How Speech-Language Therapists Can Support Secondary School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning.

A thesis presented in partial fulfilment of the requirements of the degree of Master in Speech and Language Therapy

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Abstract

The link between speech, language and communication difficulties and behaviour needs in young people has been widely established within the literature. Young people with behaviour needs at secondary school are likely to have underlying communication difficulties which can contribute to behaviour. However, limited literature exists on speech-language therapists' (SLT) support for young people at secondary school who have behaviour needs. Currently, there is a key focus on early intervention for SLTs working in New Zealand. Limited scope exists for SLTs to work with young people at secondary school, their teachers, and their whānau. The aim of this research study was to understand how SLTs can support the communication skills of young people, aged 13-15, whose behaviour needs affect their ability to build positive relationships with others, manage, self, and engage in learning within a team environment. The research sought to understand: the communication skills and lived experiences of young people with behaviour needs (question one), how the communication skills of the young people could be supported in a team environment (question two), and finally, the team's perspectives and experiences of SLT involvement (question three).

Using a case study research design, the researcher worked in a dual role as researcher and Ministry of Education employed SLT. The young people were identified within one secondary school in an Aotearoa New Zealand city. The research project included two teams of participants as the units of analysis. The teams included the young people, their whānau, teachers, and other Ministry of Education professionals. Data were collected through semi-structured interviews, field notes, clinical notes, previous documentation, formal assessments, and checklists.

Two global themes arose from question one: Extent of Communication Difficulties and Impact of Communication Difficulties. Question two had two global themes: Challenges and Facilitators. Finally, question three had one global theme: Positive Insights and Steps for the Future. This study provides insight into how SLTs could support young people at secondary school with behaviour needs. The findings have implications for future research and for the wider SLT community to advocate on behalf of the profession and for young people with communication and behaviour needs.

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Finally, and most importantly, I want to honour God. My rock through the valleys and over the mountains. He is taking me on a journey and continues to be faithful through it all. I am excited to see where he leads me next.

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Chapter One: Introduction

This research project employed a case study design to investigate how speech-language therapists (SLTs) can support young people at secondary school, whose behaviour needs affect their ability to build positive relationships with others, manage self, and engage in learning. There is growing evidence to support a correlation between language and behaviour (Anderson et al., 2016; Bryan et al., 2015; Clegg et al., 2012). Developmental language disorder (DLD) and other language needs are often overrepresented and underdiagnosed in young people with behaviour needs, both at secondary school, and in the youth justice system (Cole et al., 2019; Kedge & McCann, 2020; Lambie, 2020; Purvis et al., 2014; Snow & Powell, 2011). There is strong evidence demonstrating the importance of SLT involvement in these contexts (Graham et al., 2020; Maggio et al., 2014; Purvis et al., 2014; Snow, 2019; Snow et al., 2020).

There is a call for research to explore how SLTs can support young people with behaviour needs, their whānau, and the wider school team and how this can be put into action (Kedge & McCann, 2020; Snow et al., 2020). The small pool of research studies that do exist, are not set in the unique context of Aotearoa, New Zealand. An SLT's role within New Zealand is vastly different to overseas contexts, such as Australia and the United Kingdom (UK). SLTs within New Zealand coach and support the team around the child or young person to implement strategies in their everyday lives (Ministry of Education, 2021). Overseas countries often adopt a clinical model, offering 1:1 therapy (Snow & Woodward, 2017). Exploring how SLTs can support young people in the New Zealand context is crucial.

The New Zealand Context

SLTs in New Zealand are primarily employed by the Ministry of Education (MOE), the Ministry of Health, or privately (New Zealand Speech-Language Therapists' Association, 2012). Within the MOE, SLTs work as part of the learning support team, delivering services under the learning support delivery model (Ministry of Education, 2016), which is aimed at collaborative planning and decision making to build and strengthen relationships across whānau, school, learning support, and other government agencies (Ministry of Education, 2019a). The aim is to provide an ecological, whānau-centred and evidence informed approach to working, ensuring the services that are provided meet the individual needs of whānau and mokopuna.

Funding to access SLT support within the New Zealand education system is not dependent on the diagnoses children receive. The MOE's priorities include a commitment to Te Tiriti ō Waitangi, early intervention, inclusive education, and commitment to both the early childhood curriculum, Te Whāriki (Ministry of Education, 2017), and The New Zealand Curriculum (Ministry of Education, 2015). SLTs within the MOE are primarily funded to work with children who have communication needs in early childhood and early primary settings (Ministry of Education, 2019b).

Te Tūāpapa Tiered Support Model and He Pikorua

Te Tūāpapa, the Tiered Support Model, has been adapted from the Response to Intervention framework which provides a means for assessment and resource allocation based on the needs of individuals, groups of people, or the environmental context (Jimerson et al., 2007; Ministry of Education, 2021). MOE professionals provide support to the sector in all three tiers of this model based on needs and context. The MOE's practice framework, He Pikorua (Ministry of Education, 2021) is designed to

enable professionals to practice within the tiered support model. The purpose of this model is to deliver robust service to the sector. The pathway within He Pikorua involves: whakawhanaungatanga (building connections), kohikohi (gathering information), āta whakaaro (sense making), tātai (planning collaboratively), whakamahi (taking action with integrity), and, whai whakaaro (reflecting together). A key idea of this model involves MOE professionals partnering with whānau and teachers at different points of the pathway, depending on the needs, their previous experience or involvement with learning support.

Coaching

Practitioners within the MOE adopt a range of coaching models to guide their practice and work with whānau and teachers. Coaching involves client-led goal setting which enhances partnership, engagement, and outcomes (Graham et al., 2021). It involves reflective questioning to build client confidence in their ability to make decisions, generate solutions (Ratner & Yusuf, 2015), try new strategies, and reflect on the outcomes (Adams, 2016). Coaching principles are applied by MOE professionals within their daily practice.

Key constructs

For the purpose of this research, speech, language, and communication (SLC) needs refers to all aspects of communication for young people, including difficulties with social communication, the use of verbal and non-verbal communication, and receptive and expressive language. Behaviour needs refers to behaviours that young people display which impact on their ability to build positive relationships with others, manage self, and engage in learning. These terms align with He Pikorua and Te Tūapapa

Tiered Support Model to promote strengths-based practice to enhance the mana of young people (Ministry of Education, 2021).

The Primary Researcher

I am a master's student. I was motivated by my passion to advocate for young people with communication difficulties. In 2019, I completed my honours research titled, SLTs' Perspectives of Communication Strategies within the New Zealand Youth Justice System. This was published in 2022 (Makker et al., 2022). I began working for the MOE in 2020 as an SLT. I have first-hand experience in working with whānau, schools and early childhood education providers to support children's communication development and I am a passionate advocate for early intervention. I have noticed the rarity of SLTs working in secondary school settings due to the high demand of early intervention services and I have seen the impact language and communication difficulties have on young people in the youth court setting. With these thoughts in mind, I was motivated to explore how systems and supports could be implemented at a secondary school level, which may reduce the risk of contact with the justice system. I am committed to bridging the gap within this area, to explore and extend the current SLT scope of practice.

Qualitative research requires an examination of oneself and the development of thoughts and beliefs one has made throughout their lifetime (Yin, 2014). In my researcher role I was aware that my position as a pākehā female may influence the lens in which I viewed situations and contexts. I sought cultural advice from a Māori advisory group who held me accountable and challenged me to address my thoughts and viewpoints throughout the project. I did not presume to speak from a Te Ao Māori worldview in reporting the findings of this research but sought to protect and uphold

the mana of Māori throughout the research process. I was aware of my position and motivations as a researcher throughout this project and kept a reflexive journal of my thought processes.

Study Aim

The aim of this study was to understand how SLTs can support the communication skills of young people (aged 13-15) whose behaviour needs affect their ability to build positive relationships with others, manage self, and engage in learning within a team environment. Using a case study approach, the primary researcher for this study had a dual role as both a researcher and an SLT within her current role at the MOE. She worked with two young people, their whānau, teachers, and other MOE professionals. One young person was receiving support from the MOE for his behaviour. The other young person was not receiving MOE support at the time. Given there is limited literature exploring how SLTs could support young people at secondary school in New Zealand, there have not been opportunities to evaluate the type of support SLTs could provide. Therefore, an explorative case study approach was appropriate.

The researcher worked closely with two young people, their whānau, and their school team to ensure the service was in line with the MOE's priorities for learning support. The study followed the MOE's service pathway, He Pikorua, and sought to embed SLT ways of working within New Zealand.

Chapter Two: Literature Review

This literature review will discuss the current research relating to the speech, language, and communication (SLC) needs of young people and the impact this has on behaviour. The review will firstly focus on the multiple factors involved in school behaviour management processes, both internationally and in the Aotearoa, New Zealand context. It will then review parents' and young people's perspectives and experiences of school behaviour management processes before examining the risk factors of SLC needs, the impact these difficulties have on behaviour, and the relationship between SLC needs and exclusion. Literature exploring the relationship between behaviour concerns at school and later involvement in the justice system will be discussed alongside speech-language therapist (SLT) interventions for young people who offend. Similarities will be compared with current SLT interventions for young people with behaviour needs. Finally, the literature on systemic interventions will be reviewed. This structure will form the foundation of justification for this project so the reader can understand the rationale for SLT support at secondary school.

Behaviour Management Processes in Schools: A Multi Factorial Process

Behaviour management processes are complex for school boards to navigate and differ greatly between schools, both nationally and internationally (Anderson, 2020). In the New Zealand context, the Ministry of Education (MOE) has a set of guidelines (Ministry of Education, 2021) with the Education and Training Act (2020) assisting school boards, principals, and teachers making decisions in relation to young people presenting with behaviour needs. Under the Education and Training Act (2020), school boards have autonomy to develop their own policies for behaviour management processes. Therefore, schools within New Zealand are likely to have differing practices.

The Ministry of Education states that "Stand-downs, suspensions, exclusions, and expulsions are not the measures of student behaviour, but of a school's reaction to student behaviours" (Ministry of Education, 2021, p. 2).

School behaviour management processes are difficult to navigate for school leadership and whānau. There are multiple factors to consider for schools, such as the safety of the wider school community and whether a stand down will further exclude the young person from the schooling environment leading to greater difficulty re-engaging them in the future. Additionally, schools may face pressures from the schooling community. However, all schools must have a duty of care towards young people, including those with additional needs such as behaviour (Bowden et al., 2022; Cole et al., 2019; Martin-Denham, 2021).

Alongside these complexities, there are multiple risk factors associated with young people who have behaviour needs. Paget et al. (2017) found that young people with additional learning needs are more likely to be excluded from school than their age-matched peers who do not present with these same challenges. There is agreement within the literature that lower academic achievement and lower socioeconomic status are risk factors for young people presenting with behaviour needs (Anderson, 2020; Clark et al., 2010; Cole et al., 2019; Martin-Denham, 2021; Paget et al., 2017; Reil et al., 2022; Smith et al., 2020). In addition, many studies in the USA have highlighted the issue of racism regarding decision making for young people in relation to stand-downs, suspensions, and exclusions (Gibson et al., 2019; Paget et al., 2017; Rosenbaum, 2020). This is reflected in New Zealand statistics, with the Ministry of Education (2022) reporting that, the rates of stand downs and exclusions for Māori and Pacific students are higher than students in other ethnic groups. In 2021, Māori students were stood

down at a rate of 44.7 per 1,000 students, compared to a rate of 24.1 per 1,000 Pākehā students (Ministry of Education, 2022). While there has been a reduction in this gap over time, the disparity remains problematic.

Other risk factors for behaviour needs are reported in Rosenbaum (2020). These include lower grade point average, a gut-feeling decision style, lower parental expectations such as the expectation of college attendance, use of drugs and alcohol, experiences of violence, and high delinquency scores. These risk factors are widely reported on in the literature (Anderson, 2020; Clark et al., 2010; Cole et al., 2019; Gibson et al., 2019; Martin-Denham, 2021; Paget et al., 2017; Reil et al., 2022; Smith et al., 2020). Additionally, risk factors are not limited to the circumstances prior to exclusion. The risks posed to individuals with significant behaviour needs include social exclusion, reduced job opportunities and reduced chance of engaging in further formal learning (Daniels & Cole, 2010).

Walker and Graham (2021) explored the importance of teacher-student relationships and the impact this had on young people with behaviour needs. They found a direct correlation with higher language scores and positive teacher-student relationships which had a positive effect on behaviour needs. Those young people who scored lower on language assessments were more likely to have less robust relationships with their teachers. Walker and Graham (2021) note that relationships and experiences in the early years are likely to characterise experiences later in the schooling years. They argue that young people's initial impressions of school are likely to be tainted by their experiences in their formative years. Furthermore, they highlight that children with communication difficulties may be misinterpreted by their teachers

as rude or disinterested and, as a result, their relationships may be more strained (Walker & Graham, 2021).

Perspectives and Experiences of School Behaviour Management Processes: Parents and Young People

An important aspect of the literature regarding school behaviour management processes is parental and young people's perspectives and experiences. Unsurprisingly, studies have found largely negative experiences amongst young people and parents highlighting further isolation from education and society, alongside isolation of parents and feelings of failure (Brede et al., 2017; Caslin, 2021; Embeita, 2019; Jones et al., 2018; Lobley, 2020; Parker et al., 2016; Romana, 2017; Sproston et al., 2017; Trotman et al., 2015).

Jones et al. (2018) interviewed 38 young people, aged 11-19, about their experiences with school discipline. They found that disciplinary interventions used to address behaviour led to further disconnection from school. The processes did not address the cause of the behaviours and, instead, caused further disruption to the young people's learning. Parents in Parker et al. (2016) echoed these thoughts, by stating that the exclusion processes reinforced young people's behaviour as their children were having positive experiences at home. The parents reported that their children had difficulty developing and maintaining peer relationships, which exclusionary processes did not address and, in turn, further isolated them, sometimes resulting in bullying.

Literature has highlighted the importance of teachers understanding young people's learning needs to provide appropriate learning environments (Bowden et al., 2022; Lobley, 2020; Sproston et al., 2017). Sproston et al. (2017) found that parents perceived teachers to have a lack of understanding of the needs of young people on the

autism spectrum, which led to negative experiences with exclusion. Lobley (2020) had similar themes from young people with behaviour needs. This echoes the need for teachers to understand their students (Lobley, 2020) and for students to have access to appropriate supports for inclusive education (Bowden et a., 2022).

Furthermore, the relationship between parents and a school has been explored and acknowledged as a key factor in the successful reintegration of young people into school following exclusion. A school must be seen as open and willing to accept new young people after exclusion, which will either predict successful inclusion for the young person, or repeat exclusions (Brede et al., 2017; Caslin, 2021; Embeita, 2019).

In a New Zealand study, Romana (2017) explored the perspectives of 14 young people who had previously been excluded from school. The study alluded to many factors leading to exclusion, including environment, personal, and relational factors. This study gives voice to the young people's experiences, which is unique and insightful as young people were able to express their ideas about what would help them at school.

These studies highlight a gap in the literature exploring the impact of language and learning difficulties on behaviour. The studies outlining parents' experiences allude to a lack of understanding from teachers on the needs of their young people, particularly those who were neurodiverse (Embeita, 2019; Parker et al., 2016; Sproston et al., 2017). Overall, the largely negative experiences, and breakdown in relationships between school and home, described in the literature, highlight issues that must be addressed regarding behaviour management processes within schools.

Risk Factors for Language Needs

There are many risk factors associated with SLC needs. These include exposure to family violence in the early years, maltreatment, neglect, lower socio-economic status, and premature birth (Blackburn, 2008; Gerrard & Lambie, 2018; Lum et al., 2018; Spencer et al., 2012; Taskila et al., 2022). Additionally, young people with SLC needs are more likely to have poorer health-related quality of life outcomes, and poorer lifelong outcomes (Clegg et al., 2012; Johnson et al., 2010; Le et al., 2021).

Research has found a strong relationship between poor early childhood experiences and adverse life outcomes (Gerrard & Lambie, 2018; Reil et al., 2022), including lower levels of language (Blackburn, 2008; Lum et al., 2018). Gerrard and Lambie (2018) reported that exposure to family violence can have a significant negative impact on the health and wellbeing of children, and can have long lasting effects on their nervous, emotional, immune, and metabolic systems. Therefore, children who have experienced trauma and adverse childhood experiences (ACEs) are more likely to have adverse life outcomes, including major depression and other stress-related disorders (Perry, 2017).

Additionally, children who have experienced ACEs are more likely to have lower levels of language than their similarly aged peers. Blackburn (2008) examined the phonological awareness skills of children who had been exposed to domestic violence and compared those skills to a control group of children who had not experienced domestic violence. They found that phonological awareness and literacy difficulties were more prevalent in children who had been exposed to domestic violence. More recently, Lum et al (2018), found that children, aged 5-12, who had a history of maltreatment or out-of-home-care had lower language, communication, and social

skills. As young people with SLC needs who are involved in youth justice come from various backgrounds (Makker et al., 2022; Reil et al., 2022), it is likely that young people with behaviour needs at secondary school have experienced ACEs.

Additional to the impact of ACEs on language and communication of young people throughout the lifespan, some literature has focused on the relationship between socioeconomic status and the SLC skills of young people. Spencer et al. (2012) recruited two cohorts of young people, one attending a school in an area of socioeconomic disadvantage, and the other cohort attending a school in an advantaged socioeconomic area. They conducted a range of language assessments with each participant and found that the cohort of young people from a disadvantaged socioeconomic background performed significantly lower on all the assessments compared with the group of socioeconomic advantage. Interestingly, the authors did not report any young people withdrawing from the study. Other studies of this population have acknowledged the difficulties of engaging with young people of lower socioeconomic status and behavioural difficulties for research (Bryan & Gregory, 2013; Clegg et al., 2009; Law & Sivyer, 2003; Purvis et al., 2014; Swain et al., 2020). This raises questions about the difference between the group reported in this study compared to others. Additionally, no data was gathered in this study about the behaviours of the young people with lower language levels, nor their experiences at school.

Alongside early risk factors of SLC needs in young people, there are longitudinal risk factors. Johnson et al. (2010) followed 244 children into adulthood from age 5 through to 25 with (n=112) and without (n=132) histories of speech and/or language difficulties. They found that SLC needs impacted negatively on the quality of life of adults. However, they were hesitant to report a direct correlation due to various other

factors that could impact on quality of life. Another study interviewed 26 adults with identified communication difficulties after they completed their education (Clegg et al., 2012). The key themes highlighted the lifelong impacts of SLC needs. It is important to note that the adults in this study had access to significant support throughout their schooling life. This raises the issue of the lifelong impacts for young people with SLC needs who have not had access to significant support (Bowden et al., 2022).

A more recent Australian study explored the health-related quality of life outcomes for children, aged 4 to 13, with low levels of language (Le et al., 2021). They discussed the importance of early and ongoing intervention, as children may appear to be functioning well in their early years, but the gap becomes more apparent as they grow older. This provides a solid case that, while early intervention is an important protective factor (Gerrard & Lambie, 2018; Reil et al., 2022), SLC needs are likely to be persistent throughout a person's life and, therefore, ongoing support is required to increase the quality-of-life outcomes for children and young people (Bowden et al., 2022).

Impact of Language Needs on Behaviour

Risk factors for SLC needs are not limited to poor quality of life. There is evidence suggesting that young people with SLC needs or developmental language disorder (DLD) are more likely to possess a range of behaviours that may be unfavourable in the classroom (Graham et al., 2020; Maggio et al., 2014; St Clair et al., 2019). DLD is a highly prevalent, but rarely understood, disorder that affects a young person's ability to understand and use language appropriately for a range of tasks, such as following instructions, developing social relationships, and responding appropriately to others (Ashman & Snow, 2019). As the SLT participants in Makker et al. (2022)

expressed, it is crucial to understand the relationship between SLC needs and behaviour to treat the cause of the behaviour. In a longitudinal study, exploring the characteristics that predict disruptive behaviour in children, Graham et al. (2020) confirmed that poor communication skills are associated with the development of poor behaviours. Additionally, they reported that a teacher's interpretation of a child's presenting difficulties is not always accurate, resulting in poor provision of support for children and young people. The perceived lack of awareness amongst professionals, and lack of appropriate supports, is problematic and requires shifts at a policy level alongside provision of appropriate training across the education sector (Bowden et al., 2022; Snow, 2009; 2016; Snow & Powell, 2004).

Relationship Between Language Needs and School Exclusion

Further to the risk factors of SLC needs and the negative impacts that this can have on behaviour, some literature has explored the language skills of young people who were either at risk of school exclusion, or who were excluded from school (Clegg et al., 2009; Purvis et al., 2014; Ripley & Yuill, 2005; Snow et al., 2020). Earlier literature focused on the language abilities and patterns of young people involved in school exclusion processes (Clegg et al., 2009; Ripley & Yuill, 2005). They found that many young people at risk of school exclusion had unidentified SLC needs (Ripley & Yuill, 2005) and had received very little support (Clegg et al., 2009).

Furthermore, in a New Zealand study, Bowden et al. (2022) explored the relationship between high-need funding for autistic students and school suspension rates. They found that when autistic students received appropriate funding and support at school, the likelihood of suspension was decreased. Thus, leading the authors to argue that inclusive education is possible for students with additional needs when

appropriate supports are in place. This has a flow on effect for greater educational outcomes for young people, and therefore, occupational outcomes.

In a New Zealand study, Purvis et al. (2014) focused on the communication skills of young people at secondary school with challenging behaviour and compared them with a group of young people who had no history of challenging behaviour. Unsurprisingly, the young people with challenging behaviour performed lower on receptive language assessments. Importantly, the authors made significant links between earlier support and the trajectory of offending, suggesting that targeted support to raise the language and communication skills of young people with challenging behaviour may contribute to enhanced academic, social, and vocational opportunities and reduce the risk of offending. This attitude continues to be reflected in the literature (Bowden et al., 2022)

To further support the argument of Purvis et al. (2014), Snow et al. (2020) explored the oral language and literacy skills of young people enrolled in flexible learning programmes in Australia. It was concerning that 72% of participants had oral language and reading comprehension difficulties, prompting the authors to recommend that the SLT scope of practice should include flexible learning programme settings. The New Zealand equivalent is alternative education settings. SLTs working more widely in secondary schools would open opportunities for this and broaden the scope of SLT practice in New Zealand.

The 'School-to-Prison Pipeline'

A term coined in the literature is 'the school-to-prison pipeline,' which suggests that young people who have histories of significant behaviour needs and lower academic achievement, are more likely to become involved in the youth justice system

and continue to offend (Arnez & Condry, 2021; Christle et al., 2005; Hopkins et al., 2018; Lount et al., 2017a; Reil et al., 2022). While Arnez and Condry (2021) argue that it is difficult to form a direct correlation between exclusion from school and the likelihood of offending, they agree that there is much to be gained from the literature to understand the lived experiences of young people with SLC needs. This will enable researchers to make suggestions about how these needs can be addressed. Importantly, as Gerrard and Lambie (2018) stress, young people who have these difficulties are not guaranteed to become involved with the justice system, but the strong positive relationship between SLC needs and behaviour suggest that the likelihood of youth justice involvement is higher (Sowerbutts et al., 2021).

The rates of DLD and other communication difficulties of young people within the justice system have been reported widely within the literature, and it has become well established that young people who offend are likely to have language and communication difficulties (Anderson et al., 2016; Christle et al., 2005; Kedge & McCann, 2020; Kippin et al., 2018; Rucklidge et al., 2009; Snow & Powell, 2011; Sowerbutts et al., 2021). Among the literature, there is also agreement that early identification and intervention throughout the schooling years is pertinent to prevention (Anderson et al., 2016; Bryan et al., 2015; Gluckman, 2018; Lambie, 2020; Reil et al., 2022; Snow, 2019; Winstanley et al., 2018). While early intervention is prevalent in New Zealand, Lambie (2020) highlights the stretched resource and support for young people through the schooling years, which is problematic for young people with ongoing communication and behaviour needs. Additionally, as Bowden et al. (2022) highlight, ongoing funding and support for students with additional needs are essential for inclusive education, reducing the risk of suspension.

Snow (2019) highlighted that SLC needs are often masked by behavioural and emotional issues and, therefore, are not typically addressed. Winstanley et al. (2018) found that adults with DLD who had received targeted intervention during their school years had less contact with the justice system. Snow (2019) provided a roadmap for SLTs' scope of practice to address this, which includes strengthening the evidence base and advocating on behalf of the profession to be involved in both youth justice and secondary school contexts.

Finally, after completing a thorough scoping review of academic papers outlining the recommendations of supporting young people in the youth justice system, Sowerbutts et al. (2020) concluded that there is a well-established evidence base that SLTs are needed to provide support for young people who offend. They discussed that further research must investigate the impact that SLC needs have on young people involved in the justice system, alongside ways to minimise this impact on young people.

SLT Support for Young People who Offend

Some studies have begun to explore SLT interventions for young people who offend (Bryan & Gregory, 2013; Snow et al., 2015; Snow et al., 2018; Snow & Woodward, 2017; Swain et al., 2020). These, however, are international intervention studies involving the SLTs providing 1:1 clinical therapeutic support for young people who offend (Gregory & Bryan, 2011; Snow & Woodward, 2017; Swain et al., 2020). This does not fit with how SLTs typically provide support within the New Zealand context.

Bryan and Gregory (2013) explored the perceptions of staff within a youth justice residence following a previous intervention study where they assessed young people's communication needs, created a plan, and assisted youth workers within the residence to implement these plans (Gregory & Bryan, 2011). The perceived outcomes

of this intervention were largely positive, and staff reported an overall change in the culture of the residence. Snow et al. (2018) expressed similar findings following an intervention study where staff in a youth justice residence implemented a clinical SLT intervention. The staff at the residence expressed positive views of the intervention, including embedding strategies into their everyday practice at the youth justice residence.

Exploring a universal approach to intervention, Snow et al. (2015) discussed how the Response to Intervention (RTI) framework, which involves a three-tiered approach to service delivery (universal, targeted, and individual) (Jimerson et al., 2007) could be applied to SLT support in the youth justice setting. This framework is aimed at prevention, using assessment to help determine the most effective path forward to meet the needs of the young people. The MOE has adapted and applied this model to fit the service delivery model within the education context in New Zealand (Ministry of Education, 2021).

Within the New Zealand youth justice system, SLTs have pioneered a new area of practice and are funded by the Ministry of Justice (Howard et al., 2020a). SLTs are trained to work as communication assistants (Howard et al., 2020a; 2020b; 2020c; Makker et al., 2022). They assess young people's SLC abilities and provide recommendations to the court on the assistance required. They then support young people, both defendants and witnesses, to understand aspects of the justice system (Howard et al., 2020a) and use strategies to support both the receptive and expressive language needs of young people (Makker et al., 2022).

Qualitative studies investigating the perspectives of SLTs, youth court professionals, young people, and their whānau, have shown to be overwhelmingly

positive (Howard et al., 2020b; 2020c; Makker et al., 2022; Metzger et al., 2018). Professionals working within the justice system such as youth court lawyers, police officers, and judges have perceived that, when young people receive support from a communication assistant, they are placed at the centre of the youth justice system (Howard et al., 2020b). This has led to youth court professionals having a greater awareness of the SLC needs of young people and shaped how they interact with young people to ensure that they understand, and that their voice is valued (Howard et al., 2020b). Young people and their whānau reported that having access to communication assistance to break down the information into understandable chunks had a significantly positive impact on their experience within the system (Howard et al., 2020c; Metzger et al., 2018). Finally, SLTs perceived that the work they do is important and, while they are advocating on behalf of the profession and young people, there were still improvements that could be made, such as further advocacy for the SLT role in the youth justice setting and working more widely in this context (Makker et al., 2022). Kedge and McCann (2020) highlighted that, while SLTs are continuing to build their capacity to support young people in the youth justice system, there must also be SLT support available for young people at secondary school with behaviour needs (Kedge & McCann, 2020).

SLT Support for Young People at Secondary School

The literature addressing SLT interventions for young people at secondary school is limited. The studies that exist primarily focus on different language and communication interventions for young people (Ebbels et al., 2014; Ebbels et al., 2017; Joffe & Lowe, 2023; Lowe et al., 2018; Starling et al., 2012). They do not focus on the relationship between language and behaviour. Only two intervention studies

specifically address increasing the communication skills of children or young people who have been excluded from school or who are at risk of exclusion (Law & Sivyer, 2003; Waters, 2015). Even then, Law and Sivyer's (2003) study is outdated, and the age range of participants described is much younger than those included in this study.

Ebbels et al. (2014) conducted a randomised control trial intervention study providing an intervention programme for young people who had been diagnosed with a language impairment. These young people were attending a specialist residential school. The intervention involved eight 30-minute 1:1 sessions with an SLT focused on improving the comprehension skills of the young people. They found the intervention to be effective, and the young people continued to show improvements in comprehension four months past the targeted therapy. Similarly, in a later study, Ebbels et al. (2017) evaluated the effectiveness of a 1:1 individualised language therapy programme for older children with identified DLD at a specialist school. The specialist school was specifically designed for young people with DLD and the SLTs were employees at the school. The intervention had multiple targets focused on improving the receptive and expressive language skills of the young people. They found that SLT intervention in older children can be effective and the SLT scope of practice should include older children with DLD. While this is promising, the context of this study is vastly different from the New Zealand context and would be difficult to replicate in this environment. Additionally, Lowe et al. (2018) conducted a systematic review of intervention studies for adolescents with language disorders and found that interventions were more effective when they combined phonological and semantic targets to improve the vocabulary of young people with communication difficulties.

In another randomised control trial study, Starling et al. (2012) investigated how secondary school teachers in Australia could be supported to adapt their teaching methods to accommodate for young people with identified language difficulties. The teachers took part in a training programme with an SLT to adapt their teaching style and implement strategies in the classroom. The outcomes of the study were measured by the amount of modification techniques the teachers learned and implemented. The study found that teachers were able to adapt their teaching style to support young people with language difficulties in the classroom. The young people also showed an improvement in academic achievement and listening comprehension.

Following this study, a resource manual was created for SLTs that outlines the programme and includes practical steps for application (Starling, 2014). A key strength of the outlined intervention in this study was the teacher coaching approach that was implemented. This aligns with service delivery models in the New Zealand context. Other resource manuals for teachers and SLTs working with young people at secondary school have been created (Joffe & Lowe, 2023; Sowerbutts & Finer, 2020) that outline support for young people with communication difficulties.

Waters (2015) explored an intervention programme, creating stories with young people who were at risk of school exclusion while involving their parents in the intervention. The intervention involved a specific programme, and the study was funded by the creators of this programme. The intervention ran over 10 weeks with the view of supporting young people's social wellbeing, parents' engagement in learning, and young people's reading skills. While the study reported positive responses and, importantly, advocated for parental involvement, one must be cautious of bias when interpreting the findings as the study was funded by the creators of the program. Due to

the New Zealand context being vastly different, it is unlikely that this approach could be adapted widely.

As SLTs working for the MOE in New Zealand provide support following the tiered support model (Ministry of Education, 2021), international literature on therapy intervention studies that are delivered by SLTs do not fit within the New Zealand context and scope of SLT practice. It is important to investigate the effectiveness of tiered support for young people at secondary school. Snow et al. (2013) explored SLTs' perspectives on a response to intervention (RTI) model within secondary school settings. While the initial perceived benefits from SLTs' were positive, it was clear that more training for school staff and SLTs in the implementation of the RTI model was required for the approach to be truly effective.

Systemic Interventions and Changes at Policy Level

Additional to individualised interventions for young people at secondary school, some literature has evaluated the effectiveness of systemic interventions (Farrington et al., 2017; Freeman et al., 2019). Other literature has advocated for changes at a policy level and the need for SLTs to be active in those spaces (Snow, 2009; 2016; 2019; Snow & Powell, 2004; Tucker, 2013). Farrington et al. (2017) explored systematic reviews on the effectiveness of developmental prevention programs in reducing aggressive behaviour. They did not, however, mention or explore systemic language interventions as protective factors, nor did they review addressing the language needs of young people to reduce undesired behaviour.

Freeman et al. (2019) evaluated the effectiveness of the Positive Behaviour Interventions and Supports (PBIS) framework, which is widely adopted by schools in the USA. They found that secondary schools who had adopted this framework showed a

reduction in severe behaviours amongst young people. The PBIS framework, known as Positive Behaviour for Learning (PB4L) in New Zealand, has been widely implemented within New Zealand schools. The evidence for the high rates of language and communication difficulties in young people with behaviour needs (Graham et al., 2020; Maggio et al., 2014; St Clair et al., 2019) indicates that SLT involvement in the planning and implementation of this programme would likely contribute to successful outcomes.

Snow and Powell (2004) were among the first researchers to address the relationship between SLC needs and behaviour. In their landmark study they found a significant gap in language abilities between the group of young offenders and their aged-matched peers who were attending secondary school. Importantly, they highlighted that young people at risk of offending were more likely to be recognised as poor achievers, with little access to supports to improve their SLC skills. From this study Snow and Powell (2004) argued that SLTs should be advocating for young people at a policy level, to ensure that adequate supports are available for young people with SLC and behavioural needs. Snow (2009; 2016; 2019) has continued to advocate within literature on behalf of the profession to provide a foundation for change at a policy level. Within New Zealand, SLTs are beginning to advocate within this space, particularly within the justice system (Howard et al., 2020a; Makker et al., 2022), however, more systemic work is necessary.

Chapter Summary

This chapter explored the literature relating to the communication skills and lived experiences of young people whose behaviour needs affect their ability to build positive relationships with others, manage self, and engage in learning. This provided an understanding of the current research trajectory, identified gaps in the literature, and

formed an argument for the scope of this research. The review began by outlining the complexities of behaviour management processes within the schooling environment, both internationally and within New Zealand. It explored the multiple factors associated with disciplinary processes within the school environment and outlined young people who are more likely to be involved in disciplinary processes than others. The review then explored parent and young person perspectives of behaviour management processes, which were largely negative. Both parents and young people expressed a perceived lack of support from schools which led to social isolation. The risk factors for SLC needs were explored and the negative impact those difficulties are likely to have on behaviour. Young people with SLC needs are likely to have difficulty expressing emotions and forming social relationships which can present in the development of behaviours which are deemed unfavourable in the schooling environment, and therefore, can at times lead to school exclusion. The relationship between behaviour needs at school and youth offending was then explored. This highlighted the gravity of the negative impact that SLC needs can have on behaviour, which can lead to exclusion, and ultimately offending. The foundation for this research lies in these key aspects as this cycle is likely to continue if action is not taken to address SLC needs in young people. The review then explored the language and communication intervention studies that exist to support young people in the justice system and at secondary school. Finally, it looked at systemic supports for these young people, addressing the argument that SLTs should have a voice at a policy level to ensure that young people are supported from a top-down approach. The key issue highlighted in this review is the trajectory of behaviour needs at school through to offending and the lack of support for young people to address any underlying SLC needs. The gap in evidence for SLT support at secondary

school is significant and, therefore, shows the importance and need for this research study.

This current study aimed to answer the following research questions:

1) What are the communication skills and lived experiences of young people whose behaviour needs affect their ability to build positive relationships, manage self, and engage in learning?

2) How can the communication skills of young people with behaviour needs be supported within a team environment?

3) What are the team's perspectives and experiences of SLT involvement supporting these young people with these behaviour needs?

Chapter Three: Methodology

This chapter documents the case study methodology used in this research study. It begins by outlining the research questions and the selection of the research design. It then outlines how the two teams of participants were recruited. These teams were the units of analysis (Mills, 2014). The teams included a young person, their whānau, teachers, and Ministry of Education professionals (MOEP). The procedures and data sources are explained as well as the method of data analysis. Finally, the chapter explores the ethical considerations of this research.

The researcher in this study had a dual role as a speech-language therapist (SLT) and researcher. When the services related to this study were delivered as part of the researcher's role as a Ministry of Education (MOE) SLT, she refers to herself as an SLTR. Where the researcher was completing tasks only related to the conduct of the research, she refers to herself as the researcher. As indicated in the literature review, this research aimed to gain an understanding of the communication skills and lived experiences of young people with behaviour needs, how they could be supported within a team environment, and the team's perspectives of SLT involvement.

Research Design and Selection

A key component of research is selecting a design in response to the research questions (Bazeley & Bringle, 2015; Urban & van Eeden-Moorefield, 2018). Using an iterative process, a case study design was chosen for this research (Guetterman & Fetter, 2018). The cases in this project were the teams around each young person. A typical characteristic of case study research is the collection of data from multiple sources (Punch & Oancea, 2014). Case studies are set in real-life contexts, and therefore

it is important to implement a comprehensive approach in gathering data to describe the case and the context in which the study was conducted (Yin, 2014).

Case study research designs can incorporate both qualitative and quantitative data into one study, allowing the researcher to analyse different forms of data to answer the research questions (Barker & Pistrang, 2021; Yin, 2014). Qualitative research seeks to gather data that reflects people's lived experiences, thoughts, and feelings (Yin, 2014). Qualitative data was collected through interviews, checklists, observations, and field notes, enabling the researcher to build a comprehensive picture of the young people, their whānau, their school teams and community (Glogowska, 2011; Yin, 2014).

Quantitative approaches seek to gather numerical information, comparing the data to existing norms within the literature (Urban & van Eeden-Moorefield, 2018). While this study was qualitative, some quantitative data was collected through a range of assessments to document the speech, language, and communication (SLC) needs of the young people in the study. After gathering qualitative data on the communication skills of the young people, the quantitative data gathered through formal assessments confirmed the ideas that were forming around the young people's communication skills.

The design enabled the three research questions to be answered appropriately by gathering data from multiple sources to gain an in-depth overview of the young people. This added strength and rigour to the design as the researcher developed a rich description of the study context, the participants, and the methods of data collection throughout (Mills, 2014).

Māori Advisory Group

Prior to developing the method and procedures, the researcher formed a Māori advisory group (the group) within the MOE. The group consisted of a principal advisor, a senior education advisor, a psychologist, and a kaitakawaenga (a Māori learning support professional). A practice and implementation advisor with an SLT background was also part of the group to advise and provide insight into SLT practice within the MOE. This advisor did not have a Māori background. The aims of the group were co-created and twofold. They advised on the methodology, the process of recruitment and whakawhanaungatanga, as well as the development of appropriate data gathering materials. They also held the researcher accountable, challenging her to address any unconscious biases when they arose, and assisting her to practice in a culturally responsive manner throughout the project. It was planned that the Māori advisory group would assist in the data analysis phase of the research. However, three of the five members of the group moved on from the MOE during the year of data collection. Due to delays in data collection, a meeting was not able to be arranged.

Setting

The study took place at a co-educational secondary school in a city in Aotearoa, New Zealand. The school had a roll of 1400 students at the time of the study; 32 of these students were supported by MOE professionals through learning support for a variety of needs. This included students receiving the Ongoing Resourcing Scheme (ORS) funding through the MOE. The school's behaviour management system followed a restorative practice framework which ranged from restorative 'mini chats' between students and their classroom teachers for minor incidences, to full restorative meetings involving whānau, the students, their victims, and teachers. The aim of these meetings

was for students to understand the effects of their behaviour and the harm they can cause and then seek to repair the harm between all parties.

Participant Recruitment

The secondary school was chosen within the region the SLTR was working in. The SLTR did not have an existing relationship with the school prior to the study. The SLTR presented the research aims and design to her service manager who then emailed the school principal with the principal letter (Appendix A), along with the Information Sheets for all team members (Appendix B, C, D, E), consent forms (Appendix F, G, H, I) and a detailed plan of the study (Appendix J). The principal signed a consent for the school to be part of the study (Appendix F) and to engage in a semi-structured interview (Appendix K).

Once the principal consented to the school involvement, the SLTR's service manager introduced the researcher to the school leadership team through email. The SLTR's main contact at the school was their Head of Learning Support (HOLS). A meeting was arranged to explain the purpose, objectives, and methodology of the intended research to the HOLS. There was an opportunity for the researcher to answer any questions the HOLS had about the research. There was a general discussion with the HOLS about the inclusion criteria for the young people. Names were not discussed during this meeting so that participants' identities were not revealed before a consent form was signed. After the researcher's meeting with the school, the leadership team identified two young people whom they wished to support. Their identities were not known to the researcher. Individuals supporting the young people were then recruited. This is how the teams were formed.

Young person one (YP1) was identified and was known to MOE learning support. The HOLS and MOEP agreed that he would be a good participant for this study. The HOLS went through the young person Information Sheet (Appendix E) with YP1. This Information Sheet was supported with visuals. The SLTR's service manager sent the MOEP Information Sheet (Appendix C) and Consent Form (Appendix H) to the MOEP which was signed and returned to the researcher. The MOEP contacted that whānau, provided them with an Information Sheet (Appendix D) and verbal consent was gained for the researcher to make contact and arrange an initial home visit. The researcher met YP1 and his father during this visit and written consent was gained.

YP2 did not have an active MOEP working with the whānau. The HOLS went through the young person Information Sheet (Appendix E) with YP2, and he provided written consent for involvement with the study. The HOLS contacted YP2's whānau and provided them with the Information Sheet (Appendix D) and Consent Form (Appendix I). These were signed and returned to the HOLS who forwarded them onto the researcher. The researcher then contacted the whānau to arrange an initial home visit meeting. The researcher met YP2 and his mother during this home visit.

Further teachers were identified to be part of each young person's teams. These teachers were identified by the young people as people they trusted and had a good relationship with them. The HOLS provided these teachers with the teacher Information Sheet (Appendix B) and Consent Form (Appendix G). Only one teacher from YP1 signed the consent form and returned it to the HOLS who then forwarded it onto the researcher. No teachers from YP2 returned their consent forms.

This process of consent was co-designed and scrutinised by the researcher's Māori advisory group. A flow chart of this process was created and followed during the

recruitment stage (Appendix L). Due to the complexity of recruiting a large team, there was some variability in the recruitment process for each team, as described above.

Participants

There were two cases in this study. Each case was a team of people, including a young person, their whānau, MOE professionals, and members of the secondary school staff. These teams were the unit of analysis. The teams for each case are outlined below. Each participant has been assigned an acronym which will be used throughout.

Team One

Young person one (YP1). YP1 was a 13-year-old male who had started Year 9 in 2022. He was referred to learning support as he was displaying a range of behaviours to both staff and other students. YP1 had an interest in ancestry and enjoyed drawing his family tree. YP1 was not previously known to the MOE before attending secondary school and he had never had input from an SLT prior to this study. YP1 lived at home with his father. He did not have contact with his mother, and little was known about his mother's family history. English was the primary language spoken at home.

Whānau. At the time of the study, YP1 lived at home with his father and had regular contact with his father's partner and his younger siblings. YP1's father worked a full-time job and YP1 had regular contact with his grandmother who stayed at the house semi-frequently. YP1's father identifies as New Zealand Pākehā.

MOE Professional (MOEP). The MOEP was a special education advisor (SEA) at the time of the study, completing courses at university, working towards becoming a registered educational psychologist. The MOEP was initially trained as a secondary school teacher and developed an interest in working with students with behaviour

needs. She had begun working for the MOE as an SEA approximately 11 years prior, with a substantial break for parenting. The MOEP predominantly worked in the behaviour team alongside supporting students with ORS funding. She was part of the SLTR's wider team, but they had not previously worked together on shared cases.

School team. The main school contact who was involved throughout the entirety of the study was the HOLS which is the equivalent of a special education needs coordinator (SENCO) or learning support coordinator (LSC). Alongside the HOLS, one of the deputy principals (DP) was involved in working with YP1 and participated in a brief interview during the final phase of the project. Additionally, one teacher returned a consent form and participated in an initial interview.

Head of Learning Support (HOLS). The HOLS coordinated and ensured the students at the school had adequate support to meet their needs. She was the main contact for this project and passed on information to staff. The HOLS had previously worked overseas where she was able to work closely with an SLT in a secondary school setting. She had previously completed a communication course overseas, run by SLTs, and was involved in running communication groups during this time.

Teacher. The teacher was a Te Reo Māori teacher at the secondary school and had worked as a teacher for five years. Prior to becoming a teacher, she was a youth worker. This led into teaching as she discovered a passion for teaching Te Reo Māori. The teacher had never worked alongside an SLT in any previous roles. She was identified by YP1 as someone he trusted, and they had a good student-teacher relationship.

Deputy Principal (DP). During the time of the study, the DP was primarily overseeing the Year 9 students, and supporting those with behaviour needs, like YP1.

He was the acting principal for a time during the study in which YP1 was stood down. The DP was not directly involved in the project but participated in an interview at the end of the project where he reflected on the findings of the assessment report the SLTR provided on YP1's communication skills. He reported he had never had previous contact or involvement with an SLT.

Team Two

Young person two (YP2). YP2 was a 15-year-old Year 10 student at the secondary school. He had diagnoses of Autism, Attention Deficit Hyperactivity Disorder (ADHD) and Auditory Processing Disorder (APD). The MOE had previously been involved briefly for a crisis consult but did not have any ongoing involvement. YP2 was having difficulty at school with student-teacher relationships which was resulting in him being truant from school. YP2 had a keen interest in buses and would often skip school to ride a bus. YP2's whānau had sought support from numerous agencies and were well supported by these professionals at the time of the study. YP2 was Māori. He had been in permanent foster care since he was 14 months old. English was the predominant language spoken at home.

Whānau. YP2 lived with his permanent foster care mother, father, and biological younger sister. His foster care parents had an older daughter who lived closed by, and his mother reported that she was a great support to the whānau. YP2's foster care parents identified as New Zealand Pākehā. They are referred to as YP2's mother and father throughout this report. YP2's mother worked part time for a non-profit organisation and was the key person supporting YP2 throughout this project. They had never had support from an SLT throughout YP2's life.

School team. At school, YP2 was predominantly supported by the HOLS for this project. It was difficult to recruit teachers as YP2 was not attending class regularly. The HOLS passed on any relevant information to YP2's teachers through email. The HOLS's experience was described above in the introduction to team one.

The Researcher

As the purpose of qualitative research is to gain a holistic overview of a context by spending prolonged time with the participants in the study, the researcher must place themselves within the study to practice reflexivity (Punch & Oancea, 2014). At the time of the study, the researcher had worked as an SLT for the MOE for two years, supporting school teams and whānau of children with SLC needs. She did not have an existing relationship with the secondary school in this study.

The researcher's experience as an SLT working collaboratively with teachers, whānau, and colleagues positioned her well to work both as an SLT practitioner and researcher within this study. She clearly defined what each role entailed (Appendix J) and communicated this to the participants throughout the study. The researcher kept a journal throughout the study to monitor her own position and thought processes while she engaged with the participants. This enabled her to practice reflexivity (Creswell & Poth, 2018).

Procedures

Following the recruitment phase during Term 2, the study took place over Term 3 and 4 of 2022 and followed the MOE's service pathway, He Pikorua. A diagram of the pathway is available here: https://hepikorua.education.govt.nz/he-pikorua/. The steps in each phase are outlined below.

Phases of Study

Whakawhanaungatanga (Building Connections). The purpose of this phase was to build connections with all participants, ensuring they understood the research and their rights, alongside the MOE service and the SLTR role. This phase is explained in the recruitment and consent section. An emphasis was placed on making connections with participants through the sharing of pepeha and kai. The MOEP and SLTR's service manager played a crucial role in this stage of the study to build connections.

Kohikohi (Gather information). Initial interviews took place with all participants in this phase to capture their understanding of an SLT's role, the communication skills of the young people, and their perspectives about how they would like to be supported. A range of informal and formal assessments were completed to understand the young people's SLC needs. These are outlined in the data collection tools below. Interviews were also conducted with the young people to gather their perspectives on their talking and listening. The formal assessments and semi-structured interviews were completed with the young people and researcher. Data was collected from previous clinical notes and reports of all the team members.

Ātaawhakaaro (Sense Making). The researcher collated and analysed the information gathered in the kohikohi phase to understand the young people's communication abilities. This was presented in an assessment report for each young person and was shared with the team members. The SLTR met with the team members individually to explain the report. Each team member was able to share their perspectives on the information that was gathered. This enabled the researcher to gain a collaborative interpretation of the collated information.

Tatai (Plan Collaboratively). The aim of this phase was to meet together with each team, including the young people to plan goals and strategies to support the young people while they were at school, home and in the community. However, due to time constraints and timetable conflicts with the team members, the SLTR met with HOLS for YP1 and planned points of action around supporting YP1's communication. For YP2, the HOLS and the mother of YP2 were able to meet with the SLTR during an after-school meeting to plan how to re-engage YP2 into schooling.

The planning meetings resulted in some key points of action. The HOLS requested that the SLTR condense the assessment reports of both young people into one-page summaries for their teachers. These summaries included strategies that would help support the young people in the classroom. The SLTR provided the HOLS with the summaries which were then shared with the wider teaching team. Additionally, the SLTR planned to meet both young people to create a communication passport. These were to capture the young people's ideas about what helps them with talking and listening and gave people practical steps to support them. Capturing the young people's voice in this way was pertinent to collaboration. The final action point was a planned discussion with YP1's teachers to explain the one-page summary, answer any questions and raise awareness of the importance of supporting the SLC needs of young people in the classroom. The SLTR was unable to meet with YP2's teachers. These first four phases took place in Term 3 2022.

Whakamahi (Take Action with Integrity). This phase of the study occurred during the final three weeks of Term 3 and the first week of Term 4 2022. The team worked together to implement the plan and action points that were previously discussed to support the young people. The SLTR completed the one-page summaries

for the teachers and shared these with the HOLS. A workshop was planned for YP1's teachers. However, due to concerns of wellbeing for the teachers, the HOLS asked the SLTR to condense the workshop into a 15-minute question and answer session. The SLTR explained the one-page summary during these 15 minutes and spoke of the prevalence of SLC needs of young people. The researcher provided the teachers with a feedback form and opportunity for an interview during this time. No feedback forms were returned. The SLTR completed a communication passport with each young person and shared this with all the team members.

These actions were suited to the teams and the context which aligned with the MOE service delivery model, outlined in the introduction. The aim was to meet the needs of the team members and be flexible to work with them in the moment. The SLTR maintained regular visits to the school and met with the HOLS to continue to build and maintain a positive working relationship and be a presence within the school.

Whaiwhakaaro (Reflect Together). During this phase, the SLTR met with each team member and completed semi-structured interviews to capture their perspectives and experiences of SLT involvement in supporting young people with behaviour needs. The team members reflected on how their perception of the SLT role changed throughout the project, the positive aspects of the project, and suggested any future improvements and changes to make this service more effective. The researcher asked the young people some reflective questions at the end of the communication passport session to gather their perspectives on their talking and listening and what was helpful to them throughout the project.

Mana Motuhake (Empower Others). This final phase of the study involved the SLTR meeting with the school team and the MOEP for future planning around

supporting young people with behaviour needs. Plans were made to provide support through communication groups and workshops for the wider staffing team in 2023. The final two phases of the study took place in the first four weeks of Term 4 2022.

Data Collection

Data in this study was collected through semi-structured interviews, field notes, clinical notes, previous documents, formal assessments, and checklists. A breakdown of the data collected in each phase is represented in Table 1.

Semi-Structured Interviews

Interviews are a key part of case study research to understand the participants' perspectives on aspects of the case (Yin, 2014). Interviews are insightful and personal which enables researchers to discover key themes in participants' perceptions and experiences. Semi-structured, or unstructured, interviews can be conducted individually or through a focus group. As each participant in this study had a markedly different role, background, and contribution to the study, the interviews were conducted separately. This enabled the researcher to gather each participant's thoughts and opinions. A focus group was not appropriate as each team member had a different role and background which may have impacted on their willingness to share their ideas.

Semi-structured interviews use a range of open-ended questions, supported by prompts to gain in-depth reflections from the interviewee. They are flexible to allow the researcher to ask questions spontaneously during the interview (Yin, 2014). Therefore, differences are common and accepted between interviews, reflecting the tone of the participants (Creswell, 2015).

Table 1

Data Collection During Different Phases of Study

Phase	Interviews	Field notes	Clinical notes	Previous documentation	Formal assessments and checklists
Whakawhanaungatanga (Building connections)		❖	❖		
Kohikohi (Gather information)	❖	❖		❖	❖
Ātaawhakaaro (Sense making)	❖	❖	❖	❖	❖
Tatai (Plan collaboratively)		❖	❖		
Whakamahi (Take action with integrity)		❖	❖		
Whaiwhakaaro (Reflect together)	❖	❖	❖		
Mana Motuhake (Empower others)		❖			

Semi-structured interviews were appropriate as they enabled the researcher to build and maintain connection with the participants and respond to their individual needs by either probing with further questions or ceasing probing (Creswell & Poth, 2018).

Semi-structured interviews were conducted with the young people, their whānau, the MOEP, the HOLS, the principal, a DP, and a teacher at the beginning of the project. The purpose of this was to gain an understanding of the perceptions of SLTs, how they work, and how each member of the team would like to be supported. It provided an opportunity for the researcher to build rapport with the team members and begin to understand the young people's communication skills. Interviews were also completed with the participants at the end of the project to gain their perspectives on SLT involvement.

The interviews were completed by the researcher who also worked with the teams as an SLTR. While this did pose limitations as the team members may not have wanted to express any worries and concerns with the SLTR, it was in the best interest of the study for the researcher to complete these to maintain strong relationships with the team members. This issue was discussed at length with the researcher's Māori advisory group. The advice was for the researcher to complete the interviews with the team members to maintain a high level of trust and rapport, particularly with the young people and their whānau within the study. The researcher kept a journal of her thoughts throughout each of the interviews to practice reflexivity.

Interview Guide Development

Due to the limited literature available in this area, interview guides were developed by the researcher in collaboration with the Māori advisory group. These

interview guides were informed by the literature and adapted to suit the research context. They were checked and scrutinised by the research supervisors.

All interviews commenced and concluded following tikanga Māori protocols of whakawhanaungatanga. There was opportunity for the interviewee and researcher to begin with a karakia of their choice and share their pepeha over kai. These processes were recommended by the researcher's Māori advisory group. Participants were able to contribute their own karakia if they wanted to or choose not to have a karakia at all. The research was explained to the participants again and there was an opportunity for participants to ask any questions prior to the interviews commencing. The interviews were audio recorded, as outlined in the participant Information Sheets (Appendix A, B, C, D, E). At the conclusion of the interviews, the researcher thanked the participants again for their time and reminded them that the audio recordings would be transcribed and sent back to them for checking. If the participant wished, the interview was formally closed with a karakia of the participant's choice or one that the researcher provided.

Interview Content

School principal, DP, and initial HOLS interviews. The initial interviews were completed with the principal and the HOLS. They began by asking about the school community to understand the context in which this study was set (Appendix K). The researcher then asked about the school's behaviour management policies and programmes, including the decision-making factors around standdowns, suspensions, and exclusions. The purpose of this question was twofold. The first was to understand the school's systems and processes. While the Education and Training Act (2020) outlines the parameters of behaviour management processes, schools have autonomy in

their decision making. Secondly, the terminology that the principal and the HOLS used during this discussion was used to shape one of the assessment tools 'understanding behaviour management terminology task' as outlined below. Finally, the researcher asked how the principal and the HOLS would like SLT support for the systems around young people who have behaviour needs at school.

The interview at the end of the study was for the DP and the HOLS to reflect on SLT involvement (Appendix M). The interview probes focused on how they found SLT involvement from a school-wide perspective. There was a chance for the DP and the HOLS to reflect on changes that could be made to the SLT service and how their views of the SLT role had changed throughout the project.

Whānau Interviews. A key focus of the initial whānau interviews was whakawhanaungatanga (Appendix N). To understand the whānau, and their whakapapa, the researcher used frameworks such as the Te Whare Tapa Whā (Durie, 1985), Eco map (McWilliam et al., 2009), and circles of wellbeing (an internal MOE framework). The researcher then asked whether the whānau had previously worked with an SLT(s) for the young person in this study or any other members of their whānau. This was to understand whānau experiences to date and enabled the researcher to better understand the context of their perspectives. The researcher probed into whānau values when working with professionals. The interview then moved specifically to the young people to understand whānau perspectives on their strengths and their SLC needs. These questions were adapted from McWilliams et al. (2009)'s Routines-Based Interview questioning. The interview concluded by asking the whānau how an SLT could best work with them to support the young people.

The researcher completed a final interview with the mother of YP2 (Appendix O). She was unable to contact the father of YP1 for a final interview. The interview at the end of the project provided a chance for the whānau to reflect on how they found SLT involvement, how their views of the SLT role had changed and whether their cultural values were respected throughout the process. The questions then moved to focus specifically on the young people's communication and whether they had noticed any changes. Finally, it ended with an opportunity for the whānau to make suggestions for a future service involving SLTs in secondary schools, and how SLTs could best support young people who have behaviour needs.

Teacher Interview. The initial teacher interview was designed to understand the teacher and their experience to date, the teacher's experiences (if any) working with an SLT and how an SLT might support young people who have behaviour needs (Appendix P). Then, following similar guidelines as the whānau interview, the researcher asked a series of routines-based questions (McWilliam et al., 2009), followed by reflective questions on the relationship between SLC needs and behaviour. Finally, the researcher asked the teacher how they would like to be supported as part of the team.

The HOLS completed the teacher interview at the end of the project (Appendix Q). This involved understanding the teacher's perspectives of SLT involvement, understanding what was helpful and what could be improved in a future service. The researcher also sought to understand the HOLS's perspectives on how SLTs could support young people with behaviour needs in the future.

MOE Professional Interview. Like the teacher initial interview, the MOEP interview aimed to understand the MOEP's experience and their perspectives on how

SLTs could support students at secondary school who have behaviour needs (Appendix R). The interview also aimed to understand the young person's strengths and their SLC needs. The end of project interview aimed to understand how the MOEP perceived SLT involvement, how their views on the SLT role had changed and how SLTs could support in this way in the future (Appendix S).

YP1 and YP2 Interviews. The researcher interviewed the young people individually. These interviews were adapted from Kedge and McCann's (2020) report, using similar questioning that was modified for the school context. These interviews were also co-constructed with the Māori advisory group. The researcher used visuals that she drew on post-it notes throughout the interview to support the young people's understanding of the questions. On the desk, the researcher placed an 'I need a break' visual and explained at the beginning that the young people could ask for a break at any point. The researcher also provided a range of sensory items that the young people could access if they wished to. These interviews were audio recorded. The researcher explained to the young person that they could request to turn off the recording at any moment or stop the interview altogether.

The initial interview consisted of two parts (Appendix T). The first part gave a series of situations throughout the school day where the young person must engage with various people (friends, principal, coaches, teachers, guidance counsellors etc.). The situations consisted of class times, break times, with adults, and rōpū times. The researcher asked how the young person felt about talking and listening in those places, whether people used words that were tricky to understand and whether the young person had wanted to say something but had difficulty during those times. The second part of the initial interview aimed to understand the young people's perspectives on

their talking and listening. The researcher asked questions such as, 'do you talk the same as other people?', 'do you need help with understanding?' and 'do you need help with talking?'

The interviews with the young people at the end of the project were brief unstructured interviews after the communication passport sessions. The researcher asked the young people what they thought of the communication passport, if they would use it, and who it might be helpful for. The full session was audio recorded and the young people's perspectives were gathered from their discussions with the researcher while they created the communication passport.

Member Checking

Following the interviews, the audio recordings were transcribed. Member checking was then carried out to ensure the transcriptions correctly represented each participant's thoughts, ideas, and perspectives (Pope & Mays, 2006). Participants were able to add, remove, question, or change any part of the transcript. The transcripts were then edited as required before analysis.

Informal and Formal Assessments

A series of informal and formal assessments were used to understand and describe the young people's communication abilities. The formal assessments provided quantitative data of the young people's SLC needs, while the informal assessments were used to qualitatively describe their abilities in different contexts. The researcher selected assessments that were in line with the MOE's assessment protocols, alongside the quantitative assessments for research purposes. The assessment protocols were co-constructed with the Māori advisory group.

Clinical Evaluation of Language Fundamentals – 5th edition (CELF-5)

The Clinical Evaluation of Language Fundamentals – 5th edition (CELF-5) (Wiig et al., 2013) is widely used in international literature and recognised as a robust assessment of language and communication skills in the international context (Coret & McCrimmon, 2015; Hutchins & Pratt, 2017). It consists of a battery of tests, designed to be used on a need's identification basis. The tests include Word Classes, Following Directions, Formulated Sentences, Recalling Sentences, Understanding Spoken Paragraphs, and a Pragmatics Profile. There are three additional assessments for young people aged 9 to 21. These are: Word Definitions, Sentence Assembly, and Semantic Relationships.

While the researcher recognised the large education focus of the CELF-5 which was appropriate for the context of this study, and the inclusion of normative Australian and New Zealand data, there were significant limitations to consider. One significant, and most obvious, limitation was that the assessment was designed and tested in the United States of America (USA), a context that differs from New Zealand, and some concepts used in the assessment may not be widely known. The CELF-5 does not cater to students who are from diverse cultural and linguistic backgrounds, and the administration of the tests do not apply tikanga Māori principles. The researcher recognised that the results of these tests may not be conducive to the young people's abilities as they are not designed to fit the New Zealand context. Therefore, potential detriment to the relationship between the researcher and young person had to be considered.

After a discussion with the Māori advisory group, it was decided that the CELF-5 could be used but only to describe the young people's SLC needs alongside other

information that was gathered. It was important to explain the tests clearly to the young people and why they were being completed. The tests from CELF-5 used were Word Classes, Following Directions, Word Definitions, and Semantic Relationships.

Communication Checklist

The SLTR gained permission from Talking Trouble Aotearoa NZ (TTANZ) to use the TTANZ Communication Checklist (Talking Trouble Aotearoa New Zealand, 2016). This was developed through experiences and informed by research to use as a probe when working with young people in the youth court setting. While most descriptors in the checklist were appropriate to be used in the secondary school context, some phrases that were specific to the youth justice context were either changed or omitted. The Communication Checklist covered areas such as the young people's ability to talk and listen in different settings and contexts, young people's written communication abilities, their manner of speaking, and the content of what they say. The communication checklist was provided to the school for completion. However, it was not returned so the information was unable to be included in the results.

Language Sample

A language sample was taken to provide a real-life sample of the young people's language in free-flowing conversation. This enabled the SLTR to understand the young people's pragmatics within conversation and their topic maintenance (Gallagher & Hoover, 2020). The SLTR asked the young people about what they think of school. The language sample was analysed through Grice's (1975) four key maxims of conversation: quality (speakers should only speak what is true), quantity (speakers should only say what is required to convey their meaning), relation (speakers should say what is

relevant to the conversation), and manner (speakers should contribute and respond appropriately) (Grice, 1975).

Explaining Task

The researcher developed an explaining task to complete with the young people which was adapted from the battery of assessments Kedge and McCann (2020) used in their research. This enabled the researcher to understand the young person's ability to explain and sequence events in a way that is understandable to the listener. The researcher used real life situations and experiences of the young people. Using the scenario of a new student at school, the researcher asked the young person how they would explain to the new student how to buy lunch at their school. This was audio recorded, transcribed, and analysed.

Recall Task

The researcher developed a recall task for the young people to understand their ability to recall and sequence events. The researcher asked the young people to recall different things based on their areas of high interest. For YP1, the researcher asked him to recall how he remembered all the names on his family tree. For YP2, the researcher asked him what he had done during the day from the time he woke up until the meeting with the researcher. This was audio recorded, transcribed, and analysed in conjunction with the language sample and explaining task to gather a natural sample of the young people's communication skills.

Understanding Behaviour Management Terminology

This task was also adapted from Kedge and McCann (2020). The young people were asked to define and explain behavioural terminology such as mini chats,

restorative conversations, and consequence. In Kedge and McCann (2020), the focus was legal terminology. The words used in this task were taken from the initial interviews with the school principal and the HOLS, so they were specific to the school. The researcher asked the young people firstly to define the word, then put it in a sentence. This task was audio recorded and transcribed.

Field Notes

There were two types of field notes collected in this study: SLTR clinical documentation, and a diary to monitor the researcher's thoughts throughout the process. Clinical documentation was completed as part of the SLTR's role. These included observation notes, meeting notes, and monitoring notes. The researcher kept a diary to monitor her thought processes throughout the project. This enabled the researcher to practice reflexivity and position herself throughout the research.

Document Sharing

Additional to clinical notes, the SLTR gathered previous reports or documentation from the school, whānau, and the MOEP. This was outlined in the Information Sheets (Appendix A, B, C, D, E) that were given to the participants. These documents enabled the SLTR to understand the young people's lived experiences and any previous support they had received.

Data Analysis

Following the process outlined by Braun and Clarke (2006), the researcher conducted a thematic analysis. The qualitative data gathered through this research was analysed in relation to each research question. Using a deductive process, the researcher initially decided which pieces of data related to each research question. The

researcher then created codes inductively under each research question. A single piece of data could receive multiple codes, depending on the focus of the research question. After this initial step, the researcher then analysed the data a second time, collapsing similar codes. During this iterative process, codes that were initially assigned to one research question were reviewed and reassigned to another if appropriate. The researcher created definitions for each code and assigned examples from the data to support the code in a code book (Appendix U).

Following this initial coding process, the research supervisors scrutinised the code book and definitions for each research question. The codes were then grouped into organising themes which were then sorted into global themes. This formed the structure to report the results.

Trustworthiness

Validity and trustworthiness refer to the degree in which the results of a study actually measure or describe what they set out to measure (Guba, 1981; Mills, 2014). The validity of this research study is discussed in relation to credibility, transferability, dependability, and confirmability.

Credibility

Credibility in qualitative research is defined by the researcher's ability to account for the multiple complexities that may arise within a study to explain the aspects of the study that may differ from the expected patterns and processes (Phillips & de Wet, 2017). The researcher used a variety of strategies to strengthen the credibility of this research. The study was designed over a prolonged period to ensure the reported observations were not distorted by the researcher's presence. The prolonged period

and persistent observation over time enabled the researcher to monitor real-life happenings at the study site to track patterns within the results and report possible causations of atypical results. The researcher shared preliminary findings with particular members of the team such as the young people's whānau, the HOLS, and the MOEP to evaluate the insights and theories that were drawn from the research. This enabled the researcher to report on the participant's real-life experiences. Triangulation was practiced by collecting data from a variety of sources. Finally, the researcher conducted member checks to ensure that the data gathered from the interviews represented each participant's thoughts, feelings, and perceptions (Mills, 2014).

Transferability

Transferability is important in qualitative research to explore the belief that everything studied is context bound (Mills, 2014). The goal of qualitative research is to provide a rich description of the study context, not to develop generalisable findings (Shenton, 2004). To account for transferability within this study, the researcher collected and provided a detailed description of the study context and the data gathered. This enables the readers to compare their context with that of the study and apply principles that fit within their given context (Mills, 2014).

Dependability

Dependability describes the stability of the data (Korstjens & Moser, 2018). The researcher ensured the data was stable by practicing triangulation by collecting data from multiple sources. The researcher also established an audit trail, having a Māori advisory group scrutinise the methods of data collection, analysis, and interpretation. A thematic analysis of the data was developed and tracked using a code book to ensure

consistency with the codes. This was checked and scrutinised by the research supervisors (Mills, 2014).

Confirmability

Finally, confirmability describes the neutrality and objectivity of the data (Mills, 2014). While it is accepted that qualitative research cannot be truly neutral, the researcher used strategies to monitor her position throughout the research, keeping a reflexive journal of her thoughts and perceptions throughout each stage to monitor her biases and assumptions about the data (Primeau, 2003). The Māori advisory group played a key role in assisting the researcher to monitor her biases and address these to ensure they did not impact on the interpretation and representation of the data. Alongside the Māori advisory group, the research supervisors also played a role in challenging the researcher's beliefs and assumptions. Finally, triangulation enabled the researcher to collect data from multiple sources, enabling cross-checking of the data to ensure it represented cohesive findings (Mills, 2014).

Ethics Considerations and Procedures

The planning and implementation of this project was guided by Massey University Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants (Massey University Human Ethics Committee, 2017). Approval was obtained from the Massey University Ethics Committee prior to commencement of the research (Appendix V). Following University approval, the researcher submitted the ethics documents to the MOE ethics advisor. The advisor consulted with colleagues and provided feedback on the ethical issues from an MOE perspective. The researcher responded to the feedback provided by explaining and clarifying information and processes. After a second round of feedback from the MOE ethics advisor, the

researcher, research supervisors, and two members of the Māori advisory group met to plan a response to the feedback that had been received. The title of the study was changed, in consultation with the Māori advisory group, and the recruitment and consent processes were refined. With these changes, the MOE ethics advisor gave approval for the study to commence. The ethics documents were changed appropriately, and the updated documents were provided to the Massey University Ethics Committee.

Recruitment and Informed Consent

The recruitment and consent processes were co-constructed with the research supervisors and Māori advisory group. Careful consideration was taken to protect the potential cultural aspects of whakawhanaungatanga, ensuring each participant, particularly the young people, made an informed decision about participating. A recruitment and consent flow chart was created (Appendix L) and the process was followed. An Information Sheet for the young people was developed in plain language, accompanied by visuals to meet their communication needs (Appendix E). The HOLS, who had existing relationships with the young people, explained the research to them. The researcher reconfirmed consent at the beginning of the first meeting and any data collection points after the consent form had been signed.

Risks and Mitigation of Risks

The potential or perceived risks to each participant were outlined in the Information Sheets (Appendix A, B, C, D, E). These risks included: potential pressure for participation, discomfort, observational discomfort, emotional discomfort, and privacy. The steps taken to mitigate these risks were addressed in the Information Sheets.

Vulnerable Children

The researcher acknowledged that this study was likely to include vulnerable children and took steps to protect the young people. These included: A Māori advisory group to co-construct the recruitment and consent process and protect the cultural identities of the young people and their whānau, adhering to the MOE's policies for working with vulnerable children, and ensuring the young people consented to the study.

Te Tiriti o Waitangi

To protect the cultural identities of participants, and ensure the results were reported on in a culturally sensitive manner, the researcher created a Māori advisory group within the MOE to guide her at crucial points through the study. This is outlined above.

Chapter Summary

This chapter provided a description and justification of the case study research design, why it was selected, and the processes that were followed. The context of the study was outlined, and the participants were described. The data collection methods and analyses were discussed and justified, and the steps taken to ensure the validity and trustworthiness of the study were addressed. Finally, the ethical considerations and procedures were outlined and discussed. The following chapter will present the results of the data collected and the SLT service outcomes.

Chapter Four: Results

The purpose of this research was to understand the communication skills and lived experiences of young people whose behaviour needs affect their ability to build positive relationships, manage self and engage in learning (RQ1), explore how the communication skills of these young people can be supported within a team environment (RQ2), and understand the team's perspectives and experiences of speech-language therapist (SLT) involvement (RQ3). These three research questions were explored through a case study research design.

This chapter explores the themes that emerged throughout the study. It begins by outlining the background and context for the study, including the participant school, the young people, and the teams around each young person. Other contextual factors are explored such as the challenges of COVID-19 and the impact this had on education in 2022, and the challenges of working within a secondary school environment.

Finally, the theme hierarchies for each research question are explored. Additional quantitative data, and data from other sources are embedded within each theme as is relevant to support the themes and findings.

Background Information

A key aspect of case study research involves understanding the context in which the study took place (Yin, 2014). This enables readers to better understand how the results and themes may have emerged within the study. The context for this study and the background information of the young people are described in depth. Understanding the complexities of the environment is pertinent to understanding how the themes have emerged.

The School

The participant school was a co-educational secondary school located in a city in Aotearoa, New Zealand. At the time of the study, the school roll had approximately 1400 students. Approximately one third of the students in the school were identified as having additional needs. They had "varying needs, ranging from complex educational needs to more specific learning difficulties" [Head of Learning Support (HOLS)]. There were a large population of students who were neurodiverse. Out of the 560 students identified as having additional needs, there were 22 students who were eligible for the Ongoing Resourcing Scheme (ORS), 10 students receiving support through the Ministry of Education's (MOE) learning support professionals, and four students supported by a Resource Teacher of Learning and Behaviour (RTLB). The principal commented that the school has a rich history of inclusion and strives to "[meet] the needs of the community."

The Participants

Young Person One (YP1). YP1 was a 13-year-old Year 9 student. He had been referred to the MOE learning support for his behaviour needs. A Ministry of Education professional (MOEP) had been gathering information on his behaviours since the beginning of 2022 and was in the planning phases when the SLT researcher (SLTR) came on board in Term 3 2022. YP1 had not had any input from the MOE prior to starting secondary school. He had attended local primary schools. YP1 had never had SLT input. He reported to the SLTR that there was history of abuse in his upbringing, "it wasn't working well with my Mum because she used to abuse me. And then my dad took custody of me." YP1's father identified as New Zealand European. There was no information on YP1's maternal side. YP1 had a keen interest in Te Reo Māori and his whakapapa (genealogy). English was the primary language spoken at home.

The core team members around YP1, who were involved throughout the duration of the project, included his father, the MOEP, and the HOLS. Other members who had minor involvement were, a deputy principal (DP), a teacher, and YP1's core teaching team. With YP1's permission, one of his teachers was interviewed to gather information about YP1's communication within the classroom. The teacher was not involved in the remainder of the project. After the kohikohi (information gathering) phase, the SLTR provided an assessment report of YP1's communication skills to the school. The SLTR also provided a one-page summary of the key areas of YP1's communication to his teachers along with strategies to support him in the classroom. This was presented to his core teachers along with a 15-minute conversation about the importance of supporting communication and the link between communication skills and behaviour needs. The teachers were provided with an evaluation form. However, none were returned to the SLTR. One of the DPs who was heavily involved in supporting YP1 at school was provided with the assessment report and participated in a short face-to-face interview at the end of the project.

Young Person Two (YP2). YP2 was a 15-year-old Year 10 student. He was New Zealand Māori and his permanent foster care parents were New Zealand European. English was the primary language spoken at home. YP2 had a complex history, including abuse. His foster parents ensured that relationships were maintained with YP2's birth whānau, where safe and possible to do so. There were complex mental health factors which made this difficult at times. YP2 had received a diagnosis of autism in 2020. He also had a diagnosis of auditory processing disorder (APD), but he had chosen not to wear his hearing aids or use the speaker system. YP2 was displaying a range of complex behaviours at home and multiple agencies were supporting his whānau. YP2 was aware of his needs and had communicated that he needed help and support at school. YP2 was

having difficulty with forming relationships with his teachers, perceiving them to be "growly." As a result, he was not attending school regularly which was a concern for both the school and his whānau. The MOE had supported the school with a crisis consult for YP2 in early 2022 but had not had any ongoing involvement. When YP2 was in his early years, there were plans for an SLT referral as he was not joining two words together when expected. However, nothing further eventuated from this as it was reported that YP2 had made progress. YP2 had attended a local primary school before attending secondary school.

The core team members around YP2 were his mother and the HOLS. They were involved throughout the project and the team came together to plan how to re-engage YP2 with schooling. It was difficult to recruit teachers for this project to support YP2 as he was not attending class regularly. The SLTR provided the HOLS with an assessment report along with a one-page summary of the key areas of YP2's communication and strategies to support him in the classroom. This was emailed to YP2's teachers by the HOLS. The SLTR did not receive any feedback on this level of support. YP2's mother was interviewed at the beginning and end of the project. The SLTR also met with her to discuss the assessment findings and there was a meeting at school with the HOLS to support YP2 to re-engage with school by attending regular classes.

Contextual Factors

Within qualitative research, it is pertinent to understand the context in which data was gathered, so it can be interpreted within the appropriate lens. This section describes the secondary school environment and the impact of COVID-19 so that readers have sufficient background information to understand the results.

The Secondary School Environment

The secondary school environment within New Zealand is a complex system for young people to manage. The MOEP reflected that, "they have to manage five different relationships with teachers… That real protective factor of having a good relationship with an adult is gone really." Additionally, the HOLS talked about expectations on the young people to manage their own needs and learning, "we need a lot more support really. So, students do have to be quite self-managing really." The MOEP and the HOLS both commented that young people have multiple contributing factors which can be a result of their communication difficulties or in addition to their communication difficulties. Some of these factors include, but are not limited to, autism, attention deficit hyperactivity disorder (ADHD), APD, mental health, historical factors such as trauma and abuse, or managing the complexities of the secondary school environment.

For MOE learning support professionals, supporting secondary schools can pose its own set of challenges as "you move from working with one teacher to working with a lot of different people… so, communication amongst staff is really difficult" [MOEP]. The MOEP had observed that secondary school teachers have "far less training around behaviour" and they have less time than primary teachers to build relationships with students to meet their needs.

Impact of COVID-19

The COVID-19 pandemic continued to cause immense pressure on the education system in 2022. With the COVID-19 Protection Framework in place from December 2021-September 2022, all of New Zealand moved to the red setting after the first confirmed community case of Omicron on 23 January 2022. Where there were confirmed cases of COVID-19, people and their households were required to isolate,

initially for 10 days, which moved to seven days on 11 March 2022 (Unite Against COVID-19, 2022). Going into the third year of the COVID-19 pandemic, where education had to adjust greatly once again, isolation rules impacted significantly on staffing as teachers were expected to cover relief for additional classes due to staff shortages, and there were fluctuating numbers of students within classes. These challenges were discussed by the participants,

> "I know I keep saying this, but I can't overstate how exhausted people are. The idea that school is not starting till 10 o'clock on Tuesday to give teachers a chance to catch up because we've had so much cover and relief… that's just never happened in my entire years of teaching" [HOLS].

> "It's just really difficult to get momentum because I've had so much time off with my family being sick. And then other times other people… You know, one of the meetings when things were really challenging with [YP1], two out of the three people I was meeting with were isolating at home… Like the school have really just been responding and reacting a lot" [MOEP].

> "It's very difficult… because we're struggling to staff just our normal teaching staff at the moment because of COVID absences and isolations and all that" [Principal].

The challenges the education sector faced with COVID-19 impacted the project making it difficult to progress at times. It impacted on planning as it was difficult to bring teams together to support the young people. It also impacted on implementation as teachers were facing immense pressure and members of the leadership team were weary of placing extra expectations on them. This is reflected by the HOLS's comments above.

Question One: What are the Communication Skills and Lived Experiences of Young People whose Behaviour Needs Affect their Ability to Build Positive Relationships, Manage Self, and Engage in Learning?

The first research question explored the communication skills and lived experiences of young people with behaviour needs. Data for this research question was gathered through semi-structured interviews with all team members, field notes, clinical notes, and observations. A thematic analysis was conducted to understand the lived experiences of the young people. Additionally, data was gathered through SLT assessments, including tests, and a language sample analysis to understand the communication skills of the young people.

After a thematic analysis (Braun & Clarke, 2006), two global themes arose from the data: Extent of Communication Difficulties, and the Impact of Communication Difficulties. Each global theme had three organising themes. Table 2 shows the breakdown of themes.

Extent of Communication Difficulties

The first global theme that emerged from the data was the extent of communication difficulties for young people. This was sorted into the organising themes: Difficulties, Social Communication and Awareness.

Difficulties

The young people displayed difficulties with receptive and expressive language. These were explored through the perspectives of the young people and other team members, formal and informal assessments, and a language sample analysis.

Table 2

Theme Hierarchy for Question One

Global Theme	Organising Theme	Codes
Extent of communication difficulties	Difficulties	Receptive language difficulties
		Expressive language difficulties
	Social communication	Theory of mind
		Manner
		Quantity
		Quality
		Relation
	Awareness	Adult awareness and strategies
		Young people identifying the need
Impact of communication difficulties	Wellbeing	Stress
		Young people's perspective
	Engagement	Consequences of communication breakdown
		Displayed behaviours
	Social	Difficulty with social relationships
		Seeking connection
		Understanding social communication

Receptive Language Difficulties. The young people's receptive language difficulties included understanding abstract language, big words, following a conversation when people talked quickly, and understanding concepts such as time. Four tests from the Clinical Evaluation of Language Fundamentals 5th edition (CELF-5) (Wiig et al., 2013) were administered with both young people: Word Classes, Following Directions, Word Definitions, and Semantic Relationships. The SLTR used the Australian and New Zealand version of the test which includes normative Australian and New Zealand data. The percentile ranks indicate the percentage of young people at the same

age that typically score at this level. The CELF-5 does not account for differences in culture and therefore should be interpreted with caution.

YP1. YP1 identified that he had difficulty with understanding what people said. He reported that he wanted people to talk, "basically. Instead of bloody 'Stephen Hawking language." YP1 scored in the 2nd percentile rank for the Word Classes, Following Directions, and Semantic Relationships tests. The Word Definitions test was too difficult for YP1 to complete and was discontinued. The tests confirmed the significance of receptive language difficulty for YP1. It was evident that these difficulties impacted on his ability to interact with others in the classroom and in his peer interactions as YP1's teacher reported,

> "Yeah [YP1's communication skills] probably hinders him from forming relationships. Just cause the messages aren't going through. Kids can't really see what's happening. Yeah, it's like there's a break in the line."

YP2. YP2 also had difficulty with receptive language. He was aware of these difficulties and described the stress of talking with a teacher,

> "I'm trying to figure out what [the teacher is] saying. And then after she says that word, she's carrying on about something else… I don't have the time to comprehend what the other word that she said was and what that means."

YP2 scored in the 16th percentile rank for the Word Classes, Following Directions, and Semantic Relationships tests. The Word Definitions test was discontinued as YP2 was finding this difficult. It was not scored. YP2 engaged well with the tests and reported at the end, "I really enjoyed that. It was fun." He was able to answer all the questions of all tests, except for the Word Definitions test, and

consistently scored in the middle range. It was evident throughout the tests that YP2 required multiple repetitions of the instructions, and processing time, to attend to the tasks and formulate his responses. He had difficulty filtering out background noises at times and requested repetitions of the instructions. Therefore, understanding language in a busy and loud classroom environment was likely to be more difficult for YP2.

Expressive Language Difficulties. In addition to receptive language difficulties, the young people also had difficulties with expressive language. This included word finding difficulties and difficulties with ordering and sequencing events in ways that were understandable to the listeners. The young people had a range of masking behaviours, using learned phrases, presenting as polite and agreeable, or using phrases they had heard other people use.

YP1. On a home visit with the whānau of YP1, the SLTR noted in her field notes, "Observed YP1 having word finding difficulties." The MOEP reported, "He's so good at masking those challenges. And he's quite sophisticated around his communication needs." YP1 described his expressive language difficulties as "stutter[ing] a lot."

SLTR: "You stutter? Okay. Can you tell me about that?"

YP1: "Just like I don't know how. Just talk. And it just. My lips shiver and just go blah."

During an explaining and recall task, the SLTR asked YP1 to explain how he sold his family tree drawings at lunch, what his family tree meant, how to work out if people are your third cousins, and how he would explain to a new student how to buy their lunch on their first day of school. It was evident that YP1 had difficulty explaining and

adding enough relevant information for the listener to understand, even on topics that were of high interest to YP1.

The SLTR asked YP1 to recall how he remembered the names on his family tree by asking, “How do you remember all the names?”. YP1 responded with, “Just write them”. He did not add any other information to answer the question.

YP2. YP2’s mother described how YP2 sequenced a story, “he’ll come home when something happened, and he will start somewhere in the middle of the story rather than the sequencing being right.” YP2’s mother reported that this was something YP2 had often had difficulty with throughout his life. The whānau had adapted accordingly to meet YP2’s needs.

The SLTR asked YP2 to explain two different scenarios; how he would explain to a new student how to buy lunch on their first day of school, and what the SLTR needed to do to catch the bus to a specified location. YP2 was able to display empathy and explain how he would show the new student how to buy lunch by relating to them, helping them, and befriending them. YP2 was able to explain some steps to catching the bus. However, the steps were not coherently ordered as YP2 was excited to talk about buses. The SLTR asked YP2 to recall what he had done in the morning since he woke up. YP2 was able to recall that he had played video games but did not add anything else to the conversation.

Social Communication

Embedded within receptive and expressive language, is the ability to understand and respond appropriately to social communication. A key aspect of this is theory of mind. This is examined within this section along with a language sample analysis.

Both young people displayed difficulty with the concept of theory of mind; the ability to understand the perspectives of others during a conversation. The HOLS mentioned this about YP2 during mechanical engineering class, saying, "And then he'll be getting annoyed that the teacher can't immediately give him half a term of safety briefing right then and there." His mother also mentioned, "And [YP2]'s interpretation of what people are doing or saying is sometimes wrong. Sometimes right, sometimes wrong."

In relation to theory of mind, it appeared that YP1's perceptions of a social situation differed to how his team perceived him to be. For example, YP1 reported to the SLTR,

> YP1: "I've been bullied since I started school… And this year I really couldn't hold it back. Didn't know any of the people here. They're all disrespectful. I just exploded and I was like in the office like every day. And my dad got calls every day from the principal because I lashed back at people."
>
> …SLTR: "And do people talk like that to everyone or just to you?"
>
> YP1: "Just to me. And be rude."

The MOEP's perspective on YP1's interactions with others involved YP1 having difficulty with understanding how his behaviours might be interpreted by his peers, and also how he responds to others,

> "So, the first few weeks at [secondary school], he was like puffing himself up and acting really macho and like strutting… And [he] would be quite rude to people… Like he's often saying stuff to people and being quite offensive… But then he feels like he is the victim of [peers] as well… Even if he has said something first."

YP1's teacher also described a similar situation in the classroom about YP1 trying to connect with his peers. She described a situation when YP1 had tried to connect with peers "but then it's gone bad."

> Teacher: "He just thought someone was having a dig at him, I think. But they were just trying to help."
>
> SLTR: "And how did he respond when he thought someone was having a dig?"
>
> Teacher: "His body kind of got like tense and [he was like], 'what the f*** did you say?' That kind of thing."

YP1's father described how YP1 interprets and responds to "banter."

> "Because banter with [YP1] fires him up. He gets furious… If he could learn banter that would be great… You know like teasing back and forth. Teenagers tend to partake in it. And it isn't supposed to be taken to heart… [YP1] takes it to heart straight away. [Then] he gets mad, throws a chair, storms out."

The SLTR recorded a conversation with both young people. A range of topics were covered including where the young people were from, how they found their talking and listening at school and home, with their peers, families, and teachers. The SLTR embedded an explaining and recall task into the conversation and recorded the young people's responses. The transcripts of these recordings were coded using Grice's (1975) maxims of quality conversation. These maxims are manner (speakers should contribute and respond appropriately), quality (speakers should only speak what is true), quantity (speakers should only say what is required to convey meaning), and relation (speakers should say what is relevant).

Quality. Quality refers to the maxim that speakers should only speak what is true.

YP1. YP1 demonstrated some ability to self-reflect during his conversation with the SLTR and was able to describe his plan so that he does not react to what others say to him in class. There were times during the conversations where YP1 would use a word that he did not understand. Sometimes he was able to identify that he did not know what it meant, but other times he was not able to do this.

SLTR: "Do people sometimes use words that are confusing?"

YP1: "Haha yeah. Philosophical words. I don't know what that means… the meaning of life?"

YP1 reported in the conversation that people often used big words that he did not understand, and he would like them to talk "basically." However, later in the conversation when the SLTR asked if it happened often, he reported that it didn't happen "much." During the five minutes prior to being asked, YP1 had asked the SLTR to clarify what she meant three times. The SLTR observed that YP1 often did not understand what others were saying. At times he could identify this and ask the speaker to clarify, but other times he was unaware that he did not understand. This led to YP1 answering questions inappropriately and not related to the topic of conversation.

YP2. YP2 was able to have an honest conversation with the SLTR. There were two occasions where he thought out loud which resulted in him using a series of incomplete sentences that made it difficult for the listener to understand. YP2 often answered questions positively before revealing his true thoughts about a situation. For example, when the SLTR asked how he found talking with his friends, he replied, "Oh it's

very good. It's alright. It's not bad." At another point, he reported finding a relationship difficult but later said that he did like the person, "but not really." This common theme of revising statements made it difficult for listeners to know what was true when YP2 was speaking with them.

Quantity. Quantity refers to the maxim that speakers should only say what is required to convey their meaning.

YP1. During the conversation with the SLTR, YP1 was able to appropriately add enough information to ensure the SLTR knew what he was talking about a few times. However, YP1 often did not add information to ensure the SLTR understood, and he did not appear to be aware that he must do so. This was evident when YP1 talked about the places he had lived previously. He concluded his explanation with, "and we just lived in the apartment ever since." The SLTR had to clarify which apartment he was referring to.

Throughout the conversation, YP1 had many incomplete sentences such as, "just think it's impressive," and, "doesn't understand much of the things I do." He often used non-specific vocabulary, referring to objects such as "this" and "that" or "that thing."

YP2. YP2 displayed some understanding of the listener's perspective and added enough information for the listener to understand some of the time. He used techniques such as checking in with the SLTR to see whether she had visited a place he was comparing to and spontaneously added comments in the conversation for clarification. When YP2 was trying to explain to the SLTR how he asks for help in the classroom, it was sometimes unclear to the SLTR whether he was talking from his perspective or the teacher's. At times it was difficult as a listener to follow some of YP2's ideas and explanations. YP2 did not appear to be aware that some of his explanations were

difficult to follow at times. He reported that he enjoys explaining things and tries to be as clear as possible.

A common theme that occurred within the conversation was that YP2 appeared to add more information to the conversation than necessary. This was particularly evident when talking about his topic of high interest, buses. When the SLTR asked YP2 to explain how to catch a bus, he added multiple tangents about buses that were irrelevant. He did not appear to be aware of the listener's perspective during this time or whether the listener was interested in hearing about buses.

Relation. Speakers should say what is relevant to the conversation.

YP1. YP1 displayed difficulty with adding relevant information to the conversation for the SLTR to understand. The SLTR often had to ask follow-up questions or clarify information. YP1 often answered questions off topic. He was sometimes able to identify when he did not understand. However, there were times when YP1 was not able to do this, leading to a communication breakdown. The SLTR's field notes documented multiple moments where communication breakdown impacted on YP1's ability to interact with his teachers and peers.

YP2. YP2 was excellent at continuing a topic of conversation by adding relevant comments. He responded well to open-ended questions and provided responses that were relevant. When YP2 asked for a break, he was able to enter back into the conversation and stay on topic.

YP2 did follow some tangents at times and added irrelevant information. For example, when YP2 was talking about how he finds explaining things, he added, "and

the thing is, I don't think that you want to be doing maths at the end of the world" without giving any context to the listener about how it was relevant to the conversation.

When YP2 was asked to explain how to catch the bus, his explanation was not cohesive. The SLTR had to reinforce and model back to YP2 to help order his words to become understandable to the listener.

Manner. Finally, manner refers to the belief that speakers should contribute and respond appropriately within a conversation.

YP1. A common theme that arose within the conversation with YP1 was his difficulty responding appropriately to the situation. People adapt their communication style to fit the context, for example, speaking with teachers would be different than speaking with peers. There was evidence to suggest that YP1 had difficulty with this. He used a range of comments that were not appropriate to the context. He reported that he would shout and call out in class when he did not understand and that teachers often told him to put his hand up, but he did not appear to understand why.

YP1 reported that he would often get angry if he perceived people to be rude. He did report that his plan was to try and ignore the comments by using distractions such as drawing. He showed some ability to reflect by reporting that he often responded in anger if he did not understand what his peers were saying.

YP2. YP2 had a polite way of speaking with the SLTR and used a range of appropriate and polite small talk. He often finished his utterances with, "But yeah" or "It's okay though," which became an indicator that he had finished talking. It appeared that these were learned conversation techniques that YP2 used appropriately. At times, however, these were over-used.

When YP2 became distracted by background noise, or fixated on words, he had difficulty forming responses that were appropriate. Once YP2 had explained this to the SLTR, he was able to repair the conversation by asking the SLTR to repeat herself if this occurred.

During the first 15 minutes of the conversation, YP2 appeared to ask, "Is there anything else?" after he had finished answering a question. This decreased as the conversation went on. However, this could be an indicator that YP2 sometimes had difficulty understanding and interpreting non-verbal cues in a conversation.

Awareness

A key theme within the data was the varying levels of awareness of the communication needs of the young people amongst members of the team. The young people were aware of their needs and what they found difficult in the context of communication. Adults supporting the young people had an existing level of awareness around the needs of the young people and were able to describe their difficulties and the strategies they used. The HOLS was able to reflect how she had adapted her communication style to engage appropriately with YP1,

> "But I was even thinking about trying to talk to [YP1] this morning. And then I actually sort of thought about it, and I thought, 'no, me pulling him out of another class no matter what I say, he's going to interpret that as me telling him off.' When really, I'm trying to reassure him that we're trying to get to the bottom of it and help him to feel comfortable in school."

The mother of YP2 reported how they had supported YP2 before he received a diagnosis of autism and how his primary school teachers had supported them in that

period, “Before he was diagnosed with autism and ADHD, the teachers would give him earmuffs if the noise was too much for him.”

The young people were able to identify that they had trouble with talking and listening. They were able to describe what situations they found difficult and what they did in each of those situations. The young people were also able to identify what adults or other people could do to make talking and listening easier. YP1 reported, “I ask everyone what they mean.” He also identified that he had difficulty with understanding ‘banter,’

SLTR: “So you think people are trying to offend you when they’re using banter?”

YP1: “Mm. I can’t tell when someone is doing it or not. They just say it. It’s annoying.”

YP2 described the difficulty of trying to focus and not understanding what people are saying, “even when I’m focused and I listen to someone speaking, I always get a bit confused still.”

Impact of Communication Difficulties

The second global theme arising from question one, was the impact the young people’s communication difficulties had on their wellbeing, engagement in school and the community, and their social relationships.

Wellbeing

Communication had a significant negative impact on the young people’s wellbeing. The young people reported that they found talking at school stressful. They reported that it was difficult to talk to peers and adults, especially when they talked fast

and used big words. YP2 described that he would prefer not to talk, "I try to avoid talking to [teachers] because I'm afraid that I'd upset them a bit." He also described the impact this had on his peer relationships, "And then I got kids looking at me. And my friends like, I don't know."

YP1 described the stress of having word finding difficulties, which he described as a stutter. "Cause people think I'm lying. And I just sit there for like half an hour trying to explain that I have stuttering issues sometimes. And it just happens out of the blue."

In addition to stress, the young people were able to describe the effects of their communication difficulties on their wellbeing, their social relationships, and their daily life. YP1 described his talking as a mystery, "like my talking is a bit of a mystery to me really." He perceived that he was "better at talking with adults than with kids."

YP2 reported, "I like to talk because it just keeps me active." However, he also perceived the impact of communication difficulties by describing the stress he felt when talking with teachers,

> "Talking with my teachers… It's a little bit stressful because I can't always think of the right words to say. I sort of seem to slow my speech. And I can't always think and speak what I want to say very quickly at all."

Engagement

Alongside the impact that communication difficulties had on wellbeing, the young people's engagement in the schooling system was impacted. There were numerous consequences of communication breakdown. Often these resulted in the young people feeling misunderstood, displaying a range of behaviours, and disengaging from school. YP1's teacher reflected on this,

"Yeah [YP1's communication skills] probably hinders him from forming relationships. Just cause the messages aren't going through. Kids can't really see what's happening, Yeah, it's like there's a break in the line."

YP2's mother understood the impact of communication on YP2's engagement in school, "because if [teachers] growl at him or look at him the wrong way, he's just out of there." Additionally, the HOLS saw this as a wider trend within the school,

"But I think there are a lot of students who don't have very good social communication and then that leads to them really struggling with friendships and behaviour… They feel misunderstood and that nobody likes them and they're bullying them and things like that."

As a result, the young people displayed a range of behaviours that often stemmed from their challenges with communication. This clearly showed the link between behaviour and communication. YP1 described what happened during breakdowns in communication,

YP1: "And then people are like, 'oh you're lying. You're stuttering, that means you're lying.'"

SLTR: "Right. What happens then?"

YP1: "Um I just tell them to shut up. Then they get personal trying to shame me.

YP2's mother described that YP2 was disengaging from school due to communication breakdowns,

"I think the bus company is the biggest drama in YP2's life. And it also keeps him from school. So, he is being truant. So, if YP2 doesn't want to go to school, he will get on a bus… All his teachers… being aware that you need to go gently, gently

with him. Because if they growl at him or look at him the wrong way, he's just out of there."

Social

Finally, the third area of impact on the young people was their social relationships. The team identified that the young people were seeking connections but were unsure how to engage effectively to build relationships. The young people had difficulty forming social connections and relationships due to their communication difficulties and differences. This presented as misinterpreting other people's attempts to engage, or understand the social cues of the situation, leading to negative reactions and experiences for the young people and their communication partners. The MOEP described YP1's ability to interact socially,

> "Yeah, social settings and probably unstructured social settings… YP1 is probably feeling like he doesn't fit in and needs to kind of show himself or prove himself but gets it really, really wrong."

YP1's teacher had a similar perspective reporting, "I often see YP1 just by himself wandering around school. I think, 'oh he must be lonely.'" YP1 reported that it was easier for him to engage with adults, "I'm just better at talking with adults than with kids… Like with kids, they're very unreasonable and assholes."

YP2 described his difficulty with social relationships and the impact of relationship breakdown,

> "There were a few friends that I didn't get along with and I did end up saying something on social media that kind of offended them… They're still in my class

and I feel I have to watch every word I say when I'm around my friends because I don't want the same outcome to happen now."

Despite having difficulty with social relationships, the young people sought connection with others but had difficulty knowing how to engage. This led to poor interpretations of them by others and relationship breakdown. The MOEP reflected, "[YP1] is clearly motivated and wants to engage with people." His teacher added, "He's really good at communicating with us as teachers. But not always through words. Like body language."

Part of the young people's difficulty with social relationships involved understanding the social, unspoken aspects of communication such as humour and banter. YP1 had particular difficulty with this. His teacher reported, "[YP1] can be offended easily" with the HOLS also saying, "He doesn't understand banter at all." YP1's father understood the impact this had on YP1, "Because banter fires [YP1] up. He gets furious… If he could learn banter that would be great." YP1 also reported, himself, that banter was difficult for him, "I hate banter… Cause it's rude… and not completed… And I think they're actually trying to offend me."

YP2's mother described the impact of social communication on YP2,

"He can nut off at his friends and he doesn't realise that they're feeling a bit sort of put upon. And he's got it out of his system, but they remember that he was sort of unpredictable."

Question Two: How can the Communication Skills of Young People be Supported Within a Team Environment?

Question two explored how the communication skills of young people with behaviour needs can be supported within a team environment. Two global themes

emerged within the data. The first global theme was Challenges, with the organising themes: Perceptions from Team Members, and Wider System Challenges. The second global theme was the Facilitators, with the organising themes: Team Approach and Levels of Support (Table 3).

Table 3

Theme Hierarchy for Question Two

Global Theme	Organising Theme	Codes
Challenges	Perceptions from team members	Perceptions of the speech-language therapist role
		Resourcing challenges
	Wider system challenges	Systemic challenges
		Collaboration challenges
		Environmental challenges
Facilitators	Team approach	Working together
		Young people's engagement
		Strategies
	Levels of support	Identifying the communication difficulties
		Social communication
		Tier I and II universal and targeted support
		Tier III individual support.

Challenges

The first global theme explored the barriers to supporting the communication skills of young people within a team environment. This was split into two organising themes, Perceptions from Team Members, and Wider System Challenges. The challenges arising included the perceptions of team members of the SLT role and the difficulties of supporting secondary school students within their environment.

Perceptions from Team Members

The team had differing perceptions of what an SLT might do and how they could support young people. On one side, some members of the team were able to identify that young people often have hidden communication difficulties which could impact on friendships and engagement with education. Other team members had limited knowledge of the SLT role and wondered why they might be involved. For instance, when asked how SLTs could support students with behaviour needs, the principal replied,

> "Well, I must admit when I saw your email originally, I wasn't exactly sure how the two related. I immediately forwarded it to the learning services to see if they were interested in this."

In contrast, the HOLS had a clear understanding of the SLT role due to her previous experience working overseas and alluded to the hidden aspect of communication difficulties,

> "You know it's not necessarily the obvious communication difficulties… I think there are a lot of students who don't have very good social communication and then that leads to them really struggling with friendships and behaviour."

The father of YP1 had some understanding and was grateful for the support, "Speech-language therapy, is that like communication skills?" Whereas the mother of YP2 perceived SLT work through a clinical lens,

> "Um I imagine that [SLTs] do lots of exercises with kids to get their mouth producing the sounds that they need to… yeah just kids with lisps or yeah

delayed language you would work with them… Maybe you use equipment to help kids learn and understand. But yeah, to me it's mostly around practicing the sounds and using your mouth correctly."

The teacher had a similar perspective, "I think [SLTs] would work on like words and pronunciation of words. And breaking down the sounds that kind of thing." The MOEP was able to identify where the lack of awareness of the SLT role could pose a difficulty for widening the scope of practice to secondary school work,

"There's probably two parts to [the SLT role] … So [support around speech sounds] is quite a small part that probably everyone assumes that's what speech and language therapists do. But yeah, I guess the role is around supporting better communication in the classroom. Often helping with things like visuals. That's what I see in that kind of more moderate needs space… And then the higher needs it's around like communication aids."

In addition to differing awareness of the SLT role, there was a perceived lack of professional resource and availability within secondary schools in New Zealand. This perception was evident within the secondary school staff, where the HOLS reported, "we try [to support all students] but obviously our resourcing is nowhere near adequate to meet the needs of that many students." The principal also reflected this attitude when talking about the growing level of need within the school,

"It's been a growing trend in the last, I would say, 10 years. The school has changed a bit in nature, and we're seen as a place that does a really good job with kids who are neurodiverse… I mean we've got a lovely inclusive aspect. Whoever you are, we'll try and do the best by you. But of course, we're not resourced

better than the school down the road or whatever. So that does present challenges."

Wider System Challenges

In addition to the perceptions of team members as a barrier to broadening the scope of SLT work, there were wider system challenges to SLT support within a secondary school environment. Some of these challenges included students having multiple teachers, making it difficult to implement systemic support, access services, and having a larger school with various needs among students. The HOLS commented on these challenges,

> "Because often what tends to happen, I think at secondary school now as well, not just with speech and language therapy, but with all kinds of issues. Often, we're just giving advice to teachers. And that's good, but there's a lot on teachers you know. They've got a lot of students with additional needs in their classes… And there's all these things that they've got to manage and just giving advice to the teacher is kind of about managing it in class. It's not really helping the kid necessarily to change their behaviour."

The MOEP also commented on the complexities of supporting secondary schools, compared with primary schools,

> "You know most behaviour work in secondary schools compared to primary schools is quite challenging to make any lasting change… It's different to primary school work because… it's so difficult to influence all the different people and their friends."

The MOEP also added,

> "[Secondary school] is a much more complex environment for the kids to manage… There's much more complex social situations and you have much less control over other kids and how they impact on the student's behaviour… Just the fact that they are having to go and see five different teachers and get on with five different people's rules and expectations and how they set up the class."

In addition to systemic challenges, there were challenges to working together as a team. Some of these challenges included conflicting schedules for team members to organise meetings together, different expectations from the team members, and adding to teachers' already high workloads. The MOEP reflected on this when comparing to working with primary schools, "you move from working with one teacher to working with a lot of different people. It's really, really difficult to meet people." She also added,

> "So yeah, I've kind of started looking at ways that we can work differently with the school. But they're always so busy and never have time to implement things and do things that we work on with them as well."

The mother of YP2 reflected on the challenges they had to access support from many different professionals and agencies for YP2,

> "It's been a bit of a mission to get everyone on board. There's waiting lists and then do you fit their service or whatever, but it does feel like we're well supported at the moment. Sometimes it does feel a little bit overwhelming with everything."

She added,

> "And we know that schools are underfunded. It can be a wee bit hard knowing that [YP2] needs more support, but you know, like most kids with special needs, can't get it. But so far, the school has been on board with helping us."

Finally, young people find the secondary school environment is a complex communication context. They are expected to self-manage many of their needs and have to adapt multiple times throughout each day. These environmental challenges can be a barrier to implementing effective support due to the multiple factors that need to be managed. This was particularly evident for YP2. His mother expressed,

> "But [YP2] finds the whole school system quite challenging. He's just one of many and if you don't do as you're told then, of course, you're going to get told. Which he doesn't cope well with."

YP2 expressed this difficulty himself,

> "And [teachers have] got millions of kids that they need to help more than me. But I feel like I need the most help at the same time. So, when I do go ask for help, they don't really come over to me. They don't prioritise me… And so, I've just sort of given up at talking really for them for help. So, I just kind of just distance myself."

Facilitators

The second global theme explored the facilitators of SLT practice. The organising themes show the participants' perspectives on the team approach and the levels of support that were offered throughout the project.

Team Approach

To ensure effective SLT service, the team worked together to support the young people with behaviour needs. This included collaborating with all team members, having a shared plan and shared vision, and keeping the young people's voice at the centre at all times. Working together involved effective and ongoing effort to build relationships to strengthen the team, support the young people, their whānau and the school. The HOLS was central to maintaining the relationship with the school and bridging the relationship with other members of staff. This was reflected during the planning around YP2,

> "It needs to be really well organised and planned. We all need to have a plan. I said that to [Mum] and [Dad]. Where they're able to kind of get him here too. And then I can get the teachers on board and maybe we start small."

The MOEP reflected on the importance of having the young people on board as key members of the team so that they are able to voice their opinions and ideas,

> "I've also been grappling with this issue around consent and like my relationship with the student. Because at primary school level, I don't consciously connect with them. You know, I work with the adults, and I try and make a change that way… I also wonder if I would have been more successful if I'd worked on that relationship first and then got a better understanding of what they wanted."

The mother of YP2 was clear about what was effective when working with their whānau. When asked what the most important things professionals could do when working with them, her reply was,

> "I think what we've experienced with [professional], is that nothing surprises him… But not overreacting to what we tell people what YP2 does or making us feel that it's our fault… Sometimes family and friends sort of want to fix it rather than just listen."

Additionally, the young people were very insightful about what adults and other people could do to make talking and listening easier for them. They offered strategies that would support them and had a voice throughout the project. Sometimes the young people were not willing to engage. They did not want to be seen as 'stupid' or different to their peers or they might have come in heightened from events that had happened previously that day. This was evident in a field note made during the project.

> Field note: "School visit was booked and arranged with the HOLS. On arrival the HOLS reported that YP1 had a difficult morning and was heightened. The HOLS reported that people were asking YP1 about what he was wearing to be friendly and make conversation with him. YP1 did not appear to understand why people were asking this and had escalated, pushing a teacher aide. YP1 came to the meeting room with the SLT but reported he did not want to talk and just wanted to go home. After talking with the principal, YP1 went home."

The young people were insightful during a session where they co-constructed a communication passport with the SLTR. Initially, YP1 was reluctant to engage,

> SLTR: "So, today I thought we could do a little bit of this. This is what we call a bit of a communication passport. And it helps you to tell other people about your talking and listening. So, you can tell your teachers about…
>
> YP1: "Am I special or something?"

However, after completing the passport with the SLTR, YP1 said, “share [the communication passport] with everyone maybe… And then the teachers can tell the students.”

YP2 was happy at the end of the communication passport session. He reported he would like for it to be shared with his teachers and that it would be helpful for his parents,

SLTR: “When you look at this [communication passport], do you think that might help if you showed this to other people?”

YP2: “Yes. Yes. Yes. That would be nice.”

SLTR: “To help other teachers know how to talk to you?”

YP2: “Yeah.”

SLTR: “Who else might that be helpful for?”

YP2: “My parents.”

Another helpful aspect of the team approach was a one-page summary of the young people’s communication difficulties along with strategies to support them in each of these areas. This was created by the SLTR after the Kohikohi (gathering information) phase and was provided and explained to YP1’s teachers by the SLTR. The young people also identified strategies other people could use when talking with them to help them understand. The SLTR and young people co-created a communication passport with these strategies and shared them with teachers.

SLTR: “Please use basic words? Please use simple words?”

YP1: "Yeah, like the old-fashioned ones. Not the new era kind of 'I'm making this word up.' I can talk with someone for a bloody long time. It's just if they start using big words, I will get confused and go off track and I can't, I forgot what I was talking about."

Levels of Support

The second organising theme under the facilitators of SLT support within a team environment, was levels of support. Using the MOE's tiered support model, as outlined in the introduction for practitioners of all professions, the SLTR applied the framework to the secondary school context, providing support across all tiers to assist the team with understanding the young people's communication needs and implement strategies. A key aspect of this tiered support was identifying the communication needs of the young people and supporting the team to understand the implications of these needs. The SLTR supported her colleague to gain a full understanding of YP1's behaviour needs by identifying his communication needs. The MOEP reflected in the initial interview that understanding YP1's communication needs would be beneficial to the support that was planned for YP1,

"I guess getting a better understanding of [YP1]'s communication needs would be the start… Because it is that social communication that I guess we've kind of identified. So yeah… really understanding what his underlying communication needs are."

The HOLS was grateful to have an explanation of YP1's needs and what might be a probable cause of some of his displayed behaviours,

> "Because YP1 doesn't actually have any diagnoses. Not that we have to have them. But I think for him going forward, it's quite worrying to see where he could end up especially as a young adult… And if you've got something to say that actually he's got a language issue rather than he's just violent or whatever. It will be good to get to the bottom of it."

The team around YP1 identified that the SLTR could support with social communication. It appeared that many of YP1's relationship challenges stemmed from a breakdown in social communication. The team were in support of helping YP1 to have positive interactions with peers and teachers while he was at school. YP1's father was particularly in favour of this, as he identified that YP1 was having difficulty understanding and responding to banter, "Um any support to help YP1 with his social skills basically."

Additionally, working within the Ministry of Education's framework, the SLTR provided Tier I and II universal and targeted supports to the teaching team and the school. This included advocacy and raising awareness of the prevalence and impacts of communication difficulties, providing classroom strategies for the teachers and working transdisciplinary with professionals to ensure the young people were receiving adequate supports. The MOEP expressed the need for this,

> "Well helping teachers understand the link between communication and literacy. And you know like those communication skills and cognitive… or I guess, learning. So, that's probably more at a system level. On an individual level, probably just helping with an understanding of an individual's communication needs for that behaviour."

In addition to Tiers I and II supports, participants perceived benefit of an individualised approach to supporting specific young people, implementing plans that were tailored to their individual needs. An important part of this Tier III support was equipping the young people with self-help strategies that they could use in situations where they found talking and listening difficult. The HOLS had expressed the importance of having something the young people could do, "But what can YP1 do when he's feeling like he doesn't understand? Some positive things he could do instead." From this, the SLTR and young people co-constructed communication passports,

> "SLTR to mother of YP2: "We made what we call like a communication passport. Which I did share with [HOLS] as well for his teachers. And so, it was all [YP2]'s words. I can email it to you as well… It's just a little one-page thing about things that [YP2] wanted people to know about his talking and listening. Things that help. The things to do, not to do."

Question Three: What are the Team's Perspectives and Experiences of SLT Involvement Supporting These Young People with Behaviour Needs?

The final part of this project explored the participants' perspectives and experiences of SLT involvement throughout the project. As part of the team, the SLTR's field notes and reflections of her role were included in the data analysis for this research question. One global theme, Positive Insights and Steps for the Future, arose from the data. Within this global theme, there were three organising themes: Awareness and Understanding, Practical, and Future Planning (Table 4).

Table 4

Theme Hierarchy for Question Three

Global Theme	Organising Themes	Codes
Positive insights and steps for the future	Awareness and understanding	'Aha moment': Behaviour is communication
		Understanding the young person
		Young people's perspectives
	Practical	Meeting the needs of the young people
		Practical adult support
		Team approach
	Future planning	Need for advocacy
		Need for additional SLT support at secondary school

Positive Insights, and Steps for the Future

Within this global theme, there were three organising themes. The teams were insightful on their increased awareness, what aspects of the project went well, and what could be done in the future to ensure effective continuation of SLT service within the secondary school environment, particularly for young people with behaviour needs.

Awareness and Understanding

Participants expressed a greater awareness and understanding of communication, the SLT role, and the needs of young people with behaviour challenges. The team members described that they had a deepened understanding of the link between communication and behaviour. For some, this was expressed as an 'aha moment,' where they were able to understand the underlying needs for many of the young people's behaviours. The DP expressed this when reading the assessment report about YP1,

> "The whole [assessment report] was an 'aha moment' in terms of realising that his behaviour… I think how he responds to other students is down to his inability to really communicate effectively. And that obviously has further impact in terms of his relationship with those students and his relationships with staff."

He added,

> "Especially for newer staff or newer people to teaching, is that there is often a cause for behaviour and the kid isn't just naughty and there's an explanation for why that person is acting in such a way."

> "I've not been involved with a speech-language therapist before, but you know when you say, what was the 'aha moment?' It was the fact that this is the reason. This is a reason. Part of the contributing factors for why YP1 is like the way he is" [DP].

The HOLS expressed similar perspectives of understanding the greater needs of YP1,

> "Having a greater understanding definitely helps. Because I think… often students can get labelled as being naughty. And so, if you can have a better understanding of what's going on behind it then people are more understanding."

Additionally, the MOEP spoke to the benefit of understanding the wider picture of what was happening for YP1, "We had ideas around [YP1]'s behaviour, but I didn't have a really good grasp on what was happening. But possibly because that communication stuff was missing."

For YP2, his mother expressed a gratitude of a deeper understanding of YP2 and his communication, saying, “I found it nice to know that somebody is able to take some time to sort of suss out where YP2 sits. And what he needs and what he is strong at.”

In addition to ‘aha moments,’ the team expressed that this project enabled them to better understand the young people and their underlying needs so they could support the young people’s communication instead of focusing on the behaviours they were displaying. The team were also able to look at the potential challenges the young people were likely to face beyond school. The DP identified how YP1 could interact more easily with adults and the opportunities this presented,

> “I think perhaps because [YP1] gets on well with adults better than kids. I wondered if that’s because he feels that they’re able to interpret and take in what he’s saying without responding to it. So, he feels in a safe place potentially.”

The MOEP identified a deeper understanding of YP1,

> “[YP1] is so good at masking… he’s quite sophisticated around his communication needs. And so, no one really knew. No one understood. And so, I think it really has just confirmed that there is that underlying need.”

YP2’s mother also showed a deeper awareness of understanding her son, “I really like that [YP2] has been able to articulate this and understand himself. And I think it can help us to remember this.”

Alongside the wider team’s perspectives and understanding the young people, the young people themselves were able to identify what could help them with talking and listening. They also did not want to be perceived as ‘special, dumb, or stupid.’ They

were able to identify what teachers and other students could do to help them communicate,

SLTR: "What helps you to communicate?"

YP1: "When I'm calm and not in a bad mood."

SLTR: "When you look at this [communication passport] with all the things that help you to communicate, what do you think?"

YP1: "Yeah." *Thumbs up.

In her role as SLT on the team, the researcher's reflexive journal indicated that the young people were open and willing to talk about their communication when the environment was relaxed. She found that the young people wanted to talk about what helps them with talking and listening and wondered whether they had been provided with this opportunity previously. The SLTR reflected that the young people's voice within this project was invaluable and must be central to decision making for SLT services within secondary schools in the future.

Practical

In addition to the team perceiving the project as deepening their awareness and understanding of the young people, the participants also perceived the project to be practical through meeting the needs of the young people, providing practical adult support, and using a team approach. The team perceived that SLT involvement met the needs of the young people. This involved both support in and out of school. The support was targeted to the individual young person and gave them strategies to help with their talking and listening. The HOLS reported, "helping set up intervention and overseeing that, running that, building that capacity of other staff to run it I think is really useful."

The mother of YP2 was excited when she saw the communication passport that YP2 had co-created with the SLTR, "I think that (pointing to the communication passport) has been a good sort of combination of your work with [YP2] … that would be good for bus drivers, an employer… that sort of stuff would be ideal." She reported that YP2 had been using some of the strategies that were on the communication passport such as telling his mother that he needed some time to think about what he wanted to say.

YP2's mother also spoke to the practicality of the work, "So, your diagnostic tools and stuff that you can use. And them being used for good… practical application. That was good. I really liked that a lot."

Adults found the practical support and strategies they learned from the SLTR useful to support the young people. The information provided was viewed as clear, concise, and easy to understand. The support also equipped teachers with practical ways they could support the young people which was well received. The DP and the HOLS appreciated the clear information that was communicated to the teachers,

> "Teachers, obviously from their perspective, I think it's also getting the info, but you know having the little sheet with them, it's really clear and they understand what's going on" [HOLS].

> "The summary of suggestions for YP1's teachers I think was really worthwhile. So, that was really pleasing. Often you get reports, and you have to interpret it and you wonder what to do with it. But to actually say right, 'this is what we think, and this is how we can manage and support YP1' was really helpful" [DP].

Finally, the participants perceived that a team approach was beneficial when supporting the young people. The SLTR perceived that her relationship with the MOE was beneficial for this project as it enabled a greater working relationship between the MOE, the secondary school, and the whānau, allowing a greater provision of service. She perceived that this project was able to be set within the MOE's framework which enabled a greater insight into how SLTs can support young people at secondary school. Within the context of the challenges of COVID-19, the MOEP perceived that working together helped maintain connections between the school and YP1's whānau,

> "I think one of the biggest challenges last term… was obviously time… and so, I think having the two of us actually helped with that engagement with both [YP1] and [Dad]. So, I think that was a real positive."

The MOEP also commented on the benefits of the collegial relationship that was developed,

> "So, it was good for us to be able to talk through some of those issues around [YP1]'s communication and stuff. And I think like the professional conversations that we had probably helped both of us with understanding it and context and things I imagine."

The mother of YP2 spoke to identifying the need and strengthening the relationship between school and home,

> "[I] just like how you can find out where the gaps are and then come up with a plan which is cool. And pass that onto the school. Like it seems like a good partnership and good system of doing things."

> "Being able to meet you at school and go through it you know. Got [YP2] to school as well. That was really good. And the fact that you're communicating with [HOLS] is good."

Future Planning

The final organising theme for question three was Future Planning. The participants shared valuable insights into what might be effective in the future for the provision of SLT services within a secondary school environment. The team members identified that there was a need for SLTs to advocate and raise awareness of their role. This included the need for early identification and intervention. There were varying levels of awareness of an SLT's role at the beginning of the study which the team members reflected on at the end. The mother of YP2 spoke of the need for advocacy when reflecting on navigating the many agencies and professional supports,

> "Yeah, I think getting [an autism] diagnosis after the first lockdown and some bits of paper to go away with from the hospital wasn't good enough… you have to really navigate it all for yourself… you know you guys are out there, so we didn't' know that you did what you did."

She added, "I think the best thing you said was making people aware of what you do and what you can do."

The HOLS also perceived a need for advocacy for SLT practice, "Maybe people's understanding [of the SLT role] is more to do with what happens in the early years. Like problems with forming sounds all of that sort of thing." After reflecting that he had never worked with SLTs before, the DP asked the SLTR, "Do you feel that maybe speech-language therapists are maybe not used extensively enough?"

The SLTR's field notes within the study reflected the need for advocacy. Learning the varying levels of awareness of what SLTs do amongst team members was unsurprising to the SLTR. She perceived she had to consistently advocate for her role throughout the study. Additionally, she had to advocate for the young people's communication needs, sharing their voice throughout the project to ensure team members understood the link between communication and behaviour.

Additional to the need for advocacy, the participants perceived the need for SLT support within the secondary school setting. Participants identified that there was a great need for accessible SLT support, particularly in secondary school, with many young people having difficulty with communication and limited access to SLT services. There was a perceived need for specialists to be more involved and visible within the schooling system to support the teachers who are working to support these students. Drawing from her experience from overseas, the HOLS reflected the importance of SLT support,

> "Look I think it's really good to have speech and language therapy involvement in secondary school. It's not something we do get a lot. I can completely understand why when resources are tight… but it has been really good because these students do have these communication problems and it's been good to have that intervention."

HOLS added later,

> "If we want to see change… from an equity point of view, it can't just be people who can afford to hire a private speech-language therapist who get their kids to have help."

The MOEP reflected on the value of work with different professionals to understand the young people, “I’m just thinking about how important it is to always have those different perspectives and expertise when we work multidisciplinary.” Put simply, the mother of YP2 expressed, “It’s like flip, yeah, it’s like you need some specialists I think too.”

Summary

This chapter outlined the results gathered for the three research questions. It explored the different perspectives of the team members, alongside data collected from other sources. The young people’s communication skills and the perspectives of team members were examined in question one. Question two explored how SLTs could support the young people within a team, examining the challenges and facilitators to supporting a team within a secondary school environment in New Zealand. Finally, question three focused on the perspectives and experiences of team members, including the SLTR within her SLT role, with a key focus on future planning. The following chapter will discuss how these findings relate to the wider literature.

Chapter Five: Discussion

The aim of this research was threefold. Firstly, to understand the communication skills and lived experiences of young people whose behaviour needs affect their ability to build positive relationships, manage self, and engage in learning. Secondly, to explore how speech-language therapists (SLTs) can support the communication skills of young people within a team environment and, finally, to examine the perspectives and experiences of team members on SLT involvement. The case studies were two teams supporting two young people. The first team included young person one (YP1), the school's Head of Learning Support (HOLS), a Ministry of Education professional (MOEP), and YP1's father. Additionally, one of YP1's teachers and a deputy principal (DP) were interviewed. The second team included young person two (YP2), the HOLS and YP2's mother. The speech-language therapist researcher (SLTR) was part of both teams.

Overall, the results outlined in the previous chapter confirmed many of the existing beliefs within the literature that communication difficulties are often an underlying factor in young people with behaviour needs. The results also reflected the challenges of working with this age group, the secondary school environment, and the impacts of COVID-19.

This chapter will discuss the findings of this project in relation to the existing research, comparing and contrasting the similarities and differences. It is separated into the global themes related to each research question. Finally, the contextual challenges related to the conduct of the research such as relationships, cultural considerations, environmental challenges, and the challenges of COVID-19, are discussed.

Question One: The Communication Skills and Lived Experiences of Young People with Behaviour Needs.

Question one examined the communication skills and lived experiences of young people with behaviour needs. Two global themes arose: Extent of Communication Difficulties and Impact of Communication Difficulties.

Extent of Communication Difficulties

Through semi-structured interviews with the SLTR, the young people were able to identify and describe, in their own words, how they found talking and listening in different situations and environments. They were aware of what helped them to understand, such as people speaking slowly and using basic words, and what made it difficult, such as people talking quickly and using words they did not understand. The young people both described difficulties with their expressive communication as a stutter. Interestingly, the SLTR did not observe a stutter in either of the young people during her interactions and conversations with them. While it may be true that the young people do have a stutter, it is possible that they did not have the terminology to accurately describe their expressive language difficulties such as word finding.

There is limited research on the communication skills of young people at secondary school, particularly on their perspectives of their communication skills. A small number of studies have explored the perspectives of young people who have offended or were involved in the youth justice system on their communication skills (Hopkins et al., 2016; Kedge & McCann, 2020; Lount et al., 2017a; 2017b).

The young people's awareness of their communication skills in this project is consistent with the perspectives expressed by young people in the literature (Hopkins et al., 2016; Kedge & McCann, 2020). As Kedge and McCann (2020) expressed, young

people are aware of their communication needs and should have the opportunity to express these needs in a safe environment. Although the contexts of the studies differ, the similarities in age, along with the Aotearoa, New Zealand context and the language profiles of the young people, make it possible to draw parallels.

The formal assessments used from The Clinical Evaluation of Language Fundamentals 5th edition (CELF-5) (Wiig et al., 2013) and informal assessment tools revealed that both young people in this study had significant difficulty with communication. YP1's receptive language skills were significantly low, as revealed in the test scores of the CELF-5 and the language sample analysis. YP2 had a higher level of language than YP1. However, he required multiple repetitions of the test questions and processing time to answer. YP2 was very susceptible to outside noise or distractions which often led to breakdowns in communication.

It is unsurprising that both young people had language and communication difficulties. Given the literature has revealed strong links between communication difficulties and behaviour (Clegg et al., 2009; Purvis et al., 2014; Snow et al., 2020), it was expected that the young people in this study would have identifiable language needs. Considering both young people also had complex histories such as abuse, which is an identified risk factor for language and communication difficulties (Blackburn, 2008; Gerrard & Lambie, 2018; Lum et al., 2018; Spencer et al., 2012), the communication skills of both young people in this study are consistent with the wider literature (Graham et al., 2020; Kedge & McCann, 2020; Purvis et al., 2014).

Including the different voices of the team members within the study enabled a rich opportunity to compare and contrast different viewpoints of a situation. It was interesting to compare the young people's voice with other team member's

perspectives. For example, YP1 was insightful about his experiences of schooling and relationships with his peers, stating that he had been bullied and often found his peers disrespectful, which was a challenge for him starting secondary school. He reported that other young people were disrespectful to him. He did not perceive that they were disrespectful towards their other peers. The MOEP perceived that often YP1 provoked his peers first, and then viewed himself as a victim. YP1's father also reported that YP1 had difficulty understanding 'banter' and jokes. It appears that all viewpoints could be true. YP1's teachers had reported they had seen him bully others and be bullied himself. A possible explanation could be that YP1's communication skills often led him to misinterpret a situation. An SLT participant in Makker et al. (2022) spoke of a similar situation where young people often "don't understand that they don't understand" (p. 589). This can lead to negative experiences and outcomes for young people and affect their quality of life (Snow et al., 2020).

Impact of Communication Difficulties

Both young people described the stress of talking with others, having to concentrate to understand what the other person is saying. They talked about it being harder to engage when people used big words and talked quickly. The impact on their wellbeing and engagement in school was evident, both to themselves, and the teams around the young people. The teams described the young people as having difficulty with both peer and teacher relationships, which contributed to social isolation. This is a serious issue, as the young people were repeatedly having negative experiences, particularly while they were at school which led to disengagement with schooling and isolation from their peers. YP1 described that he did not have many friends at the

school, which his teacher confirmed by reflecting that she often saw him wandering around school alone during break times.

The impact of communication on wellbeing should not be underestimated. There are few research studies focusing on the health-related quality of life outcomes in people with identified communication difficulties (Clegg et al., 2012; Johnson et al., 2010). These studies found that adults who had identified communication difficulties as children had poorer outcomes as adults, which included academic achievement, access to support, and occupational outcomes. More recently in an Australian study, Le et al. (2021) examined the outcomes of young people with low levels of language. They measured quality of life in physical, emotional, social, and school functioning. They found that young people with language difficulties had much lower health related quality of life outcomes. This highlights the importance of SLT support for children and young people. The impact on wellbeing identified in this project aligns with the findings in existing literature (Clegg et al., 2012; Johnson et al., 2010; Le et al., 2021). It is essential that the needs of young people with communication difficulties are addressed and positioned within their wider wellbeing and quality of life.

It became evident throughout the project that the young people's communication needs were negatively impacting on their behaviour, and consequently, their engagement with school. YP1 was stood down for a time while the study was taking place. There is agreement within the literature that young people with language and communication difficulties are more likely to be stood down, suspended, or excluded from school (Clegg et al., 2009; Purvis et al., 2014; Ripley & Yuill, 2005; Snow et al., 2020). The presentation of YP1's communication difficulties and the behaviours he

displayed are consistent with the literature, showing links between communication skills and behaviour.

While YP2 was not involved in school disciplinary processes, he was at risk of disengaging with schooling due to perceived relationship breakdowns with his teachers and peers. YP2 was truant from school for the majority of the project. The HOLS and YP2's mother were in agreement that this was due to communication breakdowns. YP2 also identified, himself, that he found school stressful and talking with his teachers was particularly difficult. This had led him to missing school and pursuing his own interests. These findings relate to a similar trend outlining the various impacts language and communication difficulties can have on quality of life in young people (Clegg et al., 2012; Johnson et al., 2010; Le et al., 2021).

Question Two: How the Communication Skills of Young People can be Supported Within a Team Environment

For the second research question, the researcher sought to understand how the communication skills of young people with behaviour needs could be supported within a team environment. Two global themes emerged within the data for this research question: Challenges and Facilitators.

Challenges

A key challenge that was evident within the data was the perceptions of team members and the varying levels of awareness each of them had, firstly about what an SLT does, and secondly, about the relationship between communication skills and behaviour. While the HOLS and the MOEP had a deeper level of understanding, other members, such as the whānau and teachers, had a limited perception of the SLT role. This is a challenge for SLT support as people may not perceive that SLT support is

needed and has potential to be beneficial. This highlights the need for raising national awareness about the ongoing communication needs for young people, and the role SLTs could have in providing support in this context. This sentiment has been echoed within the literature to ensure people understand the SLT role (Snow, 2009; 2016; 2019; Snow & Powell, 2004; Tucker, 2013).

While there is limited literature on supporting the communication skills of young people in secondary school settings, there is great demand and advocacy for SLTs to support young people who offend, particularly in New Zealand (Howard et al., 2020a; 2020b; 2020c; Kedge & McCann, 2020). Although the context of secondary school differs to the youth justice system, learnings can be drawn from the youth justice literature on how SLTs work with young people to support their communication skills. SLTs working within the youth justice system in New Zealand were interviewed in a recent study to understand their perspectives on the need for SLTs to support young people who offend (Makker et al., 2022). The participants in this study spoke extensively of their advocacy projects to raise awareness of the complexities of communication within the justice system. They spoke of the importance of advocating for young people's communication to their colleagues in the wider justice sector so that people understand and can adapt their communication to meet the needs of the young people. This perspective is echoed within Kedge and McCann (2020)'s study where young people expressed the need for SLTs to advocate for them. Given the parallels between the communication profiles of young people who offend, and young people with behaviour needs at secondary school, learnings from the justice sector could be applied to the secondary school environment to ensure SLTs can support young people and the perceptions of team members do not create a barrier.

Additional to the perception of team members, another challenge was the systemic complexities of the secondary school environment, both for the young people and for working within a larger team. Working on a shared goal and plan as a team is pertinent to creating change (McWilliam et al., 2009). The mother of YP2 spoke of the challenges of having many professionals involved in supporting YP2, firstly to access the supports, and secondly to work as a team. She spoke of the value of the SLTR liaising with the school and home during this project which enabled the team to have a shared plan. The value of relationship building is reflected in Sowerbutts et al. (2021) where they state that time must be invested in building and strengthening relationships across the team to effectively advocate for young people and support the team members to understand the impacts of communication difficulties. This will provide a positive contribution for young people and may reduce the risk of future involvement within the justice system (Gerrard & Lambie, 2018).

Facilitators

While there were challenges to supporting the communication skills of the young people within a team environment, there were many facilitators. A team approach was highlighted as an important facilitator. The SLTR's effort to bridge the relationship between school and home was perceived positively and enabled team members to have a shared plan and understanding. The mother of YP2 commented on the value of the SLTR working with the school and home and strengthening that relationship. The HOLS also expressed similar views to ensure everyone worked towards a shared goal. Within the literature, the relationship between home and school is highlighted as a key factor for successful inclusion of students, particularly those with behaviour needs (Embeita, 2019; Romana, 2017).

In addition to working with the wider team, it was pertinent that the young people were a central part of the team. They were insightful about their talking and listening; what helped and what was difficult. This enabled the young people to have a clear voice throughout the project. Including young people is essential. If young people are not included as part of the team, it isolates them further and is likely to cause harm (Woodgate et al., 2020). SLT research within the New Zealand youth justice system has focused heavily on including young people's voices (Howard et al., 2020c; Kedge & McCann, 2020; Metzger et al., 2018), further reinforcing that young people should be central to all discussions and included in all decision-making processes. Furthermore, the United Nation's Conventions on the Rights of the Child (United Nations, 1948) states that children have a right to express their views which must be applied to this context when working with young people with communication needs.

The SLTR provided support across all levels of the Tiered Support Model (Jimerson et al., 2007; Ministry of Education, 2021), as described in the introduction and method. This was received positively by team members as it enabled the SLTR to provide support to the wider school, the young people themselves, and the whānau, responding to the needs of the team at the time of support. This enabled flexibility of service, which the team members perceived as a positive aspect. Snow et al. (2015) discussed how this Tiered Support Model could be adapted and implemented within a youth justice context in Australia. It is promising that this model is already widely used within the NZ education context, enabling flexible and tailored support for young people on a need's identification basis.

Question Three: The Team's Perspectives and Experiences of SLT Involvement Supporting Young People with Behaviour Needs

Finally, the third research question addressed the team's perspectives and experiences of SLT involvement in supporting the communication skills of young people with behaviour needs. As the SLTR was a member of the team, her perspectives and reflections about the SLT support were documented and included in the analysis. One global theme emerged from the data: Positive Insights, and Steps for the Future. The perspectives from the team were overwhelmingly positive with team members expressing a deepened understanding of the underlying needs of the young people, the SLT role, the support the SLT could provide, and the need for advocacy so that SLTs are able to work effectively in secondary school settings in the future.

Positive Insights, and Steps for the Future

At the end of the project**,** the team members shared positive insights and deepened awareness of the young people's underlying needs. This was expressed through "aha moments" and gratitude. They reflected on the connection between behaviour and communication and how their views of communication had changed throughout the project. The team also spoke of a greater understanding of the young people, with a sense of awareness of the underlying cause of the behaviours they were presenting with. This was beneficial for the members of staff, as they were able to understand and implement some strategies to support the young people. As the DP reflected, the assessment information provided on YP1 enabled him to understand some potential underlying factors for YP1, instead of viewing his behaviours as deliberately disruptive. The DP stated this had been beneficial, particularly when supporting other staff with YP1. As part of the wider team, the SLTR perceived this

information would be beneficial to all teachers. This sentiment was echoed in Makker et al. (2022) where the SLT participants spoke of the importance of understanding the root causes of the behaviours that young people in the youth justice system are displaying. Similarly, the MOEP reflected that understanding the communication skills of YP1 enabled her to gain a clearer picture of YP1 which was beneficial when planning support for him.

The participants spoke of the practicality and accessibility of SLT support throughout the project. As teachers often have limited time to read through full assessment reports, the SLTR provided a one-page breakdown of the areas in which each young person required support in their communication, alongside some practical strategies to address these areas within the classroom. These one-page reports were created at the HOLS's request. The HOLS and the DP reflected that this was helpful for teachers as they had received lengthy assessment reports in the past which required them to interpret the information.

The team approach to SLT support was also received positively. The mother of YP2 reflected that meeting with the HOLS from school was beneficial in bridging the relationship and working together on a shared goal, supporting YP2 to re-engage with schooling. Relationships are pertinent to creating lasting change (McWilliam et al., 2009). The SLTR perceived that working alongside the MOEP was beneficial for relationship building as she was able to initially introduce the SLTR to the school team and support her project. Due to the complexities of the 2022 year in regard to COVID-19 absences, the MOEP perceived that working together was beneficial for maintaining the relationship with the school and responding to their needs.

The participants perceived a need for SLTs to be working more widely within the secondary school context. The team's deepened understanding of the needs of the young people, and the SLT role were key factors shaping their perspectives. The HOLS reflected this by stating that parents seeking SLT support for their young people at secondary school will do this through private means. As the results of this study showed, there are varying levels of awareness of the need for SLTs, which could lead to young people not accessing SLT support, even if they need it. This, once again, highlights the need for advocacy for both the SLT profession, and for the young people who require SLT support (Snow, 2009; 2016; 2019; Snow & Powell, 2004; Tucker, 2013). Advocacy for SLTs must be achieved through changes at a policy level (Snow, 2009; 2016; 2019; Snow & Powell, 2004; Tucker, 2013), alongside SLTs seeking to build and strengthen relationships with secondary schools as they are doing within the New Zealand youth justice system (Makker et al., 2022).

Contextual Considerations

Alongside the research findings, the contextual challenges of the conduct of the research must be discussed. This enables the readers to understand the context in which the participants formed their perspectives within the project. There were many strengths and challenges of this project. Some of these included the strength of relationships built, cultural factors, environmental challenges, and the challenges of COVID-19. These are explored in this section.

Relationships

A key strength was the relationships the SLTR built with the school, the young people, and their whānau. As relationships are a central aspect of SLT practice, the SLTR reflected that the time and effort she invested in building relationships with all team

members strengthened her presence within the school and contributed to the positive outcomes of this project. The SLTR perceived this to be a positive experience and the perspectives of the wider team reflected this.

Cultural Considerations

The researcher consulted with a Māori advisory group to support the study design and processes of the project. They advised on the recruitment and consent process, the interview protocols, and the assessment selection. However, despite the researcher's best efforts to minimise the limitations posed by cultural differences, there were cultural limitations. At the time of the project, a kaitakawaenga from the MOE was not available due to circumstances beyond the researcher's control. Therefore, the SLTR had to contact YP2's whānau without this support. The researcher sought cultural supervision prior to contacting the whānau of YP2 but conducted the initial home visit alone. To truly meet the needs of young Māori people, there must be a greater presence of Māori SLTs and support for non-Māori SLTs to engage with whānau in a way that is culturally safe (Brewer & Andrews, 2016; Purdy, 2020).

Environmental Challenges

As discussed, working with team members who have existing high workloads was a challenge for this project. The SLTR had to adapt to the context and be flexible to meet the needs of the school. This, however, did result in some actions that differed to the intended design of the research. While attempts were made to work collaboratively, and were received well by the team members, a greater effort to further enhance collaboration of the team must be considered in the future. This would be likely achieved by greater advocacy and raising the awareness of the SLT role for team members at the beginning of the project. One major environmental challenge was the

missed opportunity to provide professional development for all staff at the secondary school. Although the SLTR endeavoured to organise and facilitate this, she was unable to proceed due to the challenges staff faced with the impacts of COVID-19 in 2022. The SLTR was able to have a 15-minute conversation with a group of YP1's teachers to briefly discuss the importance of communication and the link with behaviour. A feedback form was given to the teachers after this conversation alongside an opt-in opportunity for a short interview, but the researcher did not receive any responses.

Challenges of COVID-19

As discussed in the results chapter, COVID-19 posed a significant limitation and disruption to this project with many team members isolating at home at different periods, alongside the strain on school staff. As teachers were expected to manage their existing workload and cover relief for their colleagues, the added pressure of participating in a research project was too difficult for many. This resulted in minimal contact with teachers at the school. The HOLS was a key participant and assisted with planning during this project. Involving teachers in future research is pertinent to implementing change and support at secondary school.

Summary

This chapter discussed the findings of this project in relation to the wider literature. The thoughts and beliefs expressed in the data was compared and contrasted with both New Zealand literature and international studies. Finally, the strengths and challenges of the SLTR support were discussed. The following chapter will outline the implications for practice and further research alongside the researcher's concluding thoughts.

Chapter Six: Conclusion

The purpose of this study was to a) understand the communication skills and lived experiences of young people whose behaviour needs were affecting their ability to build positive relationships, manage self, and engage in learning, b) explore how speech-language therapists (SLTs) can support the communication skills of young people within a team environment, and c) gather the team's perspectives on SLT involvement in supporting these young people with behaviour needs. An explorative case study design was used for two teams supporting two young people at one secondary school. The young people were identified by the Head of Learning Support (HOLS) at the school and their teams were then recruited. Data was gathered through multiple sources such as interviews, field and case notes, reports, formal and informal assessments, and discussions with members of the wider team. The SLTR had a dual role, working as an SLT at the Ministry of Education (MOE) and as a researcher. A case study design was appropriate for this intervention study as it enabled flexibility within the research design and allowed data to be gathered, resulting in rich descriptions of the context in which the themes emerged.

Strengths and Limitations

As with all research, this project had strengths and limitations. These are discussed as trustworthiness of the findings and the limitations that impacted on the findings.

Trustworthiness of Findings

The trustworthiness of the findings was considered throughout the project. As discussed in the method, the researcher used a variety of strategies to strengthen the

credibility, transferability, dependability, and confirmability of the study (Guba, 1981; Korstjens & Moser, 2018; Mills 2014; Phillips & de Wet, 2017; Primeau, 2003; Shenton, 2004). The SLTR provided a thorough description of the context in which data was collected, the challenges unique to 2022, and the backgrounds of the young people and their teams. This is pertinent to qualitative research as readers are able to understand and interpret the data through the contextual lens which enhances transferability (Mills, 2014; Shenton, 2004).

A key strength was the dependability of the data collected which was strengthened by the data collection process, the transparency of the data, and the analysis. The SLTR used strategies to ensure the data was accurate and trustworthy, as discussed in the method chapter. The SLTR was aware of her position throughout the study and monitored this through a reflexive journal. The researcher conducted a thematic analysis and created a code book (Appendix U) which was reviewed by the SLTR's supervisors, strengthening the process. These codes formed the foundation of the global and organising themes.

Triangulation of the data was pertinent to understanding the perspectives and viewpoints of each team member (Korstjens & Moser, 2018). This is presented in the results chapter so that readers can perceive all viewpoints. Finally, member checking took place to ensure participants had an opportunity to review what they had shared and check it was consistent with their true thought processes. Along with an extended period at the study site, all these factors contributed to the rigour of the data collection process and presentation of the findings.

The explorative case study approach used in this project was not intended to represent the wider population. It was appropriate to use this design to provide a rich

detailed description of the cases and reflect on the implications for practice. The language profiles of the young people in this study do align with the wider literature which enables the data to be transferable to readers.

Māori Advisory Group

Alongside the trustworthiness considerations, a key strength of this project was the input from the Māori advisory group during the design of the study. The group advised on the data collection processes, including the formal and informal assessments used. This was to ensure the SLTR was conducting the study in a culturally safe manner. They challenged the SLTR to address any biases she had during the design of the study and advised on processes and procedures for conducting interviews and assessments. The discussions with the Māori advisory group included whether the researcher should conduct the final interviews herself, or have an outside person gather the data. They advised on relationship building and how to approach assessments with the young people. This enabled the methodology to be designed with rigour and ensure that cultural processes and practices were followed throughout this project.

Limitations

Alongside strengths, there were limitations of the project. Recruitment and consent posed a limitation as the process was prolonged due to staff shortages, illness, and the impacts of COVID-19 on education in 2022. This resulted in a shorter period of time at the research site as the researcher had to adjust the timelines accordingly to accommodate for lost time. As the participants were already working under a high workload, this extra demand was difficult. Another factor in the consent process was the difficulty in contacting the whānau of the young people. Despite the HOLS and the

MOEP's best attempts, communication was difficult and required multiple attempts to have successful contact.

Another limitation which may have impacted on the results was the researcher conducting the final interviews herself. While it was discussed with the Māori advisory group that it was in the researcher's best interest to interview the participants for the purpose of continuing the relationship, the participants may have been less likely to reflect on any negative feelings they may have had throughout the project to ensure they did not offend the researcher. While the researcher sought to build positive, honest, and trusting relationships with the team, and allowed the participants to be open during the final interviews, the views expressed may still have been skewed.

Implications for Practice

This project had many implications for practice. However, two key implications stood out among the rest. These are: the need for advocacy, and the need for SLTs to be present in secondary schools.

Advocacy

As outlined clearly in the discussion chapter, the need for advocacy was paramount. This was twofold; the need for SLTs to advocate on behalf of the profession, and the need for SLTs to advocate for young people with behaviour needs to raise awareness of the likely underpinning communication needs they may have.

SLTs must advocate on behalf of the profession as our professional contribution is unique to the wider team and other professionals. Our perspective may offer an underlying explanation to young people's needs, as was evident in this research. Professional advocacy will enable others to understand the need for SLTs, particularly

within the scope of supporting secondary school students. This will allow for a greater accessibility of the SLT profession and broaden their scope of practice.

Additionally, SLTs must advocate for young people with communication and behaviour needs. They must work to give these young people a voice, where they may have identified behaviour needs. SLTs must raise awareness of the communication skills of these young people with behaviour needs and advocate for preventative measures to be implemented to support their wellbeing and belonging which may reduce the risk of them becoming involved in the youth justice system. It was clear that the young people in this study had ideas about what helped them with their talking and listening. SLTs must listen to young people, give them a voice and advocate for them.

The Need for SLTs at Secondary School

Alongside advocacy, this study has highlighted the need for SLTs to be present within secondary school environments, supporting colleagues, staff, and young people. Given the findings in the wider literature of the communication needs of young people, and the consistency of the findings in this study, the likelihood of young people requiring SLT support at secondary school is high. Working alongside colleagues at secondary school will enable a greater presence of MOE professionals and likely strengthen the relationships between the MOE and the local secondary schools which may lead to greater outcomes.

Directions for Future Research

This research study was among the first of the intervention research studies seeking to understand how SLT can support the communication skills of young people with behaviour needs at secondary school within a team environment. The findings

were positive and promising, revealing the potential for SLTs within Aotearoa, New Zealand to broaden their scope of practice. Future research should focus on implementing support across all three tiers, universal, targeted, and individual, as described in this research study. This should be implemented in a larger population over multiple schools, building the capability of educators and supporting the teams around young people with behaviour needs. Initially, this may begin as smaller regional projects before implementing on a nationwide scale.

Research into understanding public perceptions of the SLT role would also be beneficial so SLTs in New Zealand can advocate for the profession, raise awareness, and reach a wider group of people. Alongside this, monitoring how people's beliefs and perspectives of SLT practice changes over time will enable researchers to measure the effectiveness of research projects.

Concluding Thoughts

The findings in this research study are consistent with the wider literature. Young people with behaviour needs are likely to have significant underlying language and communication needs. Often, they are unable to access SLT support, either because of a lack of awareness of the underlying need, or lack of SLT support provided for secondary schools. A team approach is an effective way to support young people with behaviour needs at secondary school as it enables the teams around the young people to have a shared goal and vision. The participants perceived a need for SLTs to be working more widely within secondary schools in New Zealand. These views were formed based on their experiences of working alongside the SLTR within this project and understanding the underlying needs of the young people they were supporting. There is great need for SLTs to advocate for their profession and the young people who need

support. SLTs must seek to advocate both at a policy level, to be included in decision making and raising awareness in that sphere, and 'on the ground' for their clients and schools. This will ensure there is equity for young people who live in our communities with communication needs. They must have equal access to support networks as those without communication needs do.

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Appendices

Appendix A: Letter to School Principal

Kia ora _____,

I am writing to you to provide information on a 6-month long study exploring how speech-language therapists can support year 9 and 10 students whose behaviour needs affect their ability to build positive relationships with others, manage self, and engage in learning. I am seeking your approval for this research to be carried out at [xxxx school]. Your school's participation or non-participation in this study will NOT impact negatively on the support you receive from Ministry of Education Learning Support.

My name is Laura Makker, and alongside my role as a speech-language for the Ministry of Education, I am completing my master's research degree part-time through Massey University. This research is being carried out under the supervision of Dr Elizabeth Doell, and Dr Sally Clendon.

My study interest came about while completing my honours research in 2019, where I interviewed speech-language therapists working in the youth justice system in Aotearoa New Zealand. This heightened my awareness of the critical connection between young people's communication skills and their later life trajectories. We know from the research that speech, language, and communication difficulties can have a significant impact on young people and their successful engagement and participation in school. These difficulties can lead to other challenges impacting life beyond school.

My study aims to understand how speech-language therapists can support young people with behaviour needs. The project will explore:

1) The communication skills and lived experiences of two students whose behaviour needs affect their ability to build positive relationships, manage self and engage in learning,
2) How each student's communication skills can be supported within a team environment, and,
3) The team's perspectives and experiences of having speech and language therapy involvement.

I would like to work closely with the team supporting two students from your school in a dual role as speech-language therapist and researcher. Each case study will include a student, their whānau, the school team, and any Ministry of Education professionals who are involved with the students.

The study will be carried out over Terms 1-3 of 2022. It will follow the Ministry of Education's service pathway, He Pikorua.

I will conduct a professional inquiry into my role as a speech-language therapist working as part of a team, offering both support to the wider schooling team in creating

communication friendly classrooms, and individual support to the team for the students.

Who will be involved?

I would like to invite you to consider this research project being carried out at [xxxx school]. Benefits to the participants and school will include shared learning throughout the course of the project, and a summary of the outcomes of the research. I am hoping that this research will open new pathways and opportunities to strengthen speech-language therapist's relationships with high schools in the [xxx] region.

If you give consent for this research to be carried out at your school, your school team will identify two students who meet the following inclusion criteria:

- Has behaviour needs that are affecting their ability to build positive relationships with others, manage self, and engage in learning.
- Involved or has been previously involved with Ministry of Education learning support (speech-language therapists, Psychologists, Early Intervention teachers etc.) or Resource Teachers of Learning and Behaviour (RTLB).
- Must not be receiving support from a speech-language therapist currently (either privately or publicly).

I have attached an Information Sheets for all participants which includes detailed information about what would be involved in participating, including the benefits and risks for each participant. I have also provided a detailed explanation of the study phases and time frames. This document also outlines the mahi related to my role as a speech-language therapist, and the mahi related to my role as a researcher. Please read these documents and decide whether you would like [xxx school] to be involved.

What will involvement look like for me?

Interviews: You will be asked to engage in two interviews at the beginning and end of the project with the primary researcher to understand your school community and your school's behaviour management processes. These may take place face-to-face or online and will last approximately 40-45 minutes. The interviews will be audio recorded and transcribed so it can be analysed. An external transcription service may be used to transcribe your interview recording. This service will only receive the audio file and the transcriber will sign a confidentiality agreement. You will be sent a copy of the transcripts before they are analysed to confirm they it accurately represents your beliefs and experiences.

What are the potential risks for the interviews?

The potential risks for your involvement are low. We understand that some questions in the interviews may cause some emotional discomfort. If this occurs, I will stop the interview and would encourage you to speak to a support person. You may also feel some discomfort at the thought of being audio recorded. You can request to turn off the audio recording at any time.

Next steps:

If you consent to your school being involved, please sign the school consent form, and contact me so we can arrange a meeting to discuss this further.

Thank you for taking the time to consider being part of this study. Should you have any questions about this project, please contact me at any time. You can also contact my main supervisor, Dr Elizabeth Doell on 09 414 0800, ext. 43531.

Ngā mihi nui

Laura Makker
Master's student
laura.makker.1@uni.massey.ac.nz
027 3587975

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR 21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43347, email humanethicsnorth@massey.ac.nz.

Appendix B: Teacher Information Sheet

How can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

Kia ora,

The purpose of this document is to provide information on a 6-month long study exploring how speech-language therapists can support year 9 and 10 students with behaviour needs.

You are receiving this Information Sheet as I would like you to consider being part of this study. The Ministry of Education has given approval for this study to commence, and [xxx School] principal has consented for [xxx School] to be the participant school.

My name is Laura Makker. I grew up in the Waikato on a dairy farm. After graduating from Massey University, I moved down to [xxx] to begin working as a speech-language therapist for the Ministry of Education. Alongside my role at the Ministry of Education, I am completing my master's research degree part-time through Massey University. This research is being carried out under the supervision of Dr Elizabeth Doell, and Dr Sally Clendon.

My study interest came about while completing my honours research in 2019, where I interviewed speech-language therapists working in the youth justice system in Aotearoa New Zealand. This heightened my awareness of the critical connection between young people's communication skills and their later life trajectories. We know from the research that speech, language, and communication difficulties can have a significant impact on young people and their successful engagement and participation in school. These difficulties can lead to other challenges impacting life beyond school.

This study aims to understand how speech-language therapists can support young people with behaviour needs. The project will explore:

1) The communication skills and lived experiences of two students whose behaviour needs affect their ability to build positive relationships, manage self and engage in learning,
2) How each student's communication skills can be supported within a team environment, and,
3) The team's perspectives and experiences of having speech-language therapy involvement.

Each case study will include a student, their whānau, and their school team. The project will also involve the researcher in a dual role as speech-language therapist and researcher, and other Ministry of Education professionals if they are already working with the young person.

The study will be carried out over Terms 2-3 of 2022. It will follow the Ministry of Education's service pathway, He Pikorua.

I will conduct a professional inquiry into my role as a speech-language therapist working as part of a team, offering both support to the wider schooling team in creating communication accessible classrooms, and individual support to the team for the young person.

Participant Recruitment

Your school principal has identified a student whom you have a relationship with. This student meets the following inclusion criteria:

- Has behaviour needs that are affecting their ability to build positive relationships with others, manage self, and engage in learning.
- Is involved or has been previously involved with Ministry of Education learning support (Speech-Language therapists, Psychologists, Early Intervention teachers etc.) or Resource Teachers of Learning and Behaviour (RTLB).
- Must not be receiving support from a speech-language therapist currently (either privately or publicly).

The student and their whānau will then be approached to see if they would like to participate in the study.

What will be involved in participating?

Alongside your involvement in the team supporting the student and their whānau, your participation in the research would involve the following:

Interviews: You will be asked to engage in two interviews (at the beginning and end of the project) with the primary researcher. The interviews may take place face-to-face or online and will last approximately 40-45 minutes. These interviews will be audio recorded and transcribed so they can be analysed. An external transcription service may be used to transcribe your interview recordings. This service will only receive the audio file and the transcriber will sign a confidentiality agreement. You will be sent a copy of the transcripts before it is analysed to confirm that it accurately represents your beliefs and experiences.

In addition, you may be asked to participate in the following:

Document sharing: You may be asked to share documents that are relevant to the research, for example, previous assessment data, previous Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs) documentation. I may also use emails related to the project as data.

Observations: I may ask to observe the student in your class. You may be asked to share any updates or progress about the student.

Meetings: You may be asked to attend meetings with the young person and the researcher as a support person for the student. You may be asked to explain the research to the student alongside consent.

These additional research data collection tasks will take approximately 6 hours in total over the duration of the study. Please see the attached table providing a detailed

explanation of the study phases and time frames. It also outlines my dual roles in the study and identifies the mahi related to my speech-language therapist role, and the mahi related to my researcher role.

What are the potential benefits and risks?

The benefits to you may be a deeper understanding around young people's communication needs and supports in this setting. There are also expected benefits for the educational community more widely as the outcomes of the study may provide a framework in which speech-language therapists are able to support young people at secondary school and strengthen the relationship amongst professionals working in this area.

The potential risks of your involvement in this study are low. The risks are stated below, along with the steps taken to mitigate these risks.

- Participation: There is a risk you feel pressured to participate in this study. It is your decision to participate or not participate in this study and your decision will not affect your employment status, nor the support the Ministry of Education currently provide to the school.
- Observation discomfort: There is a risk that you may feel discomfort while the researcher is observing in your classroom. You may ask the researcher to leave the classroom if this occurs. You may also feel some discomfort at the thought of being audio recorded. You can request to turn off the audio recording at any time.
- Emotional discomfort: We understand that some questions in the interview may cause some emotional discomfort. If this occurs, I will stop the interview. I would encourage you to speak to your principal to seek the support necessary.
- Privacy: There is a risk that members of the school community who are not directly part of the project observe data collection happening at school. This risk is difficult to mitigate but participant's privacy and confidentiality will be protected as much as possible.

Your Rights

In choosing to participate in this research, you have the right to:

- Choose not to participate in the study.
- Ask any questions about the study at any time.
- Withdraw from the study at any stage prior to signing the transcript release form for the final interview and have any data relating to you erased.
- Decline to answer any questions during the interviews or conversations or share any documents if you do not want to.
- Ask for the recorder to be turned off at any time during the interviews or conversations.
- Review the transcript from the interviews.
- Provide information on the understanding that your name will not be used.
- Be given access to a summary of the project findings when it is concluded.

Additional Information

- The information gathered will be analysed by myself, in consultation with my research supervisors.
- The results of the study will be presented in my Masters' thesis and may be published in journal articles or presented at conferences. The data collected will be kept anonymous.
- Information gathered as part of the researcher's speech-language therapy role, will be stored on the Ministry of Education's Client Management System (CMS). This is explained to the whānau as part of the Ministry's usual process.
- Information gathered for research purposes will be stored on password protected computers. The only people with access will be myself and my supervisors. Consent forms will be stored separately. Information will be kept for 5 years after the completion of the final publication.
- At the conclusion of the study, I would like to meet with the whole team to talk about the findings. I will also provide you with a written summary.

Contact information

Thank you for taking the time to consider being part of this study. This project is under the supervision of Massey University. Should you have any questions about this project, please contact me or my supervisor:

Laura Makker Speech-Language Therapist / Masters Student Massey University [redacted] laura.makker.1@uni.massey.ac.nz	Dr Elizabeth Doell (Albany Campus) Senior lecturer Institute of Education 09 414 0800 ext.: 43531 e.h.doell@massey.ac.nz

If you would like to take part, please complete the attached consent form, and send it to laura.makker.1@uni.massey.ac.nz

Ethics Approval

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR/21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43347, email humanethicsnorth@massey.ac.nz.

Thank you for considering this request. Please let me know if you would like to discuss this project further.

Laura Makker
Masters' student
laura.makker.1@uni.massey.ac.nz
[redacted]

Appendix C: Ministry of Education Professional Information Sheet

How can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

Kia ora,

The purpose of this document is to provide information on a 6-month long study exploring how speech-language therapists (SLTs) can support Year 9 and 10 high school students with behaviour needs. I would like to invite you to consider participating in this project.

My name is Laura Makker, and alongside my role as an SLT for the Ministry of Education, I am completing my master's research degree part-time through Massey University. This research is being carried out under the supervision of Dr Elizabeth Doell and Dr Sally Clendon.

My study interest came about while completing my honours research in 2019, where I interviewed SLTs working in the youth justice system in Aotearoa New Zealand. This heightened my awareness of the critical connection between young people's communication skills and their later life trajectories. We know from the research that speech, language, and communication difficulties can have a significant impact on young people and their successful engagement and participation in school. These difficulties can lead to other challenges impacting life beyond school.

This study aims to understand how SLTs can support young people with behaviour needs. The project will explore:

1) The communication skills and lived experiences of two students whose behaviour needs affect their ability to build positive relationships, manage self and engage in learning,
2) How each student's communication skills can be supported within a team environment, and,
3) The team's perspectives and experiences of having SLT involvement.

Each case study will include a student, their whānau, and their school team. The school team may include a Dean/Deputy Principal/rōpū teacher, LSC/SENCO, teacher(s) each student has a relationship with and/or guidance counsellor. The project will also involve the researcher in a dual role as SLT and researcher, and other Ministry of Education professionals if they are already working with the young person.

The study will be carried out over Terms 1-3 of 2022. It will follow the Ministry of Education's service pathway, He Pikorua, offering tier I, II, and III supports.

I will conduct a professional inquiry into my role as an SLT working as part of a team, offering both support to the wider schooling team in creating communication accessible classrooms, and individual support to the team for the young person.

Participant Recruitment

You are receiving this Information Sheet as I would like to invite you to consider being part of this study. The Ministry of Education has given approval for this study to commence and for staff to be involved. [xxx school] has consented to be part of this study and they have identified a student whom you are currently working with. This student meets the following inclusion criteria:

- Has behaviour needs that are affecting their ability to build positive relationships with others, manage self, and engage in learning.
- Involved or has been previously involved with MOE learning support (SLTs, Psychologists, Early Intervention teachers etc.) or Resource Teachers of Learning and Behaviour (RTLB)
- Must not be receiving support from an SLT currently (either privately or publicly).

The student and their whānau will be approached to see if they would like to participate in the study.

What will be involved in participating?

Alongside your role as a [xxx] learning support professional working as part of the team, your participation in the research would involve the following:

Interviews: You will be asked to engage in two interviews (at the beginning and end of the project) with the primary researcher. The interviews may take place face-to-face or online and will last approximately 40-45 minutes. These interviews will be audio recorded and transcribed so they can be analysed. An external transcription service may be used to transcribe your interview recordings. This service will only receive the audio file and the transcriber will sign a confidentiality agreement. You will be sent a copy of the transcript before it is analysed to confirm that it accurately represents your beliefs and experiences.

In addition, you may be asked to participate in the following:

Document sharing: You may be asked to share documents that are relevant to the research, for example, previous assessment data, previous notes and observations, previous IEP or IBP documentation. I may also use emails related to the project as data.

Observations and meetings with team members: You may be asked to attend school meetings and home visits to introduce the project and the researcher to members of the team.

These additional research data collection tasks will take approximately 4 hours in total over the duration of the study. Please see the attached table providing a detailed explanation of the study phases and time frames. It also outlines my dual roles in the study and identifies the mahi related to my SLT role, and the mahi related to my researcher role.

What are the potential benefits and risks?

The benefits to you may be a deeper understanding around young people's communication needs and supports in this setting. There are also expected benefits for

the educational community more widely as the outcomes of the study may provide a framework in which SLTs are able to support young people at secondary school and strengthen the relationship amongst professionals working in this area.

The potential risks of your involvement in this study are low. The risks are stated below, along with the steps taken to mitigate these risks.

- Participation: There is a risk you may feel pressured to participate in this study. It is your decision to participate or not participate in this study and your decision will not affect your employment status with the MOE.
- Discomfort: There is a risk that you may feel some discomfort at the thought of being audio recorded. You can request to turn off the audio recording at any time.
- Emotional discomfort: We understand that some questions in the interview may cause some emotional discomfort. If this occurs, I will stop the interview. I would encourage you to seek the necessary support, such as speaking with a trusted person or your supervisor.
- Privacy: There is a risk that members of the school community who are not directly part of the project observe data collection happening at the school. This risk is difficult to mitigate but participants' privacy and confidentiality will be protected as much as possible.

Your Rights

In choosing to participate in this research, you have the right to:

- Choose not to participate in the study.
- Ask any questions about the study at any time.
- Withdraw from the study at any stage prior to signing the transcript release form for the final interview and have any data relating to you erased.
- Decline to answer any questions during the interviews or conversations or share any documents if you do not want to.
- Ask for the recorder to be turned off at any time during the interviews or conversations.
- Review the transcript from the interviews.
- Provide information on the understanding that your name will not be used.
- Be given access to a summary of the project findings when it is concluded.

Additional Information

- The information gathered will be analysed by myself, in consultation with my research supervisors.
- The results of the study will be presented in my Masters' thesis and may be published in journal articles or presented at conferences. The data collected will be kept anonymous.
- Information gathered as part of the researcher's SLT role, will be stored on the MOE's Client Management System (CMS), as explained in the MOE informed consent process.

- Information gathered for research purposes will be stored on password protected computers. The only people with access will be myself and my supervisors. Consent forms will be stored separately. Information will be kept for 5 years after the completion of the final publication.
- At the conclusion of the study, I would like to meet with the whole team to talk about the findings. I will also provide research participants with a written summary.

Contact information

Thank you for taking the time to consider being part of this study. This project is under the supervision of Massey University. Should you have any questions about this project, please contact me or my supervisor:

Laura Makker Speech-Language Therapist / Masters Student Massey University [redacted] laura.makker.1@uni.massey.ac.nz	Dr Elizabeth Doell (Albany Campus) Senior lecturer Institute of Education 09 414 0800 ext.: 43531 e.h.doell@massey.ac.nz

If you would like to take part, please complete the attached consent form, and send it to laura.makker.1@uni.massey.ac.nz.

Ethics Approval

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR 21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43347, email humanethicsnorth@massey.ac.nz.

Thank you for considering this request. Please let me know if you would like to discuss this project further.

Laura Makker
Master's student
laura.makker.1@uni.massey.ac.nz
[redacted]

Appendix D: Whānau Information Sheet

How can Speech-Language Therapists Support High School Students with Behaviour Needs?

Kia ora,

My name is Laura Makker. I grew up in the Waikato on a dairy farm. After graduating from Massey University in Auckland, I moved down to [xxx] to begin working. I am a speech-language therapist, working for the Ministry of Education. I am also completing my masters' research degree through Massey University. Dr Elizabeth Doell and Dr Sally Clendon are my supervisors.

I am writing to you because there is a 6-month long research study happening at [xxx School]. This study is exploring how a speech-language therapist can support young people who have behaviour needs. We know from the research that young people who struggle with their learning and behaviour often have trouble with talking and listening which can impact on their participation at school, as well as their wellbeing and daily life. I am interested in supporting people around the young people like teachers, whānau, and other professionals to help young people to communicate more effectively. [xxx School] thinks your young person could be supported in this way.

The Ministry of Education have said this study can go ahead. [xxx School] have also said they would like to be part of the study and have talked to you prior to sharing this Information Sheet. I would like to invite you to think about being part of this study.

I have experience supporting people to become aware of talking and listening. As a researcher and speech-language therapist, I would like to work closely with your young person, you as their whānau, [xxx School] and any professionals from the Ministry of Education who you are already working with. I will do a professional inquiry into my role as a speech-language therapist working as part of the team to support your young person.

What will happen in the study?

In Terms 1-3 of 2022, I will be working with you to understand the communication skills and lived experiences of your young person. I will explore how your young person can be supported with talking and listening at school. After this, I will gather your perspectives and experiences of having a speech-language therapist involved.

The project will involve you, your young person, and members of your whānau. It will also involve your young person's school team. This might be a Dean/Deputy principal/rōpū teacher, the learning support coordinator, a teacher your young person has a relationship with and/or a guidance counsellor. I will also be part of the team both as a researcher and speech-language therapist. In addition, other Ministry of Education professionals may be involved if they are already working with you and your young person.

What will participation look like for your whānau?

The study will follow the normal service pathway for the Ministry of Education. As this is a research project, we will also be doing:

Interviews: You will be asked to do two interviews (at the beginning and end of the project) with me. These might be face-to-face or online (whatever you decide is easiest for you) and will take about 45-60 minutes each. I will audio record these interviews so that I can write them up and analyse what has been said. I may ask someone else to write up the interviews. If I do, I will only give them the audio recording and they will sign a form to say that they will not share this with anyone. I will send you a copy of the written interview so you can check that it says what you want it to say.

As well as the interviews, you may be asked to participate in the following:

Checklists: I may ask you and some of your young person's teachers to share how your young person is with talking and listening at different parts of the day. For example, your young person might find it easy to talk with friends but find it tricky to answer questions in class. I want to know about this. I will ask some of your young person's teachers to fill out forms about your young person's talking and listening.

Sharing documents: You may be asked to share documents that you think might be helpful for this research. These might be letters and reports. If we email each other, I may also use these emails as data.

These additional research data collection tasks will take approximately 3 hours in total over the whole study.

What will participation look like for your young person?

Interviews: I will be doing two interviews with your young person. I will ask them how they feel about talking and listening. These interviews will be written up just like yours.

Observations: I may sit in some of your young person's classes and make some notes about their talking and listening. I will write notes on a form and do this at the beginning and end of the time we work together to see whether there are any changes in your young person's talking and listening.

Formal assessments: To understand your young person's communication skills, I have selected a few assessments to do. I would like to do these out of class with a trusted adult present that your young person feels comfortable with. I have worked with a group of advisors to choose assessments and a process that will be supportive. The information from these assessments will be used to see how your young person finds talking and listening. If your young person gets upset during the assessment, I will stop. I will reduce the risk of this by explaining what we are doing and taking lots of breaks.

These additional research data collection tasks for your young person will take approximately 5 hours in total over the whole study.

I have included a table which explains each phase of the study with times frames. It also explains what my mahi will look like as a speech-language therapist and what my mahi will look like as a researcher.

What are the risks and benefits for your whānau?

The benefits to you may be a deeper understanding around your young person's talking and listening. I am also hoping that this study will have long term benefits within the wider [xxx] region so that speech-language therapists can work in this way in the future.

Some of the risks to you, along with the strategies I am using to reduce these risks are below:

- Participation: There is a risk you feel pressured to participate in this study. It is your choice to participate. If you choose not to be part of this study, [xxx School] or the Ministry of Education will not treat you differently.
- Discomfort: You might feel uncomfortable at the thought of being audio recorded. You can ask to turn off the audio recording at any time.
- Emotions: We understand that you might feel some emotions when talking about things that are hard in the interviews. I will stop the interview and audio recording if this happens, and I would encourage you to talk to a support person or whānau member.
- Privacy: There is a risk that other people at school who are not part of the study will see us all working together in the study. This risk is hard to stop but I will try to keep your privacy and confidentiality protected as much as possible.

What are the risks and benefits for your young person?

There might be some benefits for your young person. Other teachers may be more aware of talking and listening and how to support your young person in class. This might also benefit some of your young person's classmates too.

The risks for your young person might include:

- Participation: There is a risk that your young person will feel pressured to participate in this study. It is your young person's decision to participate. If you consent, but your young person does not, we will not go ahead. Choosing not to be part of the study will not affect how [xxx School] or the Ministry of Education treats you, your young person or your whānau.
- Emotions: There is a risk that your young person may experience some big emotions when being interviewed, audio recorded, or when doing the assessments. If this happens, I will stop straight away. Your young person will always have a trusted adult with them during the times we work together. Your young person will be able to speak with a trusted adult if they are feeling upset.
- Privacy: There is a risk that other people who are not part of the study will be able to see all of us working together. This risk is hard to stop but I will try to keep your young person's privacy and confidentiality protected as much as possible.

Your Rights

You can choose to be part of this study. You do not have to be part of it if you do not want to.

You have the right to:

- Ask any questions about the study at any time.
- Choose not to be part of the study anymore – up until you have signed the transcript release form for the final interview.
- If you choose not to be part of it, any information that has been collected will be erased.
- Not answer any questions during interviews or conversations or share any documents if you do not want to.
- Ask for the recording to be turned off at any time during the interviews or conversations.
- Read the transcript from the interviews.
- Know that your name will not be used.
- Have a summary of the project findings when it is finished.

Other things you might need to know:

- The information gathered will be looked at by me and my supervisors.
- The results of this study will be written in my Masters' thesis and may be published in academic journals or presented at conferences. I will not put yours or your young person's on anything. The data will be kept anonymous.
- All information gathered as part of my role as a speech-language therapist, will be stored on the Ministry of Education's Client Management System (CMS), as explained to you at the beginning of our service.
- Information that I have collected for research will be kept on password protected computers. Only me and my supervisors will be able to access this information.
- Information will be kept for 5 years after this study has been completed.
- At the end of the study, I would like to meet with the whole team to talk about what I found. I will give you a written summary.

Who can I talk to about this?

Thank you for thinking hard about whether you would like to be part of this study. Massey University will continue to supervise this project. If you have any questions, you can talk to me or my supervisor:

Laura Makker Speech-Language Therapist / Masters Student Massey University [redacted] laura.makker.1@uni.massey.ac.nz	Dr Elizabeth Doell (Albany Campus) Senior lecturer Institution of Education 09 414 0800 ext. 43531 e.h.doell@massey.ac.nz

If you want to be part of this, please fill out the consent form and send it to laura.makker.1@uni.massey.ac.nz.

Ethics Approval

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR 21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43347, email humanethicsnorth@massey.ac.nz.

Laura Makker
Master's student
laura.makker.1@uni.massey.ac.nz
[redacted]

Appendix E: Young Person Information Sheet

My name is Laura Makker. This is where I come from.

I'm interested in helping young people with talking and listening.

I know that sometimes it can be hard talking and listening in class or when you're talking to a teacher.

I want to find out how to help your teachers to know about students' talking and listening.

I will work with you, your whānau, your school teachers and others in my work team.

In terms one to three we will all work together as part of a team.

I want to find out how you find talking and listening.

We might do some things called assessments.

And I will sit in some of your classes.

I will talk to some of your teachers.

And I will talk to your whānau.

We might meet in person or online.

We will then work together to make a plan to help you with your talking and listening.

Some things might be audio recorded. This will be kept private.

If some things we do make you feel big emotions, then we will stop straight away.

I need to write up our work together so that other people can read about your plan for talking and listening.

I will not write your name on any papers. People reading the report will not be able to find out who you are.

I will share what I have found with you and the team.

It is your choice to be part of this. You can say no or choose not to be part of it at any time.

You don't have to answer any questions if you don't want to.

It is your choice to be involved. If you want to say yes, you can talk to me.

This study has been checked by people to say it is okay to do.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR 21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800, x 43347, email humanethicsnorth@massey.ac.nz

Do you have any questions you want to ask me?

If you would like to be part of this study, you can sign here.

Appendix F: School Participant Consent Form

How can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

I have read (or have had read to me) the Information Sheet. I understand the information included. I have had the details of the study explained to me, and had any questions answered to my satisfaction. I understand that I may ask any further questions at any time. I have been given time to consider whether it is in the school's best interest to participate in this study, and I understand that I may withdraw from the study at any stage prior to signing the transcript release form for the final interview.

I understand that all information I give will be kept confidential to the extent permitted by law, and the names of all people in the study will be kept confidential by the researcher.

1. I agree to the speech-language therapist and researcher to work alongside the school team, the young person, and their whānau.
2. I agree to participate in two interviews and for these to be audio recorded.
3. I wish/do not wish to have my recordings returned to me.
4. I agree for the school to participate in this study under the conditions set out in the Information Sheet.

Signature: _____ Date: _____

Full Name – printed: _____

Preferred contact details: _____

Appendix G: School Teacher Participant Consent Form

How can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

I have read (or have had read to me) the Information Sheet. I understand the information included. I have had the details of the study explained to me, and had any questions answered to my satisfaction. I understand that I may ask any further questions at any time. I have been given time to consider whether I would like to participate in this study, and I understand that I may withdraw from the study at any stage prior to signing the transcript release form for the final interview.

I understand that all information I give will be kept confidential to the extent permitted by law, and the names of all people in the study will be kept confidential by the researcher.

1. I agree to work alongside the speech-language therapist and researcher as part of the school team to support the young person, and their whānau.
2. I agree to data being collected as outlined in the Information Sheet.
3. I agree to the interviews being audio recorded.
4. I wish/do not wish to have my recordings returned to me.
5. I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: _____ Date: _____

Full Name – printed: _____

Preferred contact details: _____

Appendix H: Ministry of Education Professional Participant Consent Form

How can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

I have read (or have had read to me) the Information Sheet. I understand the information included. I have had the details of the study explained to me, and had any questions answered to my satisfaction. I understand that I may ask any further questions at any time. I have been given time to consider whether I would like to participate in this study, and I understand that I may withdraw from the study at any stage prior to signing the transcript release form for the final interview.

I understand that all information I give will be kept confidential to the extent permitted by law, and the names of all people in the study will be kept confidential by the researcher.

1. I agree to work alongside the speech-language therapist and researcher to support the young person, their whānau, and the school team.
2. I agree to data being collected as outlined in the Information Sheet.
3. I agree to the interviews being audio recorded.
4. I wish/do not wish to have my recordings returned to me.
5. I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: _____ Date: _____

Full Name – printed: _____

Preferred contact details: _____

Appendix I: Whānau Participant Consent Form

How can Speech-Language Therapists Support High School Students with Behaviour Needs?

I have read (or have had read to me) the Information Sheet. I understand the information included. I have had the details of the study explained to me, and had any questions answered to my satisfaction. I understand that I may ask any further questions at any time. I have been given time to consider whether I would like me and [young person] to participate in this study, and I understand that we may withdraw from the study at any stage prior to signing the transcript release form for the final interview.

I understand that all information I give will be kept confidential to the extent permitted by law, and the names of all people in the study will be kept confidential by the researcher.

1. I agree for me and my child to participate in the study and work alongside the speech-language therapist and researcher, the school team, and other Ministry of Education professionals.
2. I agree to data being collected as outlined in the Information Sheet.
3. I agree to the interviews being audio recorded.
4. I wish/do not wish to have my recordings returned to me.
5. I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: _____ Date: _____

Full Name – printed: _____

Preferred contact details: _____

Appendix J: Phases of Study and Time Frames

How Can Speech-Language Therapists Support High School Students whose Behaviour Needs Affect their Ability to Build Positive Relationships with Others, Manage Self, and Engage in Learning?

Phases of Study and Time Frames

The research student has dual roles in this study as a speech-language therapist (SLT) and researcher.

- When the services related to this study are delivered as part of the research student's current role as an SLT working within a Ministry of Education team she refers to herself as an SLT, and the 'Speech-language therapist (SLT) role' column is shaded green.
- Where the activity is only related to the conduct of the research, she refers to herself as the researcher, and the 'researcher role' column is shaded blue.
- Where activities cover both roles, both columns are shaded.

Term	Phase	What will happen?	Speech-language therapist (SLT) role.	Researcher role	How long will it take? (Approximately)
Term 2:	Whakawhanaungatanga: Building connections	• Ministry of Education professionals will meet with the school to explain the research project and invite them to be part of it.			1 hour
		• The researcher will meet the young person and their whānau to explain the SLT service and research. You will have the chance to consider whether you would like to be involved.			1 hour
		• The SLT will complete two classroom observations in the young person's class.			2x 1-hour observations
		• The researcher will meet with the young person and a teacher who the young person has identified as			2x 30-minute meetings

		supportive. The researcher will explain the project and begin to develop a relationship with the young person.			
		• Ministry of Education professionals who are involved in the project will attend these visits and meetings.			
	Kohikohi: Gather information	• The student researcher will conduct Initial interviews with all team members to gather their thoughts on what a speech-language therapist's role is and how they would like to be supported in this research project. • The researcher will find out how the young person views their own talking and listening.			40-45 minutes for school and Ministry of Education staff. 45-60 minutes for whānau. 30-45 minutes for the young person (this time might be completed over two meetings).
		• The speech-language therapist will complete a range of checklists and observations to gather information on the whānau, their home life, and the young person.			1-2 hours with each team member
		• The researcher will complete a range of formal assessments with the young person, alongside a trusted adult that the young person has identified.			1-2 hours (this time will be broken up)
	Āta whakaaro: Sense making	• The SLT will collate all the information gathered.			

		• The SLT will gather each team member's perspectives on the information that was gathered.			No more than 30 minutes for each team member.
	Tatai: Plan collaboratively	• Every member of the team will come together for a planning meeting facilitated by the SLT to brainstorm goals and strategies to support the young person. The roles and responsibilities of each team member will be defined.			1-2 hours.
Term 3	Whakamahi: Take action with integrity	• The team will work together to implement the goals and strategies to support the young person.			
		• The SLT will complete fortnightly visits to the school to check in with the team. The young person will not be taken out of class during this time.			
		• The SLT will complete monthly visits with the whānau to check in.			
		• The researcher will provide two workshops to the wider teaching team on creating communication friendly classroom. This will be followed up with coaching sessions.			2x 1-1.5-hour workshops + 30 minutes follow up coaching sessions with the teachers who work with the young person.
		• The team will meet for a mid-intervention meeting partway through the term.			1 hour

Term 4: weeks 1-3	Whaiwhakaaro: Reflect together	• The team will meet to evaluate the goals and outcomes.			1 hour
		• Some assessments that were completed in the kohikohi phase will be repeated to track the young person's progress.			1 hour
		• The researcher will complete semi-structured interviews with each team member to evaluate the effectiveness of speech-language therapy involvement			Approximately 40-45 minutes each team member
	Mana motuhake: Empower others	• The SLT will meet with the school team to plan for future support for young people who have behaviour needs.			1 hour
		• The SLT will meet with the young person and their whānau for future planning.			1 hour

Appendix K: Interview Guide: Initial Interview with School Principal or Members of the Senior Leadership Team.

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Share pepeha with the participant and ask if they would like to share theirs.

Provide kai for the interview.

Thank them for consenting to the study being carried out at their school. Ask if they have read and understood the letter to the principal.

Ask if they have any questions about the research process that they would like to ask before the interview begins. Confirm you have received their signed consent form, along with the school consent form.

The purpose of this interview is to learn more about your school community, the behaviour management policies, and programmes at your school, and to understand how you would like speech-language therapy (SLT) support in your school.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

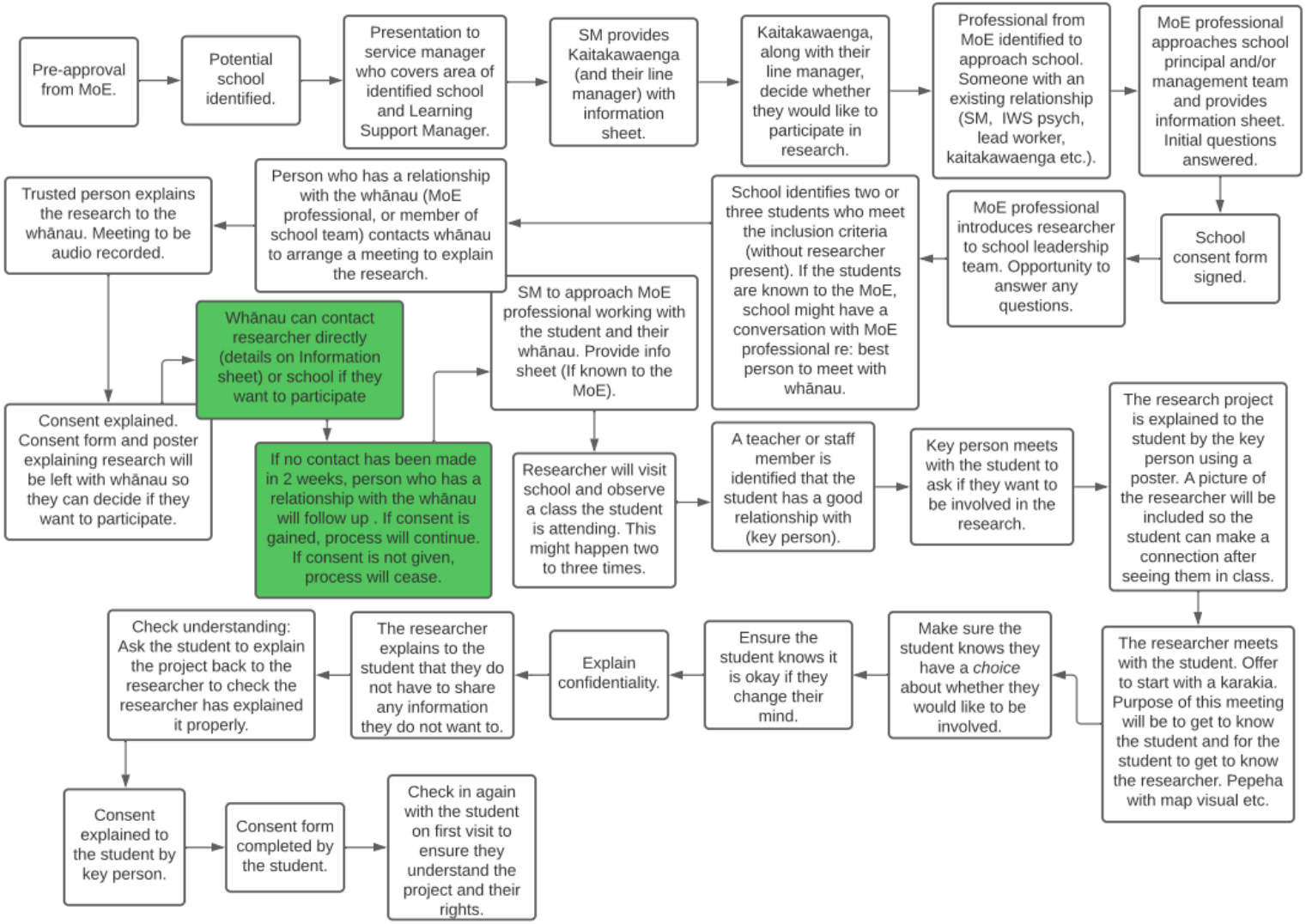
1) Can you tell me a bit about your school community?
    - Teachers in your school
    - Demographic of school community
    - School role
    - How many students supported by MoE professionals through learning support?
2) Tell me about your school's behaviour management policies and programmes.
    - What are your school's behaviour expectations?
    - How do you teach and reinforce this to your students?
    - What is the most challenging part of your disciplinary process?
3) What are the factors you consider when making decisions about standdowns, suspensions, and exclusions?
4) How could SLTs support students at your high school?
5) How would you like the SLT to support:
    - You and your wider school team in general?
    - The teams around the young people?
    - Systems around young people who have behaviour needs?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix L: Recruitment and Consent Flow Chart



Appendix M: Interview Guide: Final Interview with School Principal or Members of the Senior Leadership Team.

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study.

The purpose of this interview is to gather your perspectives on how you found speech-language therapy (SLT) involvement in your school and how it impacted on your school community. I would also like to know if you would suggest any changes to SLTs working in this way in the future.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) How did you find SLT involvement when supporting young people who has behaviour needs?
2) How has your view of SLT changed throughout this project?
   - Why?
3) How beneficial was SLT involvement in your school?
   - What went well?
   - What didn't go so well?
4) How did you find the workshops for all staff?
   - How did the staff respond?
   - What changes did you notice following the workshops?
   - How did it change the way you thought about language and communication?
5) In your view, what was the most helpful aspect of SLT involvement for your school?
   - Schoolwide workshops – thinking about language and communication in every classroom.
   - Individualised work with the team around the young people?
   - A general SLT presence in the school?
   - Thinking about the language used in behaviour management?
   - Why?
6) How has SLT involvement in this study changed how you:
   - Think about communication in general?
   - Think about language and behaviour?
   - Communicate with students at school?
   - Communicate with students who have behaviour needs?
7) What suggestions would you have for a future service?
8) How could SLTs be involved in supporting young people like [young people] in the future?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix N: Interview Guide: Initial Interview with Whānau

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Share pepeha with the participant and ask if they would like to share theirs.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study. Ask if they have read and understood the Information Sheet.

Ask if the participant has any questions about the research process that they would like to ask before the interview begins. Confirm you have received their signed consent form.

The purpose of this interview is to learn more about you and your whānau, to learn about [young person] and understand your perspectives on [young person]'s talking and listening.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) Tell me about your whānau and whakapapa.
   - Ask the whānau if is okay to use the Eco Map framework and the circles of well-being to understand their whānau and the different levels of support they have from friends, whānau, and their wider community. *
2) Tell me about [young person].
   - Use Te whare tapa whā framework** to guide questioning around [young person]'s wellbeing.
   - What are [young person]'s strengths?
   - What are they passionate about?
3) Have you ever had a speech-language therapist work with [young person] (or any of your other children) and your whānau?
   - How did you find this? What went well and what could have been better? Why?
   - What were your experiences?
   - Did you feel your culture was respected? Why or why not?
4) How would you describe what a speech-language therapist does?
   - Who do they support?
   - What ages do they work with?
5) In your view, what is the most important thing other people must do when supporting you and [young person]?
   - What is important to you?
   - What is helpful?
   - What is unhelpful?
6) What would you like support with at the moment?
   - Use Routines Based Interview questioning to get to the crux of the issue.

- What is the hardest part of the day?
- What does [young person] do?
- What has happened before?
- What are you doing?
- What is everyone else doing?
- How does [young person] respond to what everyone else is doing?
- What happens next?
- How does [young person] come back to calm?
- Why do you think [young person] behaves in this way?
- Provide a summary of what the participant has just said. Clarify that you have heard and recorded it right. *

7) How does [young person] find talking and listening?
   - How do other people respond to [young person]'s talking and listening?
   - Their friends?
   - Members of their whānau?
   - Their teachers?
   - When you're out in public?
8) How could I, as a speech-language therapist, support you and [young person] as you navigate the school behaviour management process?
9) What would you like to get out of this project?

Thank the participant for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

* Adapted from: McWilliam, R. A., Casey, A., M., & Sims, J. (2009). The routines based interview: A method for gathering information and assessing needs. *Infants & Young Children, 22,* 224-233. https://doi .org/10.1097/IYC.0b013e3181abe1dd

** Adapted from: Durie, M. H. (1985). A Māori perspective of health. *Social Science & Medicine, 20*, 483-486. https://doi.org/10.1016/0277-9536(85)90363-6

Appendix O: Interview Guide: Final Interview with Whānau

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study.

The purpose of this interview is to gather your perspectives on how you found speech-language therapy (SLT) involvement when supporting [young person] and whether you would suggest any changes to SLTs working in this way in the future.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) How did you find speech-language therapy involvement when supporting you and [young person]?
2) How has your view of speech-language therapy changed throughout this project?
   - Why?
3) How beneficial was speech-language therapy involvement?
   - What went well?
   - What didn't do so well?
4) Did you feel your cultural values were respected throughout the process?
   - Why or why not?
   - What could the speech-language therapist have done differently?
5) In your view, what was the most helpful aspect of speech-language therapy involvement?
   - Talking with [young person]?
   - Becoming aware of communication?
   - Understanding [young person]'s behaviour?
6) What changes have you noticed in [young person]'s talking and listening?
   - What behaviours have changed?
   - Changes at home?
   - Changes at school?
   - Changes in the community?
7) What suggestions would you have for a future service?
   - What additional speech-language therapy support would you have liked.
8) Has this project changed the way you think about talking and listening?
   - How?
   - Why not?
9) When you think about [young person]'s talking and listening difficulties, what kind of support would you have liked in his earlier years.
10) How could speech-language therapists support other young people that have similar difficulties to [young person]?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix P: Interview Guide: Initial Interview with Teacher

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Share pepeha with the participant and ask if they would like to share theirs.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study. Ask if they have read and understood the Information Sheet.

Ask if the participant has any questions about the research process that they would like to ask before the interview begins. Confirm you have received their signed consent form.

The purpose of this interview is to learn more about you as a participant, to understand your perspectives on the role of a speech-language therapist (SLT), and to understand your perspectives on [young person]'s communication skills.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) Firstly, can you tell me a bit about yourself?
    - How many years of experience have you had?
    - Where have you worked in the past?
    - How long have you been in your current role?
    - Why are you in this role?
2) Have you had any experiences or worked alongside an SLT before?

If so,

- can you describe what happened?
- How did the SLT work with you?
- How did you find the support that was provided?

If not,

- What do you think an SLT does?
- What would you expect from them?
- Who do they support?
- What ages do they work with?

3) How might SLT's be of assistance to support young people at high school?
    - What would it look like?
    - How might they support young people who have behaviour needs?
4) In your view, what is the most important aspect of supporting a young person with behaviour needs?
    - Why?

Now thinking about [young person] ...

5) What are [young person]'s strengths?
   - What do they like doing?
   - What are they passionate about?
6) What are some settings or situations at school that [young person] finds hard?
   - Use Routines Based Interview questioning to get to the crux of the issue.
   - What is the hardest part of the day?
   - What does [young person] do?
   - What has happened before?
   - What are you doing?
   - What is the class doing?
   - How do they respond to what everyone else is doing?
   - What happens next?
   - How do they come back to calm?
   - Why do you think [young person] behaves in this way?
   - Provide a summary of what the participant has just said. Clarify that you have heard it and recorded it right. *
7) So, thinking about what we have just talked about, how does [young person]'s language and communication skills impact on their behaviour?
   - Draw on the conversation before to ask what happens when the young person gets frustrated.
   - Have they tried to communicate something if they are heightened? What happened?
   - How does the team respond when [young person] is heightened?
   - How does [young person] respond to the team?
8) How would you like the speech-language therapist to support you with [young person] and other students who might have similar difficulties?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

* Adapted from: McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines based interview: A method for gathering information and assessing needs. *Infants & Young Children, 22,* 224-233. https://doi .org/10.1097/IYC.0b013e3181abe1dd

Appendix Q: Interview Guide: Final Interview with Teacher

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study.

The purpose of this interview is to gather your perspectives on how you found speech-language therapy (SLT) involvement when supporting [young person] and whether you would suggest any changes to SLTs working in this way in the future.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) How did you find SLT involvement when supporting [young person] who has behaviour needs?
2) How has your view of SLT changed throughout this project?
   - Why?
3) How beneficial was SLT involvement?
   - What went well?
   - What didn't go so well?
4) In your view, what was the most helpful aspect of SLT involvement?
   - Talking with the young person?
   - Becoming aware of communication within the classroom?
   - Understanding and adjusting communication to ensure the listeners can understand?
   - What was the most helpful thing you learned?
5) How has SLT involvement in this study changed how you:
   - Think about communication in general?
   - Think about language and behaviour?
   - Communicate in your classroom?
   - Communicate with students at school?
   - Communicate with students who have behaviour needs?
6) What suggestions would you have for a future service?
7) How could SLTs be involved in supporting young people like [young person]in the future?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix R: Interview Guide: Initial Interview with Ministry of Education Professional

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Share pepeha with the participant and ask if they would like to share theirs.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study. Ask if they have read and understood the Information Sheet.

Ask if the participant has any questions about the research process that they would like clarified before we begin this interview. Confirm you have received their signed consent form.

The purpose of this interview is to learn more about you as a participant, to understand your perspectives on the role of a speech-language therapist (SLT), and to understand your perspectives on [young person]'s communication skills.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) Firstly, can you tell me a bit about yourself?
    - How many years of experience have you had?
    - What fields have you had experience in?
    - How long have you been in your current role?
    - Why are you in this role?
2) How would you describe a role of an SLT?
    - What do they do?
    - Who do they support?
    - What ages do they work with?
3) How might SLT's be of assistance to support young people at high school?
    - What would it look like?
    - How might they support young people with behaviour needs?
    - How do you think it would be received by whānau or high schools?
4) In your view, what is the most important aspect of supporting school teams, and whānau when it comes to young people who have behaviour needs?
    - Why?

Now thinking about [young person] ...

5) What are [young person]'s strengths?
    - What do they like doing?
    - What are they passionate about?
6) What are some settings or situations that [young person] finds hard?
    - At school, home, or out in the community?
    - What are the key challenges in these settings or situations?

- What does [young person] do in these situations?
- How do others respond? (Teachers, whānau, peers)

7) How does [young person]'s language and communication skills impact on their behaviour?
   - What happens when they get frustrated?
   - Have they tried to communicate something if they are heightened? What happened?
   - How does the team respond?
8) How would you like SLT support for [young person]?

Thank the participant, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix S: Interview Guide: Final Interview with Ministry of Education Professional

Begin by asking the participant if they would like to open with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, to use if no other karakia is suggested.

Provide kai for the interview.

Thank the participant for giving up their time to participate in this study.

The purpose of this interview is to gather your perspectives on how you found speech-language therapy (SLT) involvement for [young person] and whether you would suggest any changes to SLTs working in this way in the future.

Remind the participant that this interview will be audio recorded. They may request for the recording to be stopped at any time.

1) How did you find SLT involvement when supporting [young person] who has behaviour needs?
2) How has your view of speech-language therapy changed throughout this project?
   - Why?
3) How beneficial was SLT involvement?
   - What went well?
   - What didn't go so well?
4) In your view, what was the most helpful aspect of SLT involvement?
   - Talking with the young person?
   - Becoming more aware of communication in general?
   - Understanding and adjusting your own communication to ensure listeners can understand?
5) How has speech-language therapy involvement in this study changed how you:
   - Think about communication in general?
   - Think about language and behaviour?
   - Communicate with young people?
   - Communicate with students who have behaviour needs?
6) What suggestions would you have for a future service?
7) Is there anything you have/will change in your practice when supporting young people who have behaviour needs?
8) How could SLTs be involved in supporting young people like [young person] in the future?

Thank the participant, again, for giving up with time to participate in this study. Remind them that the recording of this interview will be transcribed and that they will have a chance to read through it before it is analysed.

Ask the participant if they have any questions about the process.

Close with a karakia. Ask the participant if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

Appendix T: Interview Guide: Initial Interview with the Young People

Ask the young person if they would like to begin with a karakia. Ask if they have a karakia they would like to open with. Bring along a copy of the karakia, Whakataka te hau, if no other karakia is suggested.

Provide kai for the interview.

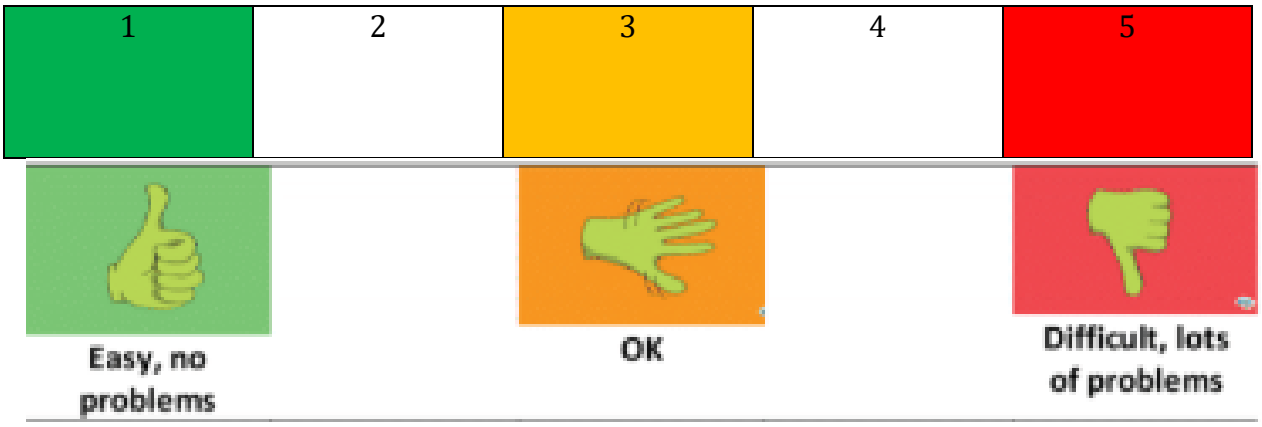
Thank you for letting me explain my project to you and saying yes to be part of it. Remember that at any time if you don't want to be part of it you can say no.

Would you like to continue (use 'yes' 'no' visuals)?

Is it ok for me to record this so I can listen to it later? Remember that you can ask for the recorder to be turned off at any moment.

I am interested in how people talk at school: in class, at break times, in meetings with adults, rōpū time, with people like teachers, the principal, guidance counsellor, friends, and coaches (Have visuals for each of these times, places, and people).

1) What do you think about talking, listening, and understanding in those places?
2) Have you ever had a time when people have used words that are confusing or hard to understand? Tell me about that.
3) Has it ever been tricky to say what you wanted to say? Tell me about that.



Now I will ask you some questions about your talking in general.

1) What is your talking like?
2) Do you talk the same as other people?
3) What are you like at explaining things?
4) What are you like at listening?
5) When you are listening, what are you like at understanding what people are talking about?
6) Do you need help with listening?
7) Do you need help with understanding?

8) Do you need help with talking?
9) What do you think helps when talking, listening, and understanding is difficult?

Thank the young person, again, for giving up their time to participate in this study. Remind them that the recording of this interview will be written down and that they will have a chance to check it before it is used in the study.

Ask if the young person has any questions about the process.

Close with a karakia. Ask the young person if they have one that they would like to share. If not, provide a copy of the karakia, Mauriora ki te rangi, to use.

*Interview Guide adapted from: Kedge, S., & McCann, C. (2020). *Report for Kingslea school: Language and communication skills among young people at a youth justice residence.* https://www.kingslea.school.nz/wp-content/uploads/2020/07/Kingslea-Talking-Trouble-report-final.pdf

Appendix U: Code Book

Contextual Factors

Environmental and background factors.	Young people have multiple contributing factors which can be a result of their communication difficulties or in addition to their communication difficulties. Some of these factors include, but are not limited to, Autism, ADHD, APD, mental health, historical factors such as trauma and abuse, managing the complexities of the secondary school environment, or other seemingly hidden challenges.	"They have to manage 5 different relationships with teachers… That real protective factor of having a good relationship with an adult is gone really." – MOEP. "Like I can listen. It's just difficult with heaps of distractions around." YP1. "But I'm autistic. There are a few disabilities that they should know about." – YP2.

Question One

Code	Definition	Example
Adult Awareness and Strategies	Adults supporting the young people had an existing level of awareness around the needs of the young people and were able to describe their difficulties and the strategies they used.	"So that was good. And before he was diagnosed with Autism and ADHD, the teachers would give him earmuffs if the noise was too much for him." – Mother of YP2.
Consequences of Communication Breakdown	There were numerous consequences of communication breakdown with the young people. Often these resulted in the young people feeling misunderstood, displaying a range of behaviours, and disengaging from school.	"Yeah, [YP1's communication skills] probably hinders him from forming relationships. Just cause the messages aren't going through. Kids can't really see what's happening. Yeah, it's like there's a break in the line." – Teacher.
Receptive Language Difficulties	Young people have difficulties with receptive language. This includes understanding abstract	I: "Do people sometimes use words that are confusing?"

	language, big words, following a conversation when people talk quickly, and understanding concepts such as time.	YP1: "Haha yeah. Philosophical words. I don't know what that means."
Difficulty with Social Relationships	Young people have difficulty forming social connections and relationships due to their communication difficulties. This could present as misinterpreting other people's attempts to engage, or understanding the social cues of the situation, leading to negative reactions and experiences for the young people and their communication partners.	"Yeah, social settings and probably unstructured social settings… [YP1] is probably feeling like he doesn't fit it and needs to kind of show himself or prove himself but gets it really, really wrong." – MOEP. "I'm just better at talking with adults than with kids… Like with kids, they're very unreasonable and assholes." YP1.
Understanding Social Communication	Young people have difficulty with understanding the social aspects of communication, such as humour and banter. These are trademarks of adolescent communication and friendships which can lead to social isolation.	"He doesn't understand banter at all." – HOLS. "He can get offended easily" – Teacher. "Because banter fires [YP1] up. He gets furious… If he could learn banter that would be great." – Father of YP1.
Displayed Behaviours	Young people with communication difficulties displayed a range of behaviours that often stemmed from their challenges with communication. This clearly showed the link between behaviour and communication.	Fa: "Because banter with [YP1] fires him up. He gets furious." I: "And what happens then?" Fa: "He gets mad, throws a chair, storms out." - Father of YP1.
Grice Maxim – Manner	Speakers should contribute and respond appropriately.	
Grice Maxim - Quality	Speakers should only speak what is true.	
Grice Maxim – Quantity	Speakers should only say what is required to convey their meaning.	

Grice Maxim – Relation	Speakers should say what is relevant to the conversation.	
Expressive Language Difficulties	The young people had difficulties with expressive language. This included word finding difficulties and difficulty with ordering and sequencing events in a way that was understandable to the listener. The young people had a range of masking behaviours, using learned phrases, coming across and polite and agreeable, or using phrases they had heard other people use.	"He's so good at masking those challenges. And he's quite sophisticated around his communication needs." – MOEP. "With [YP2] he'll come home when something happened, and he will start somewhere in the middle of the story rather than the sequencing being right." – Mother of YP2.
Seeking Connection	Young people seek connection with others but have difficulty knowing how to engage. This can lead to poor interpretations of them by others and relationship breakdown.	"He is clearly motivated and wants to engage with people." – MOEP. "He's really good at communicating with us as teachers. But not always through words. Like body language." – Teacher.
Stress	The young people self-reported that they find talking at school stressful. They reported that it can be difficult to talk to peers and adults, especially when they talk fast and use big words.	"I try to avoid talking to them 'cos I'm afraid that I'd upset them a bit." – YP2. "Cause people think I'm lying. And I just sit there for like half an hour trying to explain that I have stuttering issues sometimes. And it just happens out of the blue." – YP1.
Theory of Mind	Young people displayed difficulty with the concept of theory of mind; the ability to understand the perspective of the other during a conversation.	"And then he'll be getting annoyed that the teacher can't immediately give him half a term of safety briefing right then and there." – HOLS. "And his interpretation of what people are doing or saying is sometimes

		wrong. Sometimes right, sometimes wrong." – Mother of YP2.
Young People Identifying the Need	The young people were able to identify that they have trouble with talking and listening. They were able to describe which situations they found difficult and what they do in each of those situations. The young people were also able to identify what adults or others could do to make talking and listening easier in each of these situations.	"I ask them what it means. I ask everyone what they mean." – YP1. "Even when I'm focused and I listen to someone speaking, I always get a bit confused still." – YP2.
Young people's Perspective	The young people were able to describe the effects of the communication difficulties on their wellbeing, their social relationships, and their daily life.	"I don't know. My lips just lose sense and just drop in the middle of when I'm talking. And then my lips shiver and just go blah." YP1 "Talking with my teachers… It's a little bit stressful because I can't always think of the right words to say. I sort of seem to slow my speech. And I can't always think and speak what I want to say very quickly at all." – YP2.

Question Two

Code	Definition	Example
Working Together	To ensure effective speech-language therapy service, the team must work together to support the young people with behaviour needs. This includes collaborating with all team members, having a shared plan and shared vision, and keeping the young person's voice at the	"It's essential, but it just needs to be really well organised and planned. We all need to have a plan. I said that to [Mum] and [Dad]. Where they're able to kind of get him here too. And then I can get the teachers on board and maybe we start small." – HOLS.

	centre at all times. Working together involves effective and ongoing effort to build relationships to strengthen the team, support the young person, their whānau, and the school.	
Collaboration Challenges	There are barriers and challenges to working together as a team. Some of these challenges include conflicting schedules to organise meetings together, different expectations from different team members, and adding to teacher's already high workloads.	"You move from working with one teacher to working with a lot of different people. It's really, really difficult to meet people." – MOEP.
Tier III Individualised Support	Participants perceived benefit of an individualised approach to supporting specific young people, implementing plans that were tailored to their individual needs. An important part of this tier III support was equipping the young people with self-help strategies that they could use in situations where they found talking and listening difficult.	"Having the idea though, that there might be a chance to actually really help the students to change some of this behaviour… Like having some direct intervention for them would be really good, I think." – HOLS.
Environmental Challenges	The secondary school environment is a complex communication environment for young people. They are expected to self-manage many of their needs and have to adapt multiple times throughout each day. These environmental challenges can be a barrier to implementing effective support for young people due to the multiple factors that must be accounted for.	"But he finds that whole school system quite challenging. He's just one of many and if you don't do as you're told then, of course, you're going to get told. Which he doesn't cope well with." – Mo of YP2.

Identifying the Communication Difficulties	Speech-Language Therapists can support young people with behaviour needs by identifying the communication difficulties that young people have and supporting the team to understand these needs. SLTs can support colleagues to gain a full understanding of the young people's behaviour needs by identifying their communication needs.	"I guess getting a better understanding of his communication needs would be the start… Because it is that social communication that I guess we've kind of identified. So yeah… really understanding what his underlying communication needs are." – MOEP.
Resourcing Challenges	There is a perceived lack of professional resource and availability within schools in Aotearoa New Zealand. It can be difficult for schools to access professional support. Students with additional needs are not necessarily guaranteed specialist support.	"I think that the idea of having more specialists working in secondary schools is something I'm more use to from the UK as well. So, I think that it's a good thing." – HOLS.
Perceptions of the Speech-Language Therapist's Role	The team had differing perceptions of what a Speech-Language Therapist might do and how they could support young people. On one hand, some members of the team were able to identify that young people often have 'hidden' communication difficulties which can impact on friendships and engagement with education. Other team members had limited knowledge of the SLT role and wondered why they might be involved. This created a barrier to support at times due to the differing expectations of the team.	"Um I imagine that they do lots of exercises with kids to get their mouth producing the sounds that they need to… yeah just kids with lisps or yeah delayed language you would work with them… Maybe you use equipment to help kids learn and understand. But yeah, to me it's mostly around practicing the sounds and using your mouth correctly." – Mo of YP2.

Social Communication	The team around YP1 identified that the SLT could support with social communication. It appeared that many of his relationship breakdowns stemmed from a misunderstanding of the social constructs of communication. Therefore, supporting YP1 with understanding the social aspects of communication would likely help him have more positive interactions in the school environment.	"Because it is that social communication that I guess we've kind of identified. So yeah… like really understanding what his underlying communication needs are." – MOEP "Um any support to help YP1 with his social skills basically." – Fa of YP1 Field notes identifying the need for support with social communication.
Strategies	The SLT provided teachers with a one-page breakdown of the young people's communication difficulties along with strategies to support them in each of these areas. The young people also identified strategies other people could use when talking with them to help them understand. The SLT and young people co-created a communication passport with these strategies and shared them with teachers.	Field note: "Shared one-page summary of YP1'a language along with strategies to support him in the classroom." I: "Please use basic words? Please use simple words?" YP1: "Yeah, like the old-fashioned ones not the new era kind of I'm making this word up. I can talk with someone for a bloody long time. It's just if they start using big words, I will get confused, go off track and I can't, I forgot what I was talking about."
Systemic Challenges	There are systemic challenges and barriers to SLT support within a secondary school environment. Some of these barriers include students having multiple teachers which can be difficult to implement systemic support, difficulty accessing services, and a larger school with lots of need among students.	"Because often what tends to happen, I think at secondary school now as well, not just with speech and language therapy, but with all kinds of issues. Often, we're just giving advice to teachers. And that's good, but there's a lot on teachers you know. They've got a lot of students with additional needs in their classes… And there's all these things that they've got to manage

		and just giving advice to the teacher is kind of about managing it in class. It's not really helping the kid necessarily to change their behaviour." – HOLS.
Tier I and II Universal and Targeted Support	The SLT could provide Tier I and II universal and targeted supports to the teaching team and the school. This included advocacy and raising awareness of the prevalence and impacts of communication difficulties, providing classroom strategies for the teachers and working transdisciplinary with professionals to ensure the young people were receiving adequate supports.	"Well helping teachers understand the link between communication and literacy. And you know like those communication skills and cognitive… or I guess, learning. So, that's probably more at a system level. On an individual level, probably just helping with an understanding of an individual's communication needs for that behaviour." – MOEP.
Young People's Engagement	The young people were very insightful about what adults and other people could do to make talking and listening easier for them. They were able to offer strategies that would support them and had a voice throughout the project. Sometimes the young people were not willing to engage. They didn't want to be seen as stupid or different to their peers or they might have come in heightened from things that had happened previously that day.	I: "So, today I thought we could do a little bit of this. This is what we call a bit of a communication passport. And it helps you to tell other people about your talking and listening. So, you can tell your teachers about…" YP1: "Am I special or something?"

Question Three

Code	Definition	Example
Practical Adult Support	Adults found the practical support and strategies they learned from the SLT useful to support the	"And the summary of suggestions for [YP1]'s teachers I think was really worthwhile. So that was

	young people. The information provided was clear, concise, and easy to understand. The support also equipped teachers with practical ways they could support the young people which was well received.	really pleasing. Often you get reports, and you have to interpret it and you wonder what to do with it. But to actually say right, 'this is what we think, and this is how we can manage and support [YP1]' was really helpful." – DP.
Need for Advocacy	Team members identified that there is a need for speech-language therapists to advocate and raise awareness of their role. This included the need for early identification and intervention. There were varying levels of awareness of an SLT role at the beginning of the study. The team members were able to reflect on this at the end of the study and identify this need.	"Do you feel that maybe speech-language therapists are maybe not used extensively enough?" – DP. "Maybe people's understanding [of speech-language therapy] is more to do with what happens in early years. Like problems with forming sounds all of that sort of thing." – HOLS.
'Aha Moment': Behaviour is communication	The team members described that they came away with a deepened understanding of the link between behaviour and communication. For some, this came as an 'aha moment,' where they were able to understand the underlying need for many of the young people's behaviours.	"The whole report was an 'aha moment' in terms of realising that his behaviour… I think how he responds to other students is down to his inability to really communicate effectively. And that obviously has further impact in terms of his relationship with those students and his relationships with staff." – DP.
Team Approach	The participants perceived that a team approach was beneficial when supporting the young people. This enabled a greater working relationship between the Ministry of Education, the secondary school, and the	"I think one of the biggest challenges of last term… was obviously time… and so, I think having the two of us actually helped with that engagement with both [YP1] and with [Dad]. So, I think that was a real positive." – MOEP.

	families, allowing a greater provision of service.	
Meeting the Needs of the Young People	The participants felt that SLT involvement met the needs of the young people. This involved both support in and out of school. The support was targeted to the individual young person and gave them strategies to help with their talking and listening.	"I think that (pointing to the communication passport) has been a good sort of combination of your work with [YP2] … that would be good for bus drivers, an employer… that sort of stuff would be ideal." – Mother of YP2.
Challenges of the Year	2022 brought along its own set of challenges for the education system. Going into the third year of the Covid-19 pandemic, isolation rules impacted significantly on staffing and schooling. This made it difficult to make progress with a research project and also bring team together to plan support around students.	"I know I keep saying this, but I can't overstate how exhausted people are. The idea that school's not starting till ten o'clock on Tuesday to give teachers a chance to catch up because we've had so much cover and relief… that's just never happened in my entire years of teaching." – HOLS.
Need for additional SLT support at secondary school	Participants identified that there is a great need for SLT support, particularly in secondary school. Many young people at secondary school have difficulty with communication but are unable to access SLT support. There was a need for specialists to be more involved and visible within the schooling system to support the teachers who are working to support these students.	"Look I think it's really good to have speech and language therapy involvement in secondary school. It's not something we do get a lot. I can completely understand why when resources are tight… but it has been really good because these students do have these communication problems and it's been good to have that intervention." – HOLS.
Understanding the Young Person	Through this project, the participants were better able to understand the young people and their underlying needs. This enabled them to be able to target the young person's needs and support them to better communicate,	"I think how [YP1] responds to other students is down to his inability to really communicate effective and that obviously has further impact in terms of his relationship with those students and his

	instead of focusing in on the behaviours the young people were displaying. The team were also able to look at the potential challenges the young people were likely to face beyond school.	relationships with staff. I think perhaps, because [YP1] gets on well with adults better than kids. I wondered if that's because he feels that they're able to interpret and take in what he's saying without responding to it. So, he feels in a safe place potentially." – DP.
Young People's Perspectives	The young people were able to identify what helped them with talking and listening. They also did not want to be perceived as 'special, dumb, or stupid.' They were able to identify what teachers and other students could do to help them communicate.	I: "When you look at this with all the things that help you to communicate, what do you think?" YP1: "Yeah." *Thumbs up.

Appendix V: Ethics Approval Notification

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application NOR 21/80. If you have any concerns about the conduct of this research, please contact A/Prof Fiona Te Momo, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43347, email humanethicsnorth@massey.ac.nz.