**Scenario 5 – Youth Justice - Special Needs Issue: Young Person**

Kyle is a 17 year old young man who lives at home with his father and step mother. Kyle also has a sister who is 19 and lives with her boyfriend whom he sees regularly. Kyle has a very close relationship with his mother, however due to her mental health issues is unable to live with her. He also has two step brothers who are several years older and come and go from the family home. Kyle has been charged with several charges including theft from motor vehicle x 7 and theft of a motor vehicle x 3. When you initially speak to Kyle about his offences, he does not recognise that what he has done has much impact on his victims as he believes they are all insured. He says she only stole items from the cars that he needed, i.e. some light globes for his mother whose could not afford any, and that he only drove vehicles short distances when there was no bus to get him home. He tells you that he always drove carefully and did not “trash the cars”. Kyle has been charged with minor offences in the past including shop steal. Kyle has suffered from depression since he was 14 and has recently experienced periods of mania. You Are Kyle’s youth justice worker.

**Part B** of this assessment will be undertaken in your own time. Class time will be provided as per your per your outline to assist with planning, and clarification issues, however the assessment will be largely undertaken outside of class time. Students will need to use their notes and undertake research including but not limited to, introductory psychology texts and counselling texts. You will also be required to utilise the library and internet for resources. Part A & B is worth 50% of your final grade in this unit. It should be set out as a report and must be APA referenced.

 **Part B: Respond to all questions as per your scenario and video providing a** 2500 word written critical analysis. Please consult the rubric for detail of how many examples are required. The analysis must detail all of the following;

1. Psychological Theories
2. Choose two of the four theories presented in class (psychodynamic, behavioural, cognitive, humanistic)
3. Provide a summary of each theory including all of its basic assumptions
4. Apply these two theories to the session with your client to illustrate how you used them to work with or understand your client’s offending and experiences
5. Describe how the understanding of these theories is helpful to your work with the client
6. Discuss any limitations you experienced in analysing your sessions from these theories.
7. Special Needs
8. Discuss the characteristics of this special needs group
9. Identify why your offender is a special needs offender, i.e. what it is about them that fits into the group characteristics.
10. Identify at least two strategies used by the CJS(Criminal Justice System) to manage this special needs group.
11. Developmental Theories
12. Provide an overview of two developmental theories
13. Discuss at least two of the key developmental theories that apply to your client and how this knowledge assists in your understanding of the client and their presenting issues, using specific examples.
14. Structure of session
15. Discuss the key stages of the counselling process
16. Describe the stage you planned to use with your client according to Egan’s 3 stage model.
17. How did you plan the structure of the session according to Egan’s 3 stage model?
18. Did it go according to your plan regarding structure? Why? Why not?
19. Model/Theory and Techniques/Interventions used
20. What model/theory (ABC, Person-Centred, CBT, MI or SFT) did you intend to use and why? Did you find yourself sticking to this model, or using others as well? Which ones? How? Why?
21. What tools of the model did you use? Why?
22. Did you use other tools from a different model/theory? Why?
23. When watching the video, where there any theories of techniques you, did not use, but upon reflection could have used? Describe where and what you would say/do.
24. Micro & Meta Skills
25. List the Microskills (Questions, Minimal responses/encourager, Restatement/ Paraphrasing, Reflecting of feelings, Owned statements, Open ended statements, SOLER, Summarising) you demonstrated and their effectiveness (i.e. how you think they aided the session), as well as potential areas for improvement for you as a worker.
26. Discuss how your “being” (Metaskills) permeated the session, both positively and negatively if appropriate.
27. Value Conflicts
28. Outline the issues present in the session or client that may lead to a value conflict in working with this person, and discuss the most appropriate strategies you will use to overcome these. You must discuss at least one.

## Part B Help, Hints and FAQ's

In this section you will find additional information to assist you with, including the answers to frequently asked questions from students.

***How many basic assumptions do I need when discussing the theories?***

The short answer is all of them - in order to get a HD.  The basic assumption of the theory are discussed in each lecture note as well as the term wrap up notes, basically I want you to be able to give me a brief overview of what are the basic underpinning principles of the two chosen theories.

***Analysing the theories?***

Here you should pick three specific examples from the session where your theory explains your clients behaviour - for each of the two theories you wrote about.

As an example if you chose cognitive, did you see any examples of faulty thinking (hint read the faulty thinking sheets).  If you chose humanism, did you see any [defence mechanisms](https://mylearning.trainingvc.com.au/mod/assign/view.php?id=1611210) at work.  If you chose humanistic, where is this person according to Maslow's hierarchy of needs, and is you chose behavioural are there any examples of conditioning or behaviour reinforcement you can see.

***What are the developmental theories?***

The three developmental theories we discussed in class were:

* Freud's psychosexual stages of development
* Piaget's stages of cognitive development
* Erikksons's stages of psychosocial development

A good way to tackle this question is to identify what stage the client should be at according to the theories and then discuss if they are or aren't and why.

***I'm having trouble with the stages of counselling section***

In this section you are to refer to the stages of counselling as discussed in the counselling lecture, by Egan.  There is reading in that session that you should familiarise yourself with.  Essentially, you need to identify the stage you propose to undertake in the session and describe it a little.  Identify what you did do in the session according to that stage.   Then discuss another stage that you found yourself using strategies for.

***What do you mean by model and tools?***

Basically the model/theory refers to counselling theories as presented in the lectures such as Cognitive-ABC, Humanism - Person-Centred, or MI or SFT.

The tools of the model refer to the specific counselling strategies for these models.  Again refer to your lecture notes or instead the counselling observation sheets i developed which list some of the tools in more detail.

A brief example of tools is listed below;

Person Centred

* unconditional positive regard
* empathy
* genuineness
* congruence

CBT

* identifying beliefs
* challenging faulty thinking
* disputing interventions
* systematic desensitisation

[Motivational Interviewing](https://mylearning.trainingvc.com.au/mod/resource/view.php?id=1611300)

* OARS
* Looking back/forward
* Reviewing a typical day
* Decisional balance sheet
* Develop discrepancy
* Roll with resistance

Solution Focused

* Miracle question
* Scaling question
* Homework

When watching the video, where there any theories of techniques you, did not use, but upon reflection could have used? Describe where and what you would say/do.

 ***I'm stuck on the value conflict section!***

Here you need to identify something that pushes **your** buttons (not something that is going on with the client as is sometimes done).  This is about you identifying something about you, that you need to work on, to make you a better worker, not something that the client has to work on.

 ***Help! Im having trouble with the special needs section.***

A few of you seem to be having some trouble with this section.  As you all know, your scenario lists the special need of your client, it does not require any guess work at all, and you must stick to that special need.

This section has three separate points to address, so here I will break them down.

1) Identify why your offender is a special needs offender.

This is basically why you tell me why your client qualifies as a 'special needs' offender.  For example, if it is 'woman' why does a your client -woman/young person/CALD/etc... need the label of a special needs offender in our justice system, but in particular for your client - what do they present with that merits this?

2) Discuss the characteristics of this group, any why they are considered a special needs group

This one basically expands on the first point but is more general, not just about your client.  What is it about being in this group that must be taken into account or addressed differently by our CJS.  So basically in characteristics you would tell me a little bit about that diverse group.  So is it is a woman, it is not about just gender it would be how old are the woman in prison mainly, what sorts of offences do they present with, what issues do they present with, what special needs do they have as offenders etc...  Please refer back to your corrections lecture notes for some assistance on the special needs groups.

3) Identify at least two strategies used by the CJS to manage this special needs group.

Here is where you identify what procedures. policies or programs the CJS has in place to attempt to compensate or work with the special need your client may have.

Please aim for a level 4 or 5, this teacher will make me resubmit if its not done correctly.



