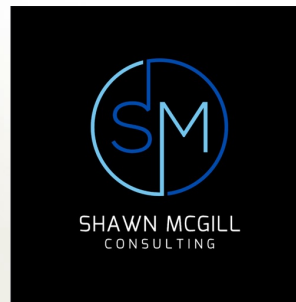


# Dating for People with a Diagnosis

Shawn McGill, MSW, LSW



# Learning objectives



Learn how core clinical issues, such as neurodivergence or mental health, can impact learning and opportunities for developing intimate relationships.



Understand more about Internet and social media risks and how to support safer online interactions while promoting more opportunities.



Understand the five areas of sexual consent and how we can use this information to provide education and resources to the person we are supporting.



Identify and discuss “unwritten social rules” and how to support a person in learning more about these nuances and navigating social situations while “in the moment.”

# What can impact dating when diagnosed?

- Core clinical issues
- Receptive language skills
- Expressive language skills
- Body/motor control
- Self-esteem
- Opportunity
- Stigma/myths/judgment



# **BIUSTING MYTHS**

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“So and so has a diagnosis of \_\_\_\_\_, so they don’t need sex.”

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“This person is ‘girl-crazy’ because of their diagnosis.”

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“I’ll never have a partner.”

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“Sex and intimacy are the same thing.”

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“People with disabilities have more important needs than dating or sex.”

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“People with disabilities should not be permitted to have children.”

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“Everyone online is dangerous,” or “You’ll never get a date through a dating site.”

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# Dave Hingsburger

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# Social “rules”

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- Hygiene/Manners
- Small talk.
- Reading and responding to body language (and messages)
- Managing your body language, words, and tone (including in writing)
- Knowing and responding to degrees of social relationships.



# Hygiene/Manners

*What are they? Why are they important?*



# Small Talk

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- “What is your favorite TV show?”
- “Are you an only child?”
- “What is your favorite color?”
- “Do you like sports? If so, what is your favorite team?”
- “If you could live anywhere, where would it be and why?”
- “What did you do for your last birthday?”
- “What would you do if you won the lottery?”

***Advanced Skill...keeping the conversation going***





# Body Language

- Start with basics emotions and move to advanced.
- Review/discuss a series of pictures or role play.
- Discuss what is seen and what to do.

# Degrees of Social Relationships

## Circles Program



## Friends Circle

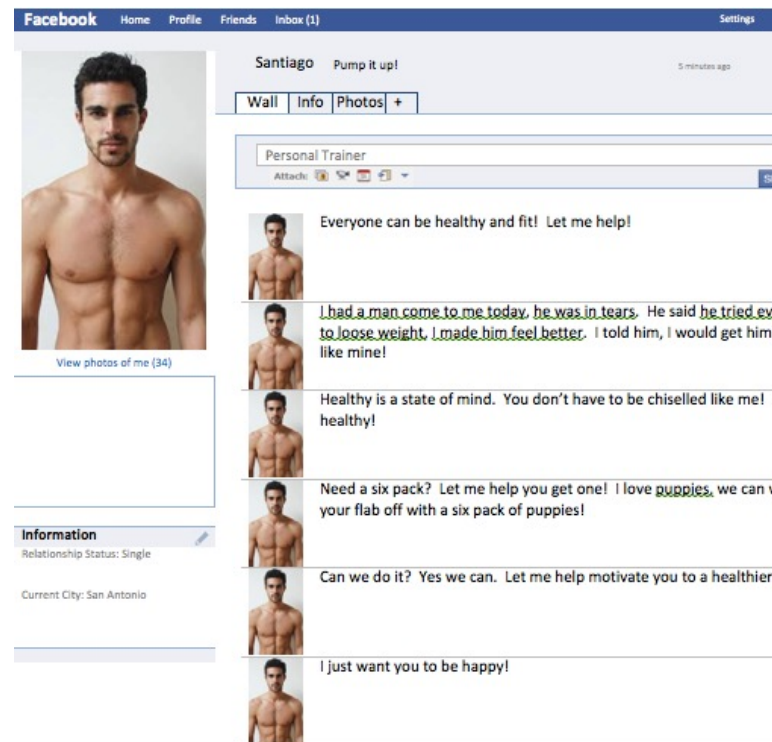
With friends, we can:

<small>Touch gently</small> 	1. Touch gently. ✓
<small>Hug</small> 	2. Hug. ✓
<small>High five</small> 	3. Give high fives. ✓
<small>"I like you!"</small> 	4. Say "I like you." ✓

# Internet/Social Media

## Review the following tips:

- Possible deceptions “cat fishing”
- Public/private viewing
- Tips for safety
- Recommendations for “friends”
- Privacy settings
- Blocking



# Internet/Social Media

- Create, discuss, and review scenarios.



You have been talking to an online 'friend' for some time. They seem really nice and have loads in common with you.

They have sent you a photo of themselves and you like the look of them. It's the holiday and they ask to meet you in the park.

What should you do?

You they have been 'talking' to a 'friend' on webchat and they ask you to go on webcam. After a while, they ask you to do things that you don't feel comfortable with.

What should you do?



# Five Areas of Sexual Consent

1 – knowledge of sex acts, preferences, and discomforts.

2 – knowledge of safe sex practices.

3 – understanding of private vs. public sex acts.

4 – knowledge of legal vs. illegal sexual behaviors.

5 – understanding of abuse prevention & safety

# 1 – Sex Acts

Do you know about different sexual acts?

Can you choose as to whether or not to do the sexual act?

Will you speak up and say “no” if you are uncomfortable with something?



## 2- Safe Sex

- Do you know how to prevent unwanted pregnancy?
- Do you know about sexually transmitted diseases?



### 3 – Private vs. Public Sex Acts





## 4 – Sex & the Law



## 5 – Abuse Prevention & Safety

Do you know what a harmful or abusive situation is?

Do you know what a sexually abusive situation is?

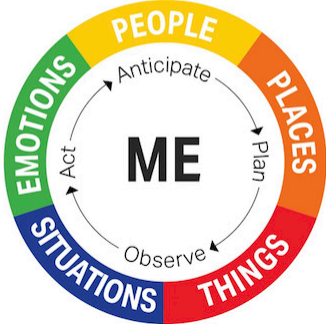
Do you know how to report abuse?

# Treatment Strategies



- Use the photo as a guide to label and categorize children, teens, and adults.
- Gather different photographs. You can use Google images, magazines or other pictures. Look through them and categorize the images you see as being a child, teenager or adult.
- Go to the mall or into the community. Sit down and "people watch". Again, categorize what you see.
- Be sure to talk about and teach nuances related to age discrimination because this is a tough for all people. Point out characteristics that could signify a person is a child, a teenager, or an adult. See the table below but remember this is a guide, there is no rule.

Child	Teenager	Adult
<ul style="list-style-type: none"> <li>• Are they wearing specific character clothing?</li> <li>• Are they carrying a toy?</li> <li>• How tall are they against other people?</li> <li>• How do they wear their hair?</li> </ul>	<ul style="list-style-type: none"> <li>• Are they in middle school or high school? How might you know? How old is a middle and high schooler?</li> <li>• Do they drive? How might you know? How old do you have to be to drive?</li> <li>• Has their body changed (puberty)? How might you know?</li> <li>• Do they have tattoos or piercings? Do you know how old you have to be for these?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they have a job or are they working? If so, what kind of job? How might you know?</li> <li>• Are they in college? How might you know? How old is someone in college?</li> <li>• Who do they live with? How might you know?</li> </ul>

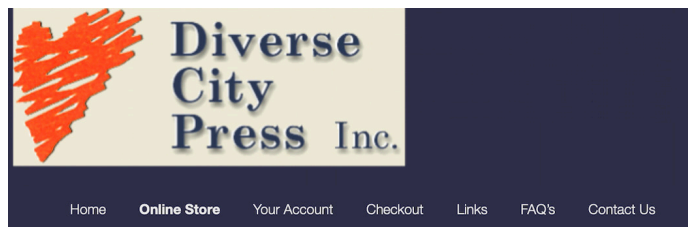


- PEOPLE**  
Who affect me
- PLACES**  
Where I go
- THINGS**  
What I'm near
- SITUATIONS**  
What I do
- EMOTIONS**  
How I feel

<u>Girl Shows Interest</u>	<u>Girl Shows She's NOT Interested</u>
<ul style="list-style-type: none"> <li>• Smiles at him</li> <li>• Finds a reason to get physically close to him</li> <li>• Finds a reason to talk to him</li> <li>• Asks him to call her</li> <li>• Asks him if he would like to go on a date or spend time together</li> </ul>	<ul style="list-style-type: none"> <li>• "Closes" off her body; turning away, getting tense</li> <li>• Tries to get further away from him</li> <li>• Finds reasons to get away from him or avoid him</li> <li>• Does not share any personal information</li> <li>• Is direct in asking him to leave her alone</li> <li>• Says she has a boyfriend</li> </ul>
<u>"Wishes"</u>	<u>"Real"</u>
<ul style="list-style-type: none"> <li>• She is my girlfriend</li> <li>• She wants to be my girlfriend</li> </ul>	<ul style="list-style-type: none"> <li>• She works with me</li> <li>• She is only being nice to me</li> </ul>


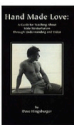
# Treatment Strategies










Teach about body parts, sex education, and masturbation.



## DVDs

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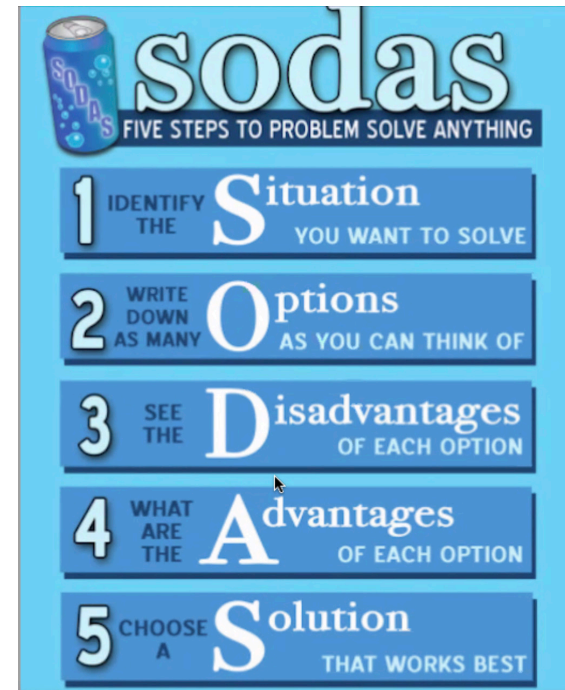
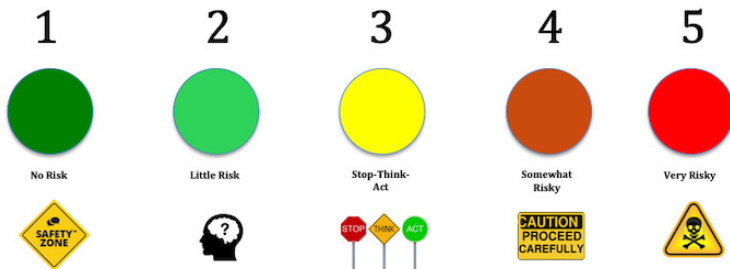
PRODUCT	PRICE	
 <p><b>Finger Tips</b> A guide for teaching about female masturbation By Dave Hingsburger and Sandra Haar This book and DVD set is aimed at teaching women with developmental disabilities about masturbation. It also confronts typical myths about female sexuality. A gentle, positive film that is clear, graphic and dignified. The book includes a step by step photographic essay about masturbation, and the joy of private time.</p>	\$84.99	<a href="#">ADD TO CART</a>
 <p><b>Hand Made Love</b> Guide For Teaching About Male Masturbation By Dave Hingsburger This book and DVD set discusses privacy, pleasure and the realities of sharing living spaces with others. The narrator of the DVD talks about myths and suggests that masturbation can be a way of learning about sex, while the book discusses masturbation from the point of view of both health and pleasure.</p>	\$84.99	<a href="#">ADD TO CART</a>

 My Special Private Times	 My body is mine.	 I can touch myself.	 Some touches feel very good
 I like to touch my private parts.	 But NO ONE should see me touch my private parts	 My bedroom is a private place	 The bathroom is a private place
 I will close the door so I can have privacy	 Touching my private parts is something I do when I'm alone	 If Mom or Dad knocks on my door, I can say I'm busy	 I can look at a magazine with pretty girls
 It is okay for ME to touch MY OWN penis and testicles	 My penis may go "up" This is called an erection. It is okay.	 My penis might get big and firm. This is okay. It will get soft again!	 A little sticky liquid might squirt out of my penis. This is okay. It is not pee. It is semen.
 If my penis feels sticky, I can clean off with a towel or wash cloth	 I put my clothes on and wash my hands when I am done	 I don't tell Mom or Dad or anyone about my special private times	 Touching myself is one way I make myself feel good. And that's okay!

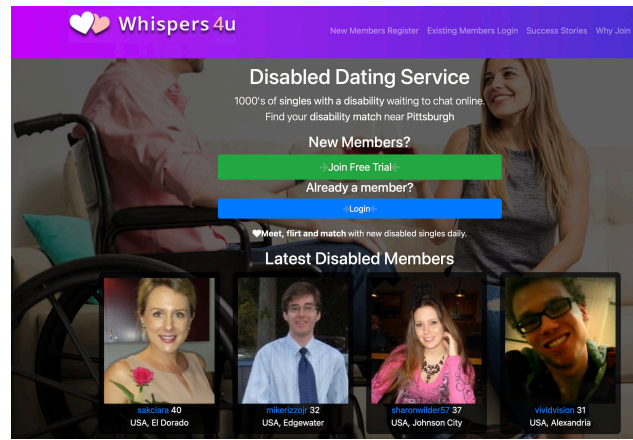
# Treatment Strategies

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- **Problem-Solving** – Teach how to work through problems, not give up, maintain ownership of decisions, and manage natural consequences.
- **Risk Management**– Begin by teaching “Danger Zones”. Then, move to Escape Strategies. Don’t just focus on avoidance.



# Dating Sites



Whispers 4u

New Members Register Existing Members Login Success Stories Why Join Us

### Disabled Dating Service

1000's of singles with a disability waiting to chat online.  
Find your disability match near Pittsburgh

**New Members?**




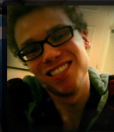
Join Free Trial

Already a member?

Login

Meet, flirt and match with new disabled singles daily.

#### Latest Disabled Members

 Member 48 USA, El Dorado	 Member 52 USA, Edgewater	 Member 57 USA, Johnson City	 Member 31 USA, Alexandria
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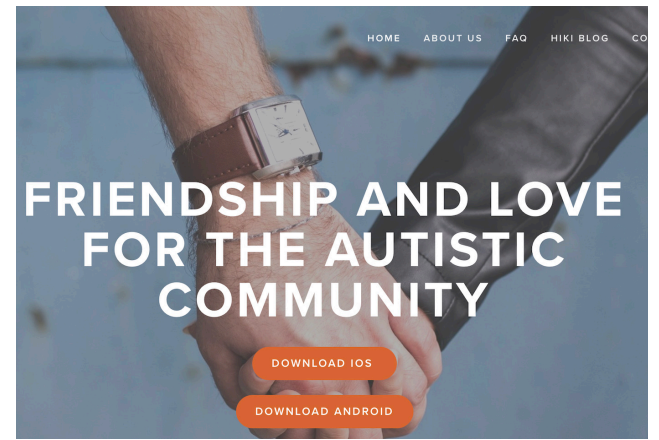
## Dating & Social Networking for People with Disabilities

Browse Members

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DISABLED MATE

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## No Limits For Love

Where you are loved AS IS!

Step 1: What are You Looking for

I am a:

Male seeking Female

Next »

Continue with Facebook

QUESTIONS?

Shawn McGill: [smcgill@shawnmcgillmsw.com](mailto:smcgill@shawnmcgillmsw.com)

[www.shawnmcgillmsw.com](http://www.shawnmcgillmsw.com)

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Consultation: risk screenings for problematic sexual behaviors, FBAs, behavior support plans, restrictive procedure plans, transgender evaluations, and sexual consent screenings.



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