Erasmus+

TRASE

TRAining in Sexual Education for People with Disabilities

Project Manual

INDEX

Introduction_____ 3

TRASE-Tools_____ 4

TRASE-Curriculum_____ 7

TRASE-Modules_____ 9

TRASE-Website_____ 13

Contacts_____ 14

INTRODUCTION

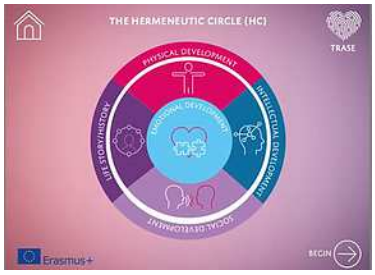
TRASE – TRAining in Sexual Education for People with Disabilities - is a project in the field of sexual education, which aims at supporting the rights of people with disabilities to have access to sexual knowledge and therewith support the protection of their sexual rights, like founding a family, deciding on the number and spacing of children, retaining fertility, having access to healthcare systems, to reproductive health and to information and education about sexuality (compare UN Convention of the Rights of Persons with Disabilities / § 23, 25). The project is supported and financed by Erasmus+ and benefits from the expertise of institutions from seven different European countries: Belgium, Luxemburg, UK, Germany, Austria, Portugal and Lithuania.

Within the project a training course for professionals, parents and caretakers has been developed, to enable them to provide sexual education for people with disabilities, considering cultural, national and institutional conditions as well as the individual needs of the clients. Further specific tools and methods for the practical work with clients have been developed in close cooperation with the beneficiaries themselves - people with learning disabilities - as well as with specialized institutions and experts in their regions.

This manual has been developed to present the project and to give potential users an insight in the project outcomes in a clear way.

TRASE-TOOLS

The TRASE-tools have been developed to provide professionals, caretakers and parents with specific methods and material to conduct sexual education in their daily work and thus assure the access to sexual knowledge for people with learning disabilities and autism. All TRASE-tools are available on the project website (http://www.traseproject.com/tools) as free download documents or as online tools with further descriptions and instructions.



Hermeneutic Circle (HC)
The HC tool is important for helping us to understand an individual's background and the origins of their attitudes and behaviour. By understanding an individual's background it helps us identify what support needs a clients may benefit from. The tool is aimed at professionals and can be of help in team discussions. The tool also helps to describe the personality of the client and gives criteria and a starting point to work with the client.

Decision Game
This tool allows users to simulate various scenarios related to sex and relationships. They can choose what they feel to be the best reaction to a situation by selecting from a number of suggested outcomes. The tool will then explain to users if the outcome they have chosen is a good way to react or not, and a short explanation will be given. The tool can be used both with a teacher/ professional/ parent or autonomously.

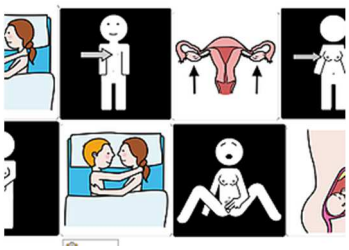
Dice Game
The Dice Game is supposed to be used with clients. In a funny way you can ask important questions about sexuality and find solutions for occurring questions or problems. The game has five categories: knowledge, skills, norms and values, material and questions. This game can be played in pairs, groups or individually. Each time a specialist is required to prepare the game and participate as the coordinator.

Drama Play
The Drama Play can be used in sexual education for people with learning difficulties. This tool can help to talk about sexuality and occurring problems in an easy and simple way. The Drama Play allows to involve all clients regardless of their disabilities, so that all participants – or actors – will have the opportunity to experience the played problems and solutions. The preparation of this tools requires the support of a professional.

TRASE-TOOLS

Let´s Play

Let's Play is a game to improve socio-sexual competences and to acquire basic sexual knowledge. The game consists of different questions and tasks regarding sexual education, which are supposed to be discussed or solved by the group of players. The game is based on the approach of peer support and has been developed for people with learning disabilities and autism.

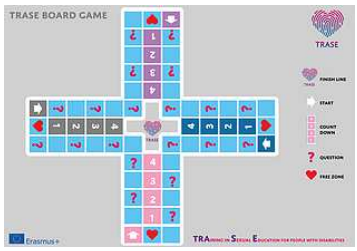


Picture Bank

The TRASE Picture Bank is a pictogram-selection on the subject sexuality, sexual health and sexual education and is supposed to be used as a visual support to provide information about sexual topics for disabled people, e.g. with learning difficulties or autism. The TRASE Picture Bank provides specific examples of very clear and simple pictures regarding sexuality as an all-in-one-selection for a quick access for potential users.

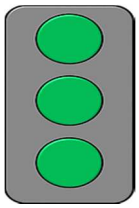
Anatomic Dolls

The anatomically correct dolls serve as an invaluable tool for teachers, professionals and parents. In an appropriate and non-threatening manner, the function and purpose of the human body is represented and communicated. The dolls also allow specialist or parents to create different scenarios related to relationships and sexuality.



Board Game

The themes of the Board Game relate to sexuality and relationships, STDs, puberty, the human body and values and beliefs. The game can be played one on one in a team setting of 2 to 4 players. The goal for the players is to get their peers to answer questions in the different levels and categories. The game requires a professional as a coordinator.



What is Sex? – The Traffic Light Model

The Traffic Light Model is an explanatory model to encourage, strengthen and support individual, physical perception. The model helps the counsellor to discuss the direct question 'What is Sex?' and other questions based on this background. It must not be misused to explain 'good' or 'right' sex on a moral level. The main goal is to support and strengthen the individual perception of the client.

TRASE-TOOLS

Training in Sexual Education for People with Mental Disabilities Sex and Relationships Word Bank	**Word Bank** The TRASE Word Bank allows users to look up a selection of concepts and terms related to sexuality and gender in contemporary European societies. The words are arranged systematically, covering topics ranging from sexualised body parts to the organisation of sexuality. The TRASE Word Bank is aimed at professionals, parents, teachers and individuals with learning difficulties or intellectual disabilities. It can be used as a supplement for sex education and as a resource for autonomous study. The tool is available in a text-only version and in a version with pictograms.
senia ENTHINDERUNG DER SEXUALITÄT	**Picture Box for Sex Education** The organisation Senia and the Austrian Institute of Sex Education and Sex Therapies developed a picture box designed to include appealing illustrations regarding different topics of sex education. The box includes 54 illustrations on cardboard, size DIN A4, as well as 2 flipbooks showing two variations each of a woman and a man masturbating. The box can be ordered with Senia directly.
	Collection of Methods A collection of different methods on how to start a workshop, how to introduce the topic of sexuality, hygiene and the body and methods to implement in daily life. The instructions include an introduction, DOs and DON'Ts and follow up questions. The collection includes various methods to be used in different contexts, in individual settings, for workshops with groups and in daily interventions.
	Competence Profile In order to be able to work with people with learning difficulties or autism in the area of sexual education, a resource-oriented approach is very important. The purpose of this tool is to teach professionals how to create a competence profile of their clients considering the various levels of the body, perception, the relationships and the cognitive level.

Block 1			
Day 1	**Day 2**	**Day 3**	**Day 4**
(starting in the late afternoon) ***Module no. 1*** *Getting to know each other* - Group formation - Presentation of the general content and procedures - Presentation of the participants and their workspaces - Introduction to the topic "What is sexuality?" Including self-reflection - Collection of questions and expectations of the participants - Definition of group rules	***Module no. 2*** *Social dimensions of gender, sex and sexuality* - theorizing gender and sexuality - social and historically-specific dimensions of gender and sexuality - heteronormativity - intercultural and intersectional dimensions of sex and gender - gender and sexual diversity - conceptualizing sex and (intellectual) disability	***Module no. 4*** *Biological and medical basics* - Biological foundations of sexual development (anatomy and development of sexual organs, sexual functions) - Medical foundations of sexuality	***Module no. 6*** *Sexual development of people with disabilities* - Possible difficulties and challenges related to sexual development / sexual education - Developmental tasks during puberty - Challenges in practice - Sexual accompaniment and sexual assistance
	Module no. 3 *Developing open-mindedness* - Diversity of the target group - Self-determination / self-awareness - Develop criticality and reflectivity - Critical reflection of one's own professional role	***Module no. 5*** *Sexual development and sex education* - Sexual development - Development of sexual competences - Sexual education - Recognizing and dealing with feelings - Dealing with own norms and ideas (self-reflection) - Pressure model	***Module no. 7*** *Sexuality in various contexts: the family and facilities* - Sexuality and sexual development in family and institutional contexts - The role of parents, educators, educators in sexualization processes

Block 2			
Day 5	**Day 6**	**Day 7**	
Module no. 8 *Working with client´s resources* - Identify and develop own resources in relation to sexual education - Recognizing and using individual resources of the clients - possible methodological approach	**Module no. 10** *Sexual self-determination and transgressions* - Sexual and gender self-determination - Sexual assaults - Recognizing and dealing with sexualized violence - Bordering sexuality - Sexual trauma - Necessary action strategies	***Module no. 12*** *Reproductive autonomy* - Sexual self-determination in relationship and partnership - Sexuality - Parenting - Fertility and Pregnancy - Birth control, pregnancy, abortion - Support for people with disabilities	optional: "Final thesis" / Certificate → 3-5 months later: Reflection of the practice transfer in relation to acquired competencies (for example presentation of a case study)
Module no. 9 *Media Skills* - What does "Media Competency" mean? - Possibilities and risks of the Internet → Safer Sexting, Live-chat, Social Networking - secure use of the Internet	***Module no. 11*** *Legal conditions and basic laws regarding sexuality* - Global and regional legal foundations with regard to self-determined sexuality and reproductive health - UN-Convention on the rights of persons with disabilities - Contact points and counseling centers for educational offers, protection against sexualized violence, etc.	***Module no. 13*** *Reflection – feedback – evaluation* - Group and individual feedback - Comments and suggestions for improvement - Answering still open questions of the participants - Reflection of acquired knowledge and developed competences for the (professional) everyday life	

TRASE-MODULES

Module	Description
Module 1 Getting to know each other	The entry module is supposed to present the course content as well as the participants and is further important for the team building. The course contents and relevant topics will be presented and discussed, and the participants have the opportunity to elaborate the topics relevant to them, define important areas and possible questions together and record them for evaluation in the later evaluation module (e.g. on flipcharts or posters). The participants and the course instructors introduce themselves and work out group rules, e.g. such as communication rules. First introductory exercises deal with an own understanding of sexuality as well as one´s personal access to the topic.
Introduced tools:	***Dice Game***
Module 2 Social dimensions of gender, sex and sexuality	In this module, selected social constructionist and deconstructionist theories of gender and sexuality are introduced and explained. The theories and concepts include social interactionism, queer theory, intersectionality, sexual scripting theory and crip theory. The module points to social, historically-specific and intersectional dimensions of gender and sexuality. Highlighting the production of sex, gender and sexual normality, processes of minoritisation in its wake and contestations of norms, the aim of the module is to sensitize participants to sex, gender and sexual diversity and to develop an accepting attitude necessary for sex education with people with disabilities.
Introduced tools:	***Word Bank, Anatomic Dolls***
Module 3 Developing open-mindedness	This module is based on the previous module 2. The content and methodology is focused on two main areas: on the one hand, students should develop openness with regard to the topic of sexual education as such, as well as the diverse and individual needs of potential clients in this context. In a second methodical part, the participants will elaborate how to develop and implement this openness and sensitivity together with people with learning difficulties. Other important topics are, for example, the use of verbal and augmentative communication to mediate sexual pedagogical contents; the production and use of materials in simple language and the reflection of one´s own role as a professional in the context of sexual education on an ethically-moral level.
Introduced tools:	***Dice Game, Board Game, Hermeneutic Circle (online-tool)***
Module 4 Biological and medical basics	In the fourth module, the participants will acquire basic knowledge and a good understanding of the biological and medical basis of sexuality. The topics will be presented on jointly developed questions and practical examples of everyday work with people with disabilities. The participants also learn to adequately answer questions from clients and to present biologically relevant knowledge in the sexual pedagogical context in an interesting and practical way. The main focus of knowledge is on the anatomy and physiology of the sexual organs, the menstrual cycle, the male cycle and pregnancy.
Introduced tools:	***Paomi Models, Senia Bag, Board Game, Anatomic Dolls***

TRASE-MODULES

Module	Description
Module 5 Sexual development and sex education ***Introduced tools:***	In module 5 the participants are taught that sexual development and the development of so-called "sexual competencies" begin before birth and move through life. They will learn what competences will be acquired at what age and how sexual socialization takes place - at the different stages of life and in various reference systems – and how these development processes may be influenced. Furthermore it will be tried to explain how to translate emotions for clients and how to deal with one's own emotions and values in everyday (sexual) educational work. ***Paomi Models, Word Bank, Board Game, Senia Bag, Anatomic Dolls, Traffic Light***
Module 6 Sexual development of people with disabilities ***Introduced tools:***	Module 6 deals with the (psycho-) sexual development of people with impairments - such as people with learning difficulties, physical impairments or autism - and shows possible difficulties in the individual development. The stages of sexual development introduced in the previous module will be repeated and possible variations of the differences will be discussed, focusing on the developmental tasks during puberty. Another part of the module is a presentation and discussion on sexual accompaniment and sexual assistance ***Anatomic Dolls, Senia Bag, Board Game, Picture Bank, Word Bank, Let´s Play, Dice Game***
Module 7 Sexuality in various contexts ***Introduced tools:***	In module 7 terms such as sexualization and sexual education will be explained and discussed. In addition, differences of these terms as well as the network of sex education will be presented and explained. In doing so, the participants will learn on the one hand to locate themselves in the network of sexual education and to reflect their corresponding role. On the other hand, they will learn to distinguish sex education as an active sexual pedagogical approach and sex education as a permanent subject in the everyday life of different social contexts as well as in everyday pedagogic-therapeutic work with clients and to develop corresponding skills. Practical methods for working with people with disabilities will be presented and tested in the group. ***Hermeneutic Circle (online-tool), Competence Profile, Collection of Methods***
Module 8 Working with client´s resources ***Introduced tools:***	Module 8 deals will focus on the resource-oriented work in the context of sexual education of people with learning difficulties. The participants will learn to recognize and expand their own personal and pedagogically necessary resources for the sexual pedagogical work. Further they will learn to recognize the individual resources of the clients, how to use them for the mediation of sexual pedagogical knowledge and how to develop or adapt their own learning contents accordingly. The participants will get to know the salutogenetic approach of Antonowski as a basis for resource-oriented work. ***Competence Profile, Collection of Methods, Dice Game, Drama Play***

TRASE-MODULES

Module	Description
Module 9 Media Skills	In module 9 the participants will learn what media skills are. In addition to the possible positive use of internet, mobile phones etc. in connection with sexuality and partnership, they will develop an awareness of possible risks of the use of social media, texting, sexting and online dating. Practical information about how to use these media safely and how to create secure online profiles with clients will be provided.
Introduced tools:	***Drama Play*** Checklists for using Emails, Facebook, Internet Dating, Online Dating, Profile Checklist, Skype Checklist, Twitter Checklist, Safer Sexting PDF und Presentation
Module 10 Sexual self-determination and transgressions	In the beginning of module 10 necessary terms such as "sexual self-determination", "sexual assault" or "sexualized violence" will be defined and distinguished. The by Leue-Käding defined “Hazard Zone” will be explained to show how people with disabilities are often seriously hampered in their self-determined sexuality and how these actions may facilitate sexual assaults and sexualized violence. In addition to statistics on sexualized violence, information on possible perpetrators of people with disabilities will also be provided. The participants will further learn about possible symptoms of sexualized violence and will jointly develop the necessary standards and competences for their everyday work in order to be able to prevent sexualized violence while at the same time enable self-determined sexuality for people with disabilities.
Introduced tools:	***Anatomic Dolls, Word Bank, Picture Bank, Drama Play***
Module 11 Legal conditions and basic laws regarding sexuality	In module 11 basic legal knowledge is taught in order to safeguard and adequately implement the sexual rights of people. Participants will learn important global legal texts regarding the implementation of sexual self-determination for people with disabilities, such as the right to self-determined partnership and parenthood, the right to sexual health and other sexual and reproductive rights. In addition to global rights, the participants will also work with important regional / national legal texts. The acquired knowledge will contribute to the daily work of protecting the client, for example when experiencing sexual assaults or even sexually transgressive behavior in institutions or in the public. In addition an overview of the main local and national contact points and counseling centers for sexual rights, sexual health and sexual education for people with disabilities will be provided.
Introduced tools:	***Senia Bag, Word Bank, Picture Bank, Decision Game (online-tool)***
Module 12 Reproductive autonomy	Module 12 deals with the themes of sexual and reproductive self-determination, in which people with disabilities are often not thought or passed over in their self-determination. The participants will develop different ways of communicating with clients about sexual and reproductive self-determination, partnership, parenthood and fertility. They will also develop an understanding of how sexual needs can be given in daily work and how e.g. dealing with contraception can be addressed.
Introduced tools:	***Decision Game (online-tool), Anatomic Dolls, Traffic Light, Board Game, Word Bank***

Module	Description
Module 13 Closing Module Reflection – feedback – evaluation	In the final module 13 the participants will have the opportunity to evaluate the course altogether as well as the several modules (questionnaires, single and group feedback) and to provide individual feedback in the group. The topics and questions dealt with in module 1 will be elaborated together to see whether all questions have been answered and the individual objectives of the participants have been achieved. The participants will reflect in a mutual exchange how the acquired knowledge and competences will be helpful for their everyday work and how they can best implement them or apply them.

TRASE-WEBSITE

The TRASE website was developed by project partner ELS from Coventry (UK) and is constantly being updated to inform interested persons and potential users about the current status of the project and to make the project results available to the public. On the website the TRASE partners are being presented and their contact details are being provided. Further the users will be informed about upcoming events. The website is supposed to be maintained for at least another five years beyond project duration to allow an ongoing acces to the developed material and the e-learning tools.

	Under the section "Tools" you can find the sexual educational methods and materials developed by the TRASE project partners to enable parents and professionals to work with people with learning disabilities. These tools are provided as free download documents, with detailed instructions in order to be able to produce the materials themselves and adapt them individually if required. (Http://www.traseproject.com/tools)
	Under the section "eLearning" user can find two online modules which have been developed to support the TRASE training course. They include the topics "Sexual Development" (see module 5 of the curriculum) and "Safe Use of the Internet in Partner-Inquiries" (see module 9 of the curriculum) and allow a self-defined and independent learning to the users. The eLearning modules can be used on the PC, on the smartphone or on the tablet. (Http://www.traseproject.com/elearning)
	The "Resources" section contains national and international recommendations for books, research reports and relevant links on sexuality and disability. In addition addresses of regional contact points on sexuality as well as for specific counseling centers and therapeutic aids are being provided. (Http://www.traseproject.com/resources)
	The curriculum for the TRASE training course can be found under the section "Curriculum". It has been developed for the training of educators, professionals and parents and comprises 13 modules on basic sexual issues offered in a 7-day course. The curriculum as well as the several modules are being provided in the TRASE manual as free download documents with numerous attachments. (Http://www.traseproject.com/curriculum)

CONTACTS

Project Management:	Prof. Dr. Heinz-Jürgen Voss heinz-juergen.voss@hs-merseburg.de Tel.: +49 3461/46-2208
Project Coordinator:	Lena Lache lena.lache@hs-merseburg.de Tel.: +49 3461 46-2218
Project Staff:	Christina Reis christina_reis.@gmx.de Tel.: +49 3461 46-2218

Dean of the FLSHASE:	Prof. Dr. Georg Mein georg.mein@uni.lu Tel.: +352 466644 9301
Project Staff:	Dr. Adrian de Silva adrian.desilva@uni.lu Tel.: +352 46 66 44 9292

Österreichisches Institut für Sexualtherapien

Director ISP:	Wolfgang Kostenwein team@sexualpaedagogik.at Tel: +44 676 940 75 07
Project Staff:	Miriam Reischauer miriam.reischauer@gmail.com Tel.: +44 7827 194914

Project Staff:	Aldina Saraiva aldinasaraiva@aeob.edu.pt Tel.: +351 968528343
Project Staff:	Mafalda Carvalho mafaldacarvalho@aeob.edu.pt Tel.: 0351 918601986

CONTACTS

Director AE AISBL:	Aurélie Barranger aurelie.baranger@autismeurope.org Tel.: +32 2 675 7505
Project Staff:	Haydn Hammersley assistant@autismeurope.org Tel.: +32 2 675 7505

Project Staff:	Daiva Buinickaite knjucentras@gmail.com Tel.: +370 37 490415

Project Staff:	Karyn Murray karyn@e-learningstudios.com Tel.: +44 2476525550
Project Staff:	Matthew Smith matt@e-learningstudios.com Tel.: +44 2476525550

EU-Project Number: 2015-1-DE02-KA204002276