



# LIBRARY LINES

Hi everybody. Welcome to the Winter issue of **Library Lines**.

In this issue, we focus on recently purchased educational material from the James Stanfield Publishing Co ([www.stanfield.com](http://www.stanfield.com)). Each pack contains videos and manuals, the exception being Life Horizons which is in DVD format.

Many thanks to Helen Crowley, Coordinator, RUA Project, who provided valuable assistance in the production of this issue. Helen spent countless hours viewing videos and supplied many of the overviews below. My appreciation also to staff in the services that provided reviews or feedback. Packs are listed under the following categories:

- Social Skills
- Sex Education
- Friendships and Relationships
- Sexual Health

**N.B.** All items listed are from James Stanfield Publishing Co, unless otherwise specified.

– Brigid



Library Len



St. John of God  
Library and  
Information Services

Information Bulletin

Vol. 9 No. 2  
Winter 2005



Christmas Greetings to all our library users from Brigid and Carla

## RUA PROJECT

### Raising Understanding and Awareness about Oneself, Friendships, Relationships and Sexuality

Many thanks to Brigid and Carla for their hard work in acquiring and listing the new resources purchased in the library. The importance of friendships and relationships is highlighted in almost all Personal Outcome Measures interviews and loneliness, along with the absence of reciprocal connections, is emerging as a central theme for people in our service. Thus working with men and women in this area is a legitimate area of concern for staff and it is timely that we prioritise it in supporting people we serve. We recognise that the area of intimate relationships is very complex and we hope that these resources will assist staff and service users discuss and explore the many issues and aspects involved. The RUA Project is presently in the process of developing staff training to provide education programmes in friendship, relationship and sex education but we do not see education and support restricted to training programmes. We hope that these resources will now support you to support men and women understand more about relating to others and take steps to be informed and equipped to create meaningful connections in their lives. These resources can be used with individuals and with groups – they can be incorporated into evening discussions in group homes or informal talks in forums related to independent living – staff do not need specific training to use many of them although consultation with your supervisors or team is recommended.

All resources must be viewed before use. This will ensure their appropriate application and permit staff to consider how best they may be adapted to the level of ability that is being worked with – most have accompanying handbooks to help with this.

As these resources are new, we anticipate interesting feedback from everyone who uses them and hopefully we can update reviews in future editions of Library Lines. Even if you are not in a position to use these resources in depth please view them and see what you think – you may be able to incorporate some ideas into your everyday practice.

Resources that you find particularly helpful might be considered for purchase in your service. This is an exciting area of work and we trust you will find these resources enjoyable and useful.

I would be delighted to consult with anyone who would like more information or assistance – just lift the phone or email me any time.

**Helen Crowley**  
Coordinator, RUA Project

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Opening Hours:

The Library is open from 9-5, Monday-Friday. Arrangements can be made on an individual basis outside of these hours.

## Social Skills

### BeCool: Coping With Difficult People

4 packs: *Coping with Teasing; Coping with Anger; Coping with Criticism, Coping with Bullying.* Each pack consists of a handbook and 4 videos of approximately 10-14 mins each.

**BeCool** is the first programme developed specifically to nourish the key elements of emotional intelligence - impulse control, empathy and self-awareness. Within the context of teaching how to be assertive, BeCool teaches kids specific reflective thinking techniques to promote self-control and interrupt the tendency to impulsively act out. In each of the video scenarios, students are challenged by a difficult person - someone who is attempting to intimidate or manipulate them - or a challenging situation. Your students will watch as their video peers hesitate and then model three different ways to respond to conflict: Blowing up (HOT); Giving up (COLD); or In Control (COOL).

**Coping with Teasing:** Teasing can be especially difficult for people with intellectual disabilities. If not managed effectively, teasing can result in aggressive behaviour, social withdrawal and loss of self-esteem. This module helps students understand teasing and why people tease. They will learn to distinguish friendly from hurtful teasing and how to deal with it using a variety of "COOL responses" rather than with behaviours such as withdrawal or aggression (COLD and HOT responses).

**Coping with Anger:** Teenagers and adults with intellectual disabilities will benefit from learning how to respond when confronted by difficult people or difficult situations when anger is flying. This BeCool module will help students understand why people become angry, how to distinguish fair from unfair anger and, most important, how to recognize when someone's anger is becoming dangerous (particularly when alcohol or drugs are involved). The viewer learns to identify the negative results of HOT or COLD responses (aggressive or withdrawal responses) to anger and learns how to use COOL (assertive) responses.

**Coping with Criticism:** Criticism can cause resentment, misunderstanding and social withdrawal. Knowing how to cope with criticism will help people with intellectual disabilities improve their performance while maintaining their self-confidence. This module will help define criticism, help distinguish valid from invalid criticism and understand

why people criticise. This module presents the opportunity to observe real-life people in real-life situations coping with criticism. The viewer will see how a bad start with either a COLD (withdrawal) or HOT (aggressive) response gets them nowhere. They will see examples of several successful COOL (assertive) responses and will have follow-up activities to practice them.

**Coping with Bullying:** Dealing with bullying is a very challenging, often frightening task for most of us. The results can often lead to severe distress, physical injury and damage to self-esteem. In this module, people with intellectual disabilities will gain a new perspective on bullying. They will be helped to understand bullying and learn why people bully and, most importantly, learn to recognize dangerous bullies. The information provided in the videotapes and the follow-up activities will help minimise the negative impact of bullying. This module shows three examples of the best solutions to bullying: anti-victim strategies, ignore/proceed, and get help.

Don't Be Hot...



Don't Be Cold...



Be Cool™



### Comment on BeCool: Coping with Anger

"The videos are easy to follow, the concepts of managing anger are easy for service-users with an intellectual disability to understand. The workbook is excellent." **Clare Mulryan, St Raphael's**

### Critique on BeCool: Coping with Teasing and Coping with Bullying

"Content informative, ideas could be adapted, i.e. role-play, look back, analysis. Presentation good. Language, accent, cultural settings not relative to people with intellectual disabilities in Ireland. Service-users of high intellect lost interest very quickly. The message and how it was delivered went over their heads." **Staff Member**



### Being With People

**Part I: Being with Friends; Being with a Date**

**Part II: Being with Housemates & Being with Authority Figures, Acquaintances, Strangers**

For people with intellectual disabilities, social skills competence can determine the difference between a life of isolation and one of enrichment. This pack teaches the essential social skills needed to establish positive relations with friends and dates. Each lesson presented in the book includes student objectives specific to material presented in the video tapes as well as objectives related to skills developed in independent role play activities. Learning objectives are:

**Part I:** Developing friendships; Qualities we look for in friends; Making introductions; Listening skills; Qualities of trusted friends; Asking for a date; Beginning a date; On a date; and Ending a date.

**Part II:** Working together to solve problems; Sharing a house with others; Sharing expenses and personal property; Getting along with roommates; Authority figures [define, identify, appropriate behaviour]; Acquaintances; Strangers.

Each part consists of 1 handbook and 4 videos.

### Home of Your Own: Cooperative Living Training Program

32 video scenarios illustrate relevant interpersonal conflicts and ways to solve them in a 'Co-operative Living Training Program'. Themes include borrowing, lending personal belongings or money, sharing expenses, responsibilities and dealing with common areas, as well as pieces on



## Social Skills *continued*

community awareness and consumer skills. Content also includes resolving conflicts with strangers, acquaintances, housemates and staff – these are role played with a ‘wrong way’ and ‘right way’ and a useful decision making tree is outlined to help people make good responses.

The videos are accompanied with a teaching handbook and the guidelines for working through situations can be tailored to use with individuals or groups. This programme is geared towards people with a mild to moderate intellectual disability and would appeal to those in supported or independent living arrangements or considering such moves. The pack consists of 1 handbook and 4 videos.

### Mind Your Manners

The Mind Your Manners series shows people with intellectual disabilities the social behaviours or ‘good manners’ that will help them fit in and feel comfortable in a variety of situations i.e. at home, at meals, at school, in public, and while meeting people and making conversations. The video programme also illustrates classic right and wrong ways to interact with others that are humorous yet informative. It will help give students a basic foundation in acceptable manners that they will use daily. Pack comes with 6 videos, 1 handbook and 1 “Manners Matrix” poster.

## Friendships and Relationships

### Circles

#### Review by Helen Crowley, Coordinator, RUA Project

The Circles programmes are a collection of three video sets and handbooks which cover the area of friendships, relationships and intimacy

**Circles I: Intimacy and Relationship** (2 parts)

- Part I: Relationships
- Part II: Relationship Building

**Circles II: Stop Abuse**

**Circles III: Aids: Safer Ways**

The Circles Paradigm is internationally used for relationship and sex education and has become an essential foundation of all RUA instruction programmes. Circles visually demonstrates the nature of different types of personal and social relationships by using colour coded circles that explain what are the appropriate physical behaviours and interactions to match. The set comprises video cameos that detail the attitudes and healthy psychological basis for all types of encounters that people experience in everyday life and in a step by step manner. All videos have detailed question and discussion points in the accompanying handbooks to assist the facilitator increase the learning possibilities for various different levels of ability. These videos would be suitable to use with individuals or groups. The content and scenes are American, so some words need to be reinterpreted to suit Irish culture. The Circles set comprises 12 video tapes in total, a wall/floor teaching circles chart, stickers and personal student graphs.



### Circles I: Intimacy and Relationships

**Part I: Relationships / Social boundaries:** This set is comprised of 11 drama cameos designed to help viewers see social and sexual distances, and describes relationship boundaries with the matching appropriate social and physical behaviours. The videos accompany a young woman in her life and highlights her private place (purple private circle), her family circle (blue hug circle) and progress on to outline the social relationships she has with relatives, friends and neighbours, as well as unfamiliar people, with colour circles connected. Whom it is appropriate to hug, or to whom give a handshake or even whom it is appropriate to avoid physical contact with, is demonstrated and can be easily adapted for teaching and discussion with suggestions from the accompanying handbook.

**Part II: Relationship Building:** These videos explore relationship building and use six cameos to demonstrate how intimacy levels grow as a relationship deepens. The central character is developing a relationship with a man and firstly it shows them meeting, then being attracted to each other and gradually building on their friendship to become girlfriend and boyfriend. The role of mutual choice is emphasised and the abstract concepts of attraction, affection and romance are demonstrated in a concrete manner.

See Sexual Health section for Circles II and III.

### Circles Sessions

#### Review by Gillian Martin, Callan Institute

Jim (name changed) was very sociable and enjoyed talking to people out and about in his community. But, sometimes, he would disclose private information to the wrong people. To increase his independence, he decided he'd like to work on conversing appropriately with people, so together we explored the Circles Programme.

Jim thought in very concrete terms, which was partially attributable to the fact he had an autistic spectrum disorder. Using the Circles Programme, each ‘layer’ of Jim’s social circle was represented by a different colour, and could be peeled back and explored. Once he was able to think about his complex social world in this concrete way, he was able to understand it much

## Friendships and Relationships *continued*

better and developed rules for himself to deal with it. Of course, new situations arose, and the 'hit rate' of appropriate conversation was not 100%. But here again, Circles came into its own - we could review the situation at our next session and together come up with a 'new rule'.

As a clinician, it is a very reassuring programme to work with and great fun! It is robust and dealt well with the complex social situations that Jim challenged it with. The variety of learning media used (video, discussion, pencil & paper, whole body movement) caters to a variety of learning styles, minimising preparation time and making it great for group work.

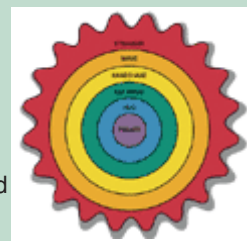
### **Circles I: Intimacy and Relationships. Part I: Relationships**

**Review by Helen Thompson, Cluain Mhuire Crannog Initiative**

I used this package as the first part of a relationship and sexuality programme with a young man who has a dual diagnosis of autistic spectrum disorder and schizophrenia. It was imperative to examine the various kinds of relationships that he has prior to engaging in any discussion on sexuality. This package was a suitable platform for launching this man's programme for several reasons:

- Video medium is attractive to this young man and holds his concentration
- Circles' visual concept, with him at the centre and working outwards from there, was engaging and something that he enjoyed returning to each session.
- The three "Ts" (Touch, Talk and Trust): Looking at each relationship circle under these three headings was useful in identifying rules for interacting. This was advantageous to social skills learning for someone on the autistic spectrum.
- As he is very sensitive to distinguishing ASD from intellectual disability, it suited him that the main character in the videos (Susan) is not disabled.

Overall, I did find this package useful as a starting tool which can be then adapted to suit each individual and their level of ability. I believe that it is more suited to those functioning at a higher cognitive level. Also, it would be much more user friendly for our clients if this type of package could be Irish-made rather than American.



### **DateSmart 1 & DateSmart 2**

**Review by Catherine Canney, Psychologist, St Augustine's**



**DateSmart** aims to teach specific skills for dealing with difficult and potentially dangerous situation that might be encountered through dating activities or just through socialising with the opposite sex.

Situations are presented in a series of short video segments. Each segment takes the format of showing the incorrect way of managing the situation and the consequences of this, and then the 'date smart' way of managing this. The segments are intended for use with groups and to support discussion about the actions they have viewed, e.g. what was 'smart', 'not smart'. Each segment is accompanied by ideas for follow up activities.

Situations covered include dealing with pressure to have sex, the negative effects of alcohol and drugs on good decision-making, setting limits beforehand and exploration of potentially dangerous situations e.g. going home with a stranger, dating a much older or younger person.

This is a very useful resource, and could potentially form the backbone of many months work with groups/individuals of late teens to adults with a mild to moderate intellectual disability. The videos are likely to be of most use to those who already have some experience of socialising independently. There is an assumption of knowledge about sexual functioning e.g. the link between having sex and pregnancy, and to a lesser extent intentionality e.g. understanding what the other person may have in mind when making a proposal to 'go upstairs' etc. The videos originated in America and some of the vocabulary may need explanation but this does not interfere with the teaching points. As with all resources, it would be important to preview each segment in preparation for use with any group or individual. Each pack has 1 handbook and 3 videos.

## Sex Education

### **Life Horizons: Sex Education for Persons with Special Needs**

#### **Part I: The Physiological and Emotional Aspects of Being Male and Female**

The Life Horizons I DVD programme is a sex education programme for persons with intellectual disabilities. It allows sexually explicit materials to be edited to meet student needs and community taste. The five presentations include over 500 visuals and have no soundtrack. The script and guide that accompany each set of "slides" are comprehensive and easy-to-follow. Sections include: Parts of the Body, Sexual Life Cycle, Human Reproduction, Birth Control or Regulation of Fertility, and Sexually Transmitted Diseases & AIDS.

#### **Part II: The Moral, Social and Legal Aspects of Sexuality**

The Life Horizons II DVD programme was developed at the request of users of Life Horizons I who needed additional material on the psychosocial aspects of human sexuality, focusing on attitudes and behaviours that promote good relationships and responsible sexual behaviour. The presentations include 600 visuals and have no soundtrack. A comprehensive script and guide accompanies the DVD. Sections include: Building Self-Esteem and Establishing Relationships; Moral, Legal and Social Aspects of Sexual Behaviour – Male and Female; Dating Skills & Learning to Love; Marriage & Other Lifestyles; Parenting; and Preventing or Coping with Sexual Abuse.

## Sex Education *continued*

### Review of Life Horizons Part II: The Moral, Social and Legal Aspects of Sexuality

by Linda Darby, Programme Manager, Liffey Valley Services



Life Horizons Part II is an educational package designed for people with an intellectual disability. It focuses mainly on the social aspects of being a complete person. Module 1 was used with a group of clients living in the group homes, Liffey Valley Service. The module focused on building self-esteem and establishing relationships.

Two groups of men, who would generally have been characterised as having low self-esteem, were invited to participate. Exhibiting behaviours were perceived to negatively impact on their social appropriateness and consequently true and meaningful access to the local community. The Life Horizons pack was chosen due to its modular design which allows for sections to be included or excluded as deemed appropriate.

Life Horizons II, module 1, focuses on self-esteem and the social skills and awareness necessary for building relationships in general.

**Delivery:** The training was delivered to two groups which ran for 12 weeks each. It was delivered using slides provided by a trainer and a co-trainer. Role plays were one of the main tools used in the training sessions. Pictorial representation was very important due to limited literacy skills. The men were also given weekly tasks to help generalised learning. Some life story work was also included.

**Measuring:** The men's consent was sought to participate in the training and monitoring of same. Prior to the training, an individual behaviour, which staff felt was having a negative impact on the individual, was identified for each potential participant. It was hoped that through the training programme this behaviour would be replaced by a more appropriate one. Self-esteem questionnaires were administered before and after the training.

Some of the areas focused on were:

Socially appropriate skills e.g. how to greet people; Liking ourselves and liking others.; Manners e.g. table manners; Recognising our own feelings and how others are feeling; Expressing feelings in an appropriate way; Coping skills, how to deal with difficult situations; Recognising differences in people, including disabilities; Looking at different types of relationships e. g. the doctor, a friend, family, shopkeeper, and how to interact with these different people.

The noted benefits for the men during and following classes, included the following:

They grew in confidence and were able to speak in a group. Self-esteem increased and the men became more aware of the importance of looking well. There was a growth in enthusiasm for further education and to participate in additional classes and activities. Relationships among members of the group improved.

As group facilitators, we learned it was good to keep the numbers small and autumn seemed to be a good time to run the sessions. The pack is very flexible and can be tailored to specific educational needs, with the group choosing when and where they would like the programme delivered.

Following completion of training with the above two groups, Liffey Valley ran another course with six clients who moved into the community in September 2000. We used a room in the local university which appealed to participants.

Following the completion of work with this group, it was decided to run two half-day workshops for 10 clients who had been living in the community for a short time and who were presenting with specific educational needs around the area of male social and sexual behaviour.

All of the above education/training was delivered using the Life Horizons II pack, tailoring it to the needs being presented at the time.

*Comment from Lexi Houston: "At last real pictures of real people doing real things!!!"*

### Socialization and Sex Education: The Life Horizons Curriculum Module

(For Use with the Life Horizons Education Series For Persons With Special Needs)

The Socialization and Sex Education (SSE) curriculum was written to help individuals with intellectual disabilities increase their understanding of themselves – socially, psychologically, and physically. The strategies incorporated into SSE should assist educators and caretakers to teach people with intellectual disabilities to make informed and responsible decisions to help them to function as competently as possible and to be managers of their own lives within their abilities. Specific objectives and instructional activities have been coordinated with Life Horizons I and II.

### VIDEO: Speaking of Sex...and Persons with Special Needs: A Conversation

(This video can be used with Life Horizons programme)

This is an interview by James Stanfield with Winifred Kempton in which she talks about the value of sex education for people with intellectual disabilities. In the video, she addresses some

the normal parental concerns in a positive and sensitive way. It is linked to the following publications: "Life Horizons I", "Life Horizons II" and "The Socialization and Sex Education: The Life Horizons Curriculum Module".

### You, Your Body and Sex (DVD)

(2004) *Life Support Promotions*

This DVD uses the lives of two characters (Kylie and Jason) in an animated format and uses clear images as

well as words to show the challenges and questions facing potentially sexually active adults. The topics include the spectrum of sexual development including personal hygiene, physical changes, masturbation, love and sexual relationships, as well as what precautions to take to ensure sexual health. Messages such as the importance of privacy and consent are simple and frequently repeated and the direction of talking to someone you trust, or a doctor or social worker is repeated



## Sex Education *continued*

also. This DVD has earned praise from high profile organisations in England and a winner of the Joseph Rowantree Book Trust Award. The content lacks an engaging story and as such can seem a bit sterile and lacking in fun and romance but in saying that it is a useful, explicit and accessible resource that can be incorporated into various types of instruction in sex education. The DVD menu allows instructors to easily pick out the subject matter that is suitable for the particular topic instruction.

### **My Choice – My Own Choice**

(1992) *Clarke S. & Nichol J., Pavilion Publishing*  
(Drama Video, 25 mins, and Teaching Pack)

One of the few resources featuring people with an intellectual disability, this drama is about four people living in a group home, one of whom, Eileen, is concerned about a new relationship. The story shows her meeting and overcoming difficulties with her mother and boyfriend whilst receiving support from housemates and key worker. The action takes place over seven episodes each covering a day in their week. The handbook is designed to be used over a nine week period in a group setting and uses each episode as a platform to explore issues raised by the story and open up group discussion. Themes include Self-esteem, Choice, Consent, Safe Sex and Contraception. An excellent learning tool and one that is worth seeing, particularly for people living independently and for the people who support them.

### **Talking With Young People About Sex and Relationships: 4Boys, 4Girls**

(2001) *Boy, P. & Pearlman C.* Published by fpa (formerly: Family Planning Association)

Developed with funding from the UK government's Teenage Pregnancy Unit, this pack contains an activity guide and 6 fpa booklets. It supports teachers and youth leaders in their work with young people on sex, relationships and sexual health. It provides ideas to stimulate the imagination and interest of both professionals and young people. The booklets are designed to have credibility with young people. They use bite-size text and colourful graphics to tell young people what they really want to know. A variety of drama, art and test-your-knowledge quizzes are used to help young people explore issues around puberty,

sex, peer pressure, contraception, sexually transmitted infections and abortion. BOOKLETS: 1. Is everybody doing it?: your guide to contraception; 2. 4Girls: a below-the-bra guide to the female body; 3. 4Boys: a below-the-belt guide to the male body; 4. Love s.t.i.ngs; 5. Periods: what you need to know; 6. Abortion: just so you know.

### **Talking Together...About Sex and Relationships: A Practical Resource for Schools and Parents Working with Young People with Learning Disabilities**

(2003) *Kerr-Edwards L. & Scott L., Published by fpa*

The follow-up to Talking Together ... About Growing Up, by fpa, this book is aimed at schools, parents and carers working with young people with intellectual disabilities to help them understand about sex and relationships. Written mainly for teachers to use in school and college settings, it also has supporting pages which can be given to parents so that home and school can work in partnership. The book follows the story of 'Tom and Debbie' dealing with growing into adulthood and the story of their developing relationship, in simple words and pictures. There are chapters on: Preparing for adulthood; Learning to keep safe; Relationships; All about sex; Sexual choices and sexual health; and What does the future hold. The target age group is approx 13-20, but the material may be appropriate for some adults too as some of the activities are adaptable for a wide range of abilities.

### **Talking Together...About Growing Up: A Workbook for Parents of Children with Learning Disabilities**

(1999) *Scott L. & Kerr-Edwards L., Published by fpa*

This is a workbook to be used in school or at home to help children with intellectual disabilities learn about the changes that happen when they grow up. You can pick and choose the activities to suit the ability of the child e.g. for young people who are not able to read or for children with moderate or severe intellectual disabilities. There are chapters on: The life cycle; Body parts; Public and private; Keeping safe; Feelings; Growing up; and Looking ahead.

## Sexual Health

### **Circles II: Stop Abuse**

This set teaches students how to recognize and avoid sexually threatening or abusive situations. It builds on the Circles Paradigm and illustrates strategies to increase assertiveness and prevent abusive behaviour.

Part 1 – Recognizing and reacting to sexual exploitation.

Part 2 – Learning protective behaviours.

Comprises 3 videotapes and a handbook.

### **Circles III: AIDS: Safer Ways**

This set explains the nature of sexually transmitted infections and the view can choose an abridged or unabridged version of explanation of exactly how an infection is contracted and how to take care of ones sexual health. This video is suitable for people who are considering being sexually active or are already having a sexual relationship. Pack contains 1 manual and 6 videos.

### **The GYN Exam:**

#### **An Illustrated Guide to Breast Examination and Gynaecological Examination for Women with Special Needs**

This video and handbook accompany Gemma's progress – step by step – in making an appointment and going for breast and pelvic examination. The video is live action, detailed and shows explicit pictures of the procedures involved. The handbook uses photographs with teaching instructions which can be incorporated into question and answer sessions and open discussion. The material and content could be adapted to suit various levels of intellectual ability. Users might find this to be a practical and helpful resource to promote positive sexual health and assist women become more involved and informed in relation to their personal and intimate health care. Includes handbook, video guide and 2 videos.