stressed, my brain goes into survival mode (brain stem function), and the rest of my brain can’t grow and develop. When I feel safe, I can learn.

Occipital Lobe (Birth to 2 years)

Surround me with interesting things to look at.
Play games where I follow things with my eyes.
Make sure I have plenty of outdoor time to develop distance vision.

Cerebellum (Birth to 1 year)

Let me move—a LOT.
Take me to playgrounds and swimming pools..
Dance with me. Let me wiggle, roll, and jump.
Let me take some “risks” while I learn to move.



BANKSIA HILL JUVENILE DETENTION CENTRE

West Australian (14/02/2018):

WA study finds 89% of children in detention have severe cognitive impairment

Western Australia has highest rate of foetal alcohol spectrum disorder in a prison environment anywhere in the world

BMJ Open Fetal alcohol spectrum disorder and youth justice: a prevalence study among young people sentenced to detention in Western Australia

BANKSIA HILL JUVENILE DETENTION CENTRE

WA Today (14/02/2018):

- “Kids incarcerated in Australia have ‘alarming’ levels of neurodevelopmental impairments”.

'Society has failed these children'

An alarming study into the cognitive abilities of young people in detention in Australia has found severe neurodevelopmental impairment in almost every child assessed.

BMJ Open Fetal alcohol spectrum disorder and youth justice: a prevalence study among young people sentenced to detention in Western Australia

BANKSIA HILL JUVENILE DETENTION CENTRE

WA News (01/06/2018):

- “They’ve slipped through every crack: Banksia Hill teachers speak out”.

“They just are super cool kids that are so resilient. They’ve been through so much and that’s just what impresses me about these kids.

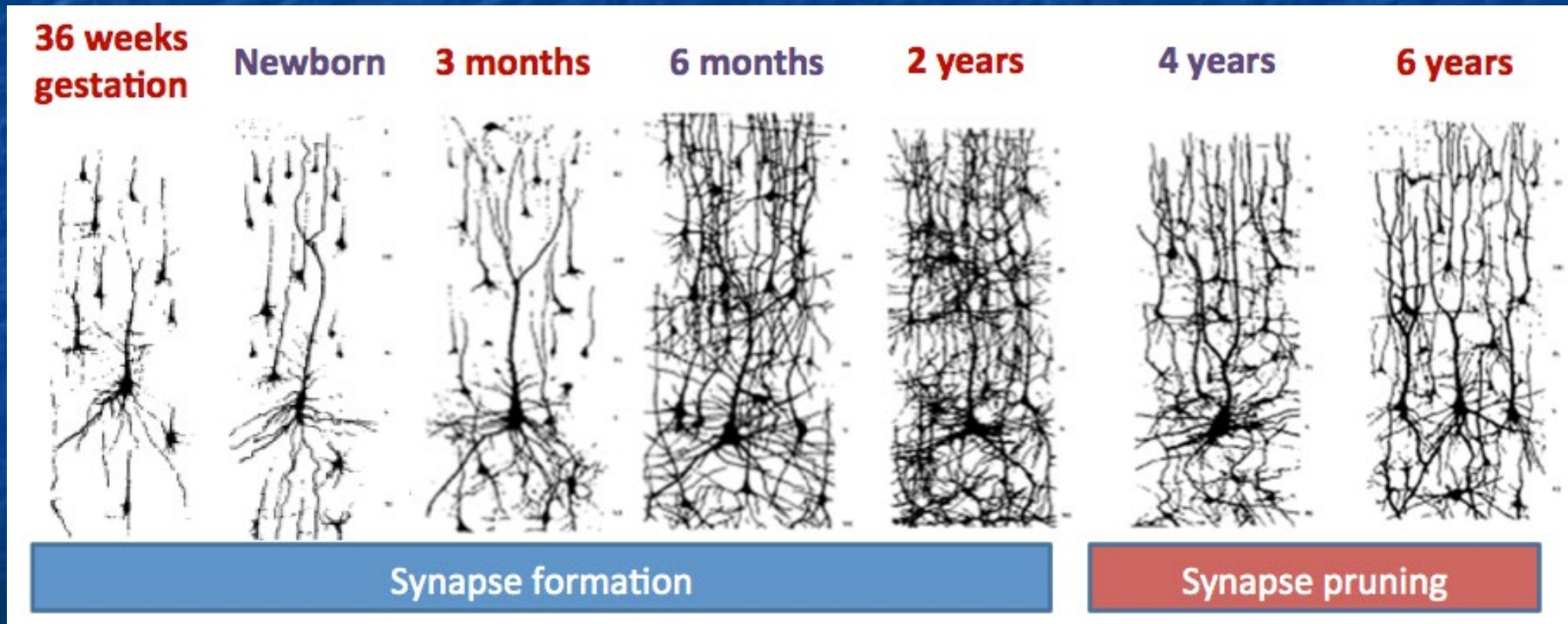
“They come from such traumatic backgrounds, they’ve experienced so much in their young lives, when it comes to disappointment and abuse.

“They’ve slipped through every single crack in society, until they’ve come here.”

CHILD BRAIN DEVELOPMENT

Early Years are Critical

Every Year is Critical



COMPLEX TRAUMA

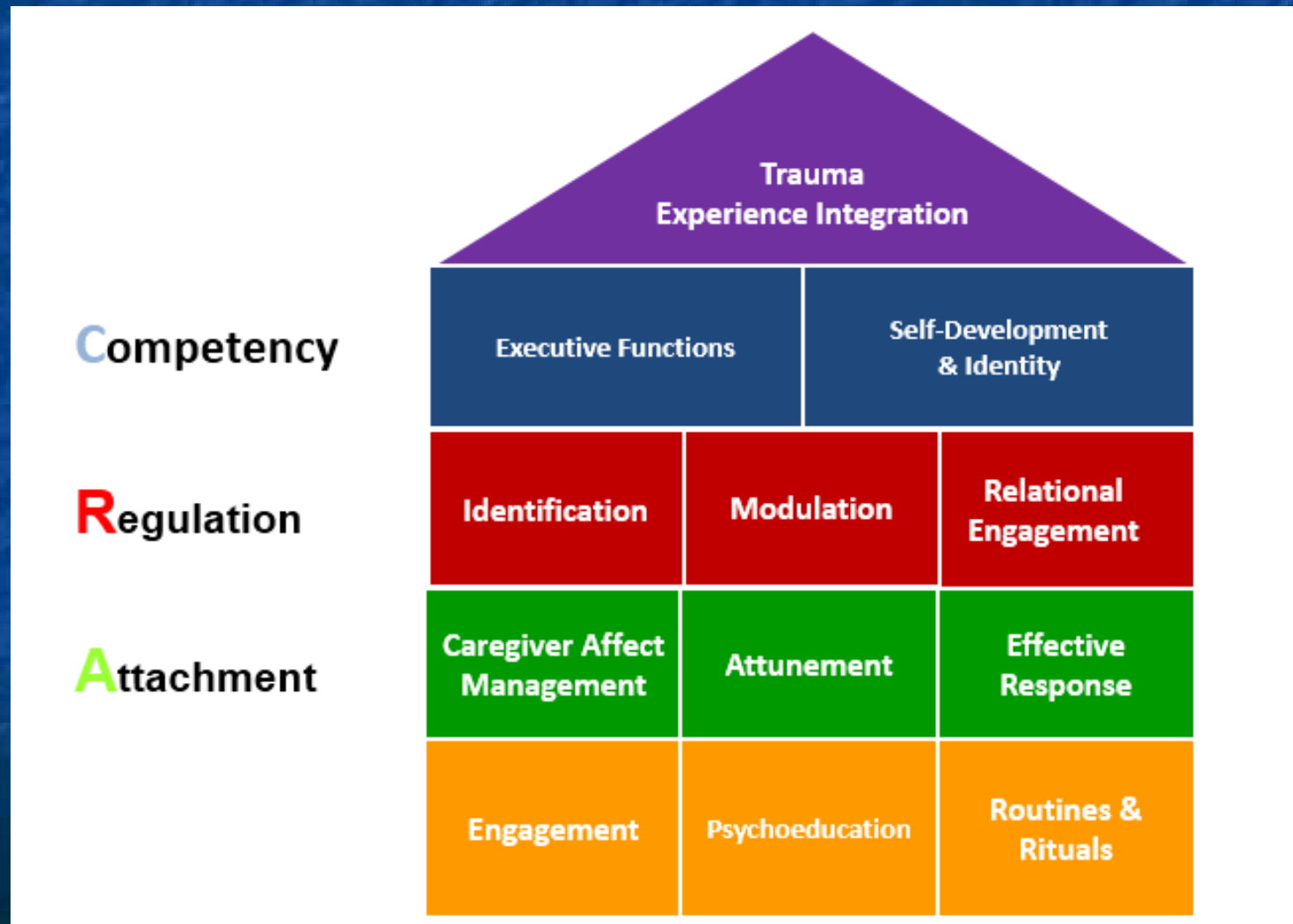
Complex Trauma:

- Complex trauma has been used to describe individuals who have experienced **multiple traumatic events** (including but not limited to emotional abuse, sexual abuse, domestic violence, and other disruptions in care) that are **chronically present** during the child's development.
- The impact of **complex trauma** is substantial, compromising children's sense of safety, attachment, self-concept, emotional regulation, response flexibility, impulsivity, and self destructive behaviour.

COMPLEX TRAUMA

Attachment, Regulation & Competency (ARC)

Blaustein & Kinniburgh (2019)



COMPLEX TRAUMA

ARC – THREE CORE DOMAINS:

1. Attachment: A safe caregiving system.
2. Self-Regulation: The ability to regulate and tolerate experiences.
3. Competency: Support in the **mastery** of an array of tasks crucial to resilient outcome.

Assessments

Psychosocial Functioning: Subjective

- ***Beck Youth Inventories:*** Self Report: BDI-Y, BAI-Y, BANI-Y, BDBI-Y & SCI-Y.
- ***Self-Efficacy Questionnaire for Children:*** Self Report
- ***Indigenous Racial Identity and Self-Esteem (IRISE):*** Self Report
- ***Strengths & Difficulties Questionnaire:*** Observer Report
- ***Conners Comprehensive Behavior Rating Scales:*** Observer Report

Emotional Functioning: Objective (computerised)

- ***Emotional Identification:*** Measurement of the capacity to identify basic facial expressions of emotion (i.e., fear, happy, sad, surprised, angry, neutral etc).
- ***Emotional Bias:*** Measurement of the time taken to recognise faces with negative compared to positive emotions and the influence on face recognition (i.e., automatic bias).

Assessments

Intellectual Functioning:

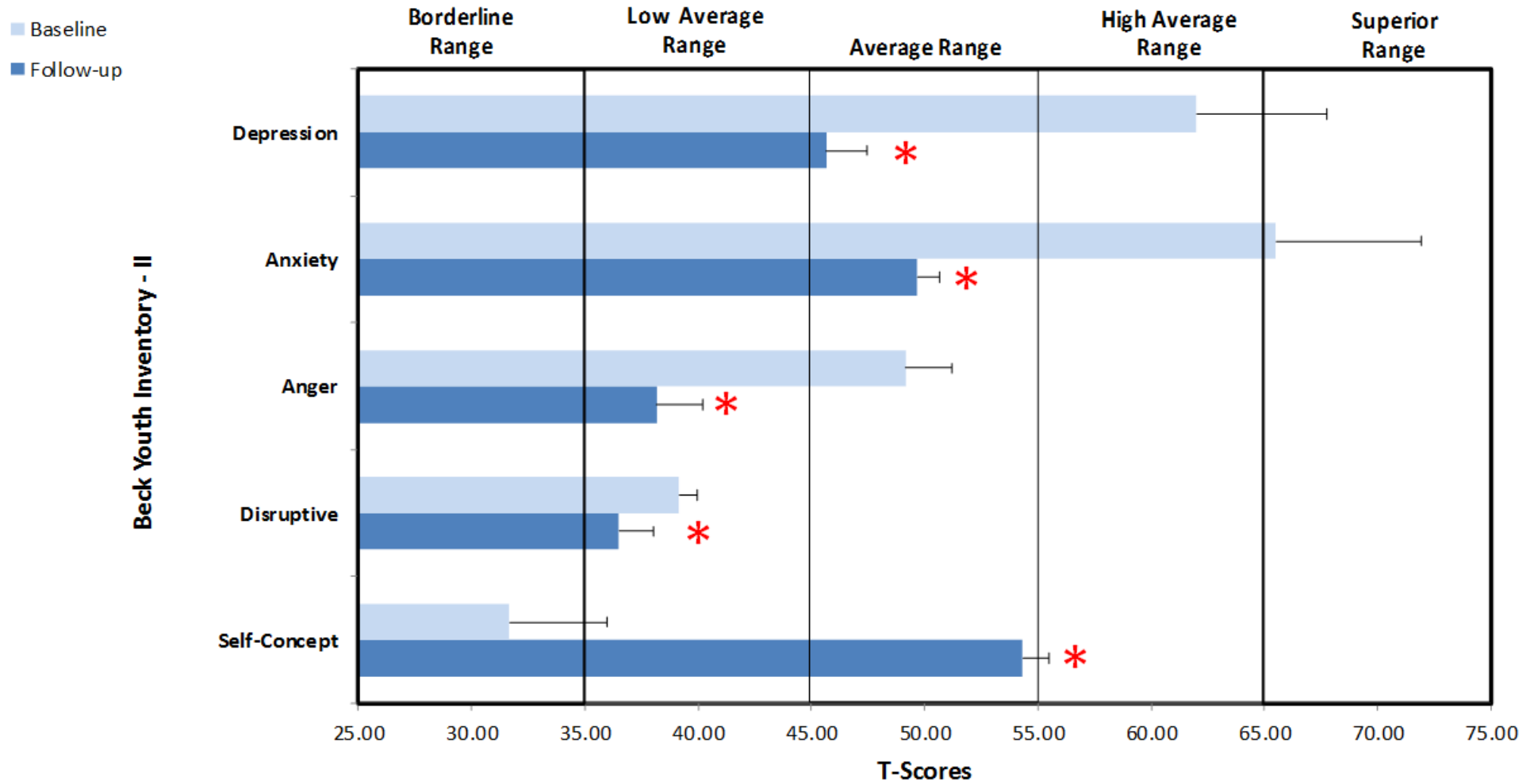
- **Verbal Comprehension:** measures the ability to access and apply acquired word knowledge, which involves verbal concept formation, verbal reasoning and expression.
- **Visual Spatial:** measures understanding of visual-spatial relationships, perceptual organisational skills and visual-motor coordination and integration.
- **Fluid Reasoning:** measures the capacity to identify the underlying conceptual relationships amongst visual objects, use of reasoning to identify and apply rules and the ability to understand quantitative concepts of objects and numbers (i.e., equality, matching, addition and multiplication).
- **Working Memory (Verbal):** measures the ability to retain verbally-presented information into short-term memory, manipulate the information, and produce the information when required. Working memory requires strengths in attention, concentration and mental control and is essential for higher-order cognitive processes including executive functioning.
- **Processing Speed:** measures the ability to quickly and accurately scan or discriminate simple visual information. Processing speed requires strengths in short-term visual memory, attention and visual-motor coordination.

Assessments

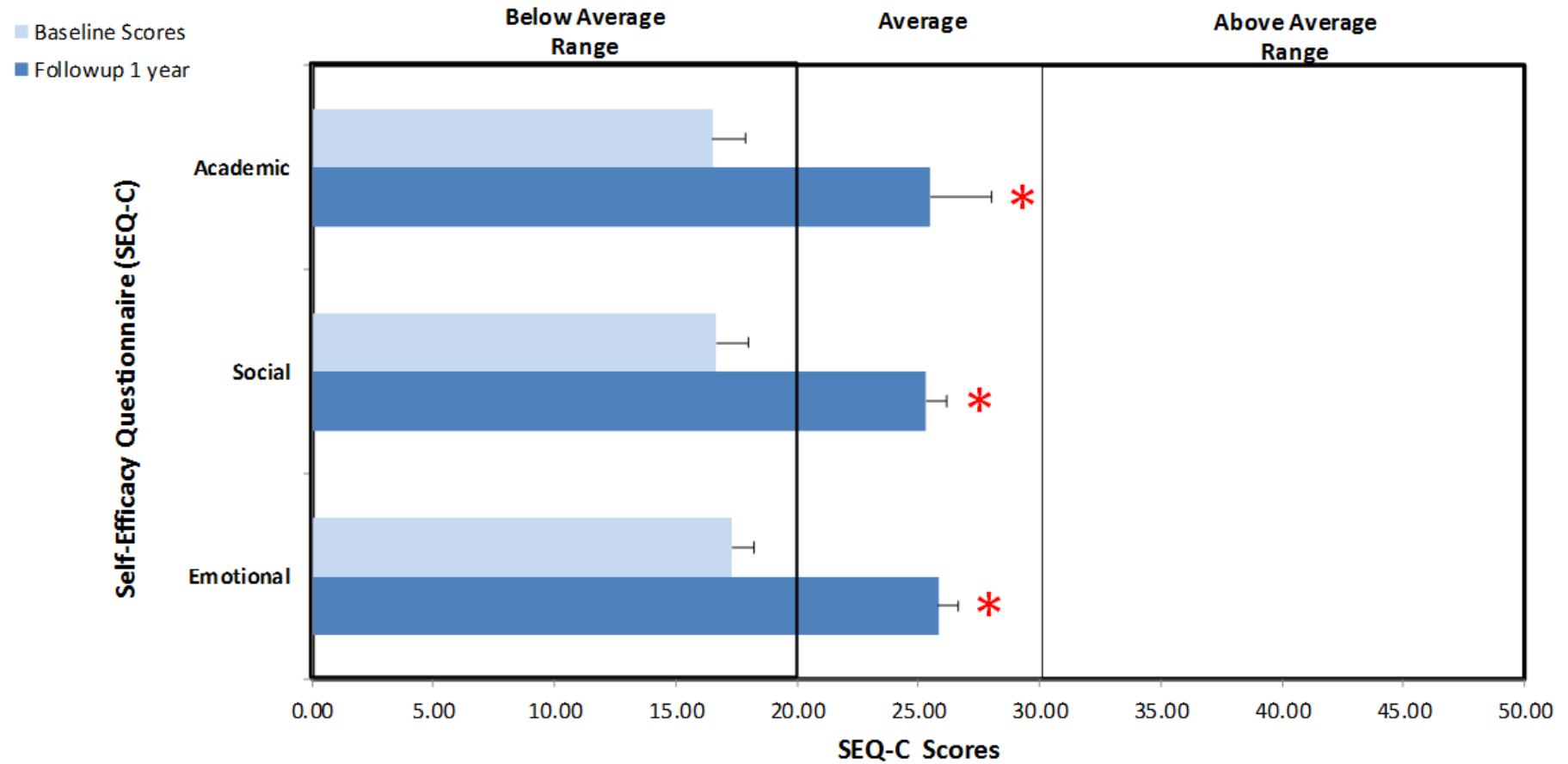
Neurocognitive Functioning:

- **Impulse Control:** measures balance between responding quickly and suppressing responses as tasks demand change.
- **Attention / Concentration:** measures attention and concentration over time whilst resisting distractions to focus on the main task.
- **Information Processing:** measures processing of complex information under time demands, which requires a balance of focus and flexibility.
- **Working Memory (Visual):** measures aspects of memory that require the learning of new information, holding information 'online' and recalling the information later.
- **Executive Functioning:** measures planning, monitoring and using feedback to adjust and organise behaviour to meet goals.

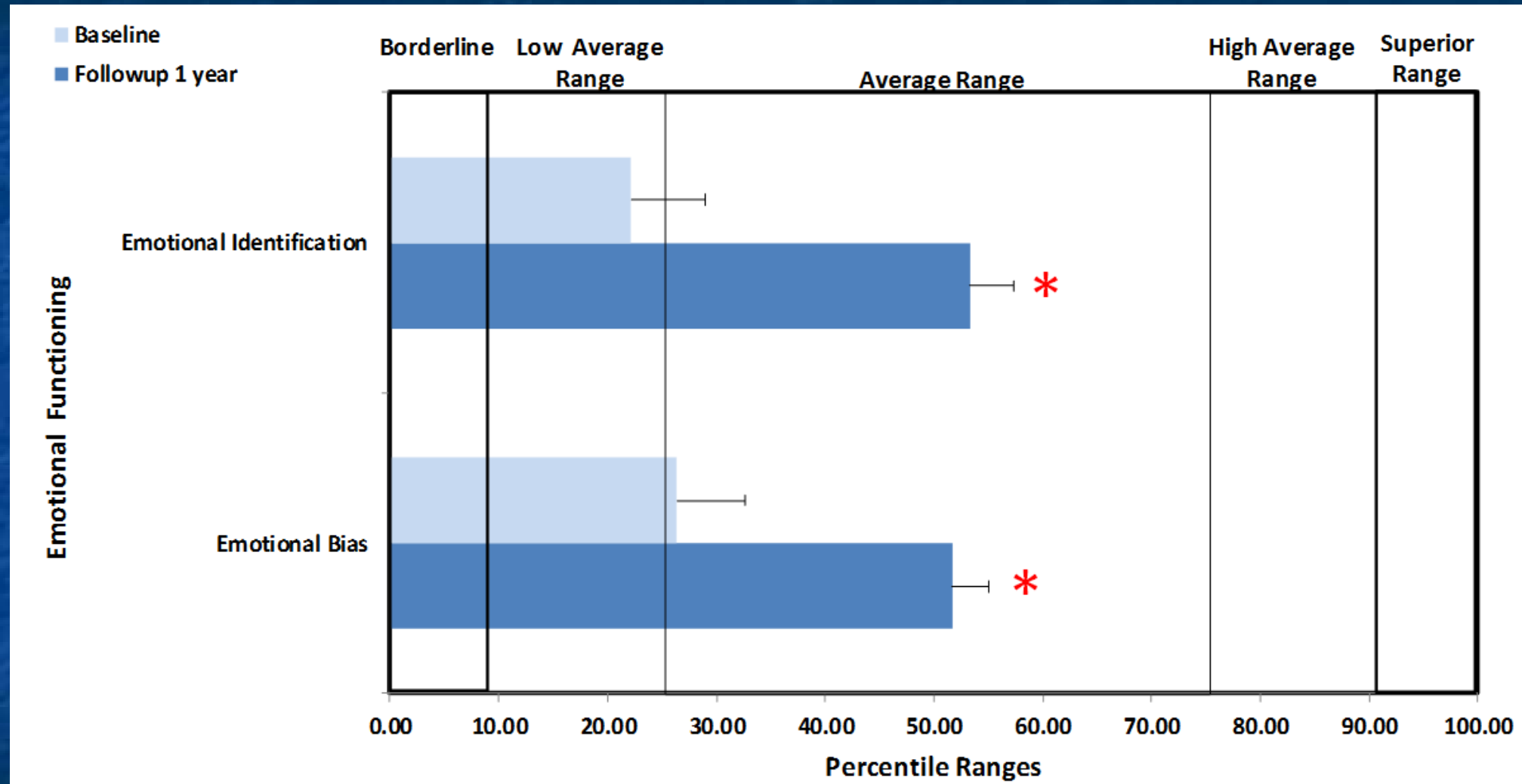
Psychosocial Assessment



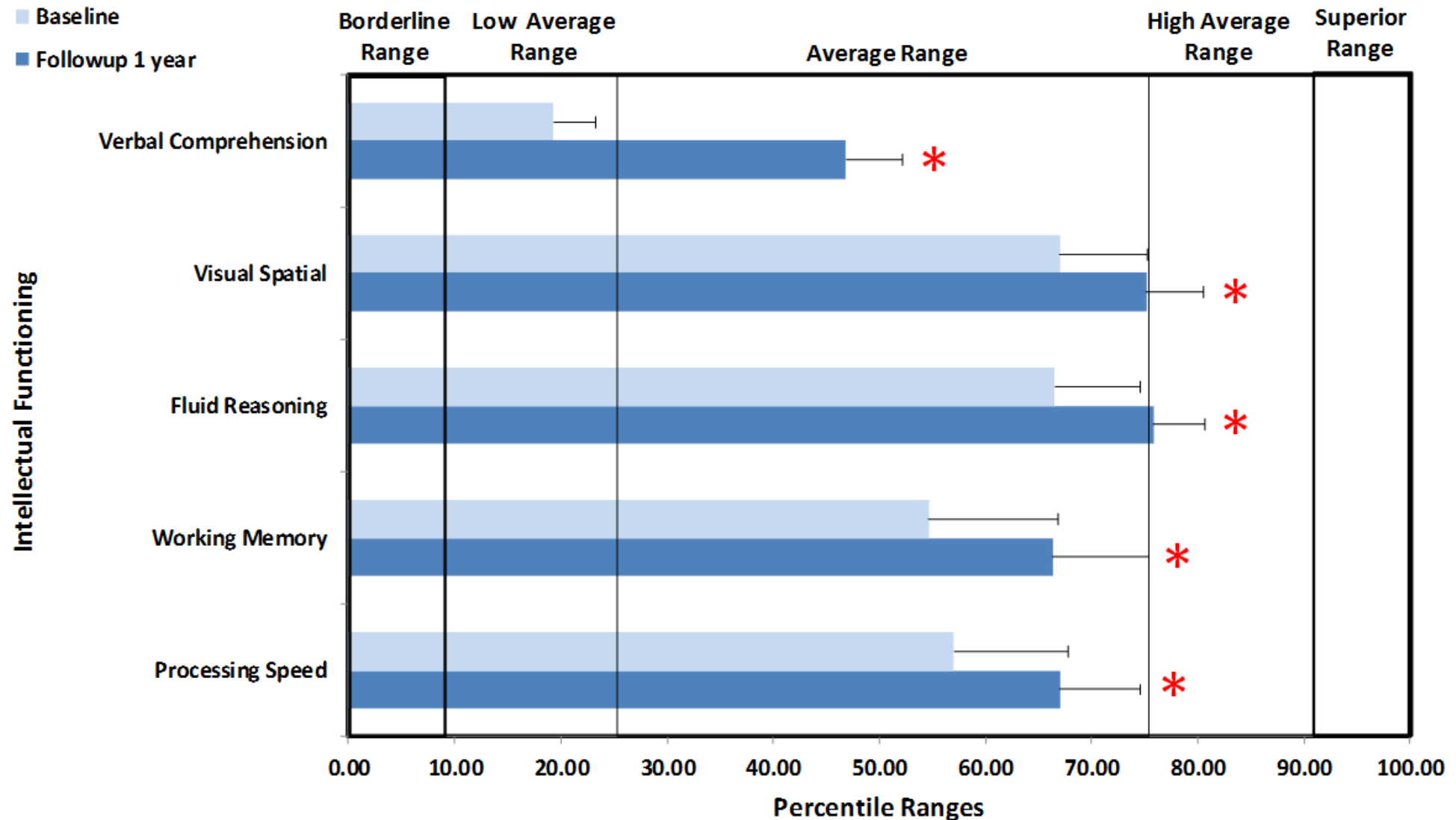
Psychosocial Assessment



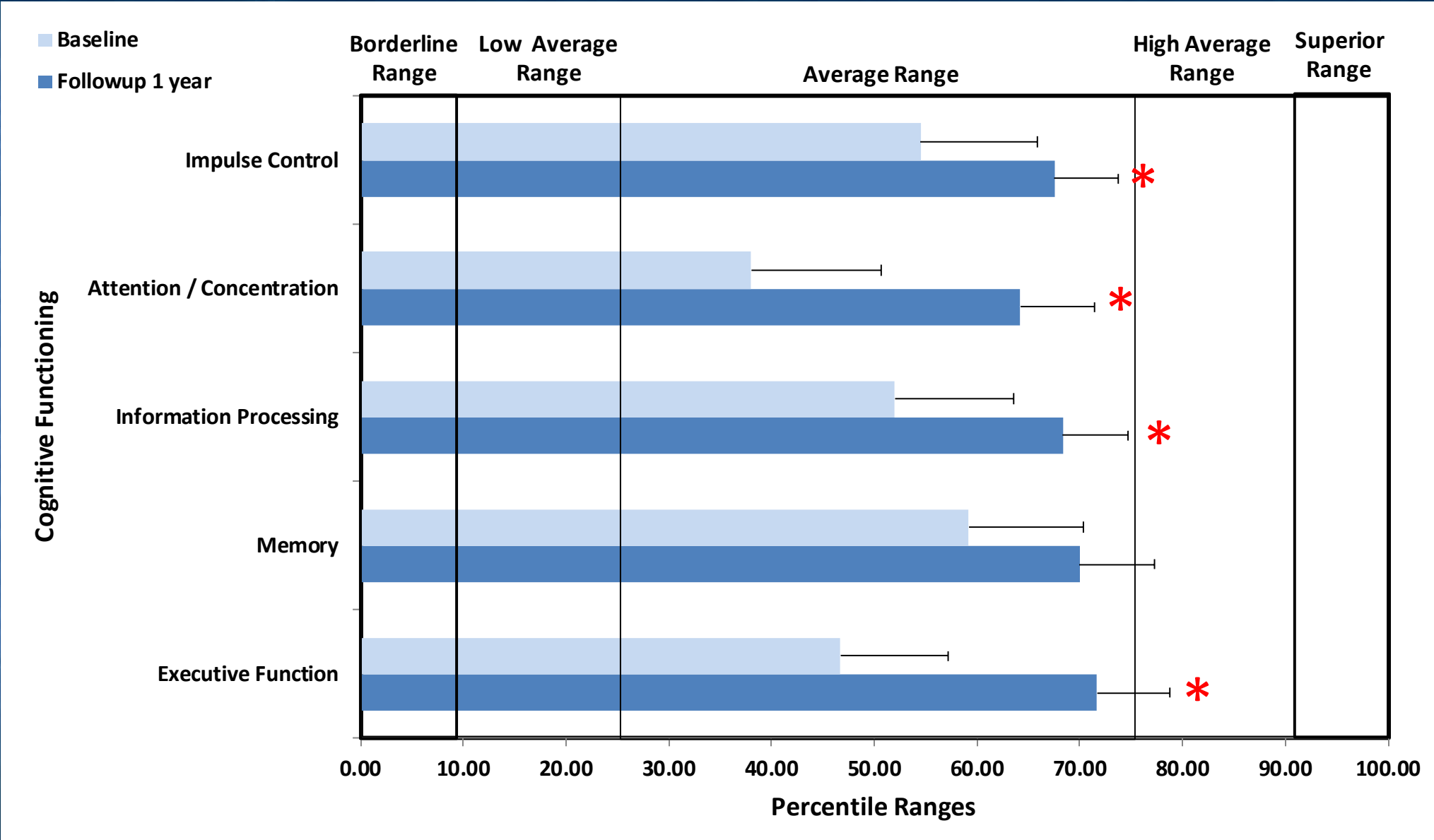
Psychosocial Assessment



Intellectual Assessment

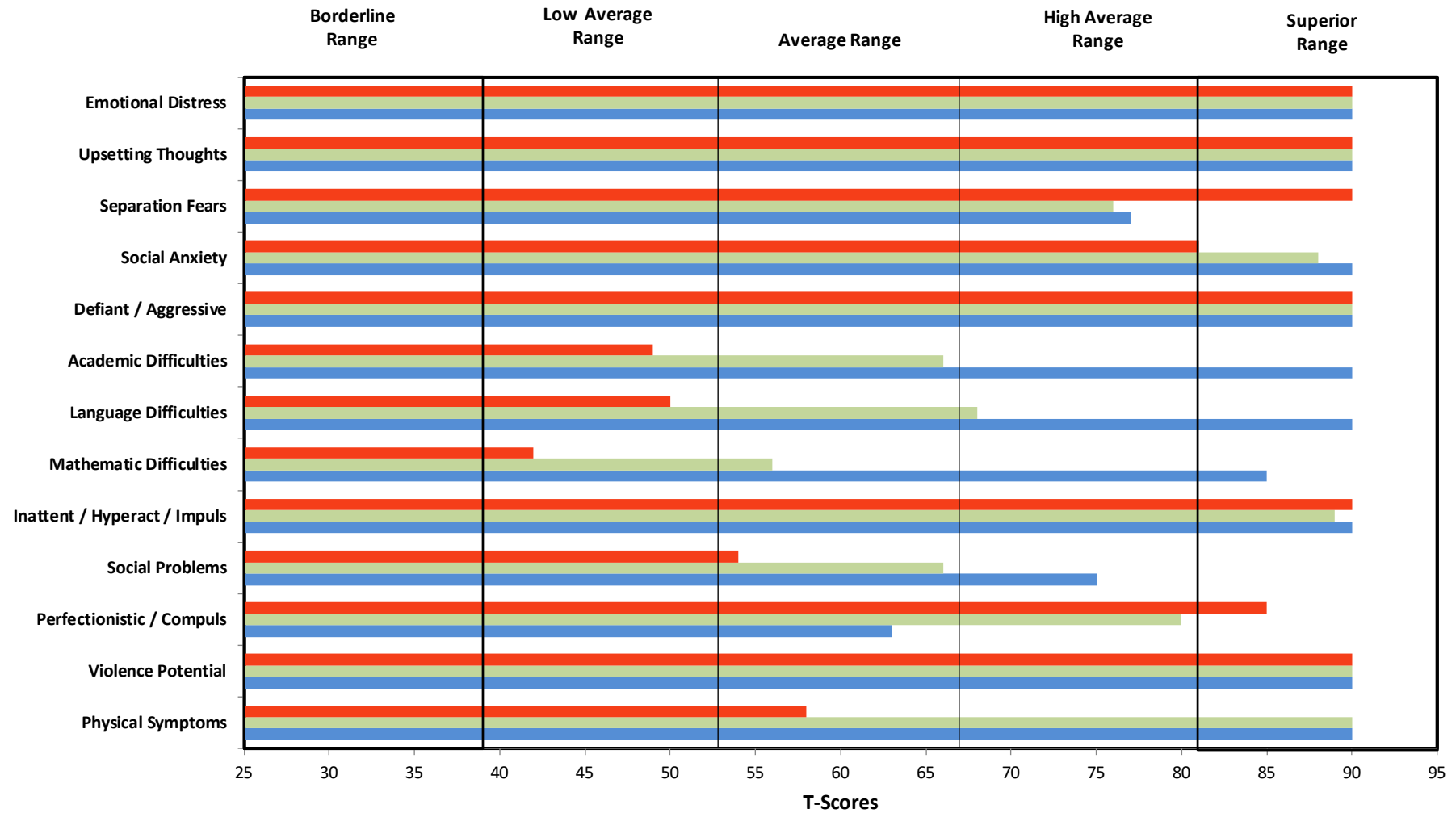


Neurocognitive Assessment

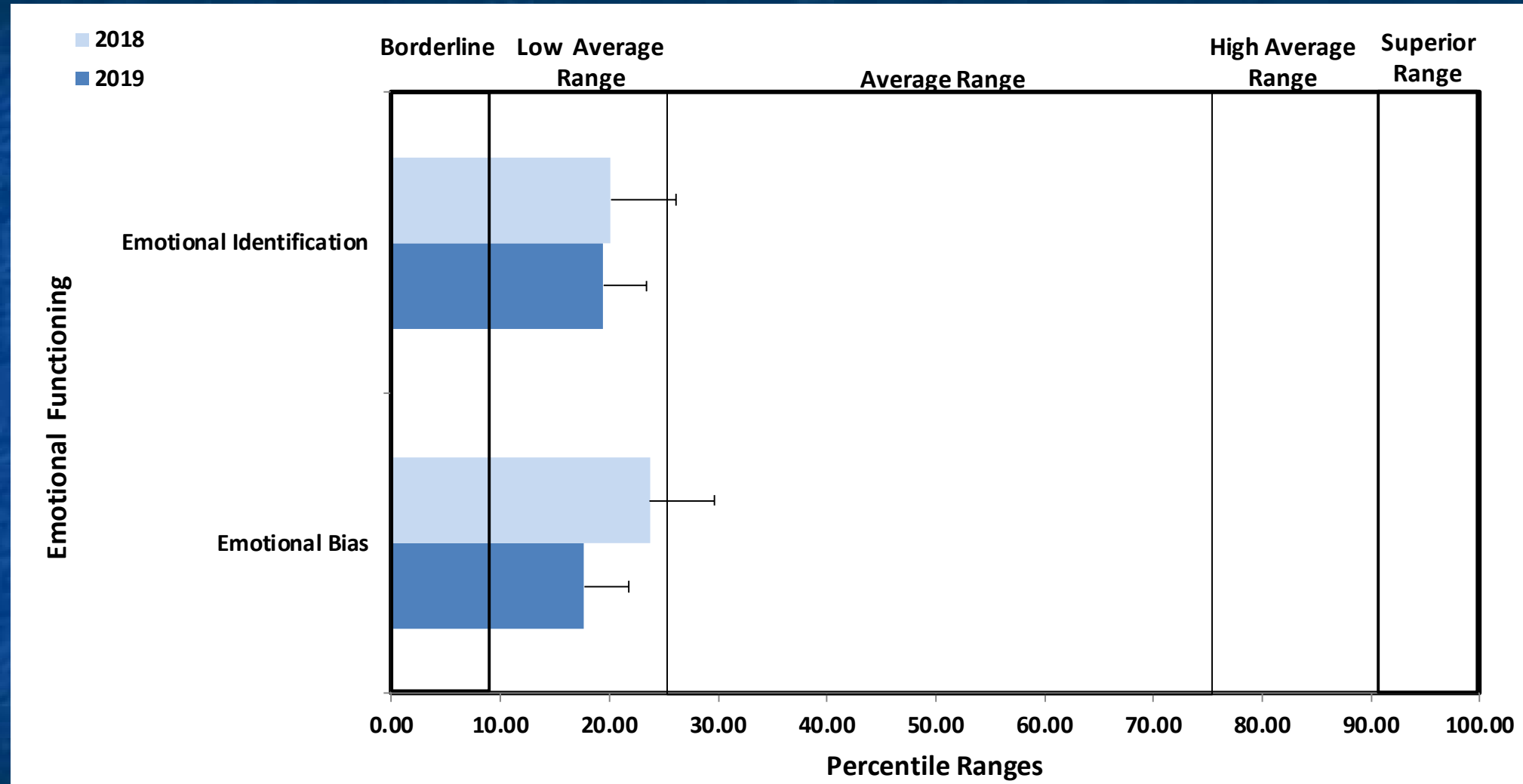


Comprehensive Behavior Rating Scale

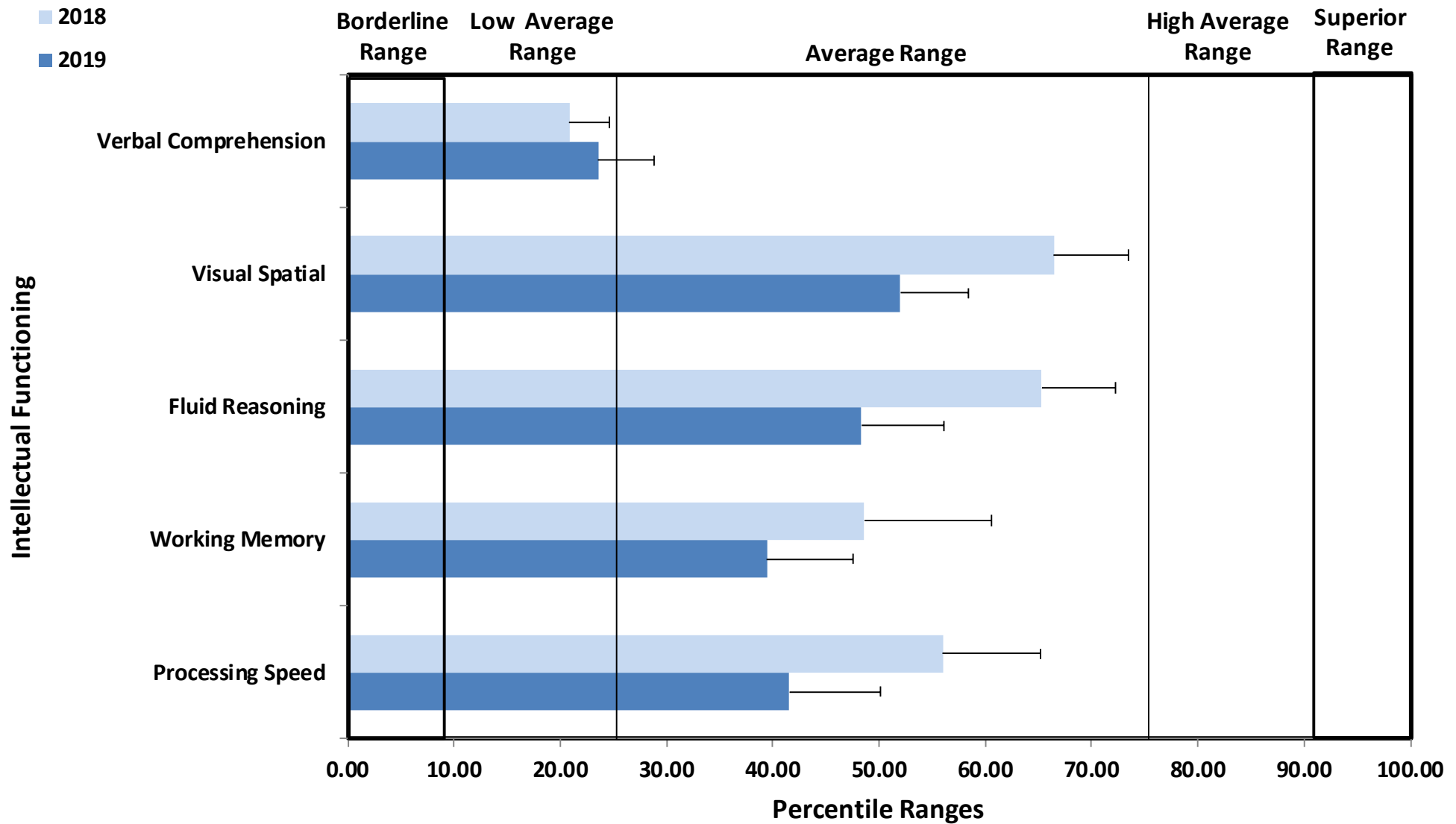
CBRS - Observer Report



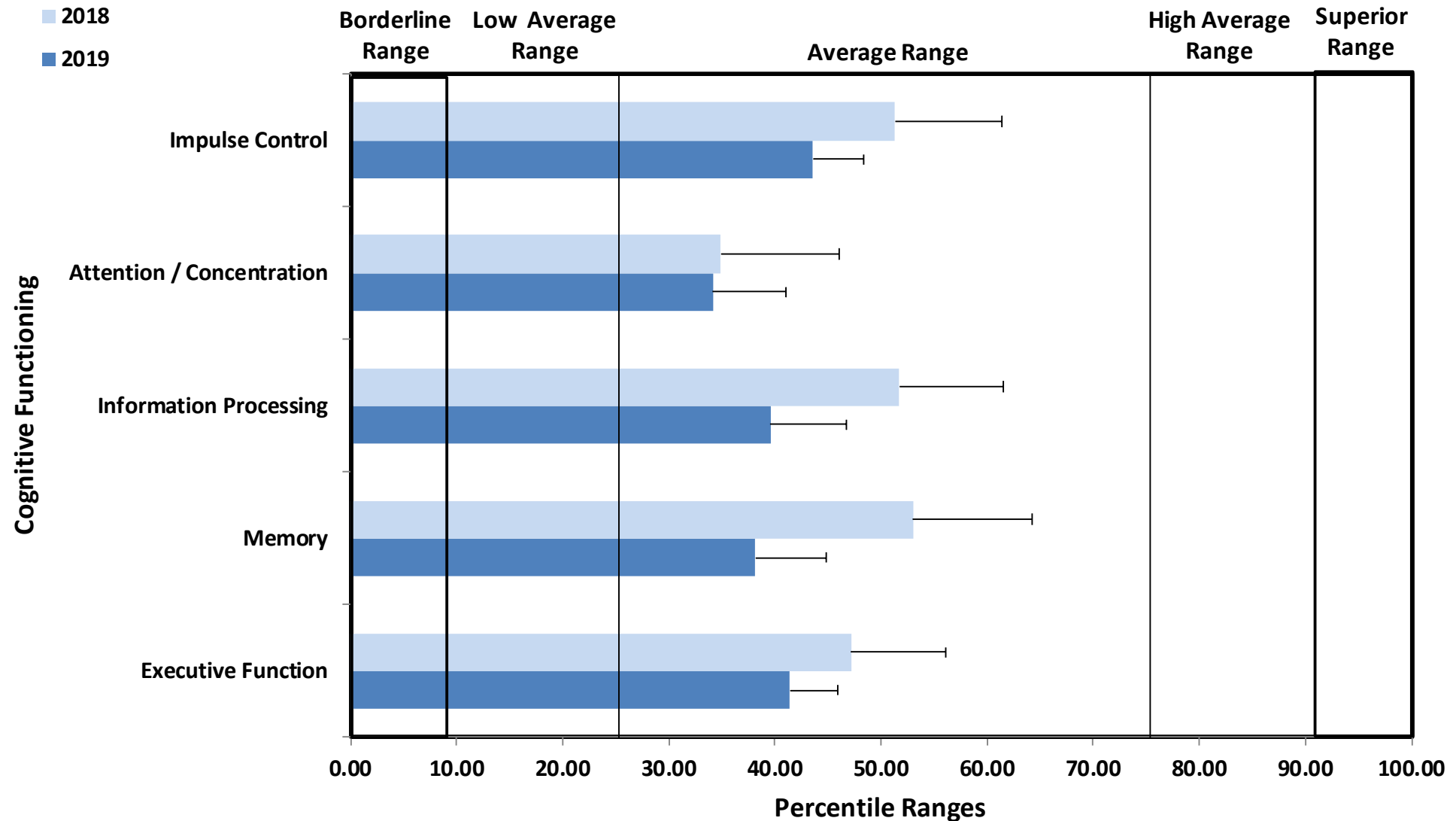
Emotional Identification



Intellectual



Neurocognitive



Email: drmichellebyrnes@growyourlife.com.au

YOUTH PARTNERSHIP PROJECT

Implementing a Cross-Sector Rethink of Youth Justice Early Intervention

