



Adaption of SEAD-Tools

The presentation of the SEAD tools took place during the first conference (19 - 21 January 2016) at the Merseburg University of Applied Sciences. After this presentation the revision requirements were formulated more clearly at the second conference in Vienna (11 – 12 May 2016). In the following all results and requirements for the individual tools are recorded:

A. SEAD tools available for use

These are things that can be printed out and used. For example, the flyer which is an overall description of the SEAD project.

Videos of the **drama plays** produced in Lithuania and the videos made by the partners in Hungary showing discussions with people with disabilities on the subject of disability.

Video of the pop-up book presented by NL partners when in Brussels.

Template for a **dice** that can be constructed using scissors and glue, helping you to decide at random which issues to discuss first in session. Also comes with a grid explaining what each side of the dice means.

List of skills that are important for people running sex ed classes, as well as a list of exercises.

Explanation of the “Josephine project” in the UK where they do role play with people with PDDs using a life-size puppet of a woman, to explore dialogue. There is also a male equivalent called Jack.

The **word bank** is one of the main products and one we should go on to work with. It is not that extended, yet we needed more than one year to make it. Initially, it was too extensive and had to be shortened down to the essential subjects. The UK partner (CHANGE) then transformed this into an easy read version. The word bank is available online. Next to each explanation there is a very clear image. The translation into national languages was a challenge because we needed to find suitable words that were also understandable. CHANGE’s booklet of different topics explained in easy words and pictures, is not publicly available online. This needs to be changed plus the usage needs to be paid for.

B. Revised/adapted tools

During the working process, rework requirements emerged as follows. They relate to the word bank in particular. More tools were developed to a limited extent during the SEAD project and were refined during the TRASE project. In detail:

Word bank, the discussion:

Non-normative approach to sex/gender: the current tool is based on essentialist and binary concepts of gender. We believe there is greater plurality of genders and sexes. People with male and female body parts, or who identify with a gender other than their own. These are excluded. Transgender or a-gender people. We would like to include these people.

Variation just showed man with big or small penis, or woman with big or small breasts, but we want to include a greater variation.

Non-normative approach to sexuality: We want to correct the saying “every person is a sexual being” because a-sexual people exist. The explanation of “girlfriend” and “boyfriend” can also only stand if person identifies with that gender.

We should avoid stigmatising language, but according to self-advocates the use of the term “disability” or “autistic” is OK and is not stigmatising to most. It is good to use a variation of terms as there is no clear-cut consensus on this. (Disabled person/Person with a disability, or autistic person/person with autism).

The SEAD word bank does accept some diversity, but we would like to extend this to monosexuality and bisexuality. Sexual arrangements seem to be quite limited.

We should treat the target group with respect and try to remove the division between people who are intact and disabled. We should also clarify the idea of safe sex, and speak instead of “safer sex”. It is also important to correct spelling mistakes and linguistic errors in the word bank.

The word bank should cater to several levels of understanding. There should be different explanations based on a people’s cognitive ability. This could be a good idea, but maybe limit it to only 3 levels of complexity.

Drama play

The tool will be a description of how to create a drama play. Thoughts of possible themes are things like hygiene, contact and first dates etc.

We developed the themes into some possible questions for each team. Some quite simple, and all of the questions can be used as a basis for discussion after the drama play. For

example, “what is good and what is wrong?” You can do roll play where someone in the training takes the roll of a service user with special needs.

There are then questions where there are not specific answers. You need to act the situation out. You need to take a situation of a need you have seen in your daily life. A teacher can think of problems she/he has witnessed and think of how they can use the drama play to teach people/diagnose difficulties students have.

Icebreaking activities can also be used (created by the Hungarian partners during the SEAD project).

Hermeneutic circle

This tool is based on a book by Bosch. The terms in English were corrected by us.

E-learning centre have made the tool interactive. The circle is more something to be used directly with educators and not so much a tool for people being taught themselves.

The tool offers different case studies. Users can select characters from a list at the bottom of the page and see their stories. To do this you click on the individual and a short explanation of their disability will appear. Then each part of the circle explains how the tool can be used for them.

The hermeneutic circle explores: life story, social development, physical development and intellectual development. Once having gone around the circle the user can come to a conclusion. The circle helps to understand what you will need to bear in mind when explaining things to this particular client.

It’s a tool to let us understand our clients. It helps the user to establish what they know about a person and how they can help them.

The tool then finishes with a downloadable document where you can note what observations you have made about your client.

If you are with a client you don’t know, it can be a way of guiding how you understand their needs better when you meet them.

The **dice** was integrated in the dice game.