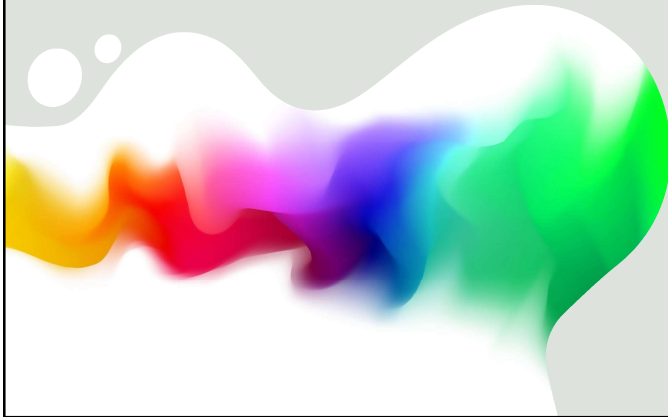


The Confluence of Cognitive and Communication Disorders and Justice Involved Youth



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Introduction

This session will discuss techniques, best practices, and alternative approaches to addressing the actions and needs of youth with cognitive and communication disorders. This session will begin with an introduction of what cognitive and communication disorders are and expand to discuss the confluence between cognitive and communication disorders and youth behaviors, decisions, and justice system involvement.

This session will also discuss how judges and legal counsel's perception of their skills, abilities, and comprehension impact the approach and life decision made about them. This session will discuss the role of speech-language pathology, key areas of counsel that may be impacted during client interaction, and the types of beneficial interventions that make the most impact on the lives of youth with cognitive and communication disorders.

Lastly, this session will discuss racial and ethnic disparities and the cultural difference and implications and differences that should be recognized and considered when dealing with Black youth with cognitive and communication disorders.

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Objectives

- 1) AT THE COMPLETION OF THIS WORKSHOP, PARTICIPANTS WILL BE ABLE TO: 1) IDENTIFY AND RECOGNIZE SIGNS AND SYMPTOMS OF Cognitive and Communication Disorders (CCD)
- 2) UNDERSTAND THE IMPACT OF CCD ON YOUTH DECISION-MAKING SKILLS
- 3) ADJUST THE MANNER IN WHICH COUNSEL COMMUNICATE WITH YOUTH AS CLIENTS WITH CCD
- 4) ADEQUATELY REPRESENT AND EXPLAIN CCD DURING TRANSFER AND LEGAL DEFENSE
- 5) ADVOCATE FOR SYSTEMIC REFORMS THAT BETTER MEET THE NEEDS OF YOUTH WITH CCD
- 6) WORK WITH SPEECH-LANGUAGE PATHOLOGISTS TO ADDRESS CCD IN YOUTH INVOLVED WITH THE JUSTICE SYSTEM

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WHY IS THIS IMPORTANT?

YOUTH WITH DISABILITIES MAKE UP ROUGHLY 67% OF THE POPULATION IN YOUTH CORRECTIONAL FACILITIES

YOUTH WITH UNTREATED SPECIAL EDUCATION NEEDS MAKE UP 28-43% OF YOUTH DETAINED OR INCARCERATED

- **APPROX. THREE TIMES GREATER THAN US STUDENT POPULATION (8.8% IN 2001)**
- **3x GREATER THAN YOUTH WITHOUT DISABILITIES**
- **ROUGHLY 48% OF THE YOUTH WITH DISABILITIES IN CORRECTIONAL FACILITIES ARE DIAGNOSED WITH EMOTIONAL DISTURBANCE.**
- **ROUGHLY 39% OF YOUTH WITH DISABILITIES IN CORRECTIONAL FACILITIES ARE DIAGNOSED WITH INTELLECTUAL DISABILITY.**

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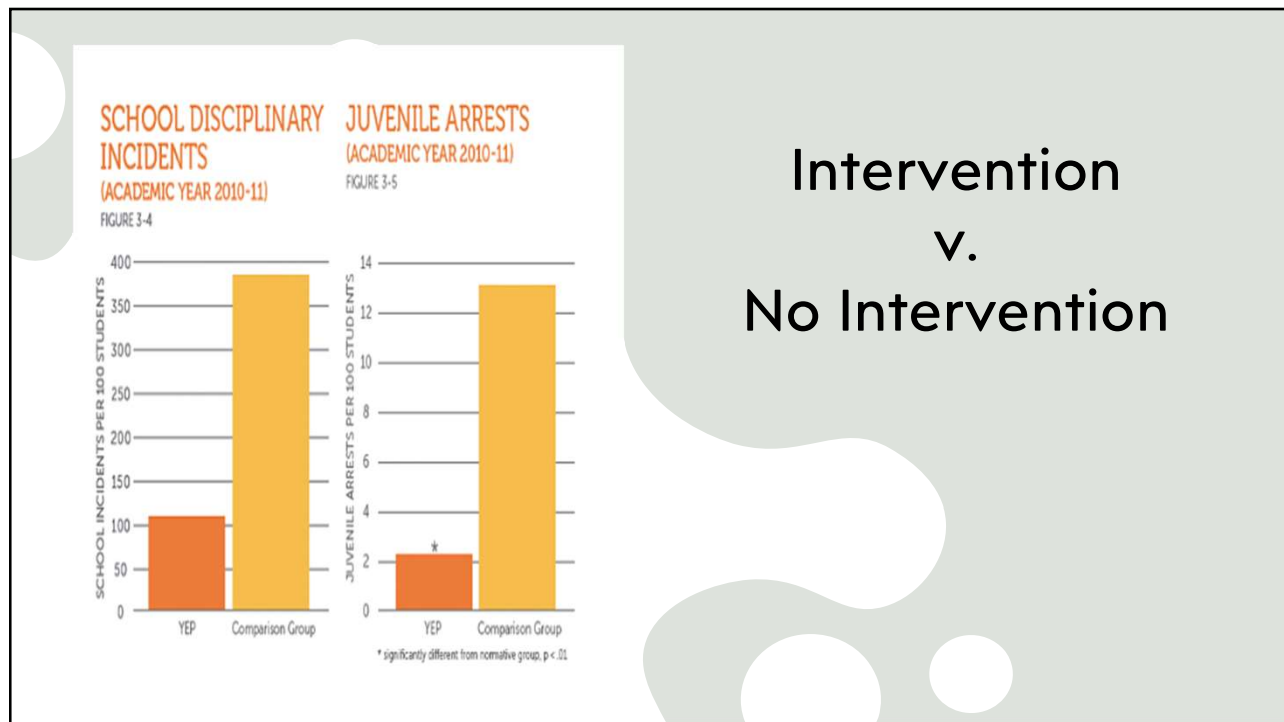
People with disabilities make up about 10.9% of the general population in the United States. - *U.S. Department of Justice*

They represent 31.6% of *state and federal prison* and 40% of the *jail* population.

About 2 in 10 people in prison and 3 in 10 jail incarcerated men and women reported a cognitive disability, the most common disability reported by each population.

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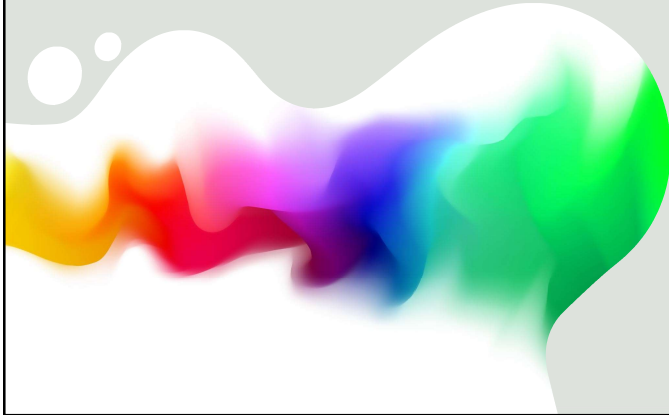
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**Identifying Youth with CCD:
Youth with CCD rights via IDEA**

Children entering a juvenile correction facility may come from schools that did not appropriately identify students with special education needs.

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What Is the intersection between cognitive and communication disorders and the school-to-confinement pipeline?



Let's unpack what CCD means to you?

What is CCD?

What is the school-to-confinement pipeline?

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Communication Disorders

Impairments that deviate from the norm in that culture

Problems in communication

Causes communication breakdowns between speaker & listener

Can be in all areas that involve communication - Everything

Verbal and non-verbal

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The difference between a cognitive disability and a mental illness?

<h3>Communication Disorder</h3> <p>Broad Term</p> <p>conditions affecting different types of mental tasks, such as problem solving, reading comprehension, attention, and recall, answering WH-questions.</p> <p>a communicative-cognitive disability is constant and permanent</p>	<h3>Mental Illness</h3> <p>Mental disorders may be cyclical, temporary, or episodic</p> <p>disorder may be controlled or eliminated by medications, and a person can usually live a normal life with the proper mental health care, but medications cannot fully restore, repair, or alleviate cognitive limitations</p> <p>may include disturbances in perceptions, emotions, and thought processes such as hallucinations or delusions</p>
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Communication Disorders

Communication Disorders can be impacted by many factors

Syndromes

- Autism

Environmental Factors (abuse, neglect, fear, dual language development)

Age Related Risks and Activities hearing impairments.

TRENDS IN COMMUNICATION DISORDERS

Voice, Speech, Language And Swallowing

1 in 12 children ages 3-17 has had a disorder related to voice, speech, language, or swallowing in the past 12 months.

4.9% of children aged 3-6 years experience a communication disorder.

11% of children aged 7-10 years experience a communication disorder.

34% suffer from more than one

SPEECH disorders are the most common communication disorder, accounting for **more than 5%** of the **7.7%** total.

50% + of children with a communication disorder receive intervention services.

9.3% of children aged 11-17 years experience a communication disorder.

25.4% suffer from more than one

BOYS are more likely than girls to be diagnosed with a communication disorder with **9.6% of boys** and **5.7% of girls**.

ASPS Inc. Rehab Staffing with a [ASST] focus
1. The findings are published in a data brief released June 9 by the Center for Disease Control and Prevention's National Center for Health Statistics (NCHS) to supplement the 2012 National Health Interview Survey (NHIS).

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Types of Communication Disorders

- Expressive Language Disorders**
- Receptive Language Disorders**
- Cognitive Disorders**
- Executive Functioning**
- Social Skills**
- Pragmatic Skills**
- Literacy and Language**
- Fluency**
- Speech**

(Guitar, 1998)

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How Cognitive and Communication Disorders Impact Youth involved with the System

- Cognitive Skills
- Behavioral Skills
- Social Skills
- Personal Challenges
- Academic or Job-Related Skills

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COMMUNICATION DISORDERS & THE LEGAL PROCESS

BEHAVIOR PREDISPOSITION - COGNITIVE, BEHAVIORAL, AND PERSONALITY DEFICITS

RECALLING INFORMATION

COMPREHENSION

WH-QUESTIONS

CONVERSATIONAL DISCOURSE

TOPIC MAINTENANCE

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COMMUNICATION DISORDERS & THE LEGAL PROCESS

- DIFFICULTY PROBLEM SOLVING
- DIFFICULTY INFERRING OR PREDICTING (CONSEQUENCES - DELAYED OUTCOMES)
- FLUID REASONING - ENVIRONMENT AND EXPERIMENT
- *THIS LIST IS NOT EXHAUSTIVE. DISORDERS MAY OCCUR TOGETHER OR INDIVIDUALLY. CAN BE CONCOMITANT*

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COMMUNICATION DISORDERS & THE LEGAL PROCESS



- COMPLEXITY OF LANGUAGE USED BY SYSTEM STAKEHOLDERS
- IMPLICATIONS OF ANSWERS TO SYSTEM STAKEHOLDERS
- INTERACTION BETWEEN LAWYER AND VULNERABLE DEFENDANT
- INTERACTION BETWEEN LAWYER AND SLP INTERMEDIARIES

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COMMUNICATION DISORDERS & THE LEGAL PROCESS

- TROUBLE ANSWERING WH- QUESTIONS
- DIFFICULTY EXPLAINING/SUMMARIZING ONE'S IDEAS AND/OR THOUGHTS
- TROUBLE WITH PROCESSING WORD PROBLEMS VERBAL OR WRITTEN

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COMMUNICATION DISORDERS & THE LEGAL PROCESS

- DIFFICULTY ATTENDING TO TASKS (UNABLE TO FOCUS)
- DIFFICULTY INFERRING OR PREDICTING (CONSEQUENCES - DELAYED OUTCOMES)
- ORGANIZATIONAL PLANNING
- FLUID REASONING - ENVIRONMENT AND EXPERIMENT
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Identifying Youth with CCD: Delinquency Risk Factors

- Poverty
- Single parent families
- Segregation and stagnated socialization**
- **Lack of cultural perspective and competence of providers**
- High minority youth unemployment*
- Subjective decision-making in the juvenile justice system*
- Absence of or poor legal representation
- **Under-representation of ethnic/racial service providers**
- **Lack of education**
- Overt discrimination and racism**

<https://www.tn.gov/content/dam/tn/tccy/documents/pb/pb-jj-ta-0215.pdf>

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Woodcock-Johnson-IV Tests of Achievement (WJ-IV ACH)

Academic Achievement Cluster	Standard Score (95% Confidence Interval)	Age Equivalent	Grade Equivalent	Percentile Rank
Academic Skills	69 (64-74)	9-4	3.9	2
Letter Word Identification	71 (64-79)	9-5	4.0	3
Spelling	80 (72-87)	10-6	5.1	9
Academic Fluency	74 (67-82)	10-1	3.8	4
Sentence Reading Fluency	77 (67-88)	10-0	4.6	7
Math Facts Fluency	70 (60-81)	9-7	4.2	2
Sentence Writing Fluency	77 (76-101)	11-8	6.3	22
Academic Application	70 (63-77)	9-2	3.8	2
Applied Problems	64 (55-73)	8-3	2.8	1
Passage Comprehension	65 (56-74)	8-1	2.6	1
Writing Samples	99 (88-110)	15-5	10.0	47

Identifying Youth with CCD via the psychological assessment

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Strategies to help reduce the impacts:

Expert witnesses from all clinical professions relevant to the case
 Highlight the IEP and the IEP limitations
 – consult for help with this

I provide training on how to effectively read/interpret an IEP – reach out!

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A slide with a dark gray background. On the left, a dark gray circle contains the text "Contact Info" in white. On the right, a large purple circle contains contact information for Dr. Shameka Stewart. The text is as follows:

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