



Joint investigative Interviews (JII) Disability Support Tools

Introduction

The following information is available to aid interview planning and supporting a child within the JII process. The tools are intended to be used by JII trained Police Officer and Social Workers in conjunction and with the Support of a Speech and Language Therapist (SLT).

- Social Stories
- Visual Supports

These are suggestions and can be tailored to meet the needs of the child you are working with if you wish to use them. If a SLT is involved with the child, please liaise with them on the appropriate tools to use.

SOCIAL STORIES

Social Stories is a tool devised by Carol Gray to help children manage difficult or confusing situations. It is a way to give information about those situations, including what is expected or what might happen in a simple, supportive and reassuring way. She describes them as a “social learning tool that supports safe and meaningful exchange of information”. They provide short descriptions of a particular situation, event, activity or skill which includes specific information about what to expect in that situation and why.

Social Stories can be used to: help understand a situation; aid understanding another person’s point of view; learn routines or rules; explain other people’s expectations; give information about a future event; and celebrate achievement. Therefore this tool could be used to support understanding of interview process as well as next steps post interview depending on child placement, etc.

It is not the expectation of this document that interviewers will be able to write and create Social Stories on their own. The aim is to increase awareness and know where to turn to for advice and support if you feel this would be a useful tool for the child/family you are working with. Speech and Language Therapy (SLT) are available for advice and support as well as the following resources that have been used within this document: Elklan resources and the National Autistic Society website <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

Features of a Social Story

- Share accurate social information in a way that is easily understood. It can include words like sometimes and usually for situations where a particular outcome is not guaranteed.
- Written from the individual’s perspective. Gives information about concepts or skills that are most relevant to the individual.
- If you are writing a Social Story for a person with Autism, please be mindful of how they will perceive the situation as it may be different to how we would experience it.
- Social Stories present information in a literal concrete way which can improve the child’s understanding of a previously difficult or ambiguous situation or activity.

- It can help with sequencing (what comes next in a series of activities) and executive functioning (planning and organising) which can be difficult for people with a disability or diagnosis of Autism.
- By providing information about what might happen in a particular situation and some guidelines of behaviours, you can increase structure in a person's life and thereby reduce anxiety.
- Social Stories will follow the normal structure of a story and will have an introduction, body and conclusion.

There are different sentence types that can be used within a social story. These include:

- Descriptive sentences – these are the factual statements that answer the “wh” questions such as where do this situation occur? Who is it with? What happens? These questions can be answered very efficiently in succinct stories, they don't have to be too long
- Perspective – these types of sentences describe what goes on for someone else – their feelings, thoughts or moods.
- Directive – this sentence explains what behaviour is expected from the person and/or in a particular situation. This sentence type does not feature heavily within a Social Story

There are other sentence types listed within some literature and websites such as affirmative, co-operative, control and partial sentences but these 3 sentence types covers those in one way or another and are the best ones to focus on for this area of use.

How to Introduce a Social Story

- Present the story at a time when everyone is feeling calm and relaxed
- Use an honest and straightforward approach
- Review the story as often as required
- Maintain a positive, reassuring attitude when reviewing the story
- Involve others in the review of the story where appropriate

VISUAL SUPPORTS

It is well documented and evidenced that visual supports are key in supporting children's understanding, expression and participation. Children with a disability or speech, language, communication need (SLCN) will often find it difficult to remember instructions or stay on task. That lends itself to repetition of information which can include a lot of language being used which can be confusing. Using visual aids to support verbal instructions can reduce the cognitive load and gives the child something to refer back to. Children with a disability or SLCN can find the concept of time difficult and visual supports can help give a structure, reduce anxiety, enable the child to focus on the task at hand and work more independently.

Visual supports can vary widely and can be adapted to meet the needs of the child. Those who know the child or family you are working with will be able to help you be flexible and adapt resources to meet their needs. Examples of some visual supports:

- Tactile symbols or objects of reference e.g. swimming costume for swimming, fork for meals, etc.
- Photographs
- Symbols
- Written words

It is important that the child has experience of using visual supports in everyday situations before using them in a different environment such as a JII. If using them, refer to them as you go along to support the child's understanding of their meaning. Just because a symbol is available does not mean it will automatically be meaningful or supportive.

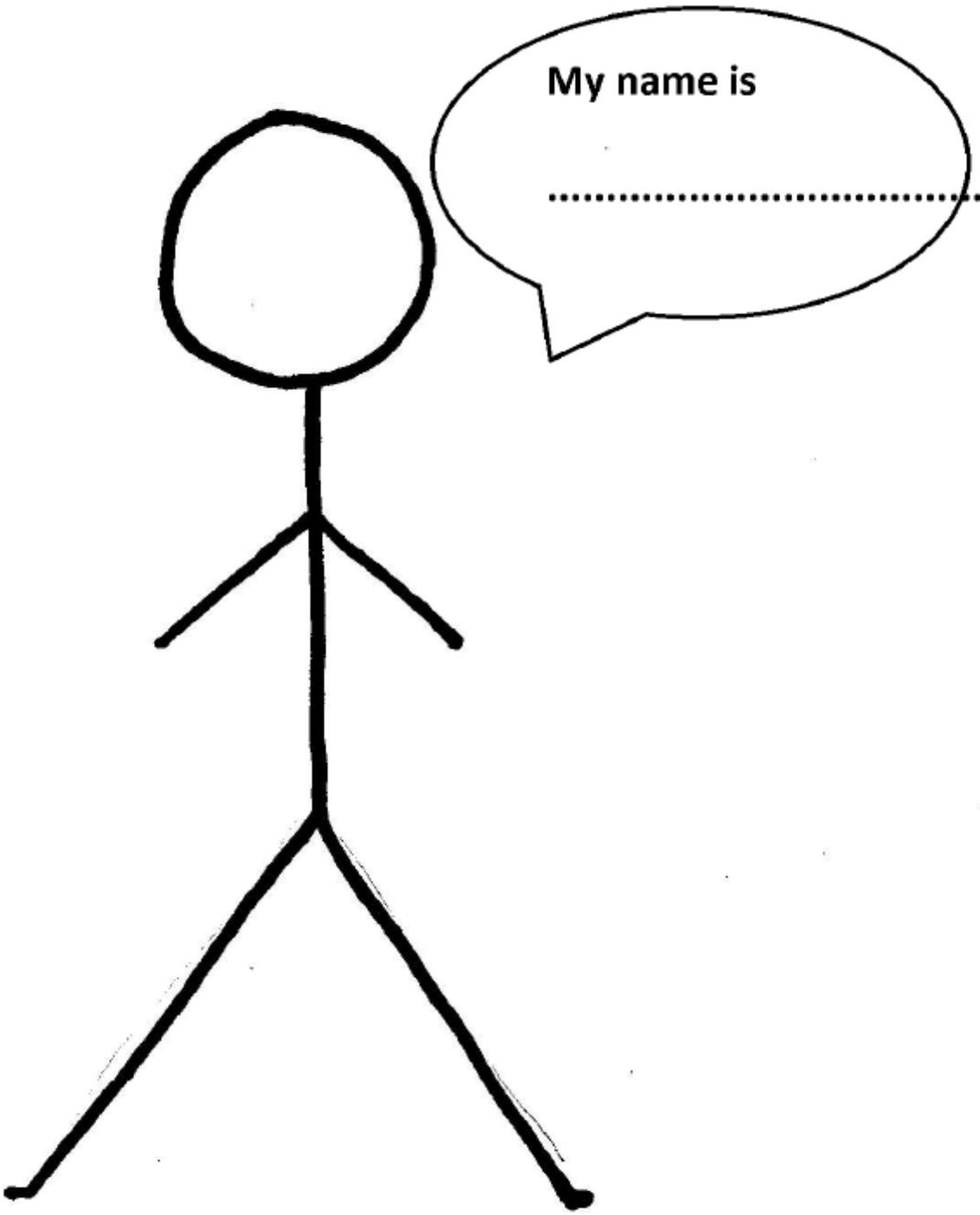
The following resources can offer more information regarding visual supports in addition to speaking with the child's education staff and SLT (if available): Elklan resources and the National Autistic Society <https://www.autism.org.uk/about/strategies/visual-supports.aspx>

EXAMPLE OF SOCIAL STORY/VISUAL SUPPORTS

The rest of this document shows some hand drawn symbols that can form the structure of a Social Story or be used to show the order of the JII as part of a visual support.

Script to go with symbols for Social Story (numbers correspond with order of pictures attached):

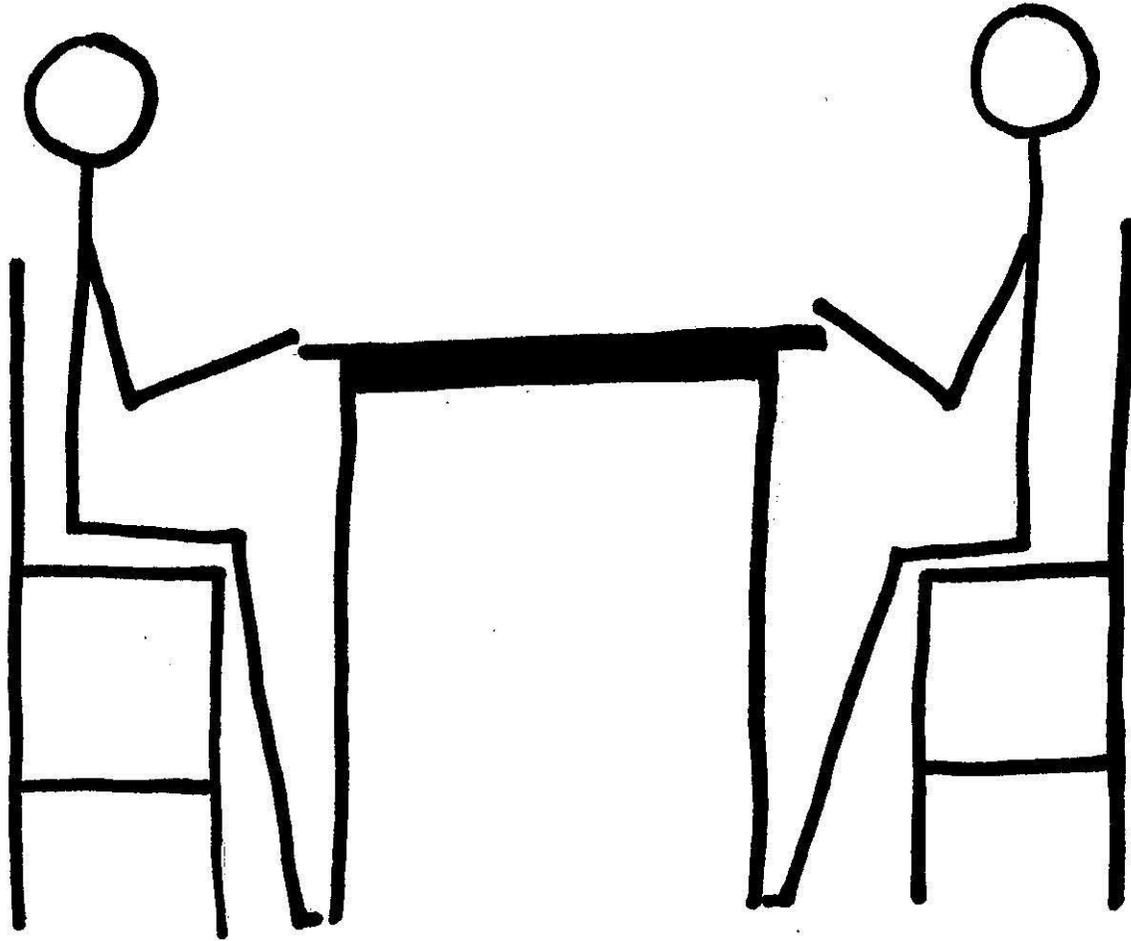
1. My name is _____ and I go to _____ School. **OR**
My name is _____ and I live at home with _____.
2. Today I am going to meet new people and have a chat about _____.
3. During our discussion there will be two people there. In the room there will be a camera and microphone to record our discussion. It is important that I tell people the truth.
4. The room will look like this (only include and adapt if felt this is needed).
5. When the conversation has ended, the people will thank me and I can ask them any questions I have. They will tell me what is happening next. I might meet these people or have a chat about _____ again.



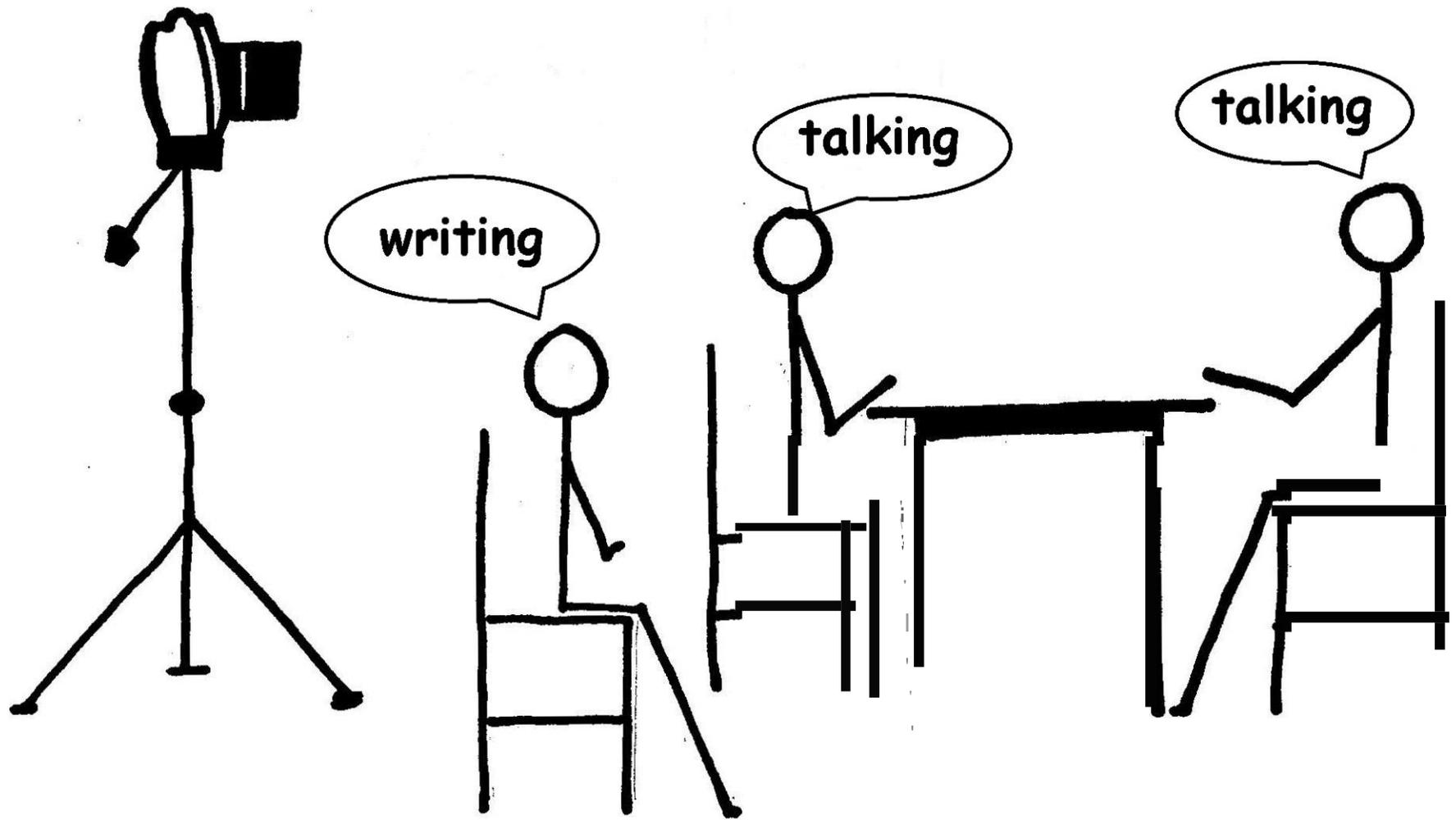
My name is

.....

I am
.....

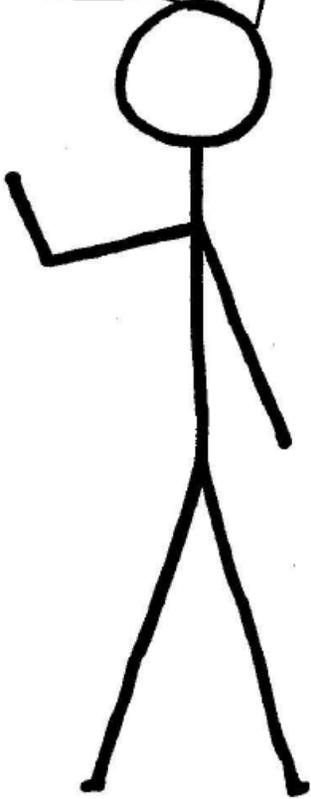


I am
.....



map of room

Now lets talk about
where you are going now
and who with



bye bye!



bye bye!

