

Young People may have conditions such as Learning Disabilities, ADHD, Autism Spectrum Disorders, Dyslexia and Dyspraxia (DCD) and Dyscalculia,. These may not always be obvious. Each young person may have difficulties in a number of areas. Remember that every Young Person will be different and their home and life experiences may also vary greatly. However, here is a list of common difficulties for those going through YJS:

- Reading and understanding documentation
- Filling in forms
- Explaining things to others
- Following instructions or directions
- Concentrating in lessons or work parties / workshops for more than a short time
- Managing money
- Organising and looking after their possessions
- Telling the time and being time aware
- Remembering information and instructions
- Working in a group setting
- Reading, spelling, writing
- Understanding social norms and hierarchy
- Learning a new skill

Irrespective of diagnosis, the following adjustments may help Young People navigate their way through the offending system.

- ❑ Ask the Young Person what has helped them in the past. Consider what can be put into the individual care plan / management plan.
- ❑ Ask what situations / tasks make it harder for them, such as background noise, working in group settings, reading information, e.g. statements.
- ❑ The Young Person may need more time to digest information. This information should be presented using different methods, such as orally or in writing.
- ❑ Provide extra time and support when filling in forms, in interview settings, or when in a new learning environment.
- ❑ Some Young People may find it difficult to understand what is been requested of them and may not be able to communicate this difficulty accurately. Check with them first, allow more time and use different communication methods,
- ❑ Invite the young person to ask questions if not understood and repeat back to ensure it has been understood.
- ❑ When confused or unsure of how to behave, the Young Person may present as anxious, angry or irritable. If this happens stop and consider what may have led them to behave in this way e.g. don't understand; change in situation; not enough time to cope with the change; too much information given to them, background noise.

Below are some organisations that can help you supporting Young People in the YJS.

All links can be found at www.doitprofiler.com/cjs/resources/

Support organisations:

- AADDUK
- ADDISS
- ADHD Europe
- Adult Dyslexia Organisation UK
- Afasic
- Afasic Scotland
- Autism Initiatives
- Autism Scotland
- British Dyslexia Association
- Dyslexia Action
- Dyslexia Association Ireland
- Dyslexia Scotland
- Dyspraxia Association of Ireland
- Dyspraxia Foundation
- Dyspraxia Scotland
- Education Scotland
- Foundation for People with Learning Disabilities
- HADD
- INCADDS
- Mencap
- National Autism Society
- Royal College of Psychiatrists
- Royal College of Speech and Language Therapists
- Scottish Consortium for Learning Disabilities

Other useful organisations for Young People

<http://www.nationalbullyinghelpline.co.uk/>

<https://www.childline.org.uk/>

<https://www.talktofrank.com/>

<https://www.childline.org.uk/info-advice/home-families/family.../living-care/>

Reading/Literacy	Social and Communication/ASD	Attention, Concentration /ADHD	Coordination/ Dyspraxia (DCD)	Maths/Dyscalculia
<ul style="list-style-type: none"> <input type="checkbox"/> Anything that needs to be read should be presented in an easy-read format. <input type="checkbox"/> The reading age of materials should be age appropriate. <input type="checkbox"/> Where possible, use pictures, as well as words, to help understanding. <input type="checkbox"/> Avoid printing on bright white paper. Use cream or pale blue instead to reduce the 'glare'. <input type="checkbox"/> Use an easy to read font, such as Arial, Verdana, Comic Sans and size of 12+. <input type="checkbox"/> Use short sentences and leave plenty of space between lines of text. <input type="checkbox"/> Offer to read out aloud any written information. Avoid asking the Young Person to read out aloud in a group, unless this has been discussed beforehand. <input type="checkbox"/> Offer to help read and complete any written forms. <input type="checkbox"/> Where appropriate, write down instructions and use visual prompts to act as reminders. <input type="checkbox"/> Allow more time to read information. Explain the meanings of words if the Young Person does not understand them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Address the Young Person by their name to ensure they know you are speaking to them specifically. <input type="checkbox"/> Ask the Young Person to repeat back what's been said to make sure they understand. If they don't, try and explain differently. Show, as well as tell, where you can. <input type="checkbox"/> If a change is occurring, such as going to a new place (e.g., unit or wing, education or court), describe what will happen beforehand if possible. <input type="checkbox"/> Break information into small chunks rather than giving a series of information at once. <input type="checkbox"/> Avoid jokes and metaphors. <input type="checkbox"/> Be specific in what you ask. Avoid saying 'in about 5 minutes' etc. <input type="checkbox"/> Maintaining eye contact may be harder and may not indicate the Young Person is not listening to you. <input type="checkbox"/> Create a list of words and terms used, and avoid jargon. <input type="checkbox"/> Discuss if there are any specific sensory issues and how this makes the young person feel and act, e.g. touch, sound, textures. Make small adjustments to assist. 	<ul style="list-style-type: none"> <input type="checkbox"/> Noisy and / or busy surroundings may make it harder for the Young Person to focus or understand important information. If possible, discuss what works best for them. <input type="checkbox"/> Encourage exercise, which may help with sleep. <input type="checkbox"/> Break learning / meeting sessions into short blocks to maintain concentration, for example 15 minutes long where possible. Have the Young Person move around and stretch between different activities to help refocus them. <input type="checkbox"/> User timers for timed tasks. But set them at intervals, not just for the end of the task. <input type="checkbox"/> Try to have clocks on display to make it easier to see the time, both digital and analogue. <input type="checkbox"/> Encourage the Young Person to reflect what causes them to act impulsively. <input type="checkbox"/> Discuss approaches to learning how to relax, e.g. mindfulness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Handwriting may often be unreadable. Offer to write any letters or forms. <input type="checkbox"/> Show the Young Person how to be organised with their paperwork, possessions, etc. <input type="checkbox"/> Explain how to do tasks and allow more time to practise learning a new skill. <input type="checkbox"/> Write a list of actions / asks so they can see what needs to be done and cross them off as they are completed. <input type="checkbox"/> <i>Show</i> what is expected, <i>and tell</i> the Young Person what to do. This may need to be shown several times, or example, how to tidy their room. (You may want to have a photo of what is expected.) <input type="checkbox"/> Encourage the Young Person to learn to type and practise a consistent signature. <input type="checkbox"/> Encourage the Young Person to become fit and find a sport or activity they can join in (football may be harder to do). May be easier to do gym work/small group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check the Young Person's understanding of terms such as +, sum, add, plus- which have similar meanings, etc. <input type="checkbox"/> Practise simple addition and subtractions up to 20. <input type="checkbox"/> Show how to use a calculator. <input type="checkbox"/> Provide support managing finances. <input type="checkbox"/> Explain maths with practical examples such as what debt, loans, APR mean.