

Augmentative and Alternative Communication package on Friendships and Relationships.

How can I teach a young woman who has an intellectual disability about friendships and relationships ?

Having friendships and relationships is very natural. We all have people in our lives that we are friends with. Sometimes times knowing what sort of friendship it is, can be difficult for a woman with an intellectual disability. Helping the person understand friendships and relationships helps the person grow and develop in an aspect of life sometimes forgotten.

This package uses pictures and symbols to help talk about the people involved in the persons life and what sort of relationship they have with these people. The use of pictures and symbols is a very powerful means to communicate a message. Even if the person has verbal skills, pictures and symbols can reinforce a message.

You will need as many photo's of people involved in the person's life as possible. Try and find pictures that you have copies of so that you can cut out the faces of the people. Spending time with the person, finding the photo's and cutting them out, will help you find out who is important to the person. Also cut out some pictures of policeman/policewoman doctors etc.

Be aware of what the person is trying to tell you and if you are unsure leave it a while and try again later.

Re wording a question and asking the person to show you can be a useful way to reinforce a message.

About the workbook.

This workbook has been designed to suit as many different types of people as possible.

The workbook is in two parts.

1. Picture cards
2. Script cards.

On the script cards you will find two or three sections.

A. Simple scripts.

Use these to explain what the picture is about. Using your finger to point to the picture while you talk is a very good way of getting the message across.

B. More in-depth scripts

Use these if you feel the person has the ability to understand more in-depth concepts. You don't need to use them if you don't want to.

C. Message of the card.

If you feel that the language of the scripts is not ideal for the person and wish to use your own scripts try and make sure they are around the message contained here. These messages contain the concepts of each card.

Have fun with these workbooks.

Take your time and don't worry if you only get one picture card done in a session.

Concentration can be a major factor with people with an intellectual disability. So it is better to stop when you feel it is getting too much.

Don't be afraid to leave them where the person can get hold of them and look at them. This is very beneficial and can allow you to talk about more often. The more you talk about it in a relaxed way the easier it will become to teach. And learn.

Most women get periods

A. Simple scripts

Draw your finger around the circle of women and point to the symbol for period and say "most women get periods."

Have a talk about all the different types of women in the circle and say " Look the nurse gets her period and so does the singer " etc.

You could talk about how you get your period, if you feel comfortable to do this. The more normal you can make periods the easier it will become.

B. More in-depth scripts

Who gets periods?

- Periods start around the time of puberty and last until about age 50. A girl may be as young as 8 when she gets her first period, or as old as 17.
- Periods start after a girl begins to develop breasts. Other signs that she will soon start having periods include: getting pubic and underarm hair, having a light, white discharge from the vagina and rounding of her hips.
- Women who are pregnant don't have periods.
- Periods may stop if a woman loses too much weight, or if she exercises too much.
- They may also stop if she is under too much stress.
- It is important to see your doctor for a health check if your periods stop.

C. Message of the card

Message : Getting a period happens to most women . It is natural. Many of our girl friends have them.

Sample Only



The following material has been produced as a gift for the care and benefit of people with disabilities.

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This project was envisioned a long time before we became involved. We have not worked in isolation and are indebted to the following people for sharing their knowledge and experience with us:

Thank you particularly to Wyn Fletcher – your enthusiasm and passion for this project is truly inspiring. This project was Wyn's brainchild and she has remained its most enthusiastic supporter throughout its development.

Thank you to those on the Reference Group – your input, support, advice and encouragement have been invaluable. The members of the Reference Group were:

Rev. Dr. David Pitman	Mr. Lawrie Thomas
Mr. Geoff Batkin	Ms. Margaret Corney
Mrs. Wyn Fletcher	Ms. Heather Den Houting
Dr. Sue Brady	Prof. Jill Wilson
Dr. Glenys Carlson	Ms. Miriam Taylor

We would especially like to acknowledge the contribution made by the Wesley Mission Brisbane both financially and philosophically to the social justice issues in relation to women with disabilities and their basic human rights to celebrate their womanhood in all areas of their lives. And for the belief that people with a disability can learn, and are able to make choices.

We also need to acknowledge the Gambling Community Benefit Fund Queensland Government for their generous financial support of this project

Jane Manderson
David Beal

I would like to add a personal thanks to the following people ;

Wyn Fletcher for all her advice and patience, and for her belief that people with a disability have the right to decision making as do all of us.
Anne Finamore and Jane Remington-Gurney, for their input and advice.
Geoff Batkin, for giving me the opportunity to work on such an important project.

Working on this project has been challenging and rewarding, from both a gender and communication perspective. It has shown me that while we say we understand what other people face each day, it is only when we attempt to live and breathe as they do that understanding comes. When that understanding comes, the barriers in society that separate us won't need to be torn down, they will fall down.

David Beal

The next series of “who should” cards are designed to talk about who should be supporting the person in various personal care situations. They can be used for boundary setting and reinforcement of relationships.

Find as many photo's of people involved in the person's life . This should include people who have a personal care role and those who don't.

If possible cut the photo's to head size.

Talking with the person, work through each card. To avoid distractions, cover up the card you are not going to work on .

These cards can be used with the concept of “ _____ help you in the bath/shower ?”
or “ _____ try and kiss you ?”

You can also try “you show me who _____ helps you in the bath/shower”

Who should you let help you in the shower ?



Photo or
name of
person



Who should help you in the toilet ?



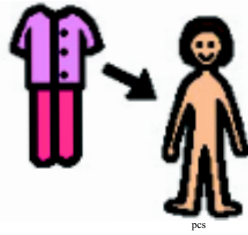
Photo or
name of
person



Who should help you get dressed ?



Photo or
name of
person



Who should help you have a bath ?



Photo or
name of
person



Who would you let hug you ?



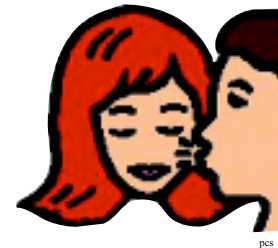
Photo or
name of
person



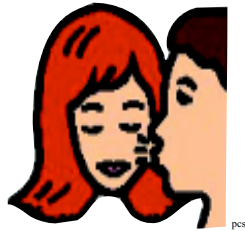
Who would you let kiss you ?



Photo or
name of
person

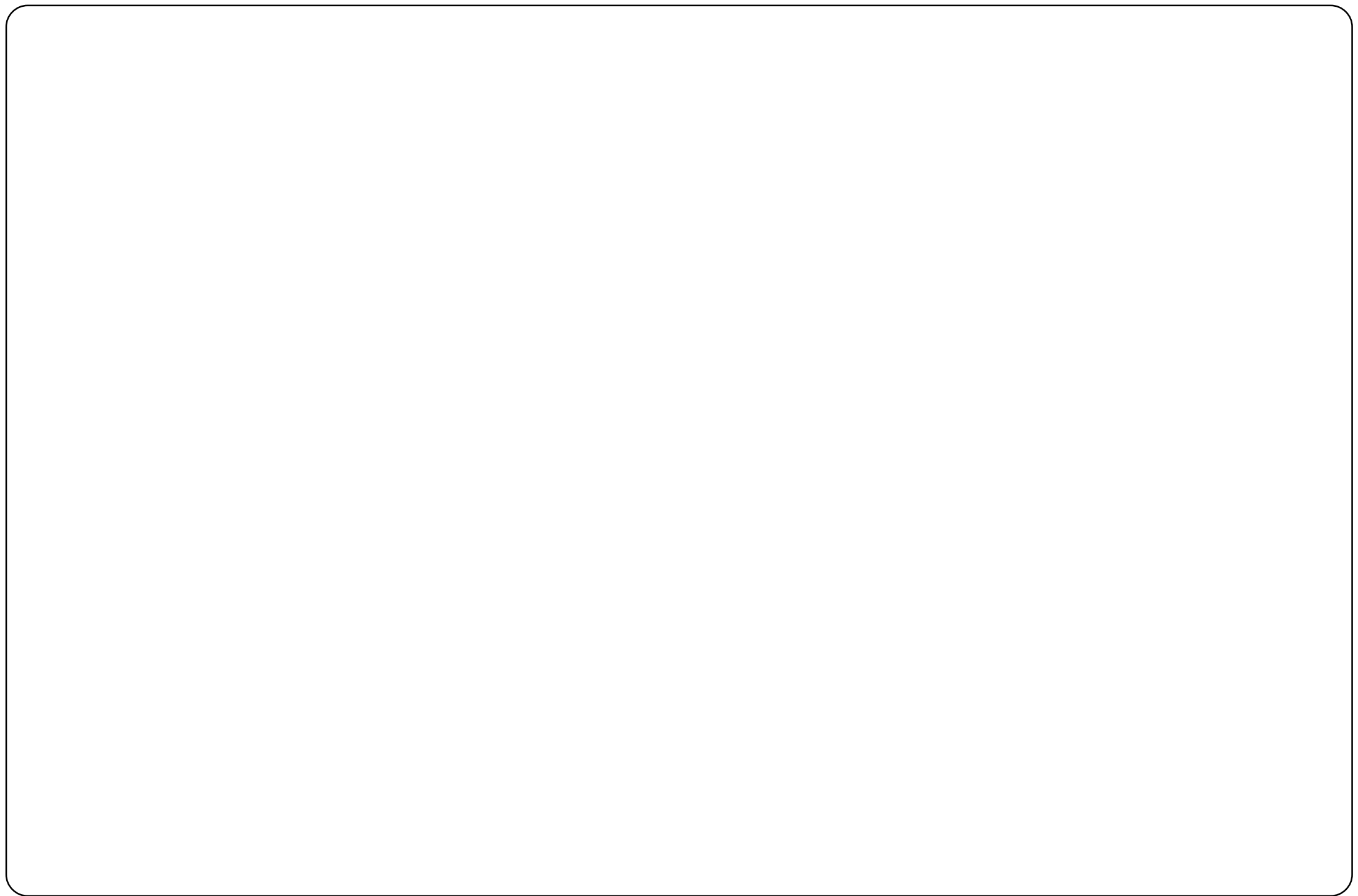


Who would you kiss ?



Who would you let in your bed ?





You are Special



Photo or
name of
person



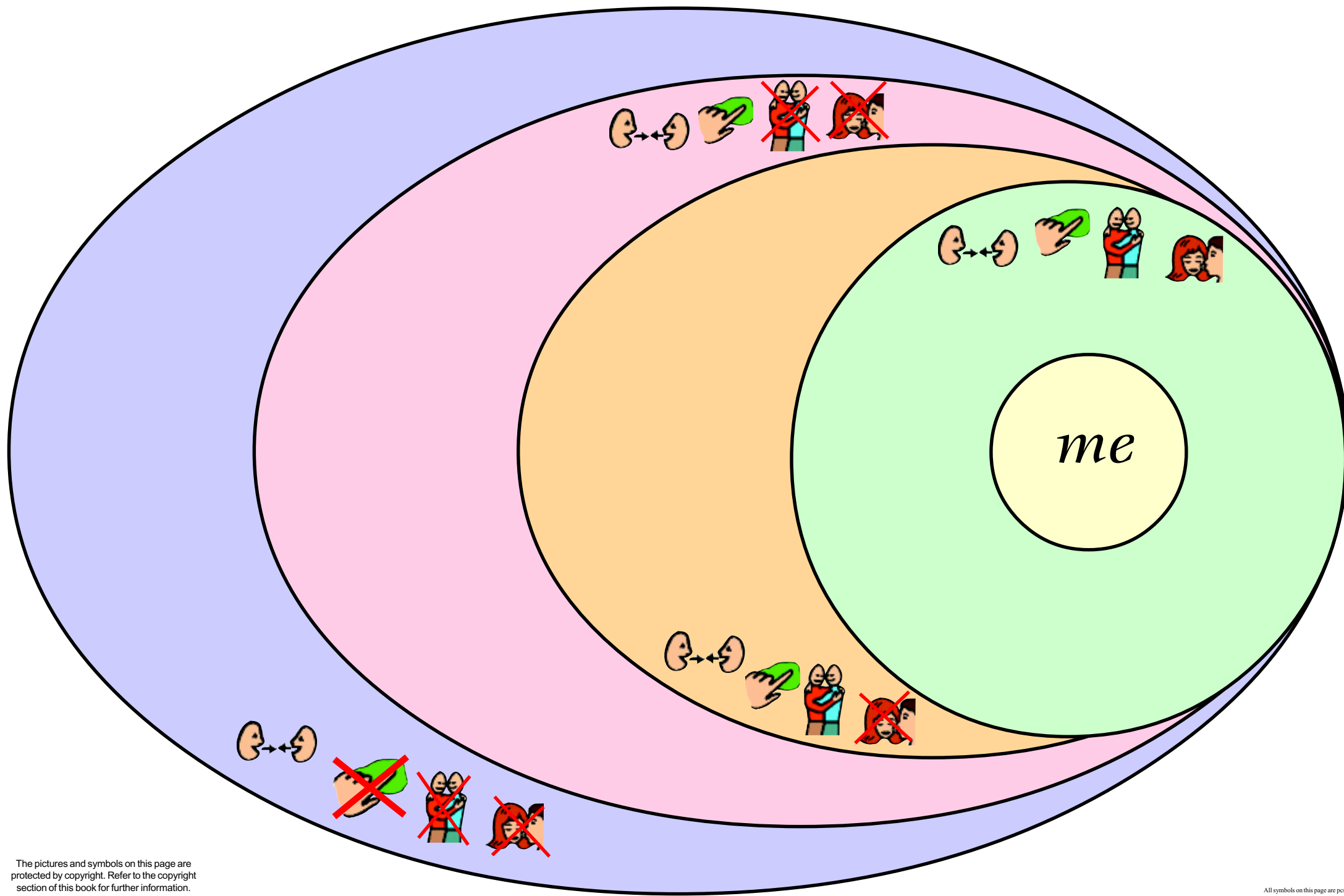
You are Special

Find as many photo's as possible of the person.

This would be good to do with the person.

Cut them out and paste onto the card.

Talk about how much that person means to you and how special they are, while you are pasting the photo's onto the card.



Relationship ripple

The relationship ripple concept has proven itself to be a very powerful way of explaining different ways people engage with each other, and at what level physically.

It has two functions

- 1. Using the different ripples, the person can show what type of relationship she wishes to have with people.*
- 2. If you are having issues with the person not respecting other peoples boundaries you can demonstrate where other people wish to be in her circles.*

This was used with a non-verbal lady with a mild intellectual disability who kept hugging staff and family members that didn't enjoy it. Using this circle the lady and the people involved talked about it and came to an understanding. It was also be interesting to find out how the person places people in her life.

To get the most out of this concept get as many photo's of people in her life as possible. e.g.. The regular taxi driver, teachers at school, family and friends, carers, doctors etc. Using the chart below as a guide, talk with the person about each photo and place them in the circles. If you find that someone is placed in a ripple that you feel is not appropriate, for example: the taxi driver is placed in the closest circle, you could ask "do you know them well ?", and talk about it .

-  = *Photo of me*
-  = *People I talk to, I let them hug me. They can touch me. I am happy for them to kiss me. They are people I would kiss.* The reference to kissing here is not dealing with that of a sexual nature.
-  = *People in this ripple can talk to me and touch me or hug me but no kissing.* Point out the fact that the kissing symbol has a big red cross through it.
-  = *People in this ripple can talk to me and touch me but no hugs and no kissing.* Show the person the crosses on the hugging and kissing symbol
-  = *People in this ripple can talk to me but no touching no hugging and no kissing.* Show the person the crosses on the touching, hugging and kissing symbol

Feelings Faces

These feelings faces are for use in this workbook and others. Cut them out and use them in situations when how the person's feelings need to be talked about.

Feelings are a very abstract concept and can be difficult for someone with an intellectual disability to understand. These pictures are a good way of helping someone explain feelings.

Another way to do this is spend some time with the person and look through magazines, look for people's faces and ask the person to show you someone who is mad, happy, angry, upset etc.. Cut out the pictures they point to. This is a good exercise because the person is picking what they understand as being happy, sad, angry etc. This exercise will also allow you to ask "Why do you think they are happy, sad etc."

You can also place the pictures the person has picked as being happy, sad, confused etc. onto separate cards and use that card to mean happy.

Cut them out and use them in situations when how the person feels, need to be talked about.



Happy

Happy



Angry/mad



Sad



Frightened



Hurt



Angry/mad



Frightened



Bored



Happy



Embarrassed



Estatic



Horried



Disappointed



Interested

How would you feel if...



_____ (use a friend's
name) came to visit you.



someone hit you.



How would you feel if...

Using the feelings, faces ask the person to show you how they would feel in each situation.

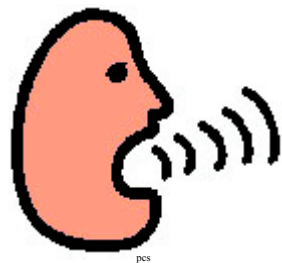
You can also show the person how you would feel in each situation and explain why.

Don't be limited by the pictures on the card, they are ideas only. You can ask how the person feels about anything you want. Photo's of special events are useful. You can use pictures of situations from magazines.

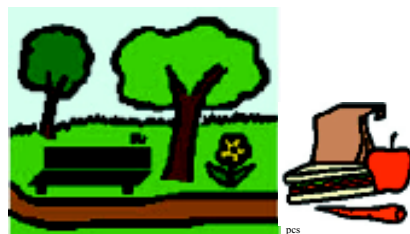
If you have made up a board for each different feeling, use them.

You could also ask the person to show you how they think you might feel about things. For example you can ask " Show me how I would feel if I ripped my dress."

How would you feel if...

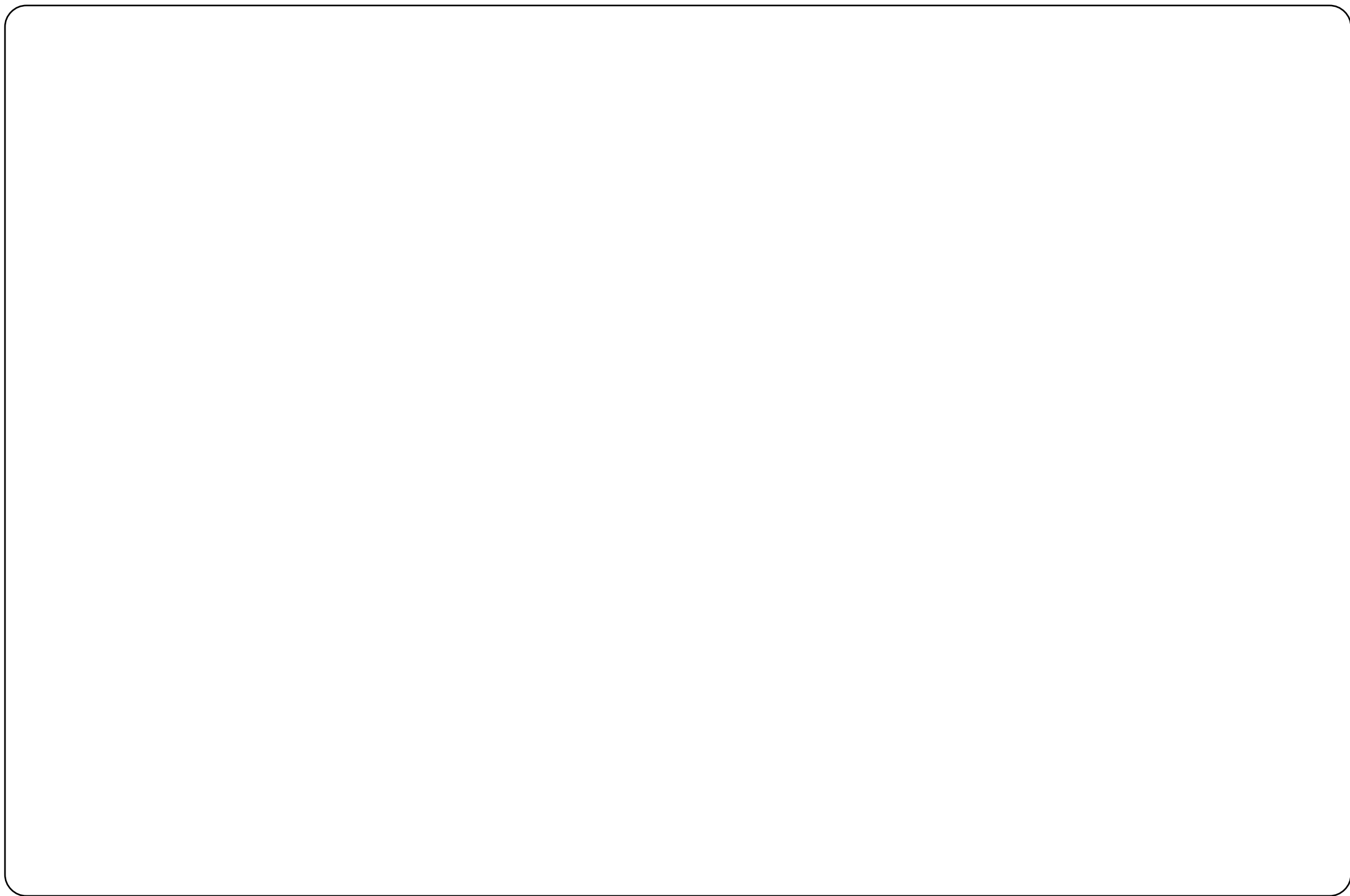


someone shouted at you.



you had a picnic in the park

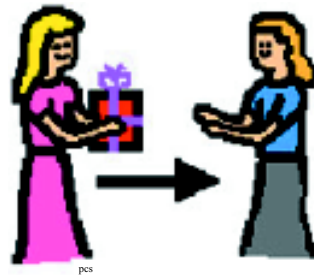




How would you feel if...

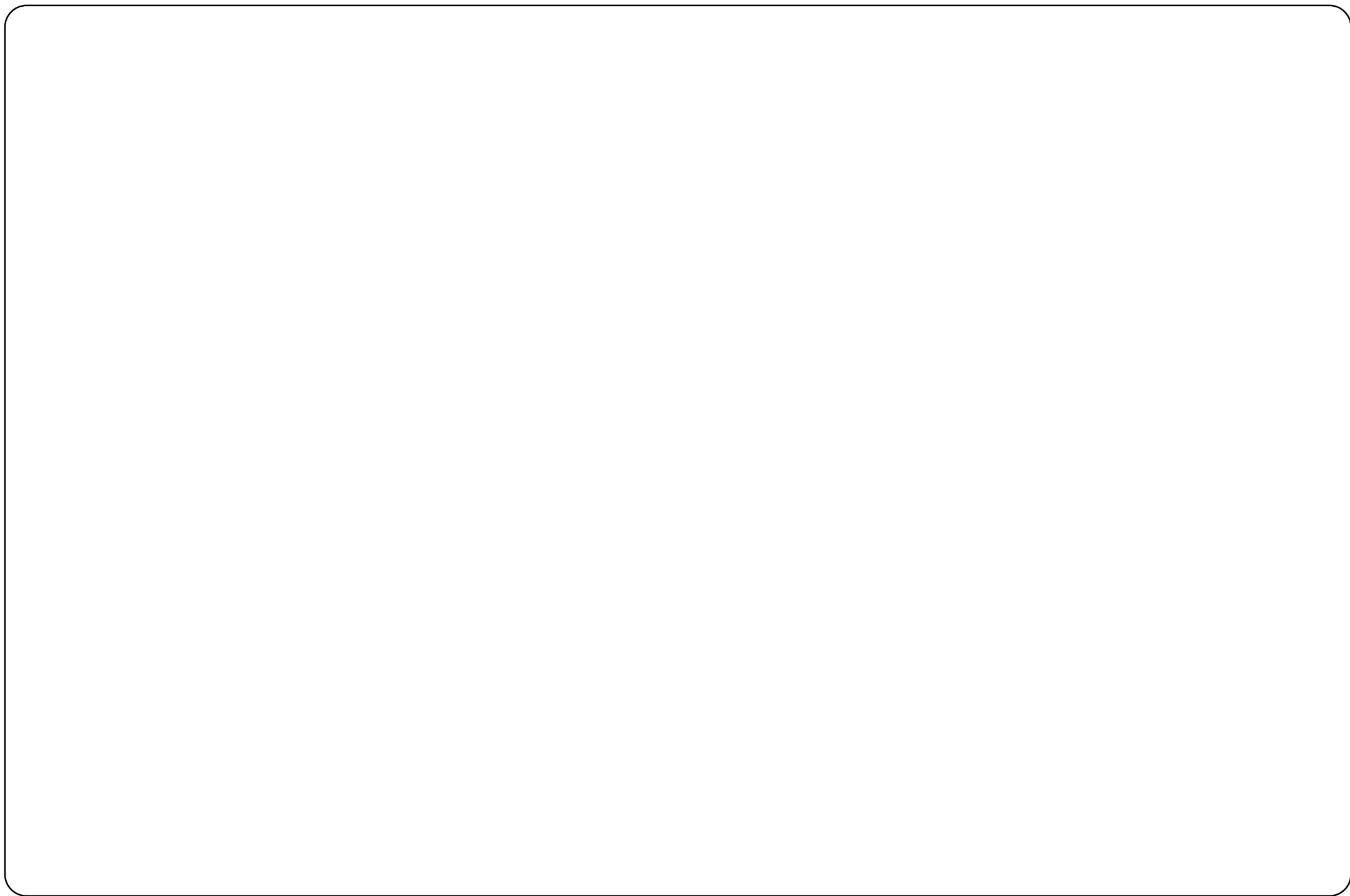


someone stole your money.



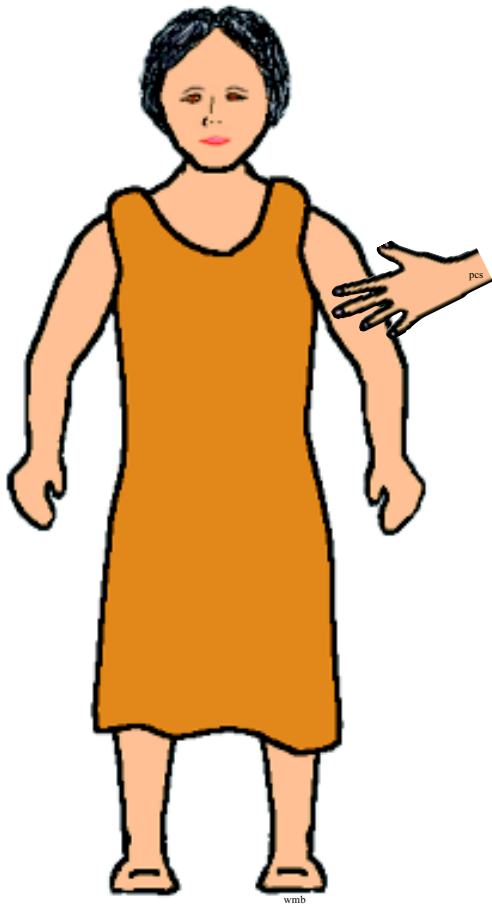
some one gave you a present.



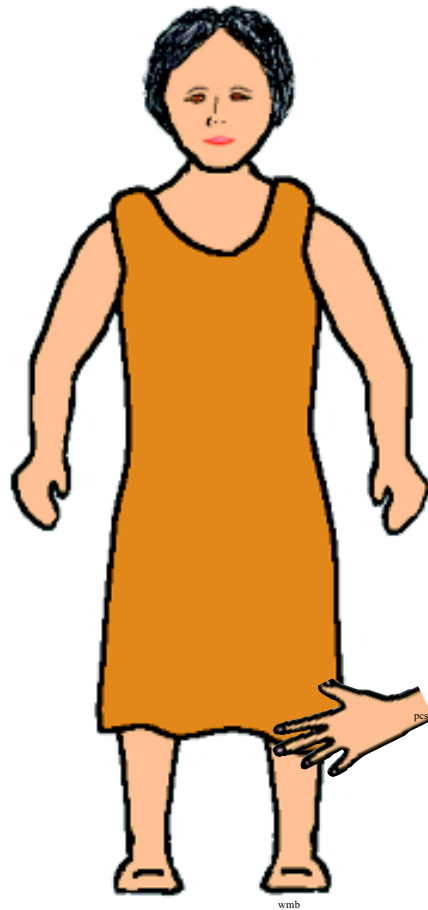


*Is it ok for (person in photo) to touch you
on the*

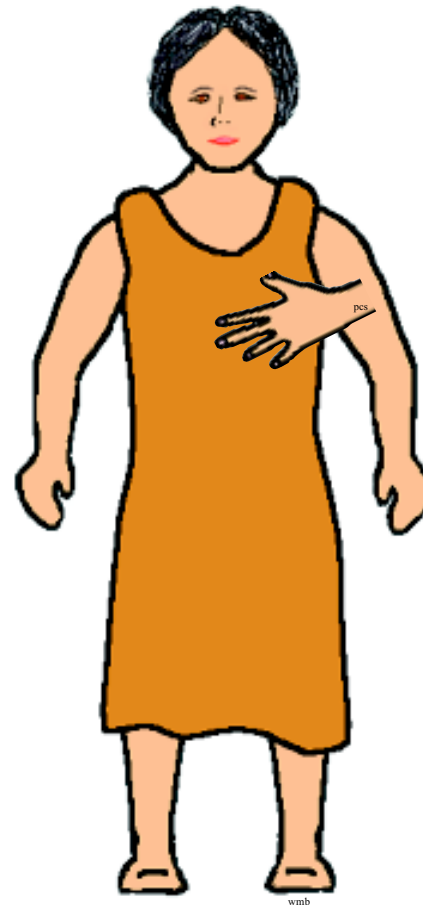
Arm



Leg



Breast



Groin



Is it ok for (person in photo) to touch you on the

It is a good idea to cover up the pictures you are not talking about. This will be less confusing.

Placing a photo of a person near the hand, point to the person in the photo and then the area the hand is touching and ask “is it ok for (person in photo) to touch you on the_____?”

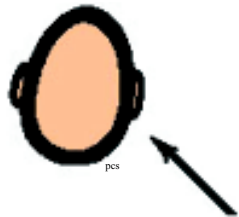
If an inappropriate answer is given you should re ask the question again a little later. If the answer is the same you may need to talk through why (person in photo) should not be touching them on the_____.

You can also use this card to find out who has been touching the person.

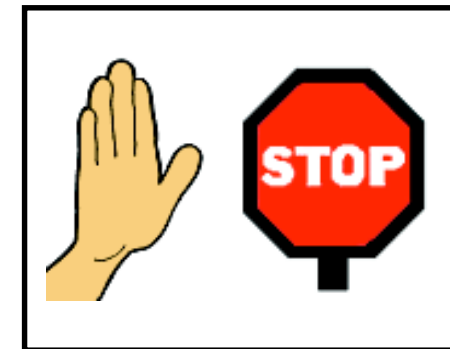
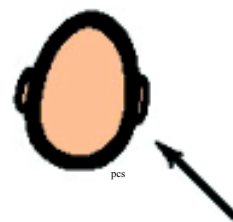
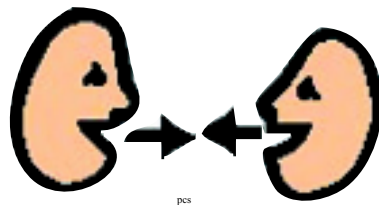
Covering up the pictures you are not using, place a number of photos near the person and ask: “ you show me who touches you on the _____”.

Stop touching

If someone is touching you and it feels horrible



You can tell them to stop.



Stop touching

Cover up the bottom part of the card.

Pointing to the pictures say "If someone is touching you and it feels horrible."

Be sure the person understands this before you move on. You may have to go back to the feelings page and go through the feelings again. Talking about what makes you feel horrible would be useful.

Cover up the top part of the card.

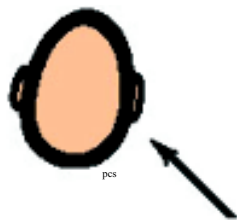
Pointing to the pictures say " You can tell them to stop."

Go through the actions of stop. If the person has a way of saying stop - use that. It may be a noise the person can make for stop. It maybe the same gesture the person has for no.

Reassure the person that it is ok to say no. It is ok for the person to say stop.

Don't stop touching

If they

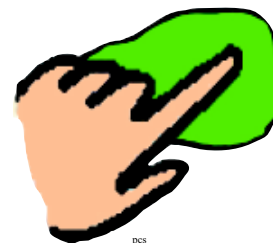


don't stop



touching

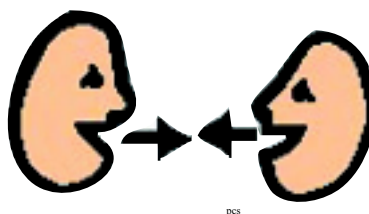
you



You

can tell

(name of person)



A large rectangular area with a dotted border, intended for writing the name of the person.

Don't stop touching

Cover up the bottom part of the card.

Point to the pictures and say "If they don't stop touching you".

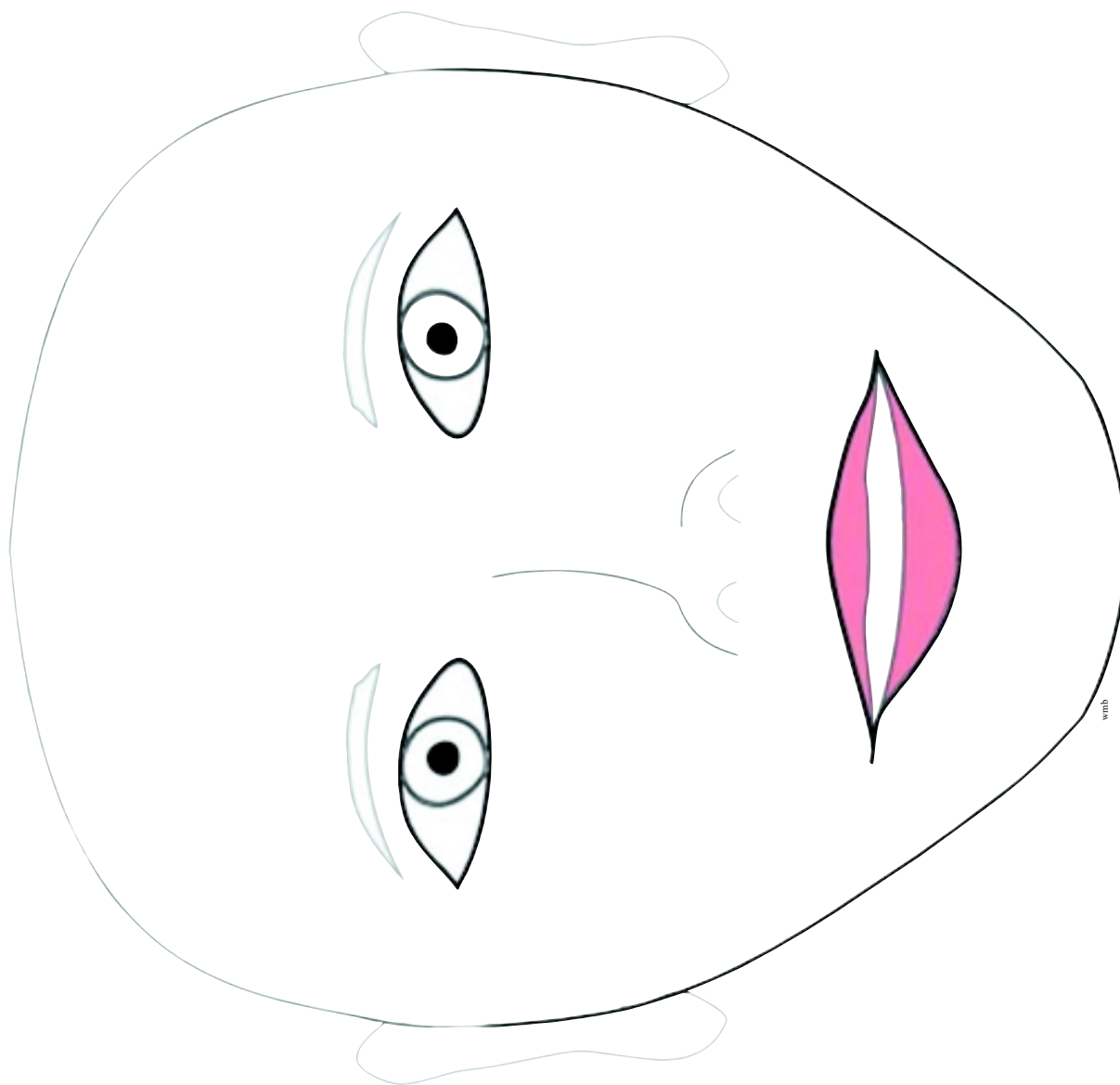
Cover up the top part of the card.

The aim behind this part of the card is to find a "talk partner". A talk partner is someone who the person feels safe talking to.

Using the photo's of people ask the person who they could tell.

If you feel that the person who is chosen as a talk partner is inappropriate, re ask the question a little later. It is ok to have more than one talk partner.

Once a talk partner has been chosen, invite them around and explain that they have been chosen as a talk partner.



This is me

This is me

Photo this page so that you and the person can colour it in.

Sit down with the person and add hair, earrings eye colour etc.

things you can say while doing this activity are.

You have brown eyes lets, colour the eyes brown.

You have short black hair lets, draw some short black hair.

The idea of this card is to create an understanding of how the person looks and to be proud of that. It is to help with self image.