



Time	Activity	
9.15	Arrival & refreshments / networking	
10.00	Welcome and AGM	IfJ committee
10.45	Refreshments and networking	
11.05	<p>Widgit Talk</p> <p><i>Improving Communication and Participation for People with Autism in Police Custody</i></p> <p>The talk covers the explanation and outcomes from the joint project between Hampshire Constabulary, Autism Hampshire and Widgit Software</p>	Sue White; Education Sales Consultant, Widgit Software
11.30	<p>Intermediary Case Presentations followed by Q&A</p> <ul style="list-style-type: none"> <i>Archie appears at a trial in a Youth Court A trial involving a witness, a young defendant and two intermediaries</i> <i>Working with a young person presenting with Dissociative Identity Disorder (DID): the complexities and challenges of facilitating evidence</i> 	<p>Jan Jones: Jan has practised as an RI since 2004 and assisted with a number of defendants</p> <p>Ann King: Ann has been practising as a RI since 2007. She has a background in health and young person's counselling.</p>
12.00	<p>MoJ update – short talk and questions</p> <p>Please be aware that Matthew's talk will be focused on the Witness Intermediary Scheme and the work of Registered Intermediaries</p> <p>Matthew is keen to take plenty of questions</p>	Matthew Gould, Deputy Director of Criminal Courts and Criminal Law Policy (MoJ)
12.45	Lunch and networking	
13.30	<i>Intermediaries and our own Vulnerability: an interactive workshop session introducing the Kawa model tool to assist thinking & problem solving.</i>	Rachel Ineson: intermediary; background in occupational therapy.
14.30	<i>Setting the Vision for the Intermediary Profession</i>	<p>Louise Engers: intermediary; background in speech and language therapy.</p> <p>Nicola Lewis: intermediary</p>
15.30	Refreshments and networking	
15.50	<p>Changing Tunes – talk and musical set. https://www.changingtunes.org.uk - charity using music and mentoring to help people lead lives free from crime. Working in prisons and with former offenders.</p>	<p>Changing Tunes</p> <p>Simon Torrance – musical director</p> <p>Musicians</p>



Improving Communication and Participation for People with Autism in Police Custody

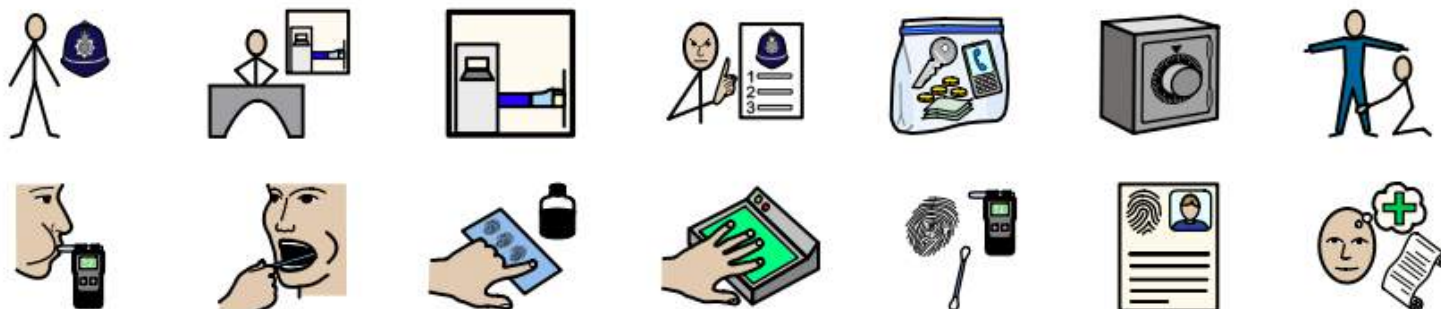


“It is estimated that 20-30% of all offenders in the UK ‘...have learning difficulties or learning disabilities [LDD] that interfere with their ability to cope within the criminal justice system”

(Jacobson, 2008; p. iii)

The sheets use symbols and simplified text to support the Rights and Entitlement information.

Symbols are a graphical representation of a concept.



Symbols can support:

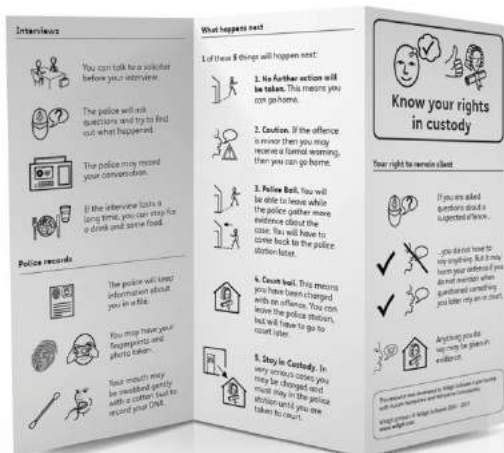
- People with learning difficulties and disabilities
- People with low literacy
- Non-English speakers

The Widgit sheets include 3 z-fold sheets for:

- Rights and Entitlements
- Mental Health Assessments
- Samples

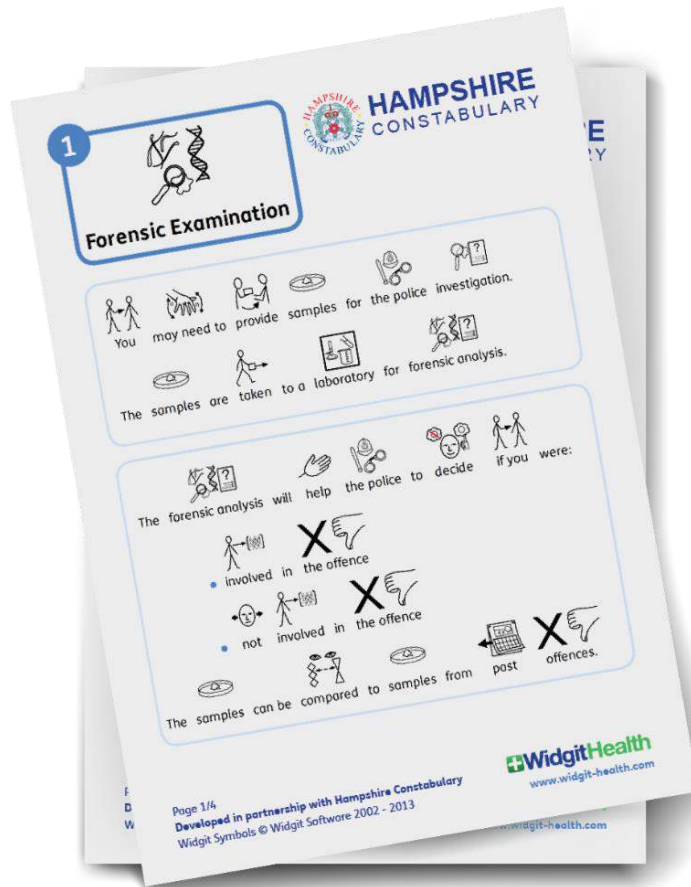


Original



Widgit Sheets

15 additional sheets for more detailed aspects of custody:



- Booking in
- What happens in custody
- Knowing your rights
- Making a phone call
- Waiting
- Your property
- Finger prints
- Forensic examination
- Your DNA
- Strip search
- If you are ill
- Health questions
- The nurse
- Interview phrases
- People working in custody

Symbol Poster concerning detainees' right to free legal advice



The poster features a large black telephone handset on the right side, with a coiled cord extending across the bottom. The background is white with a blue header bar at the top. The main title 'Free Legal Help' is in large black font. Below it, there are four rows of information, each with a symbol and text. The first row shows a crossed-out stack of coins and two people at a desk. The second row shows a telephone icon. The third row shows a sun and moon icon. The fourth row shows a person shrugging and a person talking to a police officer. At the bottom right, there is a small disclaimer and copyright notice.

Free Legal Help

 **Free Legal Help**

 **Just a phone call away**

 You have the right to free advice at any time of the day or night.

 If you can't contact or don't know a solicitor...

 ...ask for the Duty Solicitor, who is nothing to do with the police.

Only in exceptional circumstances can this right be withheld.

Widgit Symbols © Widgit Software 2002-2015

The Widgit Sheets help:

- Reduce stress and anxiety
- Increase understanding of the process
- Engage young and vulnerable people
- Improve the robustness of the custody process



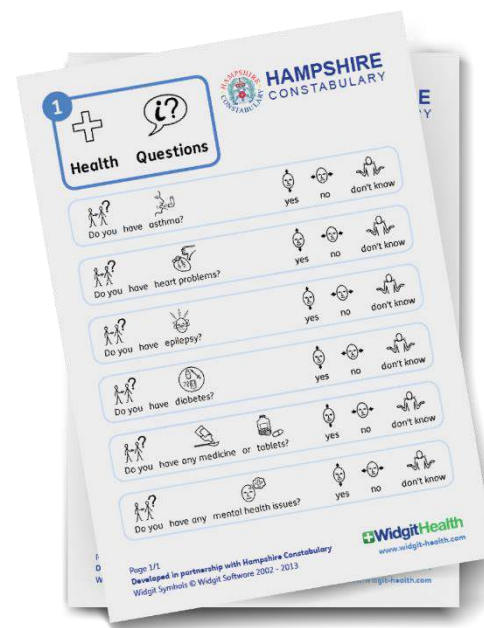
For example, one officer suggested:

“the sheets could be used to avoid a judge ruling the case as inadmissible due to the process being carried out incorrectly because the person didn’t understand their rights.”

The research team observed the use of the sheets in 2 custody centres for period of 4 weeks.

Interviews with 41 key stakeholders:

- Custody personnel
- Parents and young people with Autism
- YOT members and managers
- AA staff
- Solicitors
- A magistrate
- Manager of the court



Feedback from Custody Officers

"I have used them for every juvenile that's come in and it's really made a difference, with the normal forms that we've got here juveniles I've found just look at them and leave them there whereas the Widgit forms they've picked up and started reading and actually taken them away with them."

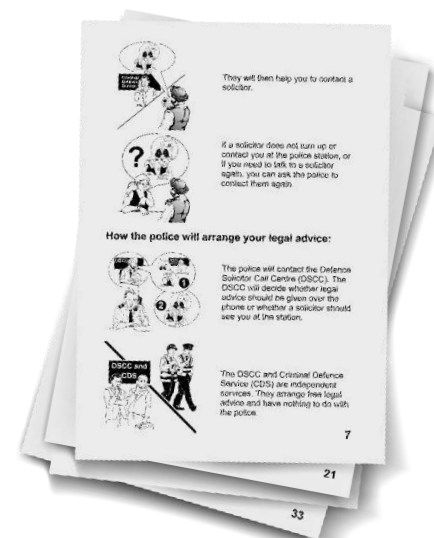


Feedback from Young people with autism

"I think it's good because you feel like you've got a lot less to read when you're handed this [the Widgit Symbol leaflet], extremely light compared to this [the Home Office Easy Read version]."



Current Home Office
easy read (33 pages)



Widgit Symbol Custody Sheets Pilot Project



www.widgit.com

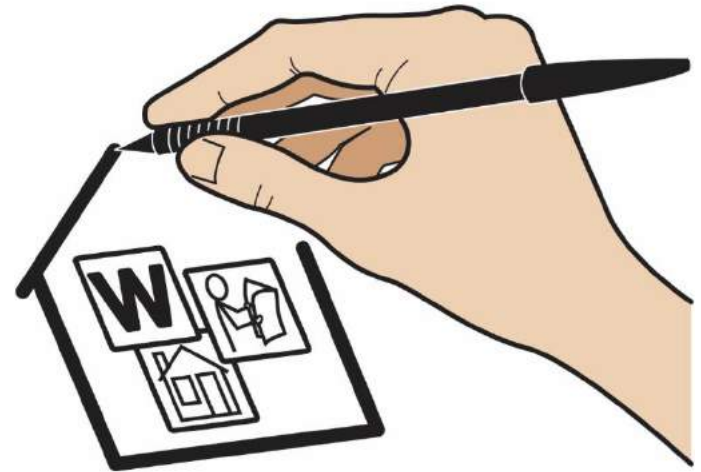
Feedback from Managers within the Criminal Justice System



“This could go all the way through from the police station, through the magistrates court, potentially probation, witness services...to explain the different steps at each different kind of stage may be even to defence solicitors and prosecution who deal with witnesses.”

Widgit can offer the following:

- Provide the Widgit Sheets in digital format.
- Updates to the sheets when required with changes to policy and procedures.
- Training and advice on implementing easy read information.



In addition, new materials can be designed and developed as required.

Cost for a national rollout would be £1000 per year per Police Constabulary.

For individual Constabulary procurement, prices would be based on the size of their custodial infrastructure.

No. of cells per constabulary	Price per year
0-49	£575
50-99	£1,150
100-199	£2,500
200-399	£3,500
400 +	£4,500

For national rollout gives a net total saving of £35,425 per year,
(Based on 43 Constabularies, excluding specialist forces)



To read the full research and see a video of feedback, visit

www.widgit.com/custodysheets



Case Study

Working with a young person presenting with Dissociative
Identity Disorder (DID).

The witness

- Emma is a 16 years old young woman, in full time education and supported by a loving family.
- She had disclosed to a psychotherapist at CAMHS that she had been a victim of sexual abuse from a young age by a person in a position of trust.
- Emma presented with a complex physical and mental health history over many years :chest infections, falls, fainting , eating issues, school phobia and insomnia.

Presentation of Non-epileptic seizures (NES)

- Over the last two years Emma's mental and physical health began to deteriorate.
- Approximately 6 months before she was first seen by the police Emma began having seizures in which she would lose consciousness without any apparent cause or warning often multiple times a day.
- Emma would come round from these seizures tired and confused, often having hurt herself as she fell on furniture and objects.
- A neurologist after a full investigation, diagnosed NES.

Non-Epileptic Seizures

- Definition: a seizure in which the origins are not a result of brain electrical activity but as a result of the brain 'handling' thoughts and feelings.
- Causes: Not a result of a physical abnormality but often linked with past traumatic experiences, distressing life events and or acute stress.
- Presentation: often appears very similar to an epileptic seizure, a specialist can distinguish when given detailed descriptions/recording or witnessing a seizure.

Dissociation

- Everyone dissociates to some degree: day dreaming, lost in a book.
- ‘Pathological’ dissociation occurs in event of repeated threat and or trauma particularly when an individual is too young to be able to self-sooth or has no support from an attachment figure.
- Trauma based dissociation is an automatic, biologically driven mechanism that is usually an involuntary response and which acts as ‘mental flight when physical flight is not possible’ (Kluft, 1992)

Dissociative Identity Disorder (DID)

Brief Overview

- DID also known as multiple personality disorder, is a complex dissociative disorder which is characterized by two or more distinct personality types.
- The DSM-5 (Diagnostic and Statistical manual fifth edition) states the disruption in identity involves marked discontinuity in sense of self and sense of agency, accompanied by related alterations in affect, behaviour, consciousness, memory and perception and/or sensory-motor functioning.

DID - definitions

- ICD (International Classification of Diseases) describes DID in terms of being, on the whole, an acute, reactive and transient response to here and now traumatic experience.
- POD's (Positive Outcomes For Dissociative Survivors) defines DID as 'simply a creative survival mechanism for coping with overwhelming and chronic childhood trauma'.

DID –Structural dissociation model

- Describes the system in terms of the 'Emotional Part' (EP) and the 'Apparently Normal Part' (ANP) .
- EP: associated with memories of previous trauma and presents when the individual is exposed to a trigger.
- ANP: the normal functioning presenting Part.
- There may be more than one EP and more than one ANP.

DID Presentation

- Each identity state 'Parts' may have different patterns of thinking and relating to world.
- Part: different ages/gender
- Host identity-the part an individual feels most like 'them'
- Parts: may have different memories or experiences from each other.
- An individual may have no control as to when different Parts present.
- An individual may have no memory or awareness of what another of their parts has said or done .

DID and the CJS

- Information taken from research carried out by Brendan O'Mahony, Becky Milne and Kevin Smith (Investigative interviewing , dissociative identity disorder and the role of the Registered Intermediary. Journal of Forensic Practice).
- There is no distinct DID cases recorded but instead they are listed within the category of personality disorder.
- NCA identified 251 cases of personality disorder between January 2013 and January 2016:
- Further examination of these cases identified ten cases of DID and ten other possible cases.

What advice is available to CJS Practitioners

- ABE guidance –currently no advice given to support investigating officers.
- TAG- ‘Working with Traumatized Witnesses, Defendants and Parties (2015) “ The legal implications for giving evidence with this disorder (DID) are particularly complex. Can the person give evidence as one of the ‘alters’ (Parts) or only on the apparent normal personality? Expert advice should be sought”.
- Amongst experts there is disagreement about DID and a reluctance to diagnose.

Preparation for working with Emma

- In depth discussions with OIC about Emma and her needs.
- Telephone discussion with Kev Smith.
- Reading research paper.
- On-line search.
- Supervision (my supervisor has experience of working with clients with DID)
- PODs on line training.

Working with Emma – preparing the way

- Meeting with her in her home with her family.
- Meeting with family in ABE suite to ‘take a look’.
- Three assessment meetings.
- Planning the room layout, booking rooms up every week for many weeks – the same room.
- The unexpected –Batman sandwich van.

Questions asked/discussed prior to ABE interviews commencing

- How many 'Parts'?
- Can the Parts talk/communicate with one another?
- Is the host identity aware of what Parts have experienced/said?
- Should the ABE interview continue if Emma presents as a younger Part.
- How to care for Emma during a seizure.
- If Emma was to experience a NES should we continue the ABE when she recovers.

Preparation for ABE Interviews

- Positive life events time line – laminated sheet, events movable, photographed.
- Cards for all eventualities made by Emma
- Cards that represented parts made by Emma
- Practice ABE with topic ‘Class committee meeting.’

ABE interviews

- Setting up room – table, chair, tent, cushions, blanket, toys, drawing materials.
- Frequent breaks.
- Not able to do more than two in one week- must be spread out .
- Parent always present
- Food/comfort/toy not in interview room just blankets and fleece.

Post ABE

- Importance of 'off loading'
- Supervision.
- Honesty.
- Support.

Experience of 14 ABE Interviews

- Anxiety of what ifParts, Seizure.
- Number of ABE's demanding on all involved.
- Relationship and time spent with witness and parent.
- Emotional contact.
- Nature of evidence.
- Coping with Parts, a young person suddenly presenting as a child of 3 years of age – disconcerting initially.

Other Thoughts

- DID in practice – strange, un-nerving, unsettling, almost disbelief.
- Challenge of writing the report – dense, complex , mindful that should case come to trial Emma will need a new assessment.
- GRH – Need to be carefully prepared and scheduled well in advance of trial.
- Will a trial bring relief, closure, will it be further traumatizing?
- Length of evidence in chief - how would a jury cope?
- Difficulty of getting a diagnosis and differing opinions re DID diagnosis.

Archie Foster

Age 13

Defendant

Youth Court

Youth court



Youth Court Bench
Book 2017 - Judicial
College

10-13 year olds called
children
14 – 17 called young
people



Assessment

- Read reports from school
- Assessed at solicitors office with assistant solicitor and mother present
- At age 12 he was learning at the level appropriate for an 8 – 9 year old
- ASD ADHD
- Medication

Archie

- Slow to process language – difficulty working out what was implied in what people were saying and had difficulty reading others emotions and feelings
- Did not like being looked at – did not make eye contact
- Easily teased and bullied

- When social interaction went wrong he became distressed and angry. He had unpredictable impulsive behaviour and could be anxious and distractible
- He was noticeably more engaged when he was able to look down at materials on the table such as photo cards
- He spoke with low volume

School placement

- Attended outdoor learning academy because he was unable to deal with any form of formal schooling even a specialist placement with very small classes
- But enjoyed fishing and helping a relative who is a decorator and would engage with the task
- And was good at creating music using IT

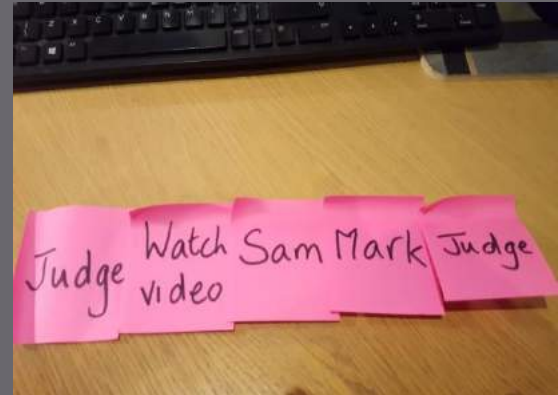
- He had engaged during police interview but did not make eye contact looking away and down with a closed posture.

The Youth Court



Learning points

1



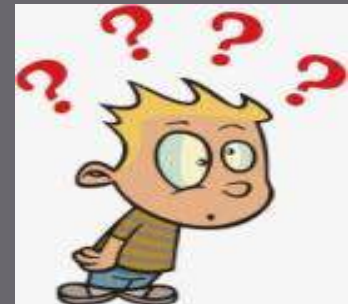
2

I don't know



I can't remember

I don't understand



ARE WE A PROFESSION?

Louise Engers & Nicola Lewis

What is a Profession?

A profession is:

“A disciplined group of individuals who adhere to high ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a **widely recognised, organised body of learning derived from education and training at a high level**, and who are prepared to exercise this knowledge and these skills in the interests of others”

(Professions Australia)

Common Principles of a Profession

- **Systematic theory**
- **Authority**
- **Community sanction**
- **Ethical codes**
- **A culture**

(Greenwood, 1957)

Questions???????

1. **What does best practice look like?**
2. **What are the main elements of best practice?**
3. **Are you doing a good job as an Intermediary ?**
4. **How do you know how good a job you are doing?**
5. **How could we assess best practice?**
6. **Who should set standards of good practice?**
7. **Who should monitor our practice?**

The Future . . .

- Would you like to be part of a structured Intermediary profession?
- If yes do you think we should:
 - (a) be working towards having the MoJ integrate the common principles into its scheme, regulating all intermediaries working in the justice system.

OR

- (b) work towards the founding of an independent 'professional body' responsible for all aspects of the profession (e.g. training, quality assurance, accountability systems)

OR

- (c) Something Else!

How does your river flow?

Using the *KAWA* model to address
the vulnerability of Intermediaries

Rachel Ineson, Occupational Therapist and Intermediary
rachelineson@hotmail.co.uk

KAWA is the Japanese word for river



- **vulnerability**

- /vʌln(ə)rə'bilɪti/

- *noun*

- noun: **vulnerability**; plural noun: **vulnerabilities**

1. the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.



<https://www.theguardian.com/money/2016/dec/08/i-felt-vulnerable-freelancers-on-the-stress-of-self-employment>

This screenshot shows the top half of a web browser displaying a Guardian article. The browser's address bar shows the URL: <https://www.theguardian.com/money/2016/dec/08/i-felt-vulnerable-freelancers-on-the-stress-of-self-employment>. The Guardian logo is at the top, with navigation links for News, Opinion, Sport, Culture, and Lifestyle. Below the navigation bar, the article title "I felt vulnerable: freelancers on the stress of self-employment" is prominently displayed in a large, bold font. The author's name, Sandra Hammett, is visible below the title. A sub-headline reads: "Managing your hours sounds good but achieving work-life balance amid insecurity takes time and effort, say casual workers". Below the text is a photograph of a woman in a red shirt holding a baby while sitting at a desk with a laptop. To the right of the main article, there is a "most viewed" section with a list of other articles and their thumbnails. The Windows taskbar is visible at the bottom of the browser window.

This screenshot shows a web browser displaying the ipse website. The address bar shows the URL: <https://www.ipse.co.uk/our/policy/support/vulnerable-self-employment.html>. The ipse logo is at the top, followed by navigation links: Our work, Membership, Resources, Events, Partners, and Contract Review. Below the navigation bar, the page title "Vulnerable self-employment" is displayed. A large photograph of a man in a blue shirt sitting at a desk with a laptop and papers is featured. Below the photo, the text reads: "This report was a Finalist at the 2018 Trade Association Forum Awards". A small red icon with the word "Download" is visible. To the right of the main content, there is a sidebar with a list of links: Fighting IR35, News, Policy, Taxation, Regulation, IPE members, Support, Saving for later life, Personal benefits, Education and training, Small Business Commissioner, and Vulnerable self-employment. The Windows taskbar is visible at the bottom of the browser window.

<https://www.ipse.co.uk/our/policy/support/vulnerable-self-employment.html>

the *KAWA* model (or “the hippy one”)

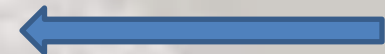


Dr Michael Iwama

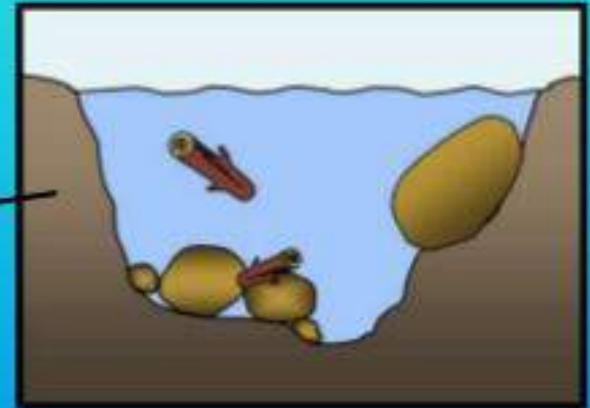
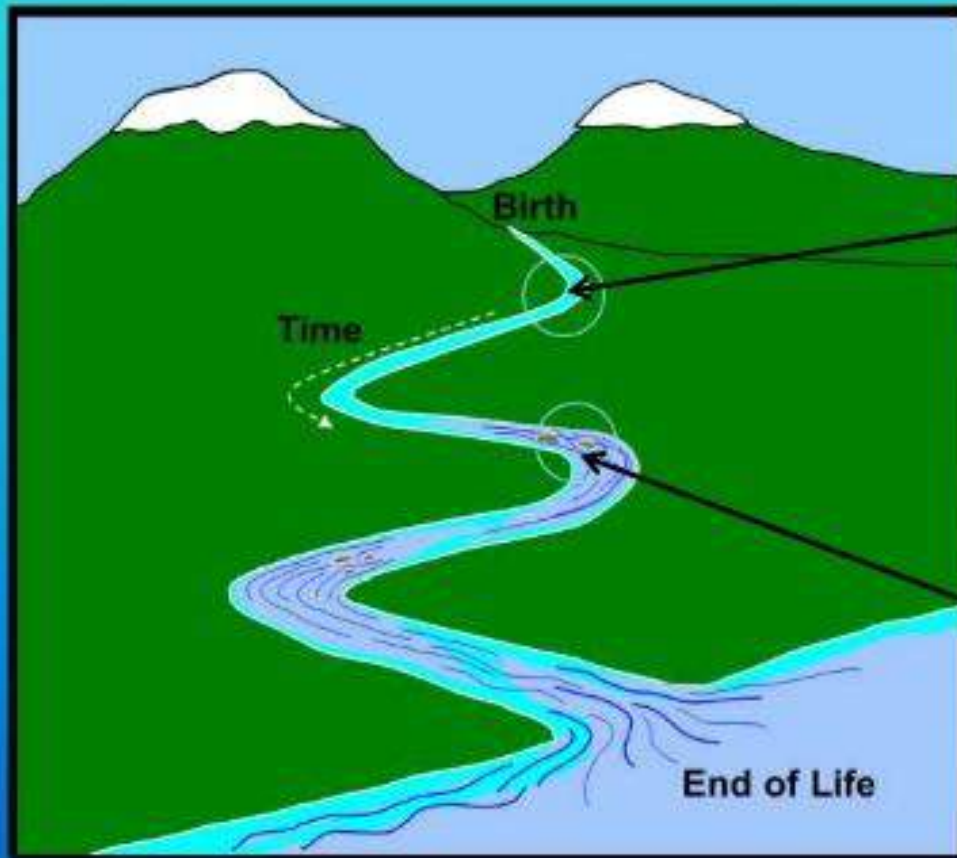
www.thekawamodel.com



the app

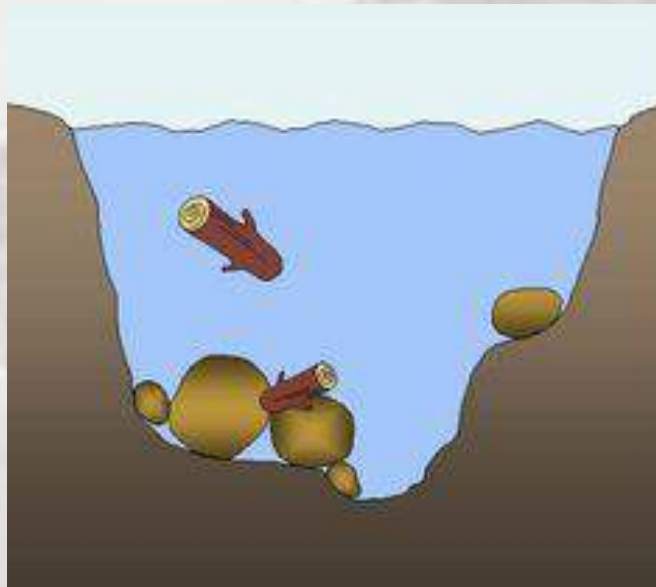


Imagine Life is a River 'Kawa'



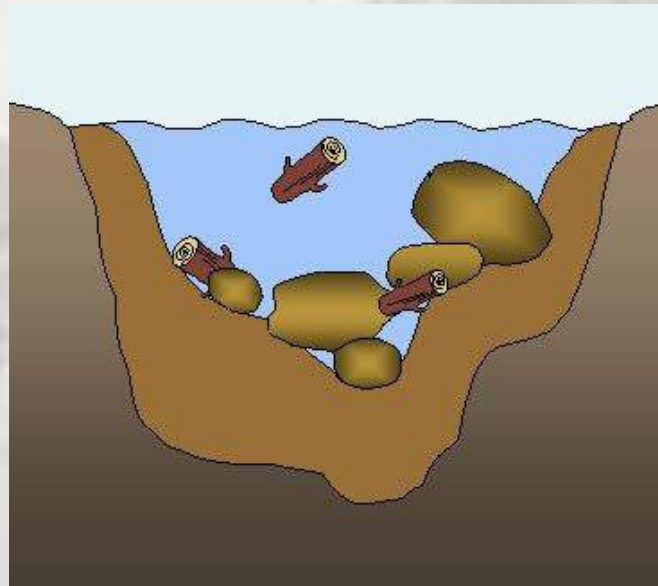
water (*mizu*)

- Represents one's life flow or energy
- Without water there is no river
- Water takes on the shape of its container – it envelops and defines, affecting the other elements in the river and vice versa
- Water is fluid, pure, filling, cleansing and renewing



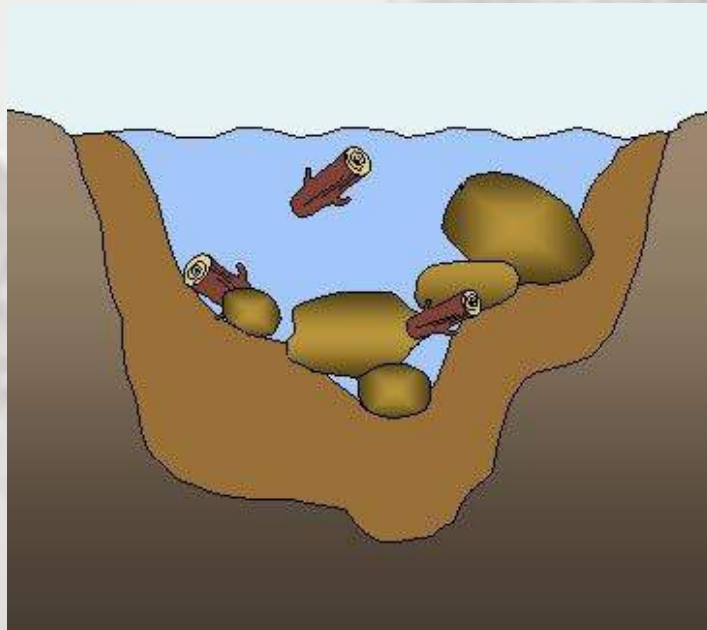
river walls (*kawa no souk heki*) & river base (*kawa no zoko*)

- This is your environment: who you live or work with; important people in your life; where you live and work; your social and cultural context
- Some of the river bed is solid and unchanging, but the silt can move and shift



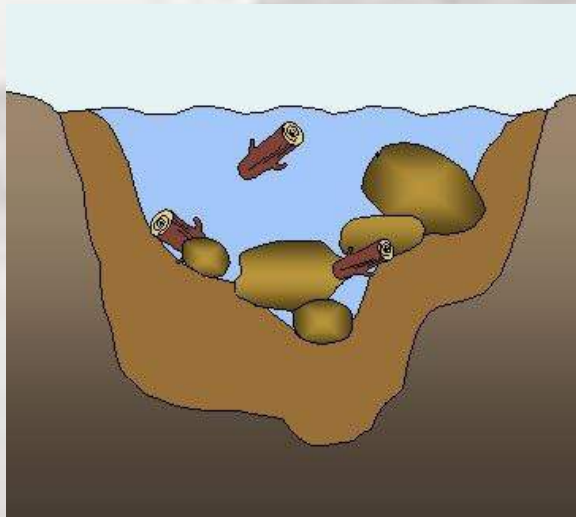
rocks (*iwa*)

- The rocks are your current issues / problems / difficulties in your life or work
- They block and slow down the rivers' flow
- They can be large or small

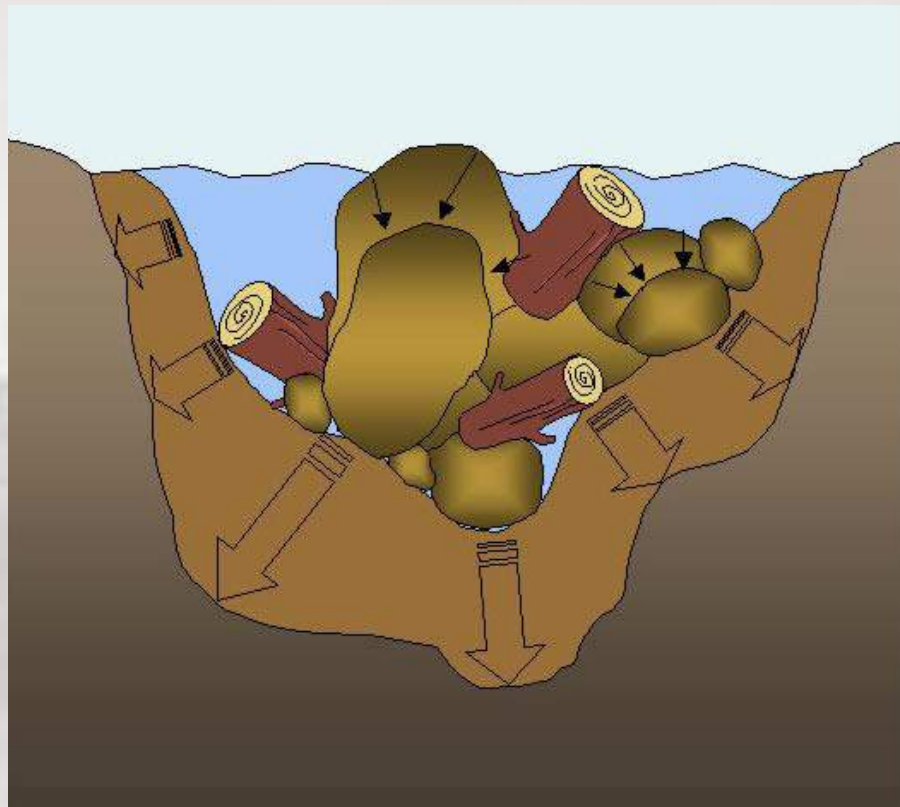


driftwood (*ryuboku*)

- These are your values, personality and personal resources
- The driftwood represents your **assets AND liabilities**
- The same piece of driftwood can be positive or negative
- Driftwood is very important – it can further impede the flow of your river, or it can bump and smash against other obstacles, improving your flow



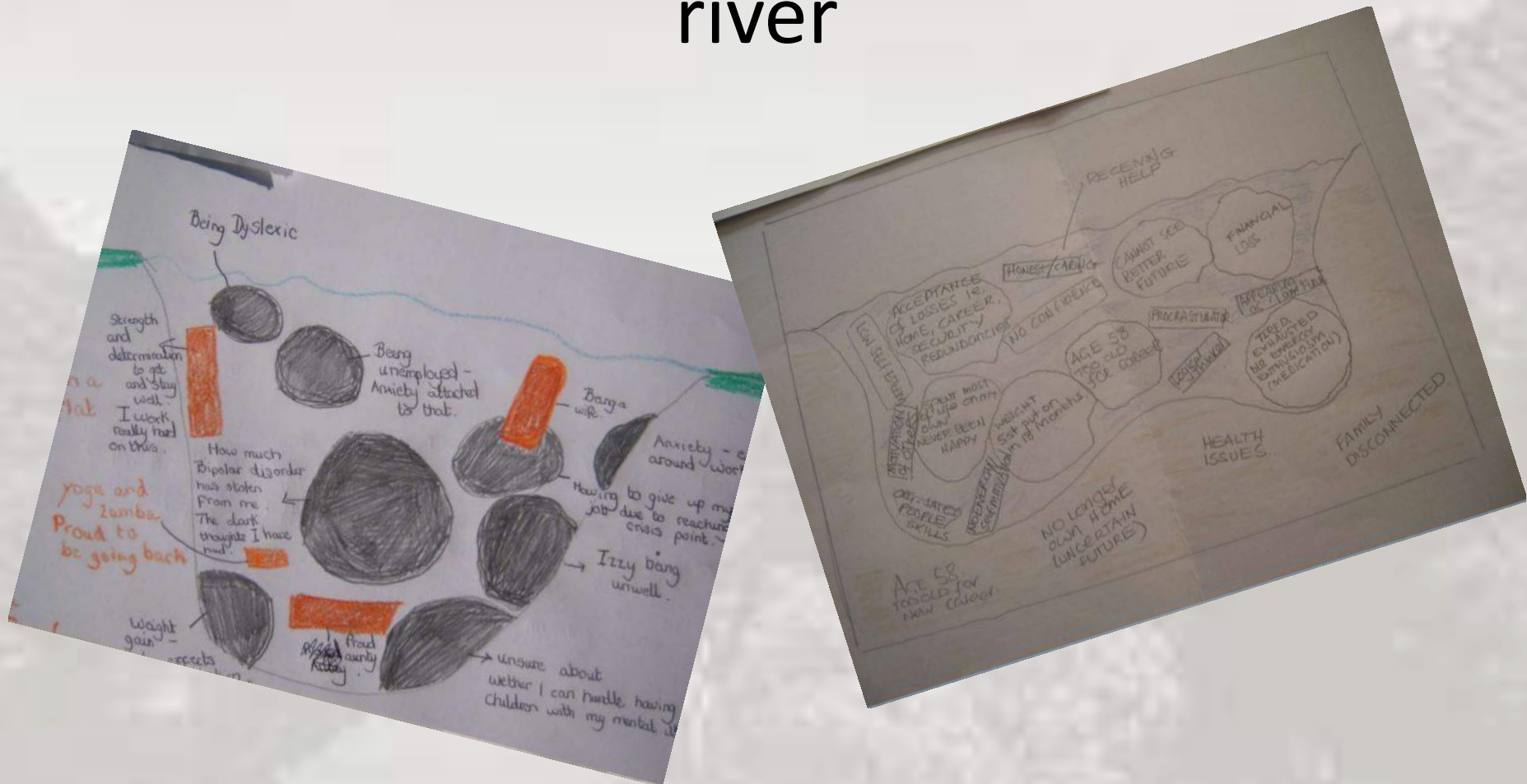
spaces between things - “the promise”
(*sukima*)



sparkles and orange tang



the process of applying *KAWA* involves
visualising and representing your own
river

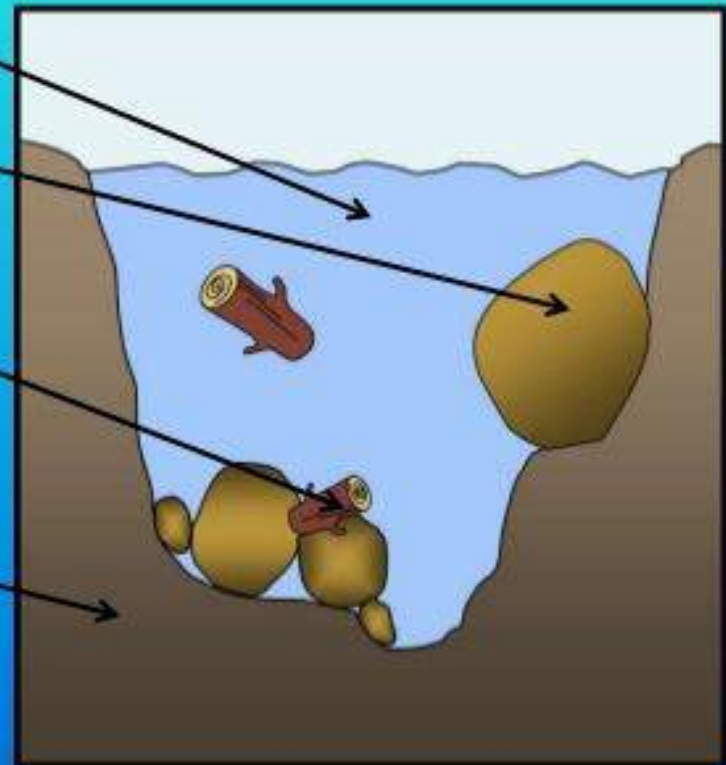


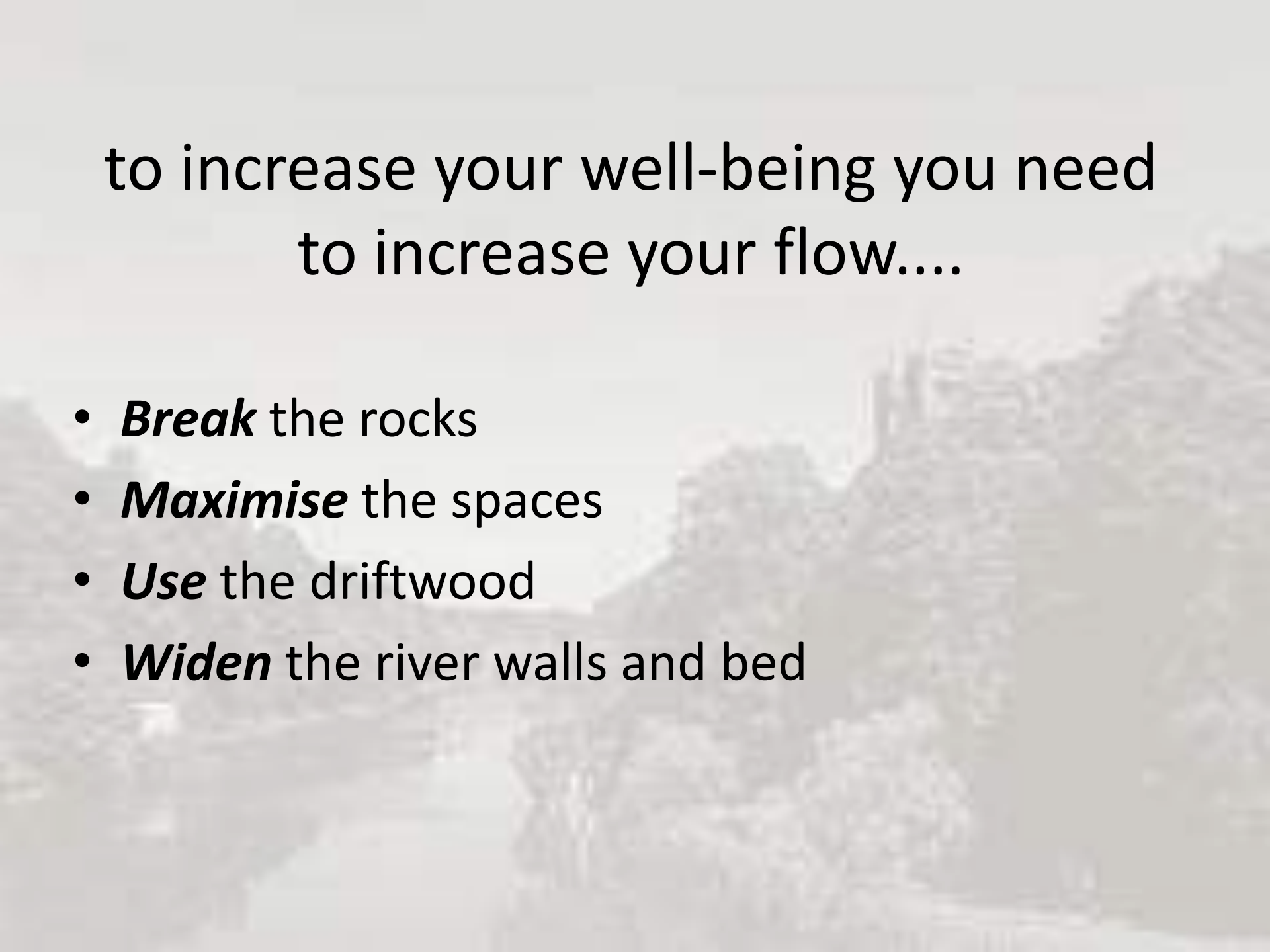


Life right now (cross-section)

- Water = Life flow/energy/well-being and overall occupations
- Rocks = Problems/obstacles and challenges
- Driftwood = Personal factors which could improve or impact on life flow
- Riverbed/walls and bottom = Environments/contexts (social, physical, cultural, political)

'An optimal state of well-being in one's life or river can be metaphorically portrayed by an image of a strong, deep, unimpeded flow' (Iwama 2006, p143).





to increase your well-being you need
to increase your flow....

- ***Break*** the rocks
- ***Maximise*** the spaces
- ***Use*** the driftwood
- ***Widen*** the river walls and bed

Over to you.....

- ~ draw, make or create your own river
- ~ share as much or as little as you would like
- ~ the process, not the end result, is important
- ~ have fun and have a go

.....coaching-style questions will help to get you
started

Could we apply the KAWA model in any other aspects of the Intermediary world?????



www.thekawamodel.com

www.otcoach.com