Emerging Trends: Delivering Essential Relationship Training for Successful Transitioning

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Relationship Transitioning

• Outline
  – Who?
  – What?
  – Why?
  – How?

"63% of people with learning disabilities said they wanted to know more about sex and relationships." News update, September 2008, Learning Disability Today

The Who...

Cheryl
Richard
Joey
Peggy
54% of professionals said there are barriers preventing tools to be disseminated regarding sex and relationships to these individuals — News Update, September 2008, Learning Disability Today

• Sexual development of young people is marked by their transition into adulthood and affects their sense of well-being and identity

The What...

To be human is to be sexual. (Winder, 1983)

The What...

• What defines desirable?
• How do we assess attractiveness or beauty?
• How does the social construct reinforce cultural expectations?

Ellen Stohl. The Women’s Issue. The Battle of Body Image
http://newmobility.com/articleview8.cfm?id=11875
Accessed 4/15/2013

The What...

Individuals with Disabilities Require the Same Information, Education And Opportunity to pursue relationships

~ News Update, September 2008, Learning Disability Today
The What...

Myth #1 = People with Disabilities Are Not Sexual


The What...

Myth #2 = People with Disabilities Are Childlike and Dependent


The What...

Myth #3 = People with Disabilities Cannot Control Their Sexuality

Commercial or How to Create a Relationship 101

Lack of understanding ...can prevent the fulfilling participation in a primary aspect of human life, relationship intimacy sex


Meet People Introduced Date STDs & Birth Control

College 5 - 6
The What...

**What Happens When We Get Bombarded with Images like These...**
Let's Hear from Young People...
The What...

Safety, Environment, Stereotypes, Self-esteem, Body image

Find Love & Friendship

The Why...

Who Is Real

And Who Is Fake

The Why...

Physical

Emotional

Sexuality

Mental

From: http://www.stdservices.on.net/std/social_aspects/disability.html
The Why...

Promoting Inclusion and Being Fully Human

Informed Enjoyed Protected

Scenario – One

You are a disability service professional in your institution working with Callie, an 18-year-old female. She has expressed interest in Billy, an 18-year-old male in her visual arts class. Callie believes Billy is interested in her as well because he has said hello to her a couple of times when entering or exiting class. Callie reports to you, “this is the start of a beautiful relationship” as she has seen on television shows like Grey’s Anatomy or Charmed. Callie stated you are the only one who has been privy to this information because she does not trust her parents will provide her with accurate advice. She wants to move the relationship forward but does not know how...

Scenario - Two

You are a friend to Jones. Jones, a 20-year-old male who has struggled greatly with developing peer relationships, finally feels comfortable speaking with you about his personal life. He stated he has been interested in Julie, a girl in his math class. He stated he has “looked her up online” and has friended her on Facebook. Jones reported staring at her during math class constantly (affecting his grades), following her around campus, fantasizing about conversations they may have, and attempting to start online conversations through a secondary “fake” online account.

Julie reports to you that she believes she is being “stalked” and harassed by a boy in her math class. How should you proceed...
Scenario-Three

You supervise Bobby and Renee, two young adults with intellectual disabilities, who do routine custodial duties at the fast food restaurant that you manage. One afternoon, you open the door of the utility closet and find Bobby and Renee kissing and groping each other. A brief investigation determines that both were on their breaks when you encountered them. How would you handle this situation? Would the action you take be different if the incident happened on company time?

The Why...

The How...

Use Your Support System  Read  Go Online