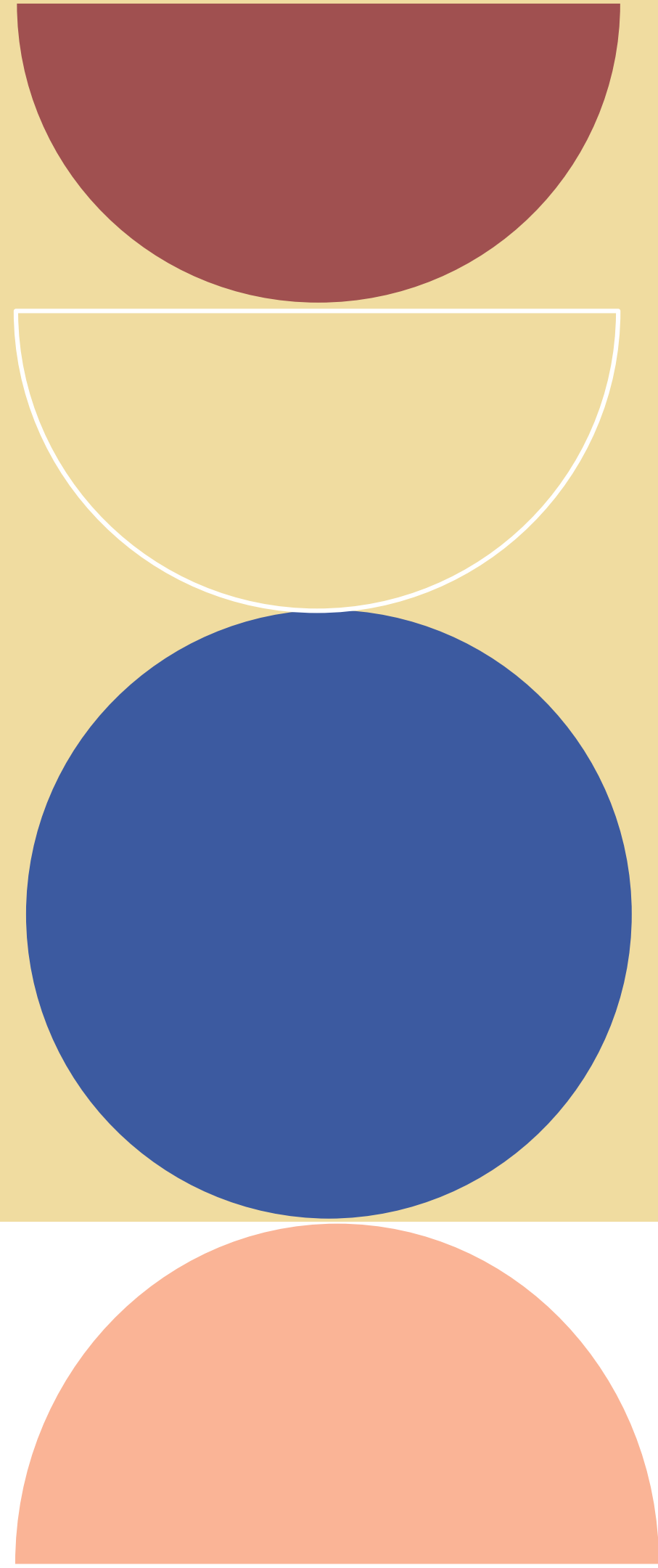




Communities
& Justice
Youth Justice

THE CROSSOVER KIDS: WHO ARE THEY AND HOW TO BEST SUPPORT THEM

FACSIAR NOVEMBER 2021
JORDAN WHITE – YJ PROJECT OFFICER



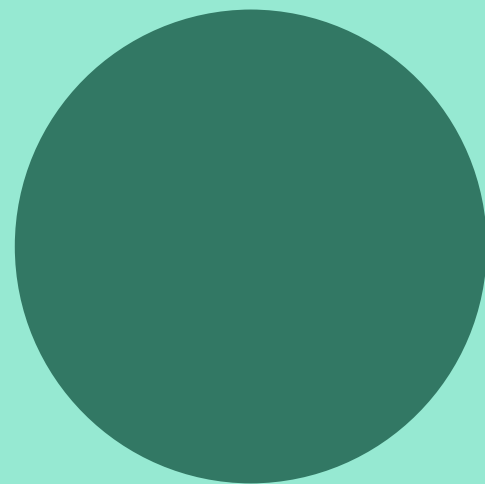


Acknowledgment

I acknowledge the Traditional Custodians of the various lands on which you are working today and the Aboriginal and Torres Strait Islander people participating in this webinar.

I pay my respects to Elders past, present and emerging and celebrate the diversity, knowledge and strength of Aboriginal peoples and their ongoing cultures and connections to the lands and waters.

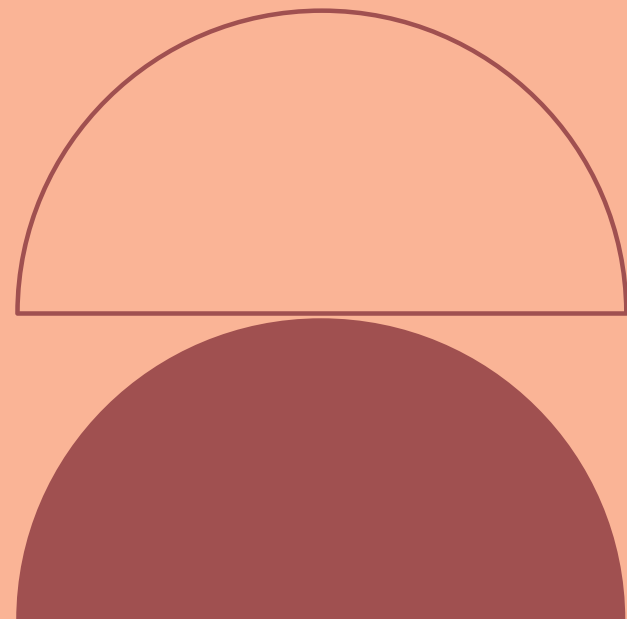
Today, I am presenting on Dharawal land.





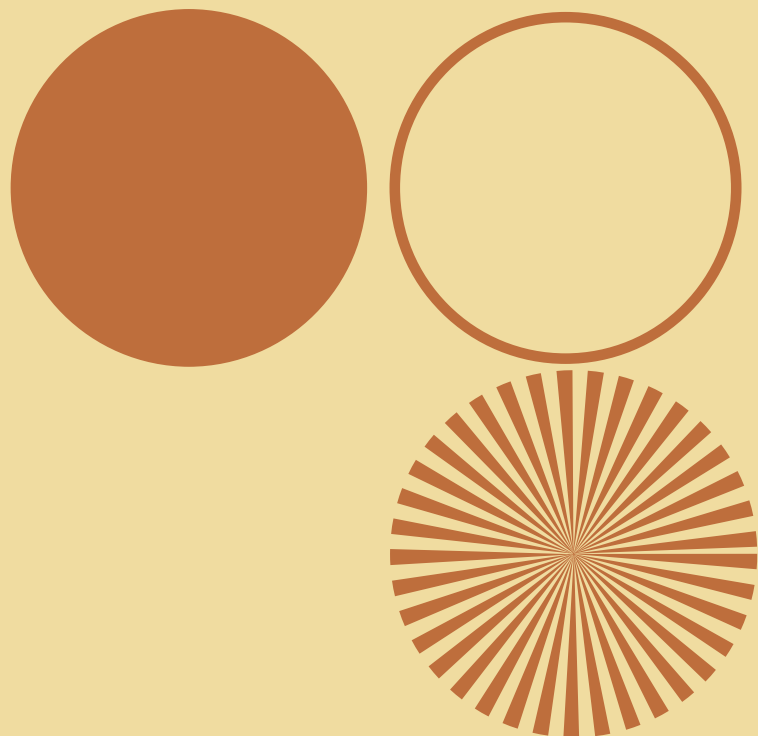
Who are we?

- The Practice Team sits within the Policy & Practice Directorate in Youth Justice NSW
- Central function is to drive our approach and way of working with young people
- Primary aim is to achieve a consistent, system-wide approach to intervention that is grounded in evidence and research



Background & Overview

- Poor outcomes
- National calls for research and policy
- Casework experience in OOHC, CP & dual clients of YJ/CS
- YJRTP full length presentation in the future (2022)



The Crossover Kids: A Scoping Review

RATIONALE

CP involved children are at least **twelve** times more likely to offend

First Nations CP involved children are at least **sixteen** times more likely to experience crossover

‘Care to Custody Pipeline’

‘Crossover Kids’

RESEARCH QUESTIONS

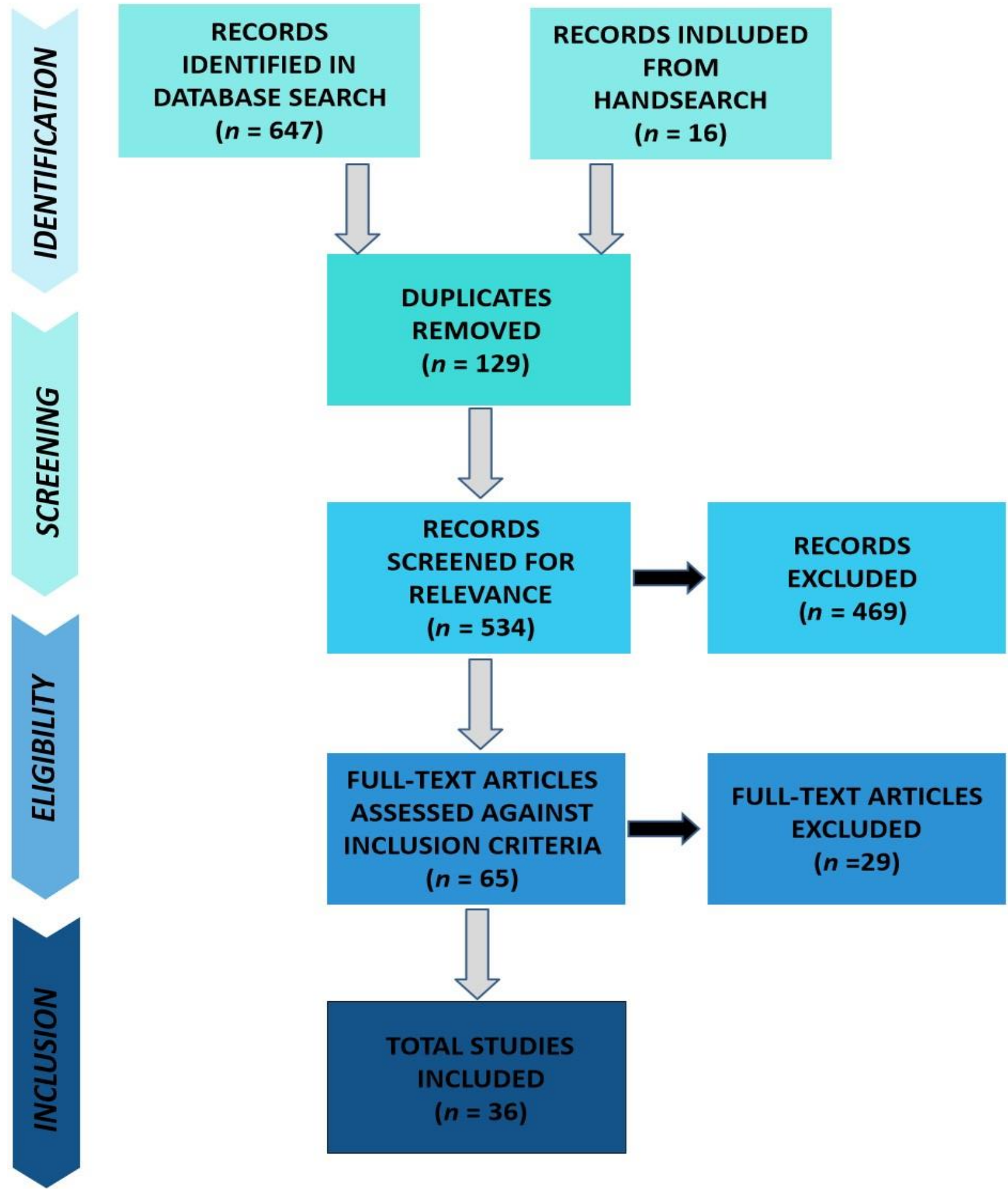
- 1) What are the characteristics of young people who are dual clients of Youth Justice and Child Protection agencies within Australia?
- 2) How might these characteristics inform future policy and practice responses?



The Crossover Kids: A Scoping Review

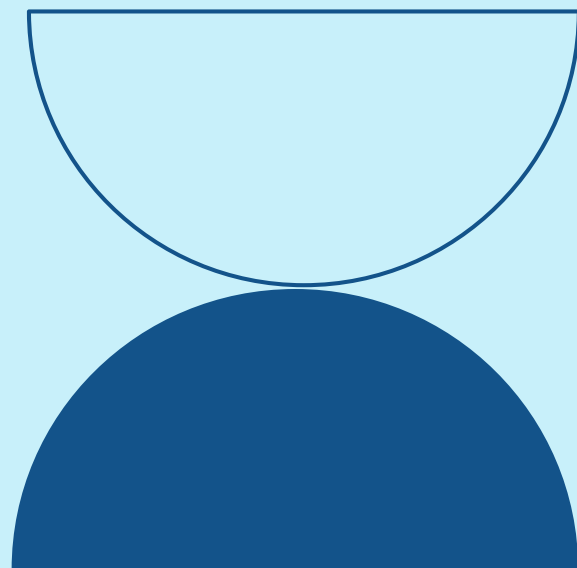


METHOD



Findings: Key Themes

- Childhood Adversity & Trauma
- Maltreatment Type & Timing
- Offending Onset & Context
- Educational Disadvantage & Disengagement
- Co – occurring Complexities
- Demographic Factors





Childhood Adversity & Trauma

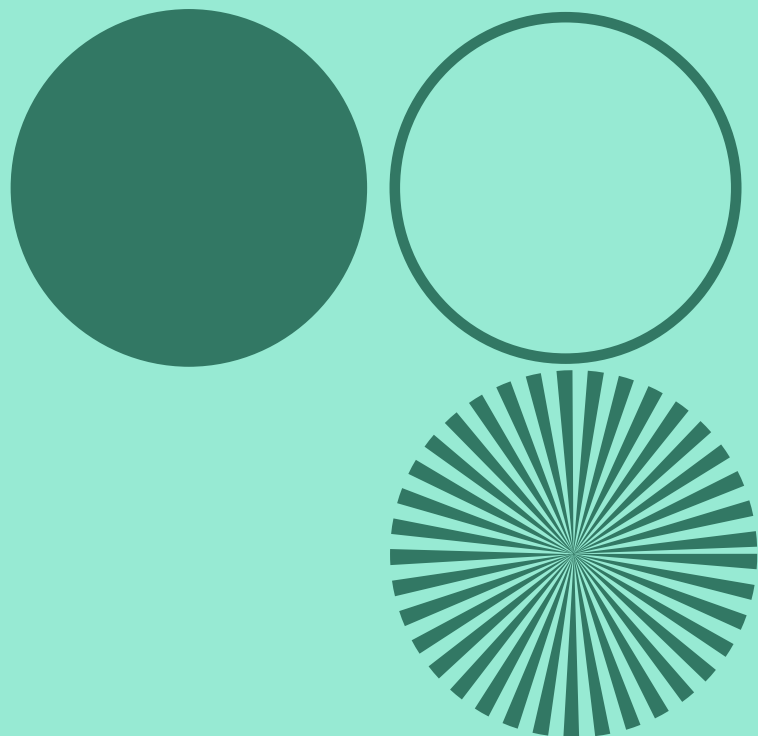
CUMULATIVE ADVERSITY

Increased **maltreatment and adversity**

~65% of this cohort experience 5+ ACE's

Destabilising environments are common in childhood

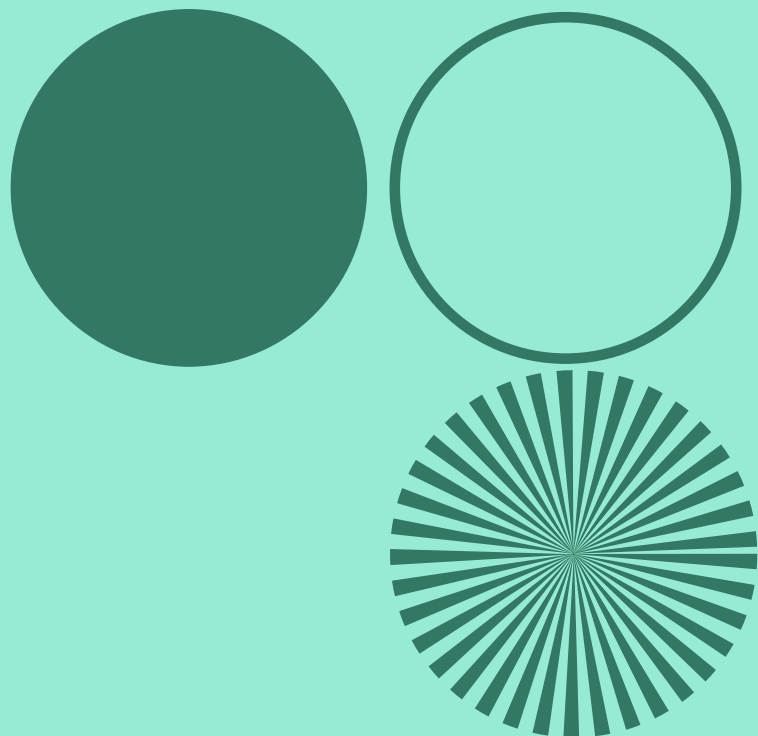
Extraordinary amounts of **bereavement and loss** in childhood



Childhood Adversity & Trauma

WHAT DOES THIS MEAN IN PRACTICE?

- Increased likelihood of trauma and attachment related disorders
- Support requires increased **stability** from adults
- **Commitment** to listening, hearing and acting (and **advocating**) based on their experiences



Maltreatment Type & Timing

TYPE

Neglect and/or physical abuse

Poly – Victimised most at risk

TIMING

Risk of offending increases with cumulative harm and CP notifications/involvement

Risk of offending is high for YP experiencing **persistence** of maltreatment into **adolescence**

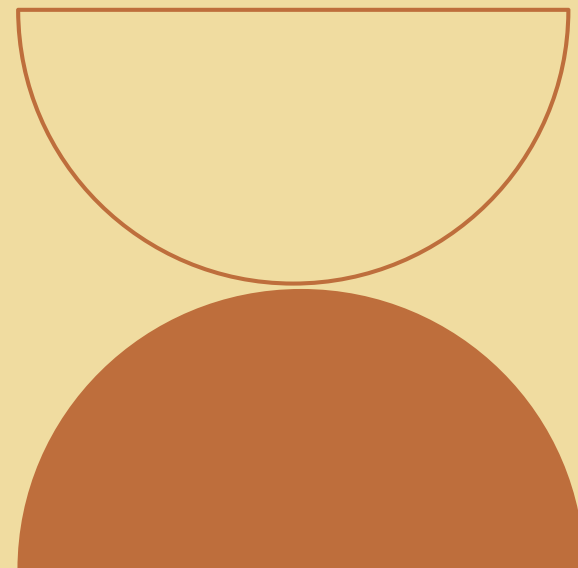
Maltreatment increases before and after **transition points**

Maltreatment Type & Timing

WHAT DOES THIS MEAN IN PRACTICE?

- **Identifying** harm (particularly neglect) early
- Working with **families to reduce and prevent** further harm
- **Holistic** support
- **Aligned collaborative** practice
- Developmental windows & **transition points**

Offending Onset & Context



● ONSET

Earlier onset of offending

Delinquency increases before and after **transition points**

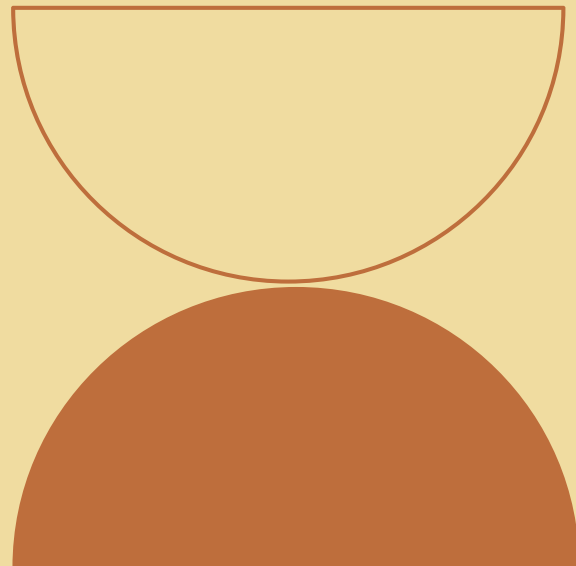
More **violent** offending

● CONTEXT

Offending occurs most often in the context of:

- **Adolescent Family Violence**
- **Residential Care Settings**
- **Group Settings**

Offending Onset & Context



WHAT DOES THIS MEAN IN PRACTICE?

- Family support encouraging **positive attachment**
- Increasing **caregiver capacity** → reducing relinquishment
- **Pre-emptive, de-escalating & de-criminalising**
- **Holistic** assessment & **aligned** collaboration
- **Transition points**

Educational Disadvantage & Disengagement

DISADVANTAGE

Unmet protective, mental health, and disability **needs**

Complex family & care environments

DISENGAGEMENT

Transitions points & destabilising events

Exacerbated by truancy, suspension & expulsion



Educational Disadvantage & Disengagement

WHAT DOES THIS MEAN IN PRACTICE?

- Education are well placed to **identify & support early**
- Educational support allows for **re-engagement**
- **Collaborative & aligned** practice supports attendance
- **School investment** in the child and care team
- **Stability, encouragement and belonging**





Co-occurring Complexities

● CHALLENGES

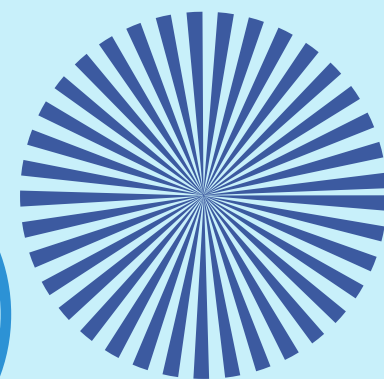
Over-representation of children with:

Behavioural disorders

Severe mental health diagnoses &/or concerns

Substance use & diagnosis

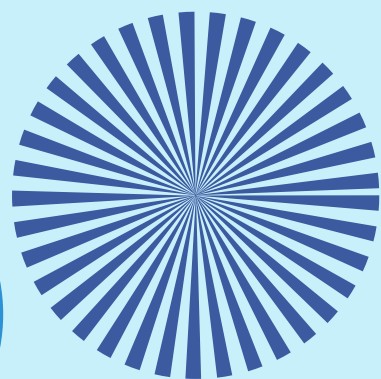
Neuro-diversity & cognitive impairment



Co-occurring Complexities

WHAT DOES THIS MEAN IN PRACTICE?

- Increased **education & training**
- **Early responsiveness** & assessment
- Supporting **caregiver capacity** (practically and financially)
- Supporting **child/YP capacity**
- Reducing caregiver **relinquishment**



Demographic Factors

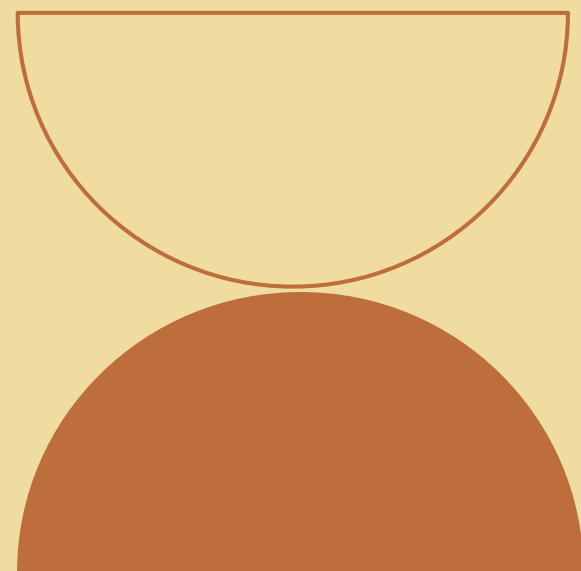
FIRST NATIONS PEOPLES

Severely **overrepresented**

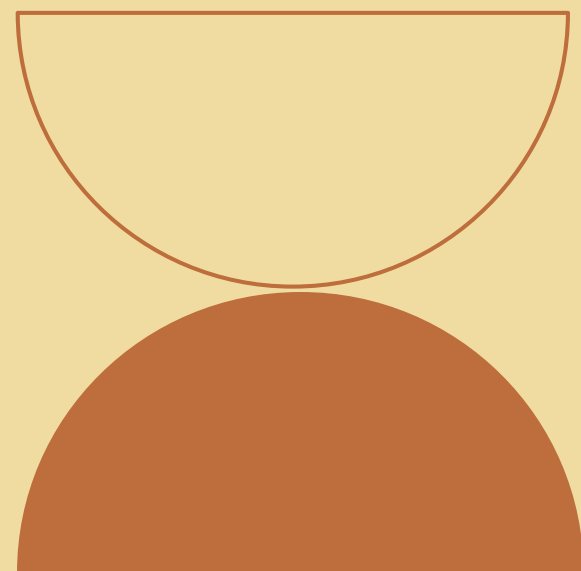
Family violence, substance abuse and CJS involvement **does not** wholly explain

Intergenerational trauma

Ongoing harm



Demographic Factors



WHAT DOES THIS MEAN IN PRACTICE?

- **Ongoing collaboration** with community members, family & service providers
- **Cultural education & training**
- **Culturally safe & appropriate** responses

Key Messages

● PREVENTION ●

- **Identify harm** (particularly neglect) early
- **Family support**
- Increase **positive attachment**
- Increase **capacity**
- Decrease **relinquishment**
- Identifying & **support co-occurring challenges** early

Key Messages

DIVERSION

- **Pre-emptive & de-escalation strategies**
- **De-criminalisation**
- **Sensitivity to adolescent development & transition points**
- **Aligned & collaborative practice**
- **Increased educational support**

Key Messages

● RESPONDING ●

- **Holistic** practice
- **Individual, environment, & systems**
- **Paid & unpaid** stakeholders who are aligned by collaborating
- Culturally **safe & appropriate**
- **Trauma** informed
- **Child centered & specific**

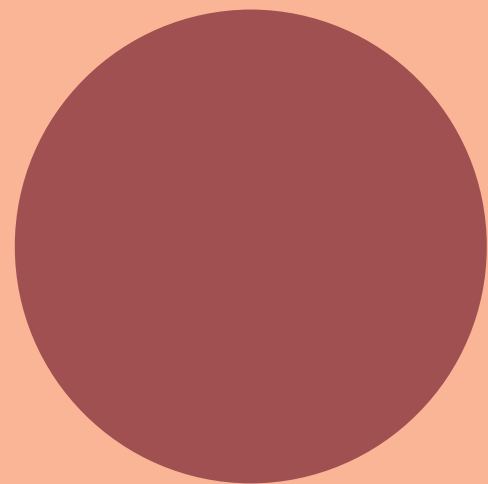


Key Messages

Crossover children experience increased and more cumulative maltreatment and adversity. These children are more likely to be among children convicted with earlier onset, rapid escalation, more violent and more voluminous offending. They have more complex histories, challenges, and understanding of the world they experience.

By definition, they are therefore also incredibly **resilient** children, who have experienced far greater adversity and loss than many adults will ever experience in a lifetime.

Supporting Crossover children requires us to be **stable** and **committed** practitioners that are **empowered** to actively listen to their experiences, hear what they need, and act (and advocate) based on their experiences.

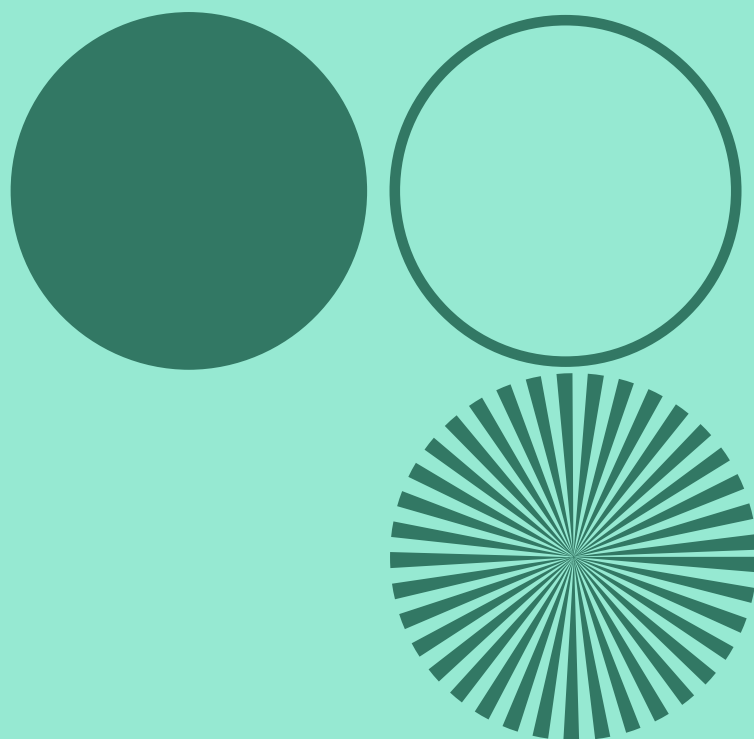




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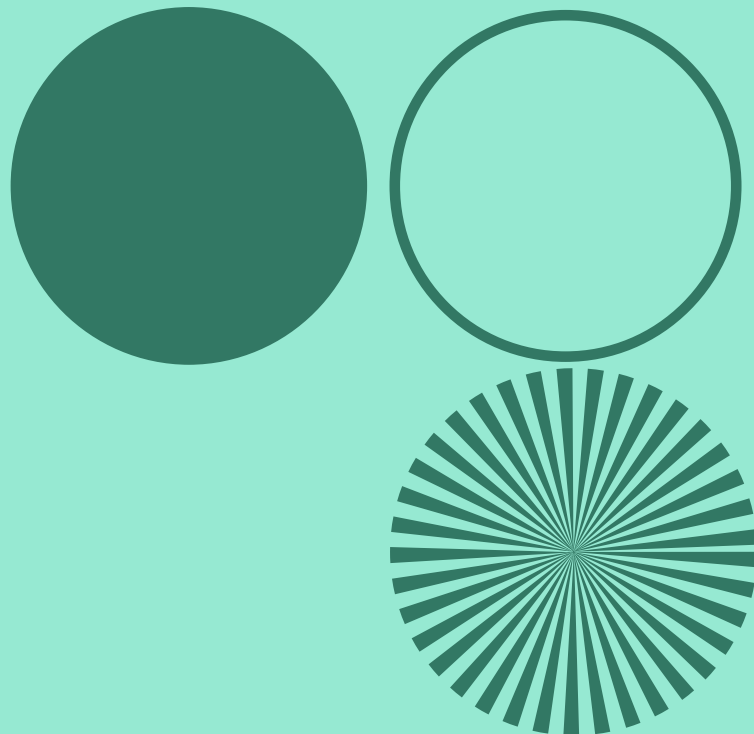
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