

Let's Talk about Healthy Sexuality & Sexual Safety for People with Intellectual and Developmental Disabilities



Putting You FIRST! Finding Individuality, Respect, and Safety Together



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*Putting You **FIRST!** Finding **I**ndividuality, **R**espect, and **S**afety **T**ogether*



We are committed to providing quality education and counseling to individuals of *ALL* abilities. Our mission is to empower individuals with the education, skills, support and resources they need to meet their fullest potential in the relationship they hold with themselves and others within their community.

Putting You FIRST! Finding Individuality, Respect, and Safety Together

Objectives:

- **Identify three sources of learning about sexuality.**
- **Describe the importance of access to medically accurate, age developmentally appropriate information around healthy sexuality and sexual safety.**
- **State three sexual health concepts.**

“Sexuality is a central aspect of *being human throughout life* and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.”



Sexual Health

“Sexual health is a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as **the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.** For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.”





.....

Sexual

Being

“Individuals with disabilities are in the triple bind of being the people who need the greatest amount of basic planned sex education, who receive the least, and who are then punished by society for not knowing what others know”.

-Winifred Kempton, 1986.

How is Sexual Learning Different for Youth with Intellectual & Developmental Disabilities?

- Far less informed
- Negative attitudes
- Postpone/delay teaching sexuality information
- Fewer opportunities for socialization

Importance of Advocating for Education

- rights in relationships with others and rights related to one's body cannot be exercised if not recognized.
- understanding the body helps to raise awareness of potential boundary violations
- manifest negative feelings towards the sexual organs
- struggle with interpersonal communication & reporting – wants, needs, emotions
- do not understand the “unwritten rules” of social behavior

(Couwenhoven, 2007; Walker-Hirsch, 2007; Schwier & Hingsburger, 2000; Sullivan, & Caterino, 2008; Leutar & Mihoković, 2007; Hellemans, Roeyers, Leplae, Dewaele, & Deboutte, 2010; Johnson & Sigler, 2000)

Sources of Learning about Sexuality

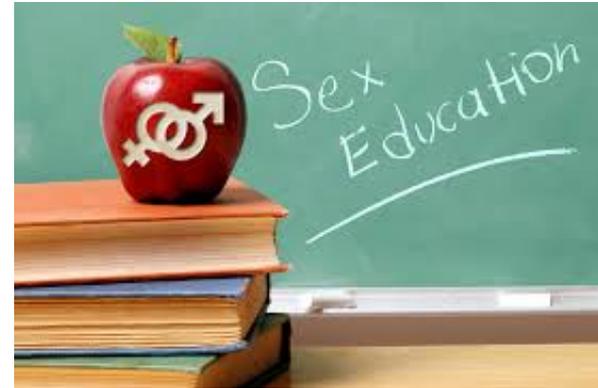
Informal



World around us:

Family, work, television, movies, music, books, peers, culture, Internet.....

Formal



Structured programs designed to share info, develop skills, explore attitudes about sexuality:

Parents, schools, institutions, community organizations implement programs



PARENTS' SEX ED CENTER

PARENTS SEX ED CENTER

[HOME](#)

[GROWTH AND DEVELOPMENT](#)

[GETTING STARTED: HELPING
PARENTS AND CHILDREN TALK](#)

[KEEP TALKING: OTHER
IMPORTANT TOPICS](#)

[ADVICE FROM PARENTING
EXPERTS](#)

[THE FACTS: PARENT-CHILD
COMMUNICATION](#)

[PARENT-CHILD
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[RESEARCH ON PARENT-CHILD
COMMUNICATION](#)

[LET'S TALK MONTH](#)

Growth and Development

Print Version 

Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life—from babyhood to childhood, childhood to adolescence, and adolescence to adulthood—enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding.

Sexuality is also a lifelong process. Infants, children, teens, and adults are sexual beings. Just as it is important to enhance a child's physical, emotional, and cognitive growth, so it is important to lay foundations for a child's sexual growth. Adults have a responsibility to help young people understand and accept their evolving sexuality. Read on to learn more about human growth and development.

- ▶ [Parent-Child Communication: Promoting Sexually Healthy Youth](#)
- ▶ [Infants & Toddlers—Ages 0 to 3](#)
- ▶ [Preschoolers—Ages 4 to 5](#)
- ▶ [Grade Schoolers—Ages 6 to 8](#)
- ▶ [Preteens—Ages 9 to 12](#)
- ▶ [Teens—Ages 13 to 17 Young](#)
- ▶ [Adults—Ages 18 and Over](#)



▶ [Parents' Sex Ed Center](#)

PARENTS DON'T HAVE TO GO IT ALONE



▶ [Sex Education Resource Center](#)

POLICY ASSISTANCE, LESSON PLANS & RESOURCES



▶ [Take Action for Change](#)

TOGETHER, WE CAN MAKE A DIFFERENCE



▶ [Youth Activism](#)

ACT. CONNECT. EMPOWER.

DONATE TODAY

SUPPORT ADVOCATES FOR YOUTH

Activist Spotlight

NAME: **MADIE**

"I am motivated by my passion for believing that everyone has the right to autonomy and education."



[FIND OUT MORE ABOUT MADIE](#)



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[CLICK HERE TO RECEIVE NEWS AND ALERTS](#)



Research Center

What to Teach When

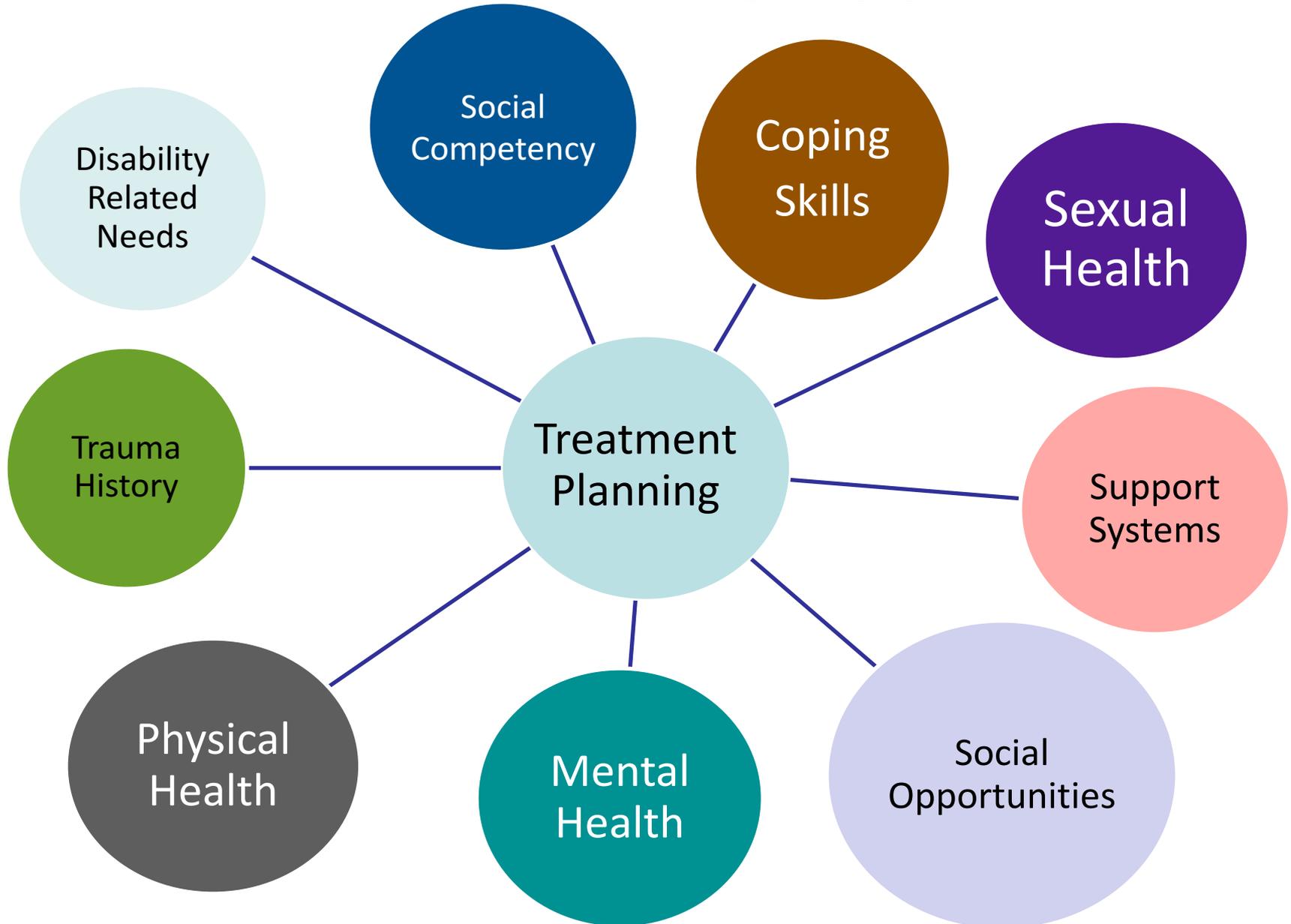
Ages 3-9

- Differences between boys & girls
- Public and private places
- Parts of the body
- How babies are born

Ages 9-15

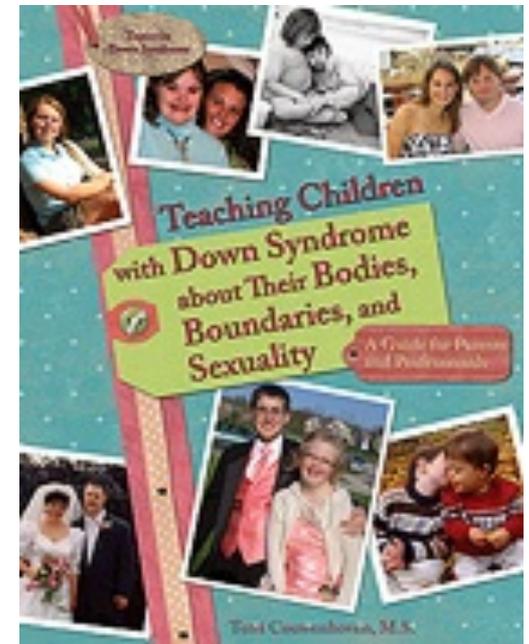
- Menstruation
- Wet dreams
- Puberty changes
- Ways to recognize & say no to inappropriate sexual touching by others
- How babies are made
- Sexual feelings
- Masturbation

Interdisciplinary Approach



MAKING SEXUALITY INFORMATION UNDERSTANDABLE

- Find out what the person already knows before introducing new information
- Pay attention to how the person learns best and use these techniques when teaching a topic
- Use pictures or other multi-sensory techniques
- Use simple, unsophisticated language
- Check understanding
- Repeat, review, and reinforce information



Prevalence of Abuse

- People with I/DD, especially women, are at heightened risk for abuse (2-4x higher)
Baladerian, 1991; Horner-Johnson & Drum, 2006
- 90% of women with I/DD will experience some form of sexual abuse during their lifetime. Curry, et al, 2011
- 92% -98% of victims reportedly knew the abuser Mansell & Sobsey, 2001

Sexual Violence

- Verbal harassment & inappropriate sexual language
- Unwanted sexual touching or private parts
- Unwanted display of sexual parts (pornography, exhibitionism)
- Sexual assault (i.e., stranger, acquaintance)
- Tricking or manipulating into sexual activity.
- Exposure to pornographic materials.
- Forced abortion, sterilization or pregnancy.
- Pursuing sexual activity when the victim is not fully conscious, or is not asked, or is afraid to say no.
- Hurting the victim physically during sex, or assaulting his/her genitals, including use of objects or weapons intra-vaginally, orally or anally.

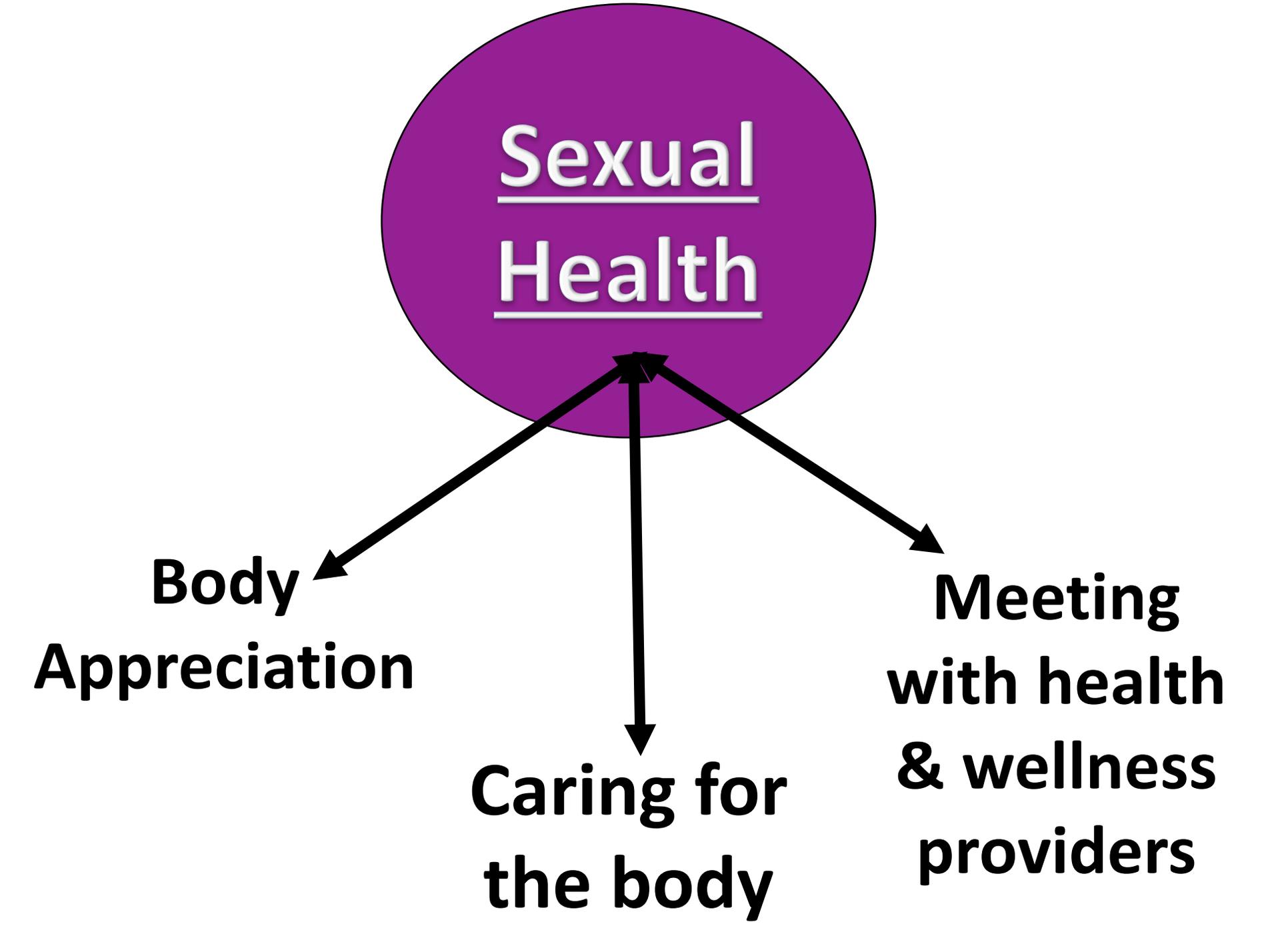
Factors Contributing to Vulnerability

- Lack of understanding of what constitutes abuse. May not realize that sexual abuse is abusive, unusual or illegal.
- TAUGHT to be compliant at home and within other systems.
- Not taught to challenge authority. Do not believe that they have the right or choice to refuse.

Factors Contributing to Vulnerability

- Limited relationship education & social opportunities.
- Low self-esteem and strong need for acceptance.
- Lack of assertiveness.
- Fear of not being believed or taken seriously.
- Fear of losing supports or limited relationships.

Sexual
Health



```
graph TD; A((Sexual  
Health)) --> B[Body  
Appreciation]; A --> C[Caring for  
the body]; A --> D[Meeting  
with health  
& wellness  
providers]
```

**Body
Appreciation**

**Caring for
the body**

**Meeting
with health
& wellness
providers**

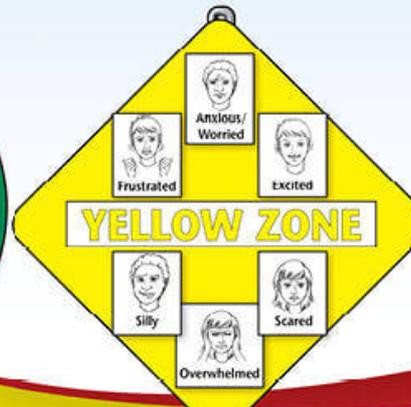
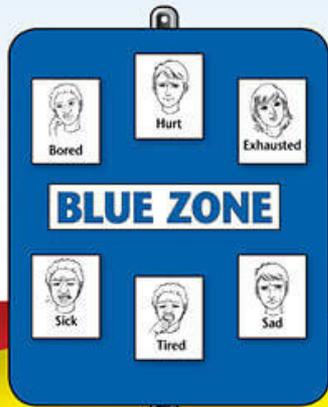
Body Appreciation

- Know the names of the sexual body parts
- Know what the sexual body parts look & feel like
- Not hurting or harming your body

Trauma Sensitive Supports in Sex Education

- Understand anatomy, functioning, and sensory processing (ie. evaluation & sensory diet)
- Acknowledge variety of feelings communicating about body
- Gradually incorporate information about body rights & boundaries
- Gradually release info about anatomy & functioning
- Build awareness & acceptance of the body
- Build self worth related to the body & self

THE ZONES OF REGULATION®



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

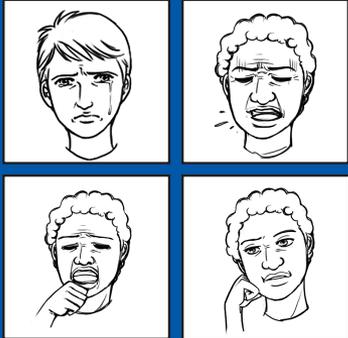
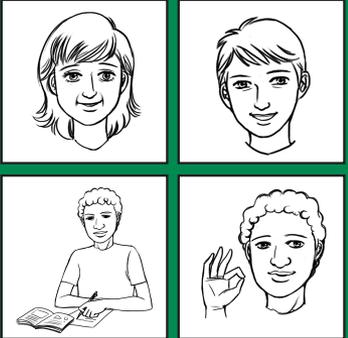
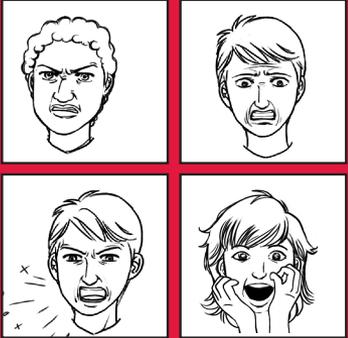
Red Zone Tools

Take a break

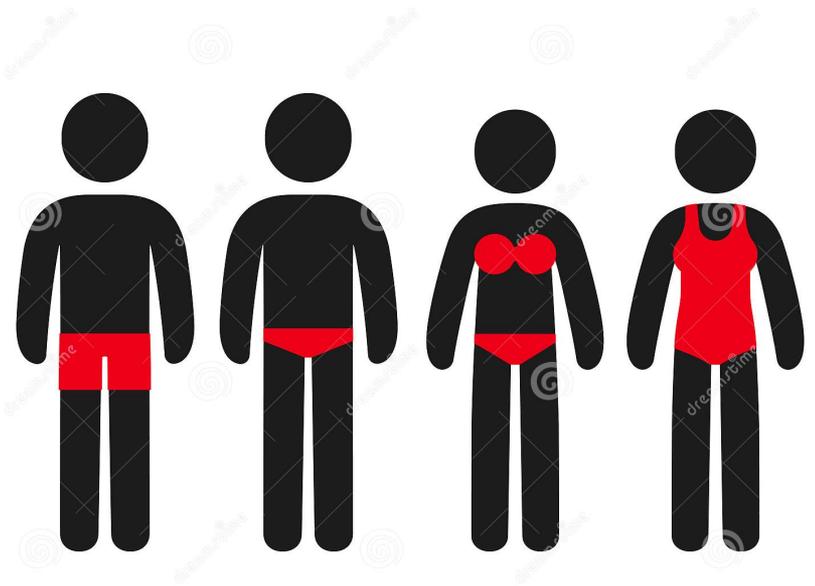
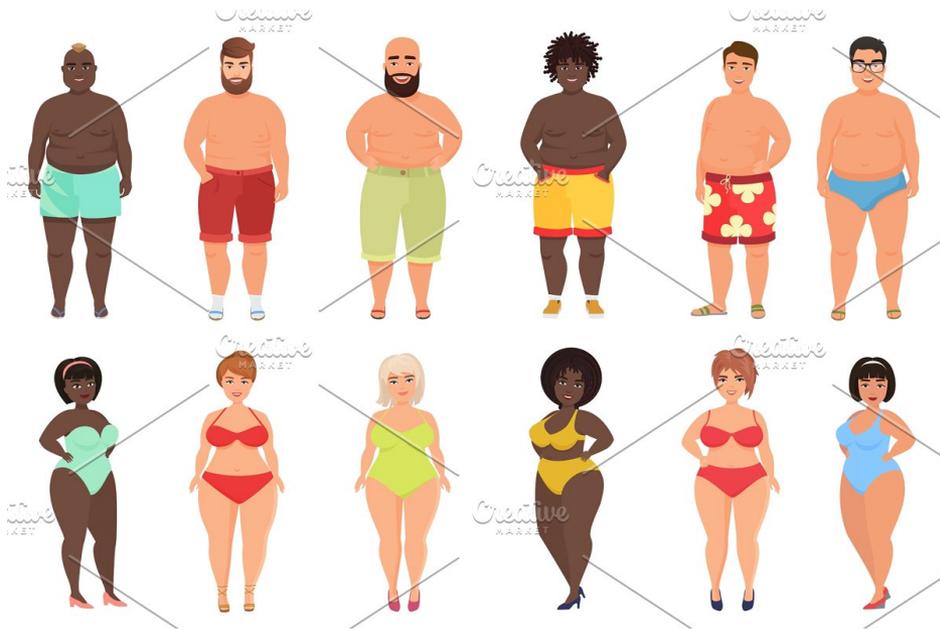
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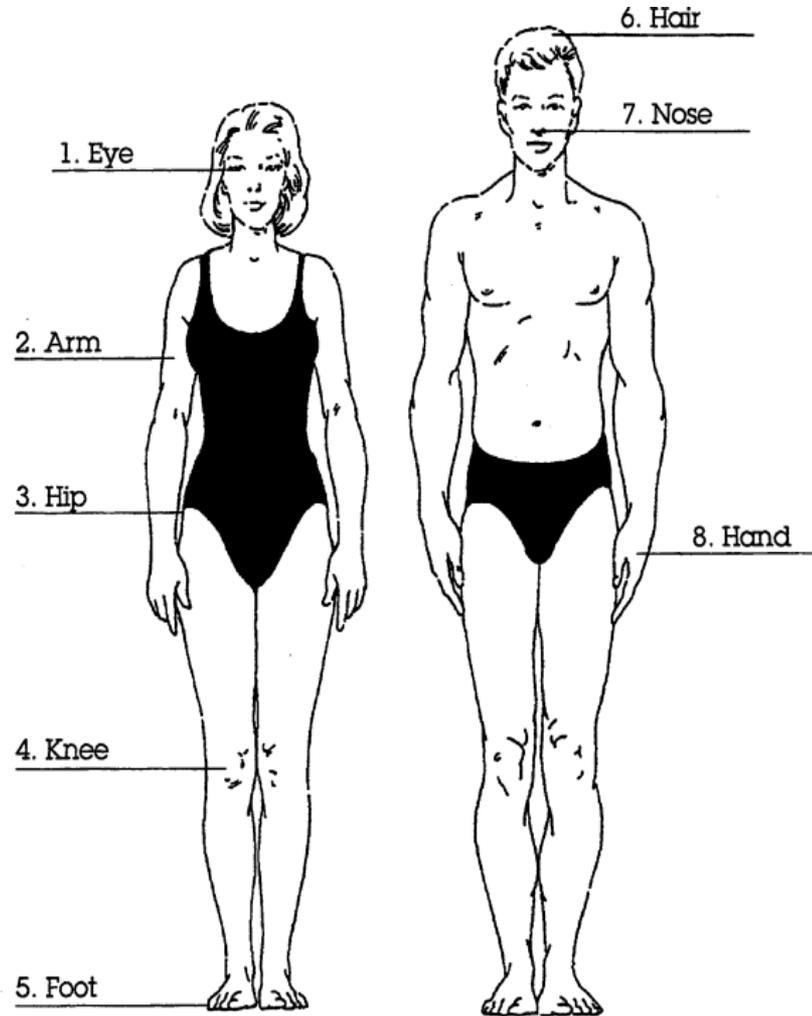
The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

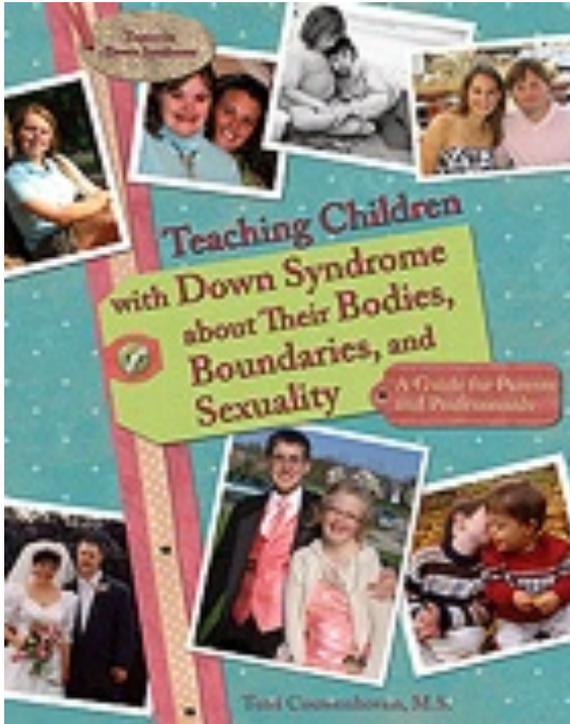
Body Boundaries



Private body parts are covered by underwear or by bathing suits.



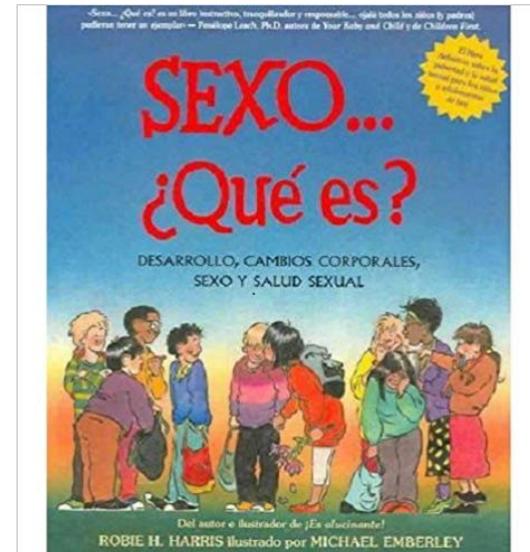
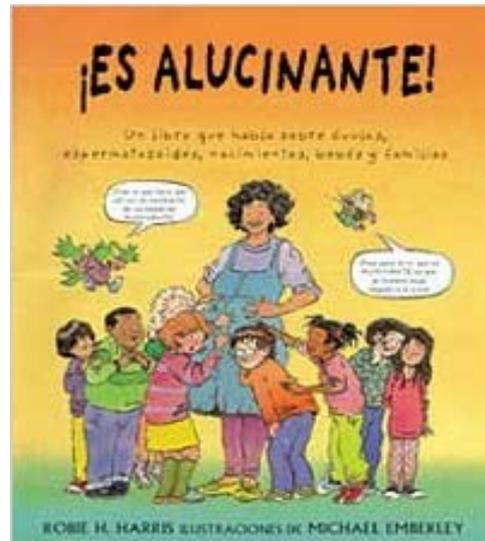
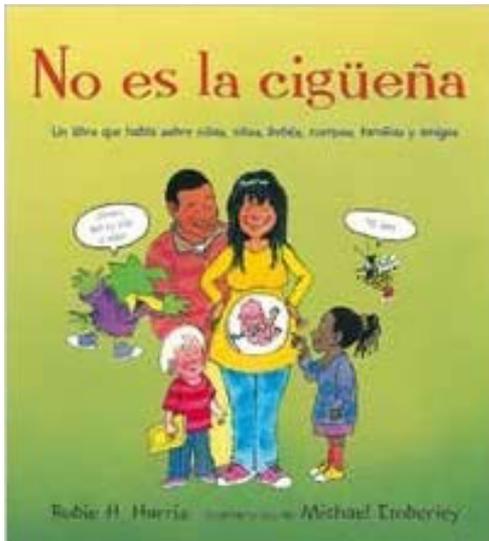
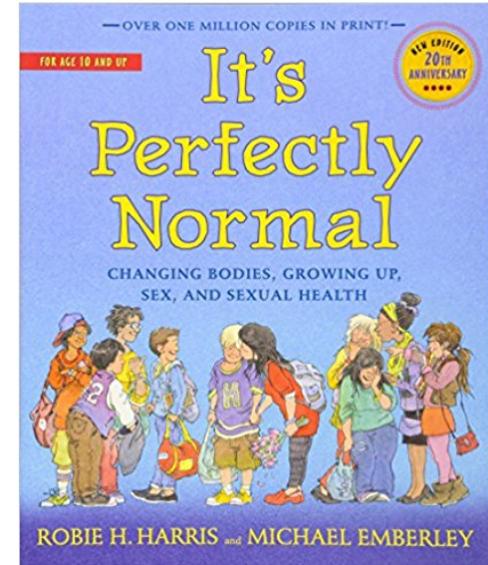
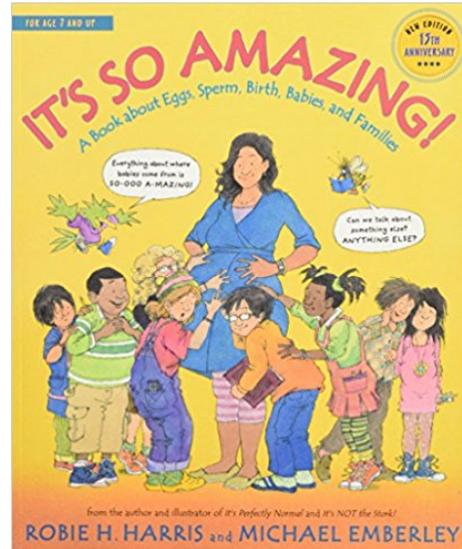
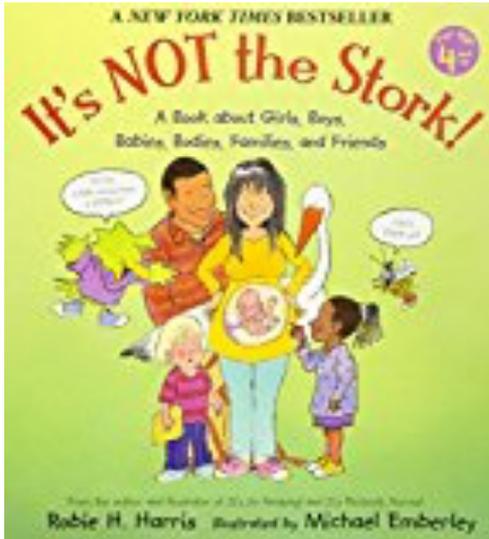
Discussing Sexual Anatomy



- Teach about it in context of whole body
- Use medical terms
- Talk about functions simply & briefly
- Introduce/reiterate abuse prevention messages

Couwenhoven, T. (2007). *Teaching children with down syndrome about their bodies, boundaries, and sexuality: A guide for parents and professionals*. Bethesda, MD: Woodbine House.

Sources for Terms & Descriptions



TEACH A BODIES

ANATOMICALLY CORRECT DOLLS



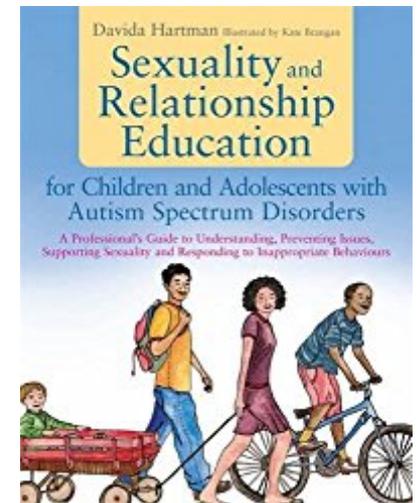
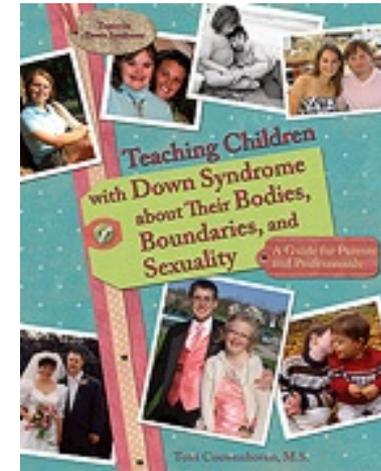
<http://www.teach-a-bodies.com/default.asp>

Jim Jackson Anatomy Models

<http://jimjacksonanatomymodels.com/>

Communicating about Erection & Ejaculation

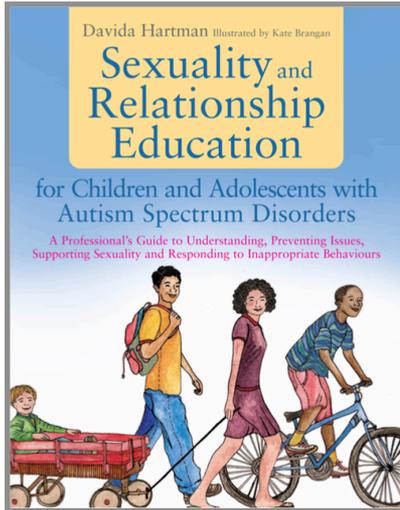
- Provide basics on anatomy
- Explain erection & ejaculation in simple terms
- Normalize that erection can happen at unexpected times & discuss ways to navigate
- Reinforce privacy



Communicating about Menstruation

- Provide basics on anatomy
- Explain menstruation in simple terms.
- Emphasize it being normal, healthy, natural...
- Add info as level of understanding changes
- Normalize menstruation can happen at unexpected times & discuss ways to navigate
- Reinforce privacy

Communicating Steps for Menstrual Care



- Steps for how to manage menstruation is essential!
- Images & text demonstrate a person for applying and removing pads in a bathroom
- Practice steps for applying product & recognizing *places where products are applied/removed*
- Practice steps for recognizing when a product needs changing

Body Boundaries

- Caring for the body
- Knowing expected places to be when caring for the body
- Having contact with your body
- Knowing expected places to be when touching your body
- Knowing expected situations and people to have contact with your body

Caring for The Body

- Bathing, showering body (including the sexual body parts)
- Toileting
- Dressing
- Using menstrual care products correctly, changing them routinely
- Using clean & safe sexual aides during masturbation
- Going for routine sexual health exams & testing
- Using condoms and contraceptives consistently & correctly

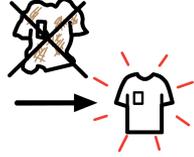
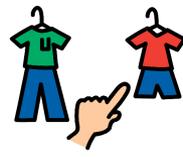
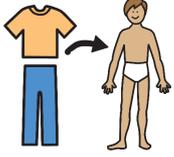
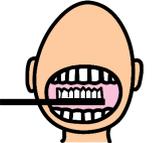
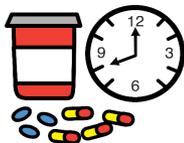
Trauma Sensitive Supports in Sex Education

- Remember sexual health images & concepts can be triggering
- Talk about sexual health beyond “disease & dysfunction”
- Gradually introduce sexual health concepts
- Provide affirming sexual health resources & safe places
- Give explicit info about sexual health exams & what to expect preliminarily
- Consider prelim exam visit (to prepare the individual)

Caring for the body is important.
You can take care of your body
independently!

Where do you go to care the
body?

When do you care for the body?

	<p>I do a good job of taking care of myself everyday</p>						
	<p>I'm proud of my efforts</p>		<p>I keep my body clean</p>		<p>I wash my face and hands</p>		<p>I wash my hair</p>
	<p>I wear clean clothes</p>		<p>I pick out clothes to wear</p>		<p>I get dressed</p>		<p>I wear a jacket when it's chilly</p>
	<p>I check my self in the mirror</p>		<p>I comb or brush my hair</p>		<p>I blow and clean my nose</p>		<p>I brush my teeth</p>
	<p>I clip my finger nails</p>		<p>I clip my toe nails</p>		<p>I use lotion and sunscreen</p>		<p>I take my medicine</p>

Insert Source for Graphic!!

Emphasize Privacy

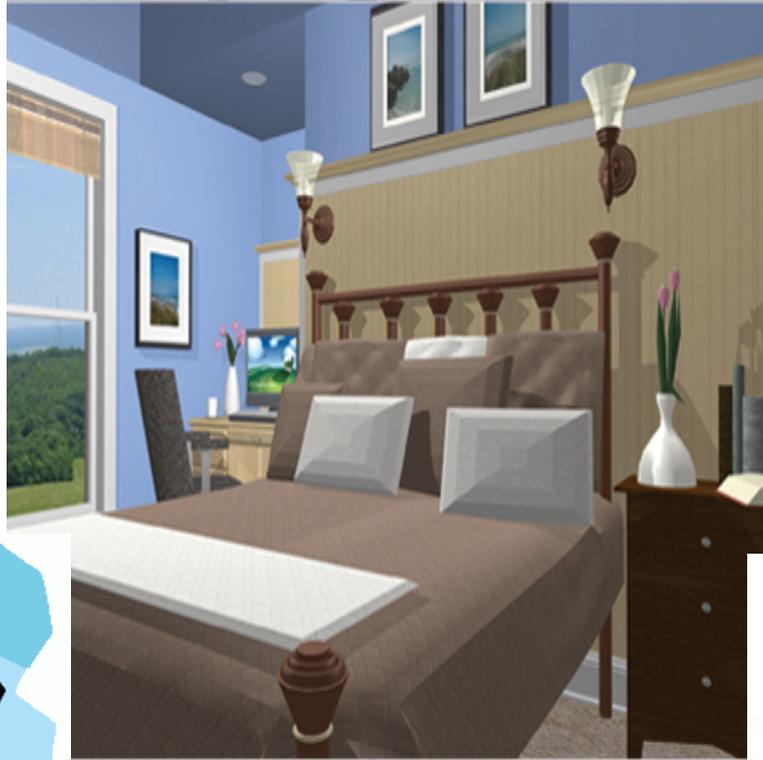
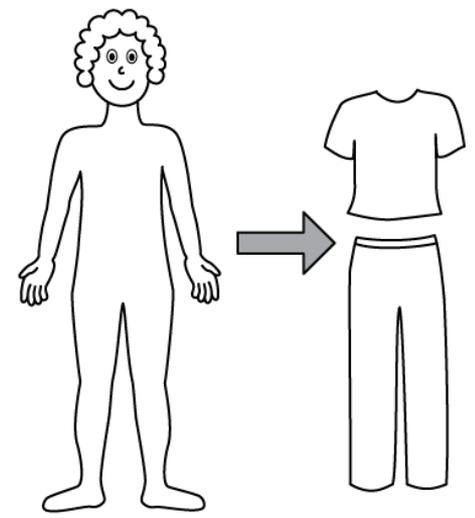
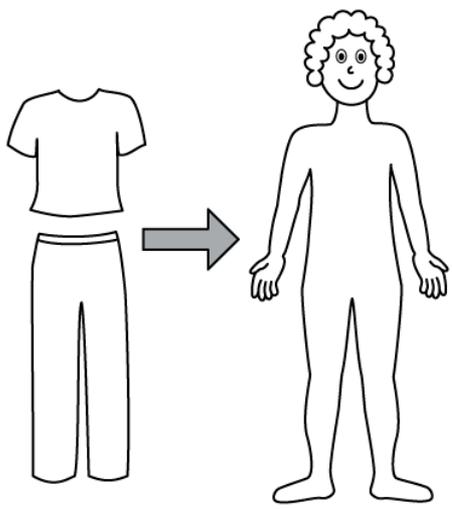
- Places
- Body parts
- Things people do

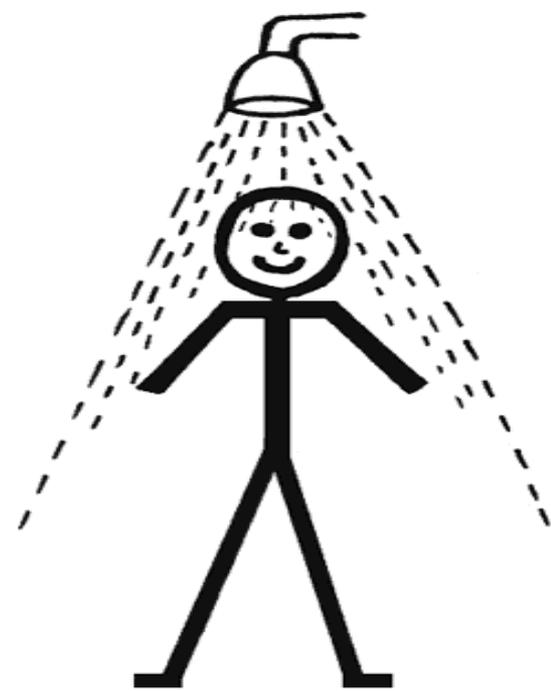
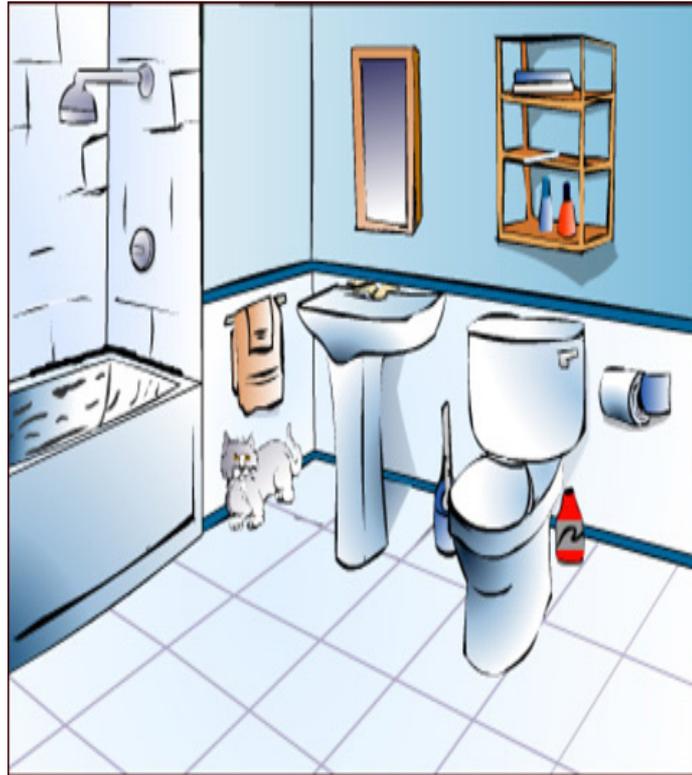
I can be in private when I am all alone.
There is no one to interrupt me.



Places for limited privacy







Are these places at school private areas?



Are these places at school private areas?



Supporting the concept

- Normalize “privacy”-point out examples and times when a privacy may be needed/desired
- Point out locations for privacy
- Connect being in private locations for behaviors involving the sexual/reproductive anatomy
- Demonstrate privacy & personal space
- Encourage opportunities for privacy

Task analysis

Break down task into tinier steps that are taught one a time.



Washing hands

	Water on
	Hands wet
	Rub hands with soap
	Rinse
	Water off
	Dry

Brush Teeth



Get toothbrush,
toothpaste, and floss



Wet toothbrush



Put toothpaste on brush



Brush teeth



Brush front of teeth



Brush back of teeth



Brush tongue



Spit in sink



Floss teeth



Throw away floss



Direct instruction

- **Verbal instruction**
 - Explain how to perform the skill
 - Use brief explanations & words that work best
 - Explain one step at a time to support full attention
- **Demonstration**
 - Model how to perform the individual steps
- **Physical assistance**
 - Some may need "physical guidance" or "doing" with the explanation with the goal of fading out assistance.
 - Determine how to fade this out- modeling, gesturing, verbal prompt (direct or indirect)

Teaching frequency of self care

- **Create a routine & expectations for caring for the body**

Morning Grooming Checklist

	Choose clean clothes to wear	<input type="checkbox"/>
		
	Get dressed	<input type="checkbox"/>
	Go to the bathroom	<input type="checkbox"/>
	Put deodorant on	<input type="checkbox"/>
	Brush my teeth	<input type="checkbox"/>
	Brush my hair	<input type="checkbox"/>

- **Help tune into bodily signs of self care (hair getting greasier, body odors, etc.)**
- **Link hygiene routines with events & activities**

Body care product pouch



Give info about:

How to use

Why they are used

Where to use

Where to find products

Important concepts to teach

- Bodily autonomy (Your body is your own)
- Medical terms for the body
- Describe different types of contact (touch, talk, actions) and trust common for each type of relationship
- Healthy relationship qualities & what constitutes abuse
- Importance of disclosure & sources of support

Concepts to Emphasize about Masturbation

- Kept private (don't let others know)
- Appropriate in your private bedroom or bathroom
- Should be free from hurt or harm

Concepts to Emphasize about Masturbation Aids

- Product should be safe for use! Not hurt or harm.
- Used in private for yourself
- Stored in a place that is not easily seen by others
- Do share info about using toys with family, friends, or the community
- Clean sexual toys to prevent infection

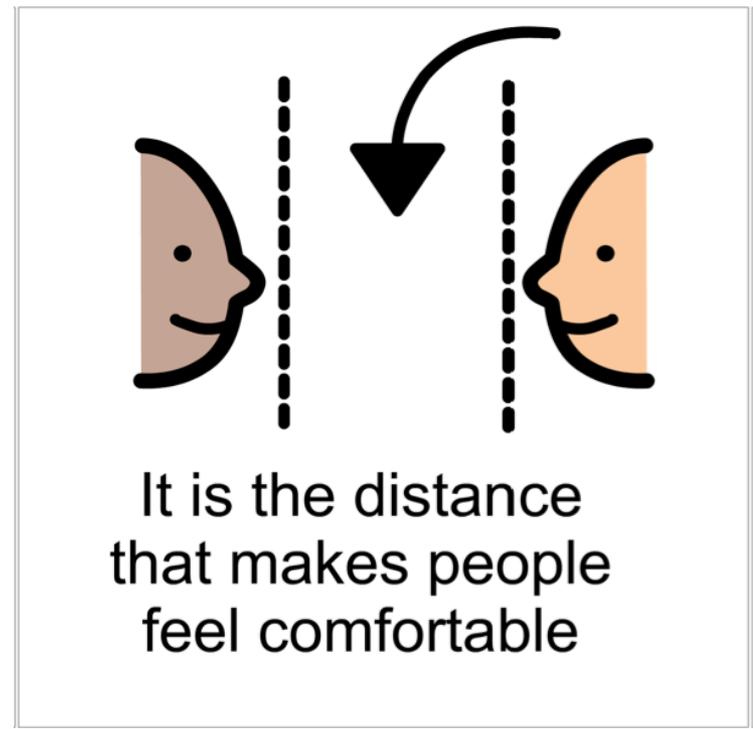
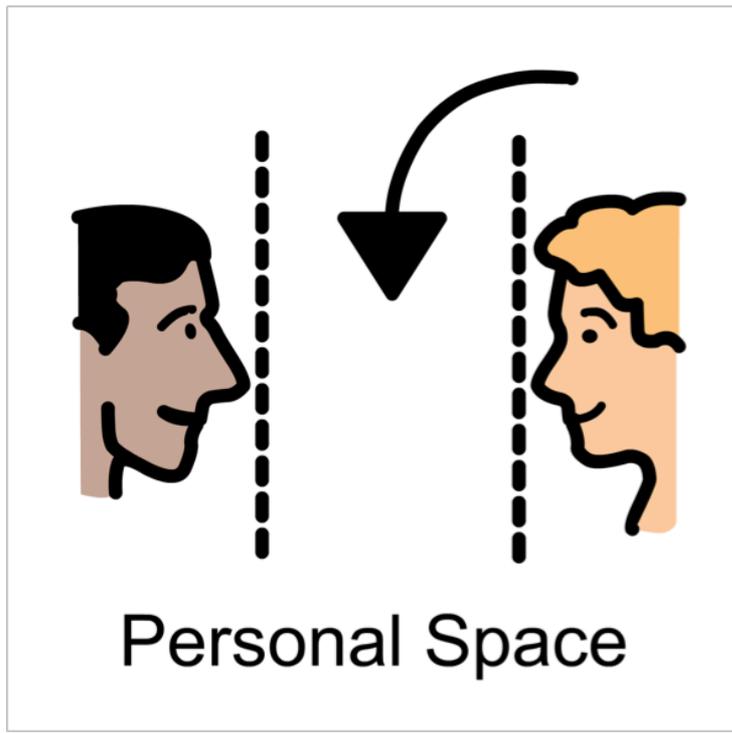
Concepts to Emphasize about Sexually Explicit Media

- Should ONLY SHOW ADULTS!!! (NO CHILDREN!!!)
- Viewed in private
- Stored in a private place that is not easily seen by others

Boundaries

- **You may set boundaries about your body, feelings, words, and actions based on:**
 - your relationship with the person
 - the level of trust you have with the person
 - safety in the relationship
 - where you are spending time with the person

Personal Space



**Touch, talk, or trust should be ok
for YOU and the other
person/people!**

**If someone doesn't respect
your boundaries, let someone
know!**

Types of Touch with Others



Touching Rights :

Never to be touched in an affectionate way without your permission

Never to be touched in a sexual way without your permission

Never to be touched in a violent way except by choice (like in football)

Never to be touched in an exploitive (unfair) way

Things to remember about contact:

- Is the contact appropriate with this person?
- Should be wanted by BOTH
- How are you feeling? How is the other person feeling?
- Can end at any time!!!!

Circles®

Intimacy & Relationships

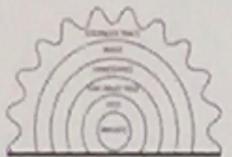
- Stranger Circle
- Wave Circle
- Handshake Circle
- Far Away Hug Circle
- Hug Circle
- Private Circle



It's ok to hug your mother... It's not ok to hug the mail carrier.

Leslie Walker-Hirsch & Marklyn Champagne

- Teaches about relationships, socially appropriate behaviors, and boundary setting.
- CIRCLES: Safer Ways addresses communicable disease and STI prevention

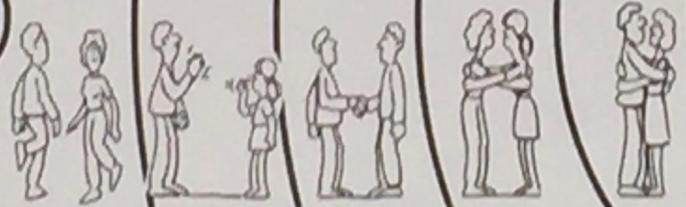
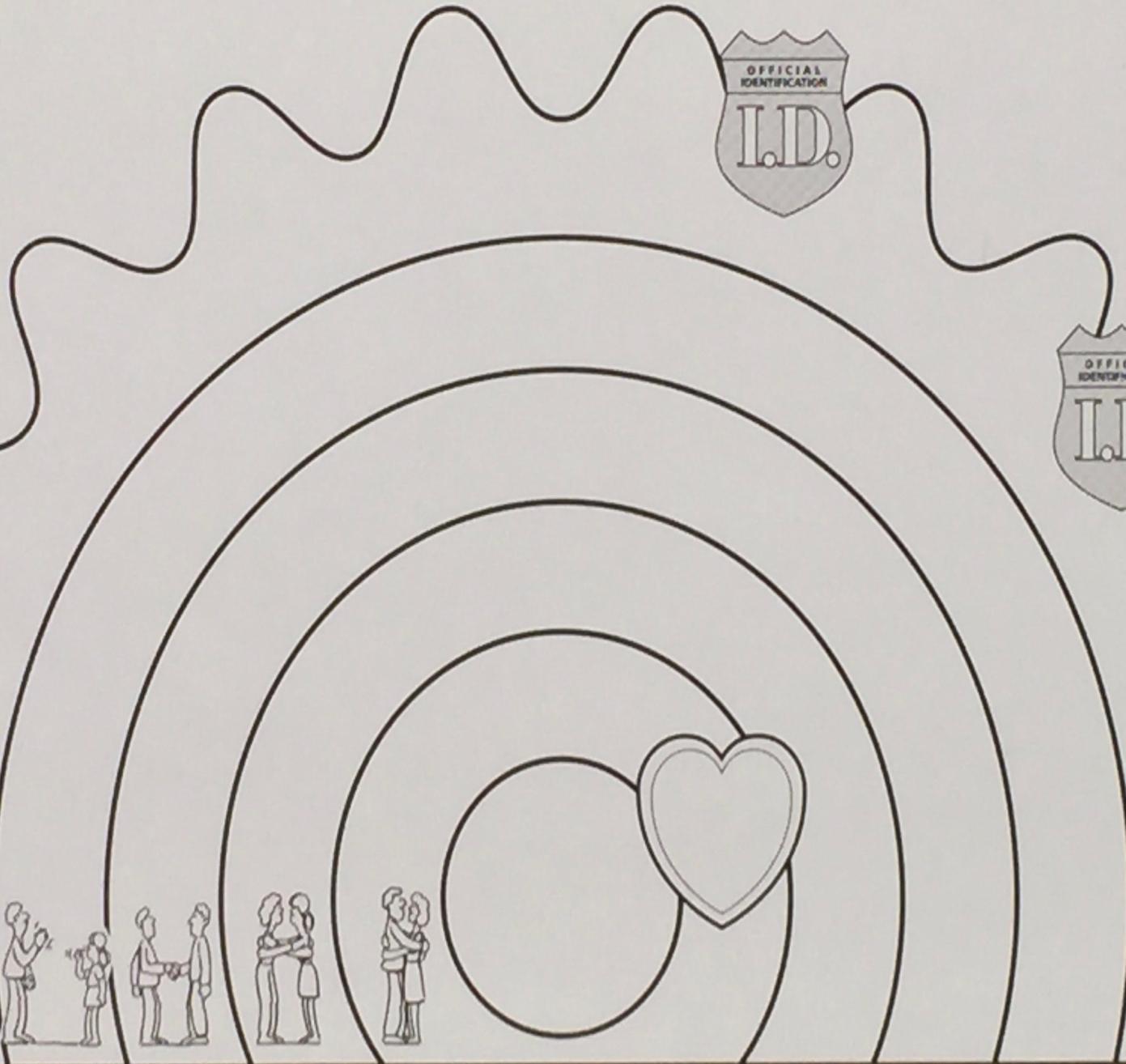


CIRCLES

PERSONAL GRAPH



TOUCH TALK TRUST



Circles Curriculum

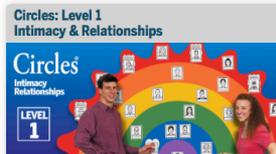
Home » Circles Curriculum



"The Circles Curriculum was fantastic! I saw real improvements in the students I worked with learning how to interact appropriately with others." –Karina Cartwright, Supported Employment Program

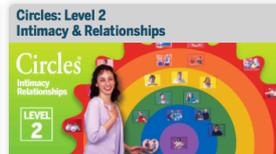
[View Full Description](#)

Circles Curriculum is composed of (3) Programs:



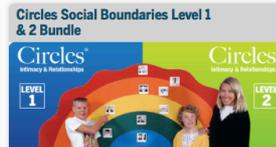
This program helps students "see" social distance and explains levels of intimacy and how those levels can change over time.

[Learn More](#) [Add to Cart](#)



Circles Level 2 provides an introduction to the Circles Paradigm and illustrates more subtle applications of the Circles rules of social distance. It's an ideal second step.

[Learn More](#) [Add to Cart](#)



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CIRCLES: LEVEL 1

CIRCLES: LEVEL 2

STOP ABUSE

Circles Curriculum

(3) Individual Programs starting from: \$499 - \$699

SUPER SAVER

Save \$300 when you buy all 3 Programs!



Circles Curriculum Includes:
5 hours of instruction
12 DVDs
1 Giant Wall Graph
50 Large Laminated Graph Icons
50 Student Personal Graphs
300 peel n stick icons
3 Teacher's Guides

regular \$1,999 now \$1,599 [Add to Cart](#)

2 reviews for Circles Curriculum Bundle #W1037.3

DiOnne Pruitt - ★★★★★

CIRCLES Programs are distributed by the James Stanfield Company
<https://www.stanfield.com/product/circles-curriculum-bundle-w1037-3/>

Circles App™ defines and clarifies social boundaries and helps users recognize and practice them. Real people can be added to app for a customizable experience.



App Store > Education > James Stanfield Co., Inc.

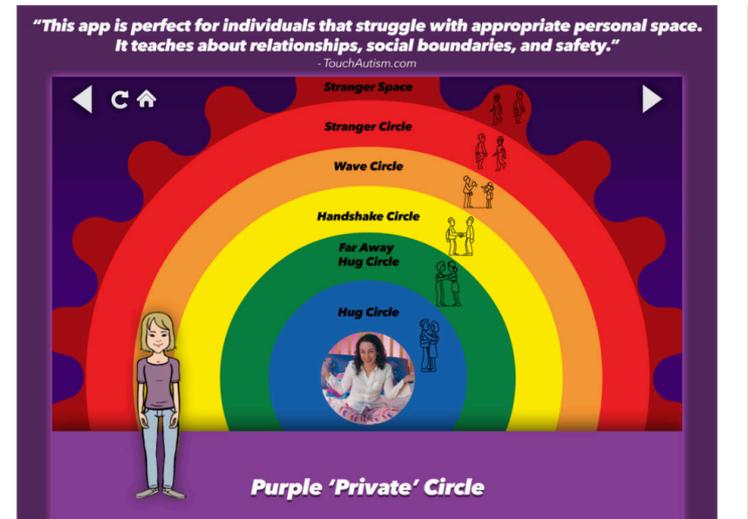


Circles App - Social Skills & Relationships 4+

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Therapist, educator, consultant

sexuality and its problems, intellectual disabilities

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- Recommended for ages 11-21
- Classroom tested for middle and high school students on the autism spectrum





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- **Unit I:** Knowledge of Abuse & Empowerment (Lessons 1-5, approximately 30 to 45 minutes per session)
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- **Unit III:** Support Group Sessions (6 sessions, approximately 30-45 minutes per session)

Connect with Us!

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