

Do you understand?

Got that?

All OK?

**That makes sense,
doesn't it?**

Yep, all good

Watch out – are you checking understanding effectively?

Most of us won't say when we are confused or unsure. We do not want to feel shamed or stupid.

Try asking young person to tell you what they think you said.

Review and write it down.



What's the young person's behaviour communicating?



What is a young person's behaviour communicating to you?

Consider why. Think about...

- | | |
|--------------------------------|--|
| culture | diagnosis of a condition or disability |
| what's their first language? | sensory overwhelm |
| hearing and vision | trauma experiences |
| attention and listening skills | mental health |
| head injury | vocabulary and language gaps |
| fear, shame, anger, distress | literacy |

Break it down

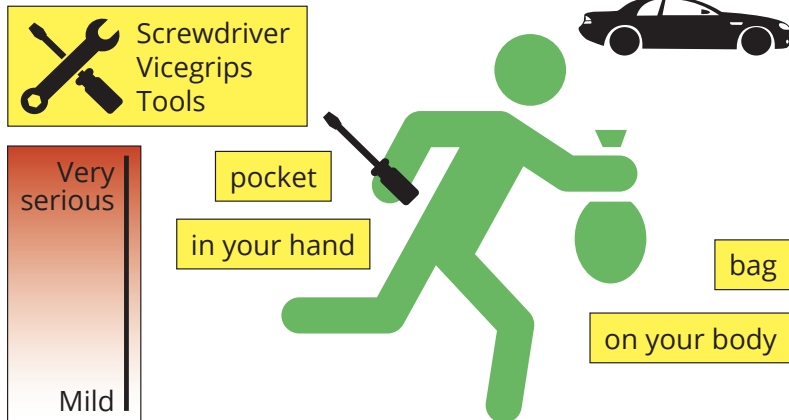
“You are charged with Possession of Instruments for Conversion.”

Charge

Possession of Instruments for Conversion

Charge = what the Police say you did

**You had things to use
for stealing a car**



Look out for jargon

Explain it

What words might be confusing?

Write down the jargon word or phrase if you need to use it

Explain it simply

Draw it

If it is important,
make sure you
check it now
makes sense



Doodle with purpose



No art skills required!

Provide something for **eyes** to focus on

Listening can be hard.

Try stick people and key words. Speech and thought bubbles.

They give a shared, concrete focus for your conversation.

Post-it note comic strips can help sort out a muddled sequence of events.



What is this about? How long will it take?

What this is all about...

The things we need to talk about/decide are...
1)
2)
3)

We are going to talk for _____ minutes

We will finish at _____

I can have a break. I can tell _____ I want to stop.

I can say if people are not making sense or I want them to say something again.

What is this about?

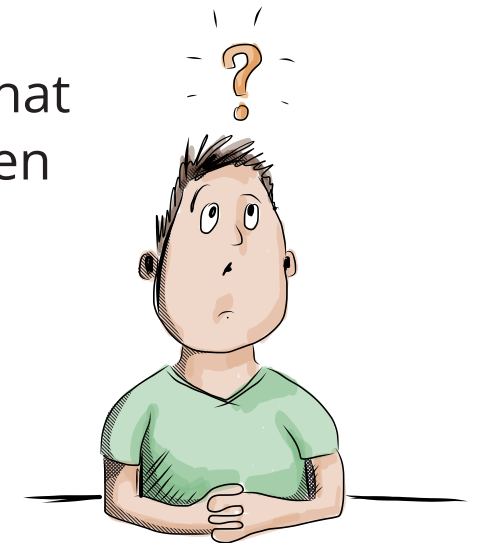
How long will it take?

What was that all about?

How will they let you know if it is not making sense?

Did you check at the end that they knew what that had been all about?

Do they know what is going to happen next?



Easy read

Who needs an easy read version?

We all benefit from clear, easy to read information. Written information stays still and can be read again.

But reading can be challenging for many young people. So can concepts of time.

Is the information being given on paper at the right level?


Consider space, layout, colour, the amount of information, pictures, flow charts and diagrams.




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

- ❌ if you **break the rules** you are in **trouble** the Police will tell Court
- ✅ **keep the rules** and **finish your plan**

You have to live at
22 Ward Street
Nan's




You have to go to
Course - M, T, W, Th, F
Counselling
Rangi's sessions
Court



You are **NOT** allowed to have alcohol


You are **NOT** allowed to go in any **place that sells alcohol**

You can go in supermarkets



You are **NOT** allowed to take any **drugs**

- **NO** smoking drugs
- **NO** eating drugs
- **NO** injecting drugs




You can take medicine from the **doctor** or the **pharmacy**

NO violence

NO threats

NO fighting



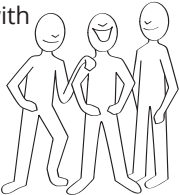
Your curfew at Nan's

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Stay home							
Go out	7-7	7-7	7-7	7-7	7-7	7-7	7-7
Stay home							

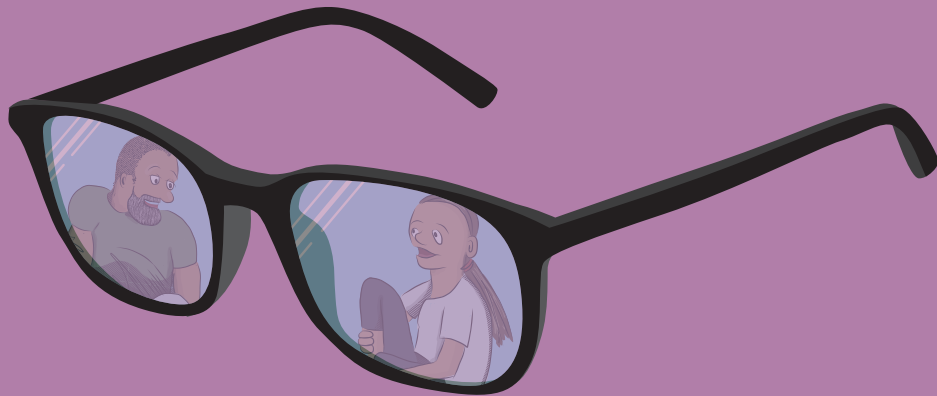
Be home by Shortland St

You can hang out with

Nan
Auntie Mel
Rangi
At course
Your SW + Youth Advocate



Keep your
**communication
glasses
on!**



Look through your communication lenses at the situation

Listen to yourself – how are you communicating?

Is that working well?

How is the young person communicating?

Is there anything that can be changed to make communication easier?

