

# Visual Aid Resources

Project by USyd students for Youth  
Justice New South Wales

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This project was completed by Master of Occupational Therapy students, Amy Jenkins, Nicole Ng, Akaash Nijjar, Erin Orchard, and Phoenix Fu, as part of the university unit requirements for OCCP5239 - Community Fieldwork Project Placement.

It was supervised by Associate Professor Garner Clancy and supported by academic instructors at The University of Sydney.

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**Acknowledgement**

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We are also grateful to the young people and staff from Reiby YJNSW Centre who were generous in sharing their experiences with us.

# Visual aid resources in this pack

1. What Are Classification Ratings (Level 1, 2 and 3)
2. Benefits of Low Classification
3. Motivational Tool
4. Flip Book
5. Emotional Regulation

## ***Overall guidance on use:***

- *Maintenance - Most of the visual aids can be updated on powerpoint and the images within replaced or reused.*
- *Further support - Please refer to the YJNSW speech pathologist or OT if further assistance is needed regarding appropriate use.*
- *Feedback - Give positive feedback if youths show facial or verbal engagement to encourage their engagement.*

# Resource 1: What Are Classification Ratings

# LEVEL 1 – What Are Classification Ratings?

## **Purpose:**

- Used to explain ratings to young people with low levels of literacy and comprehension, and ability to understand multiple images simultaneously.

## **Instructions for use:**

- Print and laminate the cards.
- Present cards one at a time if explaining all ratings.
- Otherwise, present young person with just their classification rating (e.g., A1o) to not overwhelm.
- Test their understanding of the images and explain if need be.

**A1o**  
**High risk**  
**Offences**



**Sexual assault**



**Murder/ Manslaughter**



**Terrorism**



**Contamination**

**A1b**  
**High risk**  
**Behaviour in custody**



**Violence**



**Assault**



**Causing fear**



**Riot**



**Escape attempt**

**A2**  
**High/medium risk**  
**Behaviour in**  
**custody**



**Property damage**



**Bad language**



**Drug or alcohol use**

**B1**  
**Medium risk**  
**Drivers of rating**



**Positive conduct**



**No substance use**



**No escape attempts**



**No violence in custody**

**B2**  
**Medium/Low risk**  
**Drivers of rating**



**Positive conduct**



**School attendance**



**Program participation**



**No violence**



**Positive conduct**



**School attendance**

**B3**  
**Low risk**  
**Drivers of rating**



**More activities & programs**



**No violence**

## **LEVEL 2: What Are Classification Ratings**

### **Purpose:**

- To be used with any young person who has good reading skills.
- Created using Easy English principles.

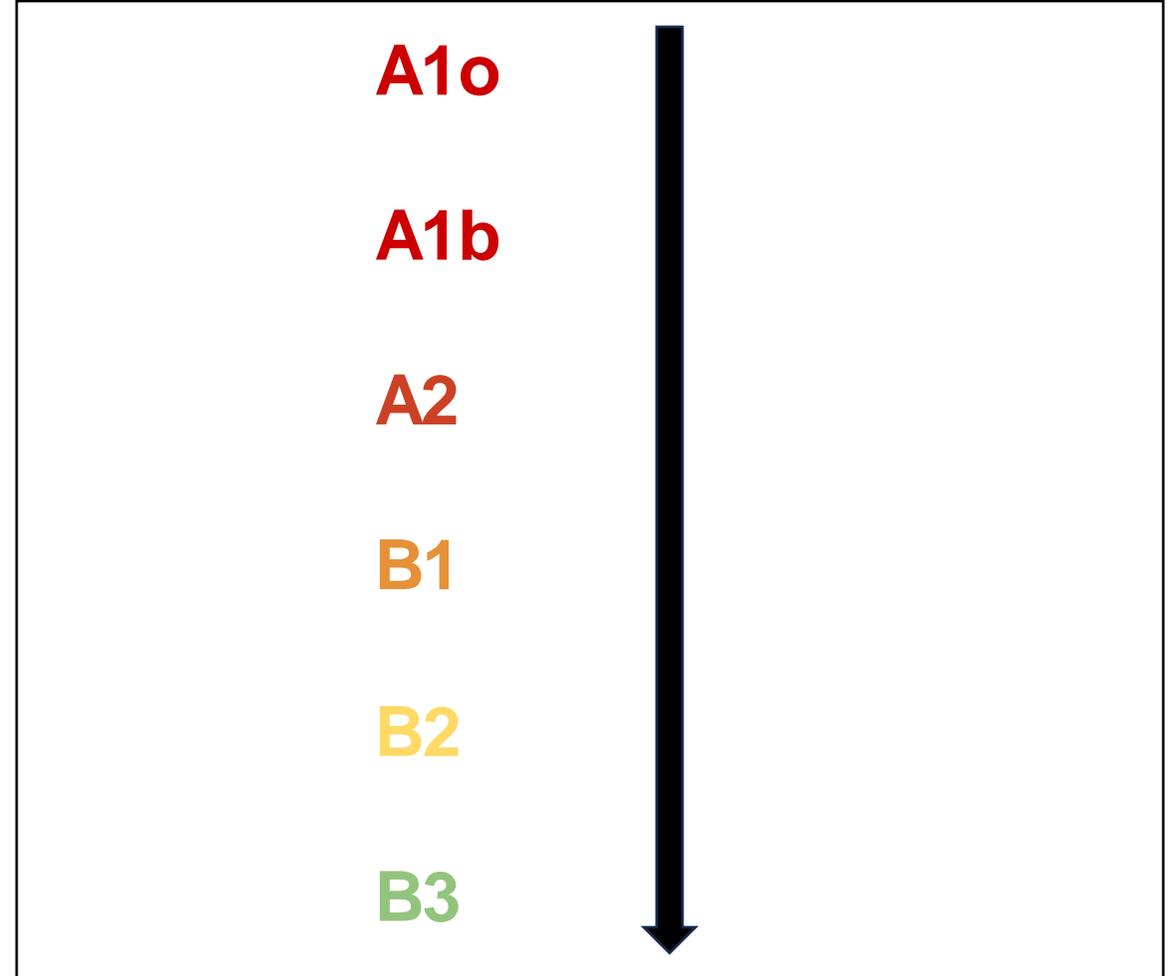
### **Instructions for use:**

- Print and cut out cards, sticking the 'front of card' to the 'back of card'.
- Present to the young person one card at a time so that they can read about their classification level.
- Potential to place together like a card deck so that the young person can flick through all the classification levels, hopefully increasing motivation and understanding of the opportunities each level affords.

**Front of Card**



**Back of Card**



## Front of Card

**A1o**

High Risk

## Back of Card

This is about your offence;

- Murder/Manslaughter
- Aggravated Sexual Assault
- Terrorism
- Contamination

## Front of Card

**A1b**

High Risk

## Back of Card

This is about your behaviour whilst you are here;

- Violence
- Serious Assault
- Escape Attempts
- Riots
- Causing fear (Affrays)

What activities you can do will be different to your mates with lower classification levels.

## Front of Card

**A2**

High/Medium Risk

## Back of Card

This is because of something that happened whilst you are here.

You may have assaulted someone or used drugs whilst in the centre.

## Front of Card

**B1**

Medium Risk

## Back of Card

This is the lowest level you can be on whilst you are on remand.

You will be able to do more things around the centre than your mates with higher classification levels.

## Front of Card

**B2**

Medium/Low Risk

## Back of Card

You can be here if you have a control order in place.

You will be able to do more programs and activities at the centre than your mates with higher classification.

You may be able to go on outings, like to the beach.

## Front of Card

**B3**

Low Risk

## Back of Card

This is the lowest level.

You will be able to do more programs and activities at the centre than your mates with higher classification.

You may be able to go to the pre-release unit.

You may be able to go on work or study leave.

You may be able to go on day or overnight leave.

# LEVEL 3 – What Are Classification Ratings?

## Purpose:

- younger youths (10-13) with significant literacy issues (e.g. unable to read and poor verbal language).
- simple images may help them develop initial understanding of their rating and the implications.

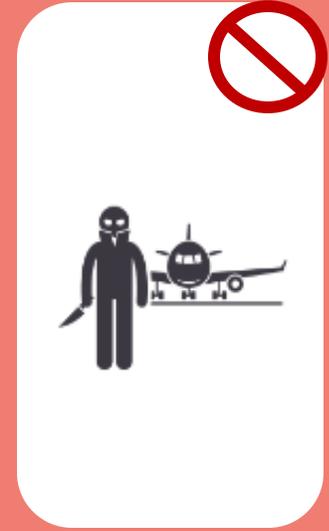
## Instructions for use:

- When colour-printed, laminated and cut, the 30+ cards will be about playing card size (a familiar size for youths).
  - As part of first session when telling young person (YP) their rating, use only cards showing the YP rating, why and impact. Less information shared initially to help YP adjust.
  - After a few weeks or when they seem ready, show cards of lower ratings and benefits to motivate them as they may be anxious/distracted in the beginning.
  - During lunchtime calm-down period, card-matching activity may help remind them of impacts from different ratings.
- How and why:**
- Remove distractions (e.g. unused cards, paper etc) as they may easily lose focus.
  - Get their attention using physical gestures (e.g. give them the card to hold, point at parts of the picture when explaining) as actions may be less confusing than verbal instructions.
  - Explain parts of the pictures using easy english (e.g.: Red means you behaved very dangerously).

Reasons  
for ratings

**A1o**

**High Risk**



At the corner of  
reason cards to  
show these are  
discouraged  
behaviours

Impact of  
ratings



Reasons  
for ratings

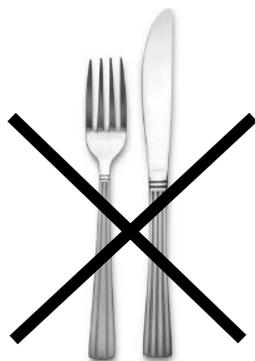
**A1b**

**High Risk**



At the corner of  
reason cards to  
show these are  
discouraged  
behaviours

Impact of  
ratings

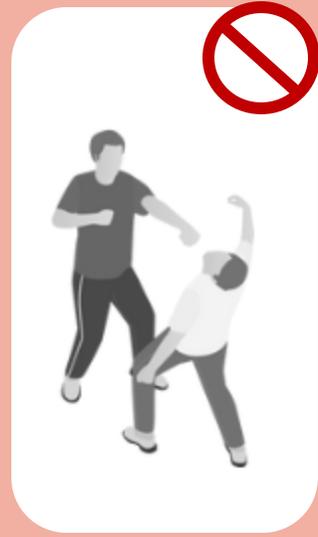


Black crosses used  
instead of red  
crossed circles to  
show benefits  
they do not have  
because of their  
rating.

Reasons  
for ratings

**A2**

**High/Medium Risk**



At the corner of reason cards to show these are **discouraged** behaviours

Impact of ratings

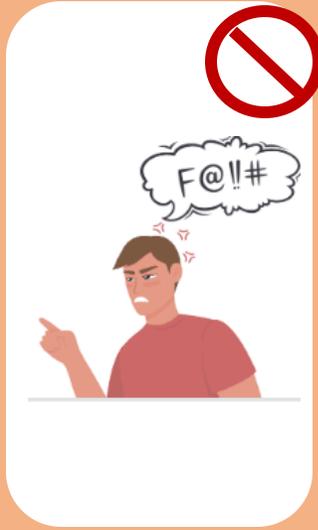


Black crosses used instead of red crossed circles to show benefits they do not have because of their rating.

Reasons  
for ratings

**B1**

**Medium Risk**



Infront of images  
in reason cards to  
show that youths  
did not display  
these behaviours  
and that's why  
they were  
rated B1/  
downgraded.

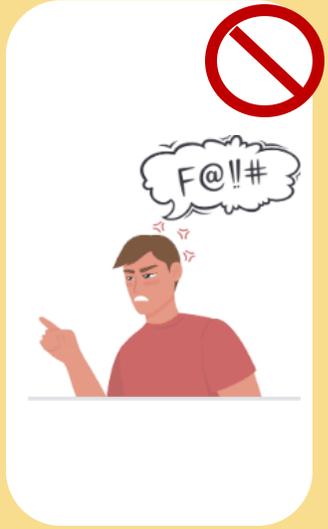
Impact of  
ratings



Reasons  
for ratings

**B2**

**Medium/Low Risk**



Infront of images  
in reason cards to  
show that youths  
did not display  
these behaviours  
and that's why  
they were  
rated B1/downgraded.

Impact of  
ratings

Insert  
site  
specific  
images



Reasons  
for ratings

**B3**

**Low Risk**



In corner of  
reason cards to  
show these are  
encouraged  
behaviours

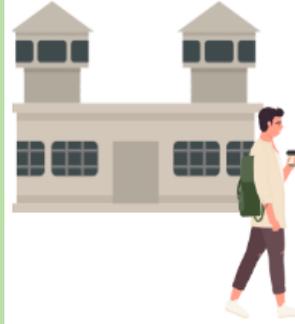
Impact of  
ratings  
(benefits)

Insert  
site  
specific  
images



**More**  
**impact** for  
ratings  
(benefits)

Insert  
site  
specific  
images



Insert  
site  
specific  
images



# Resource 2: Benefits of Low Classification

# Benefits of Low classification

## Purpose:

- To be used for all young people. Particularly beneficial if young person has interest in goal setting and future planning.
- To motivate young people to work towards lower classification.

## Instructions for use:

- Print and laminate the cards.
- Present cards of lower ratings first, one at a time.
- Test their understanding of the images and explain if need be.



**Video production**



**Play sport**

**A2**  
**What can I do?**



**Learn to cook**



**Music**

# B1

## What can I do?



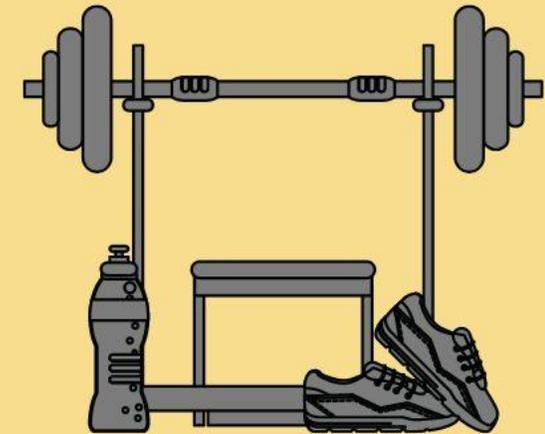
**Visual art**



**Work projects**



**Wood projects**



**Weights**

**B2-B3**  
**What can I do?**



**Work leave**



**Internet programs**



**Quad biking**



**Camping**

Resource 3:  
Motivational Tool (*What's in it  
for me?*)

# Motivational tool – what's in it for me?

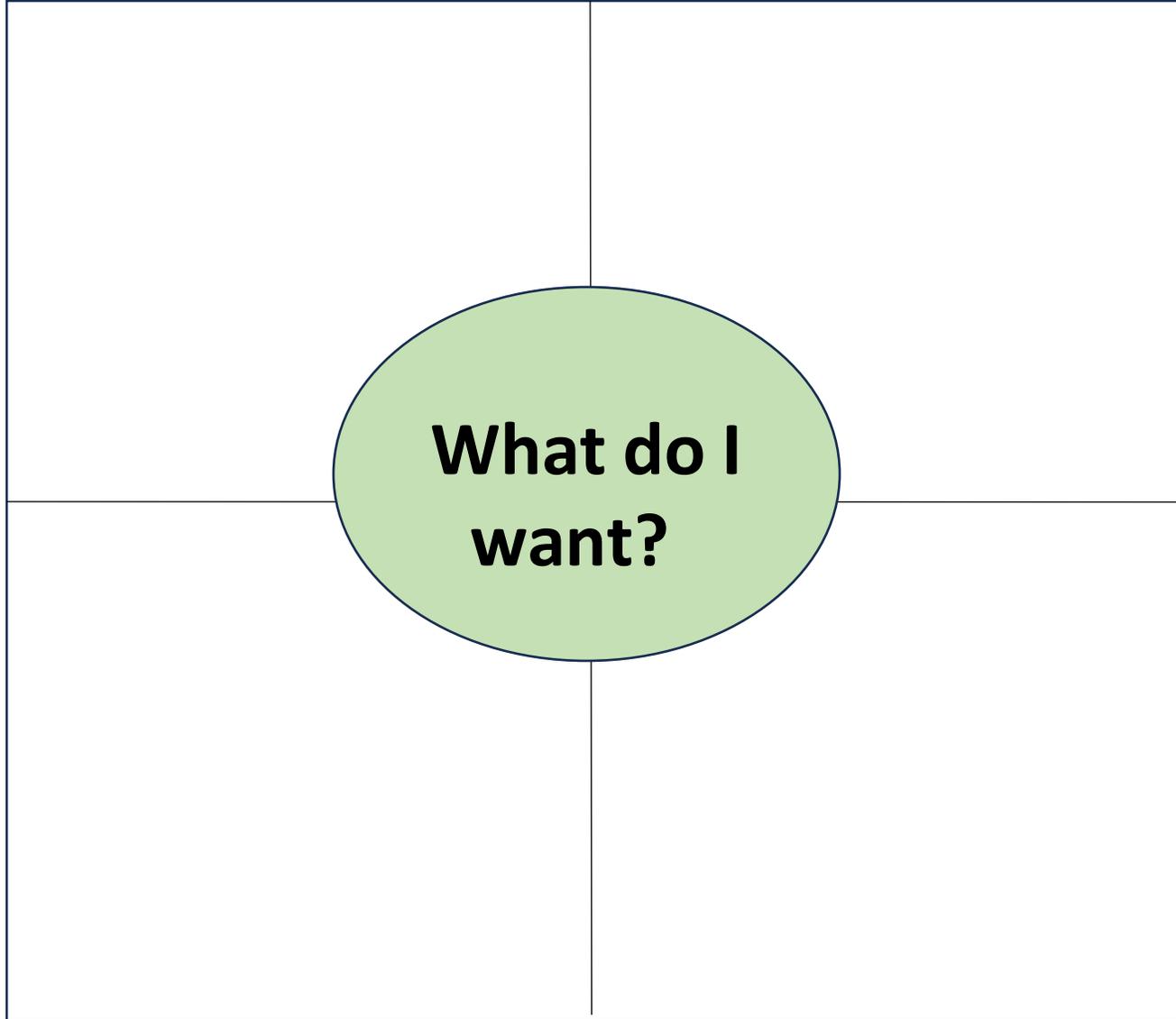
## Purpose:

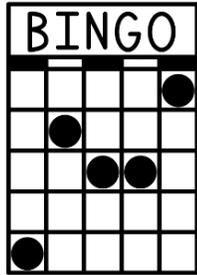
- To give the young person ownership to select what they want/value
- To give insight into what the young person may be motivated by.
- Opens up discussion between young people and classification officers about how to practically work to achieve these wants by lowering their classification.

## Instructions for use:

- Icons are to be cut up and placed next to work sheet.
- Classification officer instructs youth to choose their top four 'wants'. The youth can write/draw their want if it does not feature on the listed icons.
- Icons are able to be altered easily to match realistic opportunities within each centre. Add in photos and simple icons you think are fitting for your environment.

Name: \_\_\_\_\_





Insert photos here

Insert photos here

Draw in here

# Resource 4: Flip Book

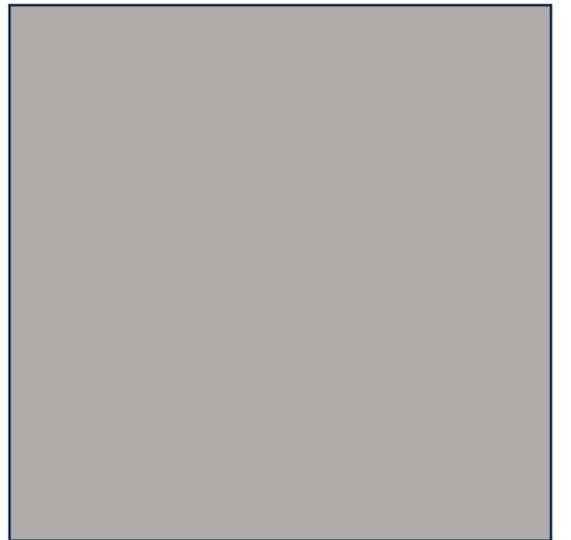
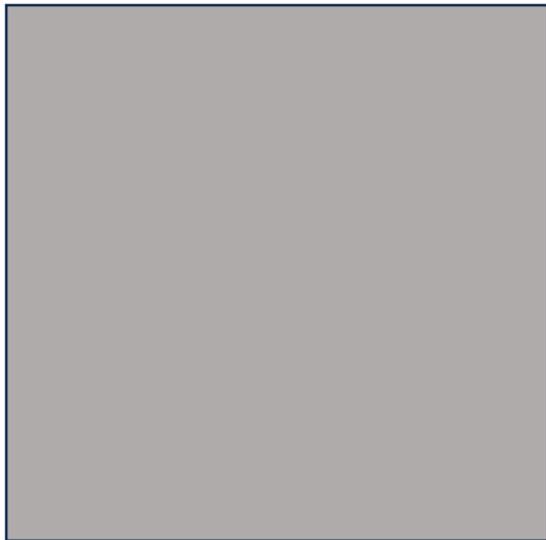
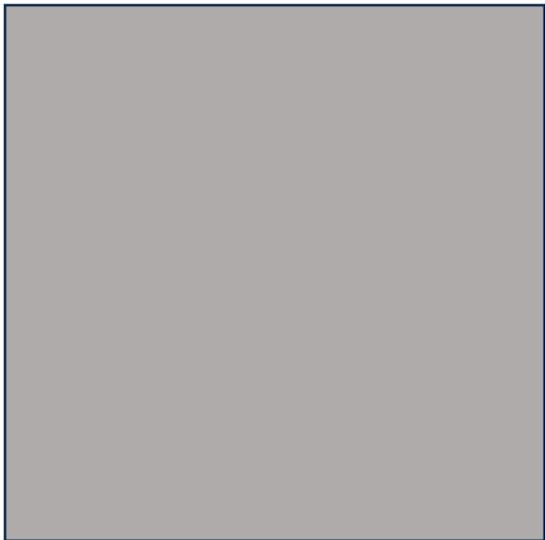
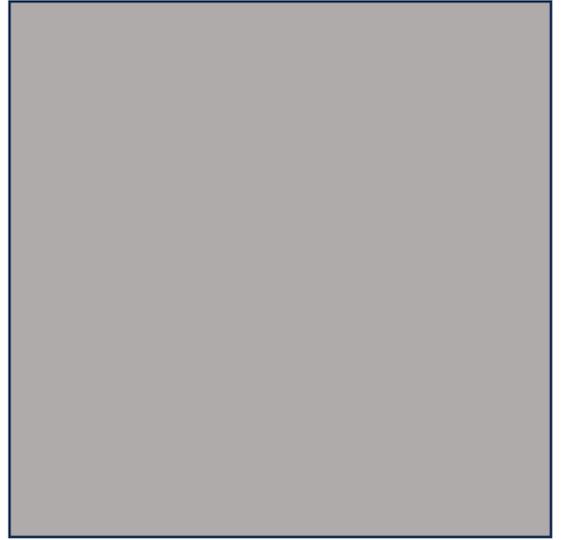
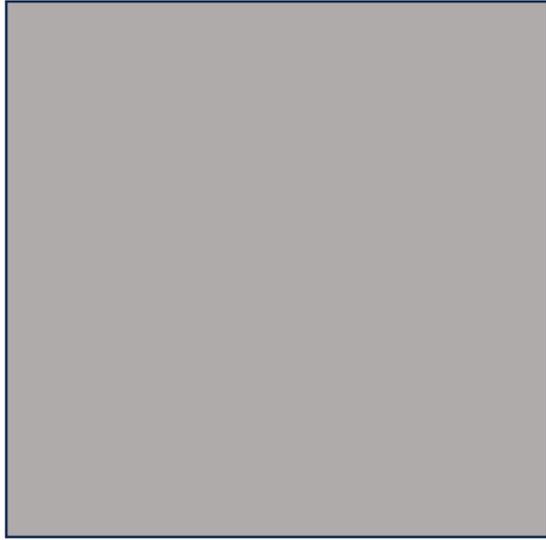
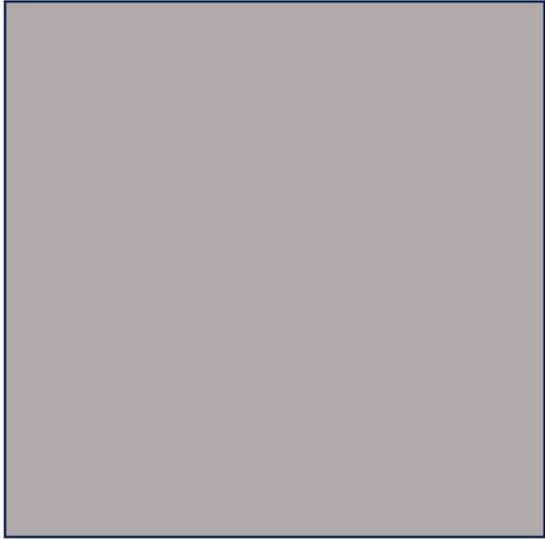
# Flipbook

## Purpose:

- For young people with little to moderate level of reading and writing skills
- Allows young people to take more active control over information they are receiving and prompt for questions.

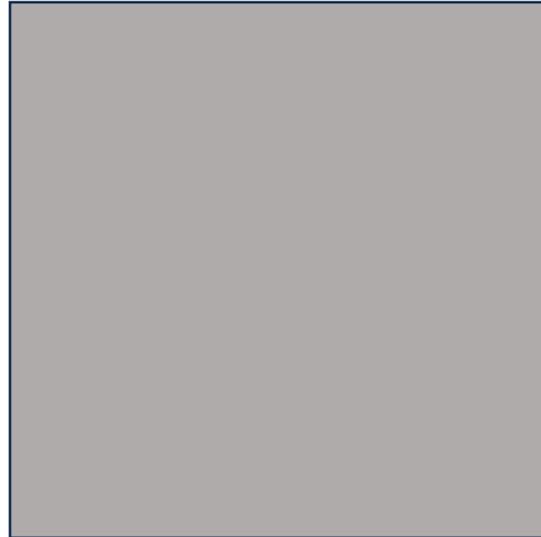
## Instructions for use:

1. Print out page A to H, whilst making three copies of slide A (slide with blank squares) and laminate
2. Cut out squares on slides F to H, and laminate
3. Place Velcro on back of squares and place velcro on each of the 6 grey boxes of the three copies of A
4. Optional: laminate each slide from A to E. Punch a hole through the top and utilise as flip book
5. Prompt the young person to tear off squares in the book and place them in sentences at the end, may need some demonstration



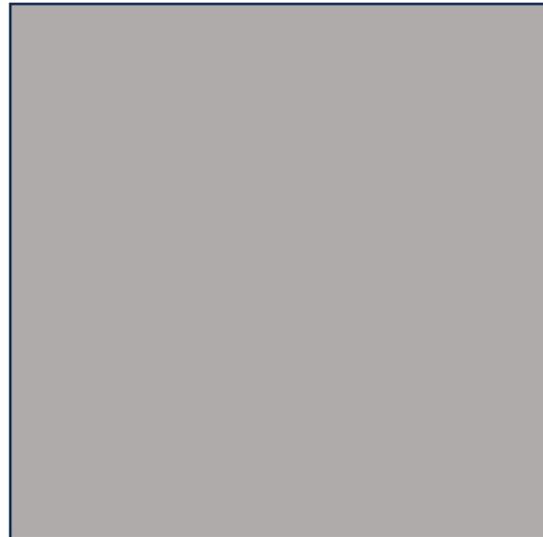
A

**If I**



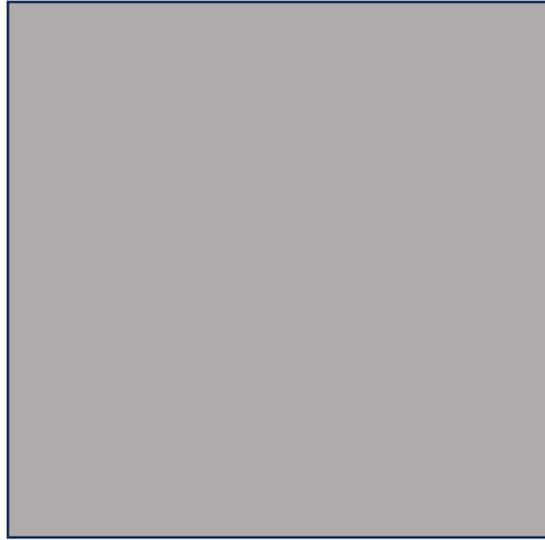
**, I will**

**become**



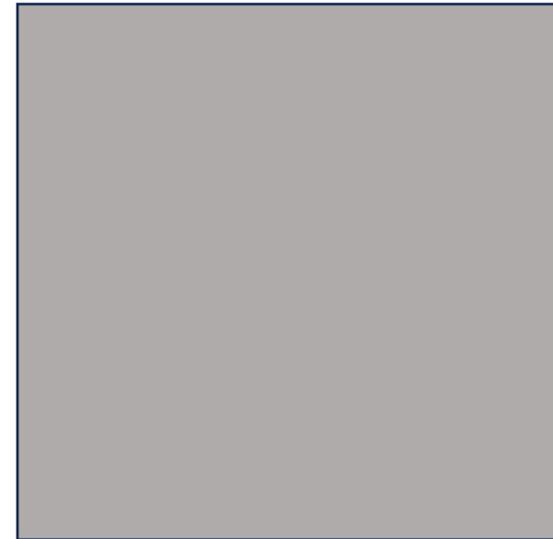
**classification.**

**The**

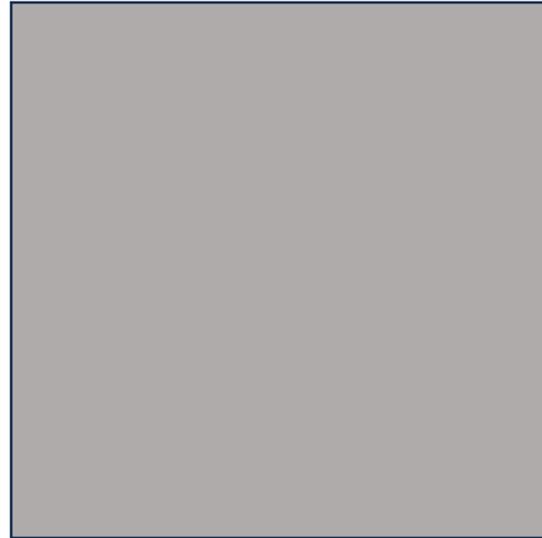


**classification**

**makes me feel**

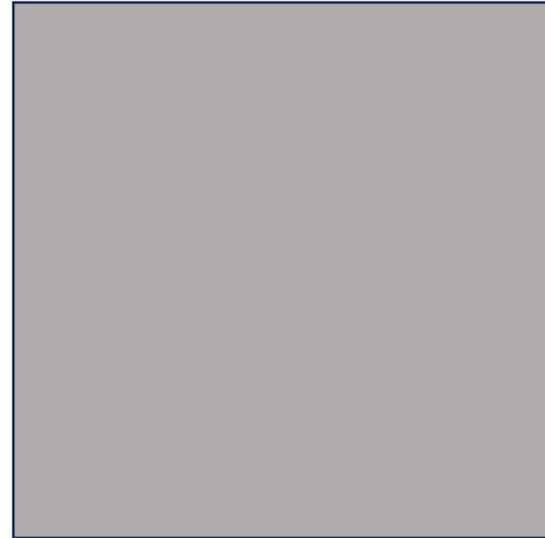


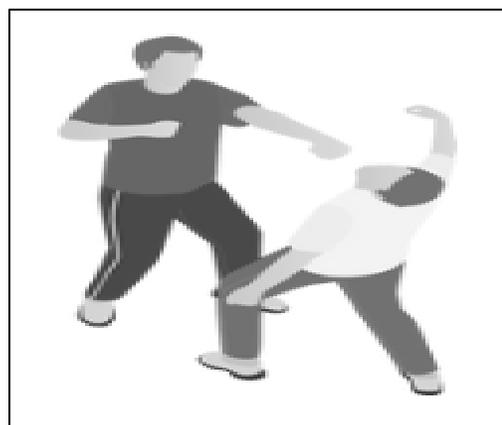
**What does**



**mean?**

**I understand**





**A1o**

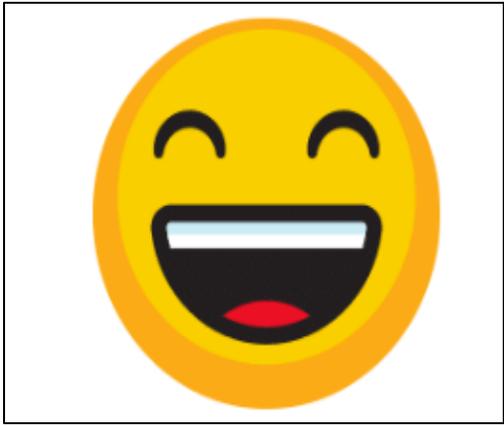
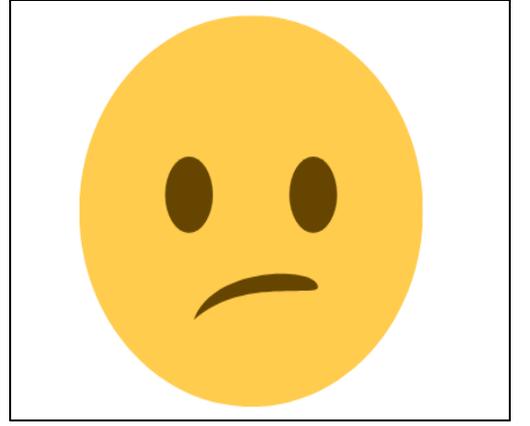
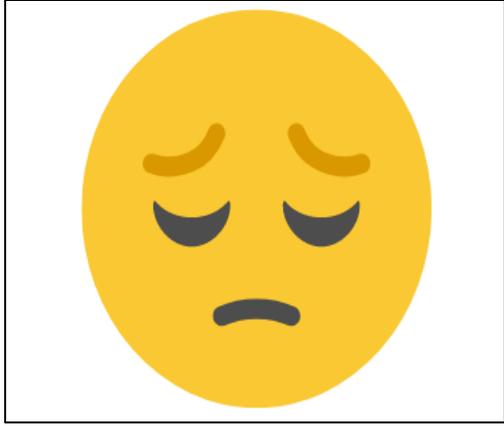
**A1b**

**A2**

**B1**

**B2**

**B3**



# Resource 5: Emotional Regulation

# Emotional Regulation

## Purpose:

- Provide young people autonomy to express their thoughts and feelings without having to use expressive language.
- Aims to develop cause and effect relationships and behaviours which may lead to an increase in classification level.

## Instructions for use:

- Print & cut up 'feelings', 'activities' and 'behaviours'. Laminate and place velcro/tape on them at the blank spaces in the sentence to allow young people to customise their sentence.
- Ideas for use: after a behavioural incident has occurred and when discussing relationship between negative behaviours and classification.
- Idea from YJNSW Occupational Therapist: Young person to hang in their bedroom as a reminder of healthy coping strategies.

Name: \_\_\_\_\_

If I feel , I should ,  
not .

## Feelings

 **Angry**

 **Anxious**

 **Sad**

 **Frustrated**

 **Overwhelmed**

 **Bored**

## Activities

 **Do 10 Push-Ups**

 **Do 10 Star-Jumps**

 **Take 4 Breaths**

 **Talk to Someone**

 **Write How I Feel**

 **Listen to Music**

 **Walk Away**

## Behaviours

 **Hurt Others**

 **Damage Property**

 **Yell at Others**

 **Push Others**

 **Stay Angry**