

WHAT IS IN YOUR COMMUNICATION TOOL BOX?

April 2019

Comprehensive Sexuality Education Conference

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INTRODUCTIONS

- Name
- What you do for work
- Show the group without talking or using sign language an activity that is important to you/ that has meaning in your everyday life.
- Examples; hobby or favorite outdoor activity

ACTIVITY ONE

Turn to the person next to you or get into small groups and discuss:

What do you think about when you hear the word sex/sexuality?

What do you think about when you hear the words sex and disability?



GROUP AGREEMENTS

AUTONOMY

au·ton·o·my

ô 'tänəmə/

noun

1. (of a country or region) the right or condition of self-government, especially in a particular sphere.

"Tatarstan demanded greater autonomy within the Russian Federation"

• a self-governing country or region.

plural noun: **autonomies**

• **freedom from external control or influence; independence.**

"economic autonomy is still a long way off for many women"

Synonyms:

self-government, self-rule, home rule, self-determination, independence, sovereignty, freedom

"the rebels called for regional autonomy and self-government"

RATIONALE FOR WORKSHOP

- Humans are sexual beings.
- Relationships can be either sexual or non-sexual in nature. Both types of relationships enrich our day to day lives and are arguably a human right.
- Communication, social skills, and specific skills related to sexual relationships can be taught through explicit teaching, modeling, peer relationships and mentoring, and staff coaching and mentoring .
- Consent is essential to non-sexual and sexual relationships.
- Consent is the building block for respect, communication, and reciprocity in relationships and can be taught.

MASLOW'S HIERARCHY OF NEEDS



Where is communication on the hierarchy? Where is autonomy? Where is quality of life?
Notice the difference between sexual intimacy and “sex”

SEXUALITY, COMMUNICATION AND AUTHENTICITY

- What is the role of authenticity in your communication toolkit?



- Are you prepared?
- Can you get answers and information readily?
- Can you be where the person is “at?”

AUTHENTIC SELF AND SEXUALITY EDUCATION?

- What are you willing to share with a person with whom you are working?
 - What are your personal boundaries?
 - What are your school or agency boundaries?
 - What are cultural, religious and family boundaries that come into play for you and the person with whom you are working?
- How are you willing to model?
- What opportunities for peer interaction and learning can you support for the person with whom you are working?

ARE YOU TALKING ABOUT THE SAME THINGS?



- Dating means?
- Sex means??
- Sexy times means???
- Is holding hands a sexual activity?

Is your mental picture the same as your recipient's mental picture?

COMMON COMMUNICATION ERRORS/BARRIERS THAT CAUSE GAPS IN SEXUALITY EDUCATION

- Language Barriers – use of jargon, use of acronyms, “too high or too low.”
- Information not given for a visual learner/Information not given for a kinesthetic learner/Information not given for an auditory learner.
- Information not reinforced or practice.
- No opportunity for peer interaction to teach and reinforce sexuality education (includes social skills education, consent, etc.)
- History of trauma for either party that effects the message, the delivery of the message, or the ability to use the information of the message.

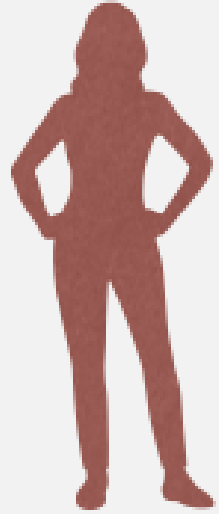
AUTONOMY AND PERSONS WITH INTELLECTUAL DISABILITY

- Ability to make decisions about their lives:
 - Who they are with.
 - What they are doing.
 - Where they are doing it.
 - When they are doing it.
- THIS INCLUDES SEXUAL ACTIVITY

MYTHS ABOUT PEOPLE WITH INTELLECTUAL DISABILITIES AND SEX

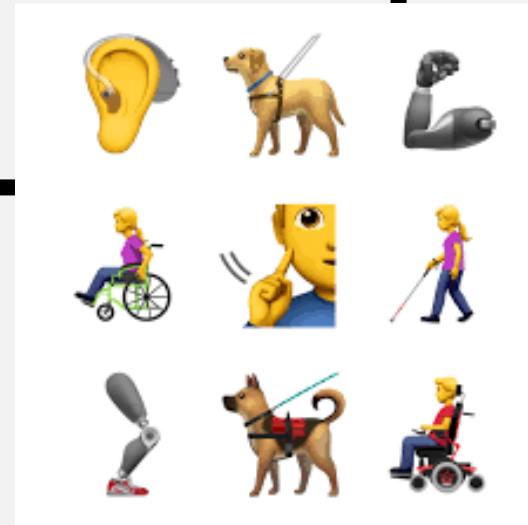
- People with disabilities are “sex less” or perpetually childlike and “innocent.”
- People with disabilities cannot have “normal” sex.
- People with disabilities only have “pity” sex or sex with sex workers.
- People with disabilities rely too much on pornography and masturbation.
- People with intellectual disabilities don’t need sex education or health education.
- **People with disabilities CANNOT give consent.**

FRIES

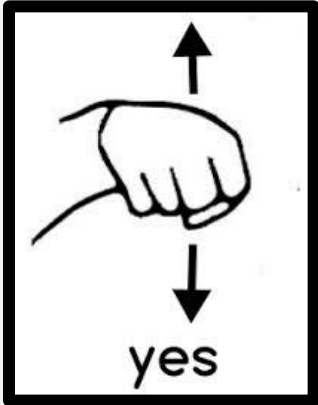


- **F**reely given
- **R**evocable
- **I**nformed
- **E**nthusiastic
- **S**pecific

Think about “FRIES” and how consent best fits a person’s ability.



CONSENT HAS MANY FORMS



CONSENT CAN BE STEP
BY STEP

ON OF THOSE
STEPS CAN BE NO

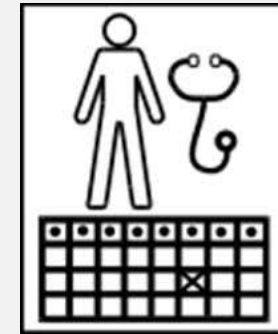


CONSENT IS A SOCIAL SKILL AND IS USED DAILY AND IS MORE THAN A SEXUAL ACTIVITY

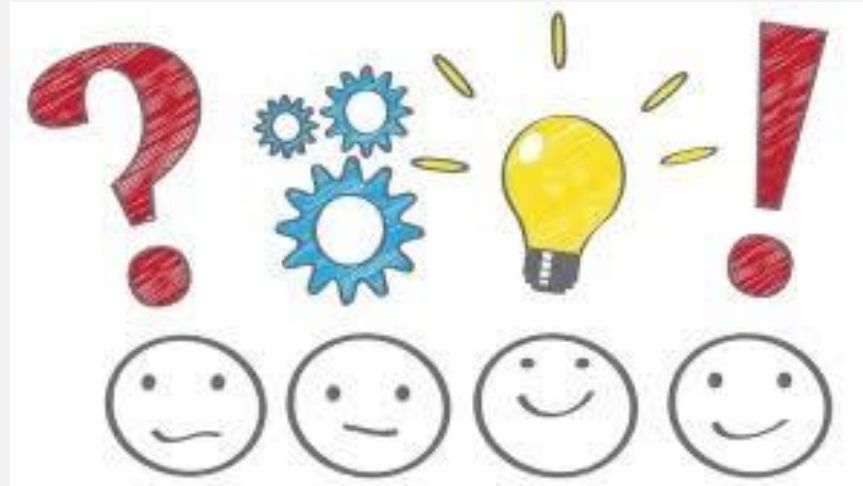


EXAMPLES – SMALL GROUP WORK
PLEASE EXPLICITLY WORK CONSENT INTO
EACH SCENARIO

- Health Appointment
- Peer Outing (a flirting opportunity)
- Outing with family or friends
- Date



QUESTIONS? COMMENTS? IDEAS!
KUDOS!



COMMUNICATION RESOURCES

- Visual Gestural Communication Workshop – day long interactive workshop presented by Disability Rights Maine/Deaf Services.
- You can register on SETU:
- <http://www.maine.gov/dhhs/setu/>

RESOURCES!!

- Maine Family Planning/ Partners in Prevention – Trainings and Support!
- Standing Up For Us <http://sufumaine.org/>
- Disability Rights Maine – Supported Decision Making Handbook
<https://drme.org/assets/brochures/DRM-SDM-Handbook-Rev.-3.14.19.pdf>
- Communication Evaluation through Non-Traditional Communication/Paula Matlins. pmatlins@mobius.org (207) 350-9020.
- Maine State Deaf, Hard of Hearing, Late Deafened and Deaf Blind Guide http://www.maine.gov/rehab/dod/resource_guide/
- Jennifer McCann, LCSW – VG, Sexuality Education with People who have Intellectual Disabilities jmccann211@gmail.com
- YOU!!! Sexuality Education requires thoughtful pre-planning to ensure our students, consumers, brother, sisters, children, and friends – take a big breath, and say “I can do this!”

THANKS TO:

- Maine Family Planning/Partners in Prevention
- My colleagues, people I have worked for/with who have taught me so much – without them I wouldn't be presenting today.

