

UNLOCKING POTENTIAL
TRANSFORMING LIVES



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Rack, (2005), Hidden Disabilities in the Prison population

“Hidden disabilities includes dyslexia and related specific learning difficulties such as dyspraxia and dyscalculia.....ADD and the milder end of autistic spectrum disorder” P1

“The results suggest that 20% of the prison population have some form of hidden disability which will affect and undermine their performance in both education and work settings” P2

'There is no evidence to suggest that dyslexia or a related specific learning difficulty should pre-dispose an individual to commit a crime' (Rack: 2005).

People with LDDs are not a homogeneous group

“...they are all individuals with a wide range of life experiences, strengths, weaknesses and support needs.

However, many will share common characteristics which might make them especially vulnerable as they enter and travel through the criminal justice system.”

- ‘No One Knows’ Talbot, 2008

Loucks, N. (2007) No One Knows

“20-30% of offenders have learning disabilities or difficulties that interfere with their ability to cope with the criminal justice system”

This group are:

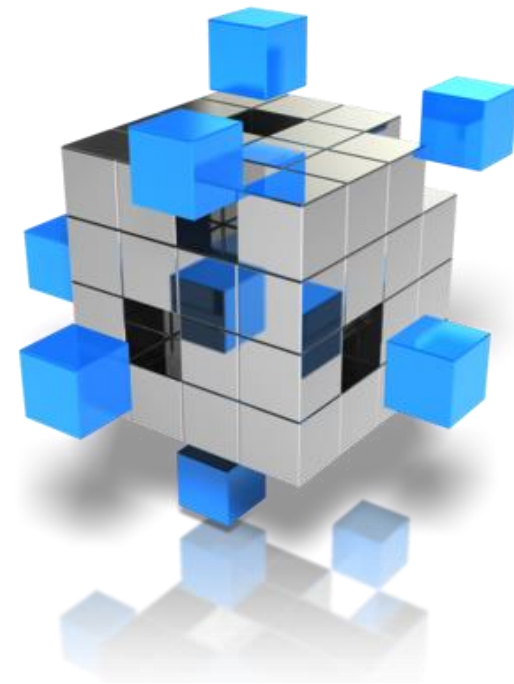
“at risk of re-offending because of unidentified needs and consequent lack of support or services”

“Are unlikely to benefit from programmes designed to address their offending behaviour”

“are targeted by other prisoners”

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In order to support each offender, it is necessary to understand their unique pattern of challenges in the context of their lives and provide personalised guidance AND deliver guidance for staff



Number of screenings:

HMYOI Polmont	HMP Shotts
114	264

KEY FINDING:

Predominate pattern of low educational achievement at both sites – over half those screened have qualifications below standard grade.

Ever Excluded from School:

HMYOI Polmont	HMP Shotts
90.4%	63.4%

- Around 25% of offenders had left school by the age of 14
- More than half offenders regularly missed more than 50% of school
- Significantly higher level of ADHD traits among the offender population



Key Features:

Consistency - provides the capacity to profile large groups of students objectively

Flexibility - available as online or standalone formats

Accessibility - designed for a wide range of users with varying ages, difficulties and cognitive abilities

Scalable - suitable for individuals through to large groups

Informative - extremely useful in; planning services for an individual, enabling production of high-level management statistics,



THE FUTURE

“screening on its own, whatever the setting, is insufficient. Identifying those with a potential intellectual disability is only the first step and...indeed any screening assessment, is not a substitute for a full assessment of cognitive and adaptive functioning, both of which provide a basis of identifying the support needs of the individual at all stages of the criminal justice process.”

McKenzie et al (2012) P794

Current Pilot:

- Forth Valley: HMP&YOI Cornton Vale (Females); HMP Glenochil (Male Main Stream and Sex Offenders) & HMYOI Polmont (Women & Young People)
 - Partnership with Forth Valley NHS (provision of an LDD nurse on each site)
 - Implementation of ‘Care Pathways’ for each site and NHS
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Prison Learning Centre Support

- Place screening tool on servers in Learning Centres
- Support in carrying out the Screening from Learning Assistants



PATHWAY

Convicted prisoner in custody (untried if accessing Education)

Prisoner asked to participate in 'Do It Profiler'. Disclaimer/consent signed and entered onto database, recorded on PR2 (CIP)

Prisoner screened by Learning Centre. Prisoner given explanation of the outcome and view the profile (profile held in prisoner file).

If the prisoner flags red: a referral will be made to the LDD meeting

LDD meeting to discuss all LDD referrals and determine pathway

Health Centre Screening
Management Plan

Learning centre additional support identified:
Buddy/Peer Tutor/1 to 1 or small group support

Referral to appropriate services if
required through Forth Valley
pathway



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Thank You

