Interview Recording ConsultantB 08-11-21

Thu, 11/11 11:06AM • 37:29

**SUMMARY KEYWORDS**

language, bit, terms, talk, child, trauma, communication, kids, loads, people, word, learning, social, vocabulary, feel, learners, interesting, sensory processing issues, skills, specialist

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So that's how I started then. So maybe just about the sort of speech and language. What's your specific role here at [ORG] then?

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Well, I think initially, what it has been is to do a bit of a needs assessment of the school and the residents to see. One, what the kind of population is like in terms of speech and language communication needs. And also to look at the staff group and see where, where they may need the best support in terms of those areas. So what sort of training what sort of mentoring coaching, access to resources wherever they may need? And then to figure out how do you provide something for a day and a half that's going to be meaningful and have an impact? So what I try and do each term is in terms of the kids, I sort of try and plot them in terms of what I think their clinical need is, in terms of direct stuff from me. And what I think their clinical risk is if they don't have access to a specialist and speech language and communication. So trying to support that. And obviously, there's the there's quite a few kids here that don't necessarily need my input. But there's a few that I think actually on top of that, there's quite a few actually, they think, regardless of the reasons why they are here, you know, the trauma and what have you, they have also additional underlying speech language learning needs. So although my background isn't trauma, and I'm very aware that there's a bit of me that thinks it's good to have someone like me in the team, because I'm not immersed in that world, and I have a slightly different perspective. So I suppose I'm trying to raise the flag for let's talk about their learning needs, as opposed to, as opposed to just purely on trauma informed support. Yeah, that makes sense. Yeah. So so my sort of I'm trying to do, I'm trying to do useful assessment. So I've been looking at the young people's vocabulary. And trying to get a sense of where I can do a formal assessment on this is their a receptive vocabulary range. So this is what they, are understanding in terms of complex vocabulary, and then I will look at that expressive vocabulary. And so this is what they're outputting this is what they can express. And then compare that to the chronological age and see where there are discrepancies. So as you would imagine, there's a huge majority of kids here that have a real delay in their receptive vocabulary, and even further delay, in their expressive vocabulary, so they understand more than what they can say, they understand, there's still a lot less than what it should be. So I then think, right, what can I do about that being in a day and a half. So this is where I start to think. So there's an in service coming up and I'm doing some training with the education team on how do we support young people with language acquisition? How do we get them knowing how they can retain language and learn language and store language and use it? So so big focus for me then is going to be on vocabulary and vocabulary learning and how do we promote that and I also been doing another thing that I've been looking at is just obviously a young people and being in the right zone for learning. And I think sometimes when different approaches and different methods are trying to hit up here and actually their level of functioning is down here. So we have actually have to go back and wait let's work on attention skills. Let's work on listening skills. Let's work on sensory Are you in the right place to be to be doing any sort of language loaded therapy or any language loaded support? So getting them ready to learn getting them ready to access specialist their services or therapies or whatever. So I think there's a bit about what can we do? And again, I think I'll look at this and then service, what can we do to work on really basic attention stuff, basic listening stuff? Because I think what I have learned being here is that despite having restricted language skills,

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they are quite impulsive in the way they talk. They're constantly talking a lot that they are they are requiring feedback they're requiring people a lot. So how do we help them to to access interaction without holding that you're directing that interaction and leading that interaction? And how do we get them to it get the balance, a bit more reciprocal. So it's all the social communication stuff. And there's a bit of me that thinks sometimes, as an observer, as I'm watching, we allow, that young person to talk and talk and talk and talk or we allow them we, indulge is not the right word, but we allow them to output and maybe not necessarily trying to shape their communication in a way that says actually, in a socially, social situation, the norm is that, that more give and take there's a bit more balances a bit more s skill there. And I just feel it a bit around social communication and skilling up to make them as successful as they can be out with this service. So yeah, so there's a bit around social communication and sort of what I would call pragmatic language. I think, I don't necessarily think these kids have pragmatic language impairment, but they definitely are very, very delayed and how they use language socially, and the right context in the right ways. So I think there's a better in that. So

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yeah, just just to get an idea what you're doing, which is that there's loads of interesting things here, I suppose. So that's a bit specific, because you're a speech language specialist, I'll just take the opportunity to ask you. So there's a lot in, for example, in the trauma literature, DDP don't use work. But the fact children matter and starting to talk about this, you know, you may have to be in any aid or much like food, or a three year old actually emotionally, you know, stuff like that. So that might is that do you another traumatised populations that are a manifestation of trauma, the speech delay, do you think this is just me just just being interested, just like a social experiences? Or?

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I think, yeah, I think it's lack of experiences. And an overabundance of all the wrong experiences [right, ok]. And it's just that quiz just for me, it's, it's a bit of a sort of question of, why aren't we doing something around this? Why aren't we seeing? Right?

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I don't know. It's just about shaping their communication style?

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And I think yes, there are, you know, that there's delay in loads of language areas. So if we're working on less, let's try and get them the language that's trying given the words to a be as effective as we can. There was a bit also, well, let's try and show them how to turn take in a conversation, how to listen in a conversation, how to ask a follow up question how to, you know, so just all the sort of pragmatic skills that make them relatable. You know, and I'm just very aware, because this is, although it's a diverse population, that kids are here for this one specific reason, which is because they're horrendous lives. So they're not necessarily accessing models of language where you want them to be you want, you're wanting them to know, how does a 12 year old interact, how do they handle peer conversations? How do they, you know, have this code with other people? And so that is what I'm always thinking, right? Where do I see this child in 10 years time? What language skills do they need? Let's work now, because it'll tak them a lot longer to get there. And I suppose that's a bit where, I think, Well, I'm not going to get so hung up on the fact that I'm not a trauma specialist because I'm that's what I'm not, I'm not here necessarily to do that. I'm the bit that's about how can we maximise the language comprehension, the language expression, their social communication, to make them as competent as they can be? So yeah,

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from when it's probably quite a complex interaction or enough over their experiences and how that makes them feel an inner feeling certain ways how that impacts their ability to, to be involved in social situations as well and therefore get so young going off on a tangent just because I find it quite interesting but

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I Think if you're language delayed, which the majority are, that immediately has a secondary impact on on your social communication skills. And

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I just Yeah. So there's stuff around sort of called Social thinking and develop developing their social their social smarts. So that's kind of like what I'm doing Do you [child]? Oh, no, no [child], the child I thought you meant the author of talk about communication [laughing] Yeah, yeah. So like the stuff like I've used I very selective of what I'm doing but it's basically all this sort of stuff about reading between the social lines and developing your social thinking and your social smarts. So I think for him, it totally stands out because I think he is absolutely needing that. very explicit teaching. But what we're doing around [one of the children] is that if I try and teach him specific stuff and say, right my job is [child], I'm here to help you feel better. And people, I'm here to help to skill you up and give you tools. So that when you're in a conversation, you feel you're managing feel you've got something to give. Because you have breakdowns in conversation a lot, is trying to get him to one admit it and feel okay about it. And to know it's a lifelong skill, and there's stuff around that you can do. And then he then goes to class. And he's to be like the mini teacher and he teaches it to the rest of the class, with the teacher and it's about developing the developing sort of a language around that, and feels, I know what you're talking about, sort of we've been talking about, like social, social questions and world questions. So he will always ask questions about in order to gain knowledge about how things work, or facts, or you know, just inquiring about stuff around, being very rarely will ask questions in order to get to know somebody, he won't. He won't do that sort of social relating bit. And while I've been watching the kids, a few of them, not because of any disorder to do social communication which broody has, but there's definitely a few of them that, don't inquire because they've not had that model necessarily have not grown up in an environment where you take time out to do the to and fro, and sort of have a conversation and do that. So he's sort of trying to explain it with help to his class, so that we're just talking about developing social thinking, and we are all social thinkers. And whenever you're next to a person, you engage that part of your brain and think, right, what are the hidden rules in this scenario, so that I don't break wind, I don't pick my nose, I don't slam the door of someone's face. I don't, you know, and all this stuff, I just think, if we taught them, this is what's expected in this scenario, what's not expected, you know, but in a very safe way, it will just make them a bit more equipped, I think, for life out with here. Because like, sometimes we just get you just get used to it. Don't you just get used to? I don't know, a way of being Yeah. And so I think it's just about making sure that we're not doing them a disservice making sure that while we address all the reasons why they're here, we're helping them be as confident as they can with their language.

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Yeah, yeah. To develop postless is amazing. You think they might not develop because I'm just in a normative kind of upbringing. Or you get to know about social cues and things.

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Yeah, you acquire language. Yeah. And it just doesn't happen by osmosis. happens because of so many different things. And so different I find it really depressing. I just meant like, like, [one of the children], and, you know, two, three years delayed and they're like, Yeah, and I just think, I just think was it was it gonna be you when he's 18? You know, he's potentially still gonna have a vocabulary range of an eight year old, which is what he's got. No, you know, how do we keep giving them language for life? You know, do we keep pushing this and so, so that like, the stuff I'm doing with it doesn't know yet tested? So the stuff I'm doing, so you're [one of the children] Yep. So [one of the children], obviously The speech? Yeah, the specific speech issue. So we've been doing loads of words around neck pet and bed because he can't get lip closure very well. So we've been doing lots of covering that. But yes, that board. And it's not having like it's not quick impact. But he also has quite a delayed language range. So we're picking out words. So we picked a word that because he quite likes wordplay things quite funny. So we picked up an N word because he has poor lip closure. So that's targeting that picked a word or two syllables. So that's a bit more complex in terms of how you motor plan it in your mouth. And then he didn't know that word, picked a new word. Learn that. And then we talked about how are we going to store that word on our mental filing cabinet, retain it and keep it there and use it. So these are also word learning strategies. So this is what I'm really keen to share with the teaching team. So that, particularly if you're not, if you're a non reader, that's where you get most of your vocab once you hit a certain age. So he's got to, like, see the word in an accent five times he's got to write it, he's got to draw it or to shaped it, it's got to sing it twice, but he's gonna put it in a sentence, it's got to clap the word to see me syllables. It's got to see it like a grumpy old man, you know? So he's got we've got loads of sort of word learning tools and that's another one or two pictures to help us what are the cues to remember vocabulary? What's the aim, that a teachers if they're doing specific random words around topic or signs, the coolant words that they're wanting that child to know. And we really explicitly teach those words so that by the end of that term, you could tick off and see make all laws, all those words to do with?

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Where, yeah, and connect and connect to what's in your brain is associations

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and make it really visual, just make it really visual, particularly for children that are really struggling with illiteracy, because they're not going to see it again. That was that term was done. So how do we basically what mental strategies do we give them?

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So you're doing this direct work with kids, and then you're talking about doing some training with the education staff, are you doing work with this the care staff as well, directly? I was the

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the work. This is where I feel guilt. Because I haven't been up at the care campus nearly as much as I wanted to be. So I've been in meetings here, campus attendings are here. Yeah, yeah. And I've met around specific kids. So I was up and I met with [a manager] and [a manager] about [one of the children], because I did quite a lot of assessments with [one of the children]. And so she we were going to see, pretty much you know, that she definitely has a learning impairment. And she's level functioning, certainly a better understanding is around six years. So it's about trying to get that information into a care plan that will inform the staff to know what how to pitch things, how to present things. What does overlord look like for her? What do you do when she's beginning to get overloaded and all around choices, decision making, how that actually, as a demand, you've got really limited language around all that stuff that. So I met with [a manager] And [a manager], I gave him some information around her level of functioning. And then [a manager] is putting into a care plan. And then the next bit is that he would call a meeting this team and I would come up, and they would tell me everything that they think will be difficult, about [one of the children], and her language and communication and sort of try and listen and support and... Point out, they're really good bits of practice that they're doing and maybe other bits that they could be doing. So and I've been I've done quite a lot of work with [one of the children] and the teams because [one of the children] seems to tax everybody. So I've done a fair bit of that. What I haven't done. And what I did re the beginning was I spent quite a bit of time up there. And my plan was to go up and do a wee bit of sort of language play in language and interaction and just model really simple stuff, you know, but just model how we interact with words how we interact with language, how we give each other time, and more so actually, for the staff in terms of letting them see what communication partner can look like for someone like [one of the children] and how that communication partner may be different for someone like [one of the children]. And it's more about recognising our style. Communication, and how that impacts on the child and how to swap and change it and do all sorts of things depending on who you're dealing with? So I was really keen to do that to do sort of play based stuff, but the real focus on communication style, and haven't done it. I haven't done it yet. Do you know, it was not? It was my personal circumstances, they just changed a little bit. Because I was working sort of on a Monday till seven up there and just I think I, my mum and dad died, and they were helping me with my kids. So I lost that. But that is what I think needs to happen, because I think I'm really aware that I'm more visible here, than up there. So

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do you think that's affecting how you're seen here by staffing children in terms of being associated with it schooling by

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actually, because it got invited to the Christmas night out in the care of the state?

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can say no.

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And they email me all the time. I just feel a bit of a guilt, because I know that's what quite like to do.

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We've been mentioned by some in the interviews, you know, in terms of being talked with the specialists, you know, and particularly with the environment and thinking about when you're communicating with kids and stuff, like some of that's come across? Yeah. Yeah, absolutely. I just didn't want people to stuff to do now. I think they appreciate to have somebody were definitely perspective. What about generally at [org], then it'd be given to me Well, no, as you see, you're not fully a immersed in it. Are there any things you think they do particularly well here for these kids that they, again, right,

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loads, they do loads? I think it's the flexibility that they have, you know, they are able to react to what's happening in front of them really well, really calmly, most of the time, and they're able to sort of repaint reprioritize, like that, you know, I was about to do this, but now doing this. And I think in terms of their communication, in the team's on the whole. I think they're really good at doing about over above the heads of the child. So you know, they're sending signals the whole time. They're very on it, and I think they read each other really well. So that nonverbal communication, yeah, they're communicating all the time. about what needs to happen? Various things you need to go into [one of the children], because I think they do that. Well. And I think the they, I think they, they read rooms really, you know, I think generally, the they'll read a scene they'll read a room, and they'll know what to do. And I think they do that really sensitively, most of the time. Yeah. And I think they listen, I think they hear the kids, I think even if the child isn't able necessarily need to get specifically what they want across, they will take their time over it. I don't think there they will prioritise that they will allow that space to happen. And they will try and figure out what needs to happen. So I think they will, I think they prioritise children's needs to talk, need to get something. And even if it's talking in terms of behaviour, they prioritise in terms of what's the meaning behind all that

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and I think they're really good at, you know, just allowing that child to express a feeling and going yeah, yeah, that's rubbish. Yeah. And yeah, that is hard. And yeah, that is sad. And you know, so I think the importance of big feelings on the forefront and they take time over that to unpack with that child, I think. And I think the children really well liked. I think that is the biggest thing actually, it's just said that bite, you know, you walk into places and like, you don't like these kids. They like these kids. And you see that both sites. And I think the important thing is I think the kids know that I think I feel the kids know that

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Yeah, yeah,

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I do. So I feel you know, you just feel this as a even though specialists provision these kids are included. And I do feel you get a sense of that. Also, there's pockets for you to sometimes

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strangle somebody [laughs].

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But generally, yeah, I think the atmosphere is good. It's so good. And I don't think that anybody that's saying I know it all, I don't think there's anybody like that either, which is can be really detrimental. I think there's very much, but that's really interesting. And people say I have no idea what you're talking about. So I think there's a real honesty here, like that.

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And an openness then as well. Yeah,

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I definitely think with the therapy team.

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Like, what did you interview [another consultant]? Yeah, yeah.

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So I think that was an interesting thing. With a sale and [another consultant] and [a worker], and we were all trying to figure out what

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was key. And if you did play therapist, there was no cash left. Because I do I was the first to admit it was the day you come up with [the other consultant]. This is only to interview Castillo, she's over here.

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Yeah, yeah. So I think it'll be interesting to see how because the RE advertising and they're going to appoint somebody else will be interesting to see. Because I think they want a therapy team. But how that fits. And I personally haven't had a problem, because I think you just go and gradually chip away at stuff. So I I don't feel unless people are talking behind my back, I don't feel as if there's been any sort of difficulty and in what my role is and what they are, and understanding each other. So. So into it, yeah, be interesting to see the new psychologist, just come to that role.

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Because you have a desire to invest in-house feature the therapy team, because previously they've relied on people who have quite external or whether you are consultant yet based and you have formed relationships with staff yet. And yeah, and he or she, they are keen for the day to have access to that I think, has been put across to me certainly as to have that access to that knowledge and skills and to have that, you know, not just your direct feedback about the kids, but also people it means to deliver things, you talk about things to get a different perspective for things, which

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really, is very useful for me, you know, it's not just oh, there's one way to, I'll tell you, my, I'll impart my wisdom, I am listening the whole time, because something that's really interesting, you know what I'm trying to think, right? How do I how would I then shape, what I'm doing. So I loved? I love it when the care and education teams get together and talking about stuff. And certainly with [one of the children]. So I'll sort of write up this as this is what I'm doing this week. And then I'll be sent to the class and we'll enter the care teams, and the parents as well. So that we all kind of know, this isn't the capital that's been talked around and meet him to join the dots. So you need to be involved in this. Yeah. It's not just happening in this wee vacuum with me and him. So yeah, so that's yeah, that's what I think they do. I think they do lots of stuff. Well, but they definitely give off that. I like you.

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Yeah. Yeah. I think yeah, I can genuineness. Yeah, yeah. And the future, then are there any things you think, well, change should change could change.

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It's the same old, isn't it? It's just more joined up communication. And that's, that's, that's the that's the residential and education teams trying to get together in the story of barriers in terms of different shift patterns and what have you. But yeah, just a bit more about that. And I know, I know, everything in here was learned my time and she was talking about outcomes

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star. Oh, yeah. I've seen that before in the addiction field as well, where you score things and Yeah.

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And, and there just seemed to be there seem to help planning documents. And I can get a sense of where's the one same control thing where we just have this one sort of document that the child could have access to? I don't, I don't

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know, there just seemed to

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be quite a bit of here's the IEP, which is the education side and the learning profile and then here's the care side, and then we've got that outcome star. And I thought there's loads of good information. Yeah, I just, there was a lot of information on different things. But that could be me. That could be me not fully understanding and not having sat down or had someone explain it to me

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I don't think there's definitely don’t' think there's resistance to doing I think is just as always managing the time for that. Yeah. And, and, and definitely I feel I still feel that such early days for me, you know.

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Don't feel pressurised. It's just there were things that were coming to mind...there's no...

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I think it will be good. And again, [names redacted],

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just briefly, when I received the last time when I was with [a worker] in the music place there. Yeah.

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Yeah. So that got me interested in what happens there? Because I think when I just think for me is this is, you know, a school as well. And these children are we have to view them as learners as well, not just, you know, just they've had such difficult starts, but we also have to see them as learners. Can Can we get them to a team? Can we get them to? You know, do they feel good about themselves in terms of, you know, so I think, from that point of view, it'll be really good for to see what Linda can do in terms of what can teaching look like? So we're not always asking them to learn in a class group, where actually the demand is having a bigger impact on what you can do what can pick up? So? Yeah, I think, yeah, toc s as well as just the language around what's their learning profile? What's the deal? All right. So that sounds as if I'm trying to not talk about trauma, it's not that I'm just to the exclusion of everything else. I want to keep key let's keep talking about them, as communicators, as learners as

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not just as just as high. Yeah. Because everything then gets into that one prism, doesn't it? To a certain extent, yeah, every, every bad behaviour is seen as potentially being through trauma. And actually, just because the 12

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I think that said, we're gonna meet and do we know really briefly. And the main person, I probably speak

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[a worker]. So she's very DDP in theraplay. Yeah, doing a very briefly. Came and spoke to me a bit what she did. And then I told her what I did, I think she was trying to suss out what you know. And I said, I think a lot of ways, we're probably talking about similar stuff. I'm just using slightly different terms, you know, your topic, fight and flight, and I'm talking about a dysregulated child, who is got lots of sensory processing issues right now, not necessarily linked to trauma, sensory processing disorder, you know, so there's, there's lots of stuff around, we might be looking at the same thing. But you see, it's linked to trauma, I see it as a child or sensory processing issues. So what you do about it, it's probably exactly the same. Yeah, you know, cut the language you get on the floor, or you do something that regulates to get them to space, but I don't always see as trauma. But then then maybe that's naive to

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that seemed bad if I suppose that having different perspectives, and people seeing things from different angles

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can be and I think if you look

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at it in terms of what what would you expect to see in a typical classroom, you would expect for every classroom for there to be three kids with developmental language disorder, a couple of kids with autism attention deficit, you would expect to see that anyway. So I think it still exists here. So yeah, so I think it's important in terms of what we what we name it for the kicks so the you know, the it's interesting because I've seen [a worker], talk with some kids, you know, and I just, I just use the cat as our own vocabulary, what we call things, the kids and what's acceptable for them do they want to be reminded of I just I'm now asking you that do they want to be reminded? And everything reflected back as you're finding this really difficult aren't you right now and you know, you might you've got a big bowl,

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and I think a lot must be shut up. I just stopped banging on about that because that's that's good enough. But that's just me thinking,

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Is there a bit where they just get a bit fed up with being therapised? And actually,

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yeah, yeah, it's an interesting question. I don't know. I mean, there's loads of questions about language, I suppose come up with them, because they know, they've actually got a vocabulary, but the care systems and the processes, because they live here, there's a few different interesting ways that people think about that. Like, I think a lot of people react quite negatively that child knows what a LAC reviewers and with our social workers. That's why I said, I, you know, when my mom worked, would tend to reformat her what was learned to do, but it was on my cell phone, if my older brother was near the look after me, you know, because she was a single parent, and you know, you just applied to arrangement. So you get to know, your world. Yeah. And so I was debating this to somebody recently. And she said, Yeah, I think as long as I know, I internalised that that's the thing is good to have these words to be able to describe your world is definitely in the water, I can assure them what she was arguing. So she was saying, you know, like I am, I have the anger management problems, or I have got this or I am, she struggles with that kind of language, because it's, you know, anyway, no, I'm gonna offer a

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thing that's interesting, though, because again, I think we there is a risk that we restrict their language is really that because we talk about those things and maybe do talk about you know, is that all the here? Yeah, do can? Do we talk about them as a learner? Do we talk about them in terms of learning style? Do we talk about them as you're a hands on learner? You're a kinesthetic learner, you're an auditory learner, you know how to learn. And I just think it's maybe it's not we should be talking about that. Because they need the vocab for that feel right? I've

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ownership over Yeah, but the vocab

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for loads of aspects of life. So it's not it's just not ignoring this bit, I think. Because these are adult wives and you want them to have fun while you know, you want them to be able to play with words and stuff, so no, I definitely think we should definitely think we should have vocabulary to talk about what's there involved in what's alone then. As you see, yeah. You don't want it to be the only one.

37:22

No, there's another one. Yeah. Time Yeah, I'll just