

Let's Talk about Healthy Sexuality & Sexual Safety for People with Intellectual and Developmental Disabilities (Part 1)



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*

Developed with the goal to identify, address, support, advocate and advance the individual rights of all people across the lifespan with special emphasis on abuse prevention & sexual rights of people with disabilities. Through collaboration with community members within varied settings we provide education, training, and counseling services to people of *ALL abilities*.

Mission: 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.

Our Services:

Individual & group counseling services

Client & family centered educational workshops

Professional training



Objectives:

- **Identify three sources of learning about sexuality.**
- **Describe the importance of having access to medically accurate, age and developmentally appropriate info about healthy sexuality & 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
COMMUNICATION PROGRAMS

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



SIGN UP FOR UPDATES

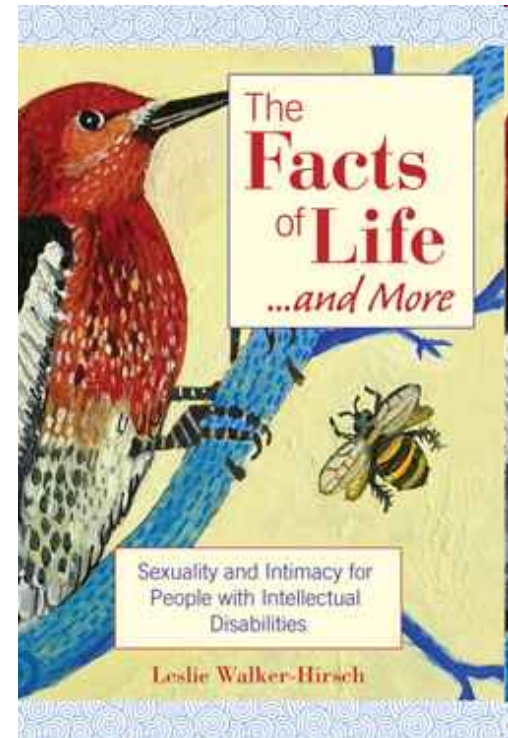
CLICK HERE TO RECEIVE NEWS AND ALERTS

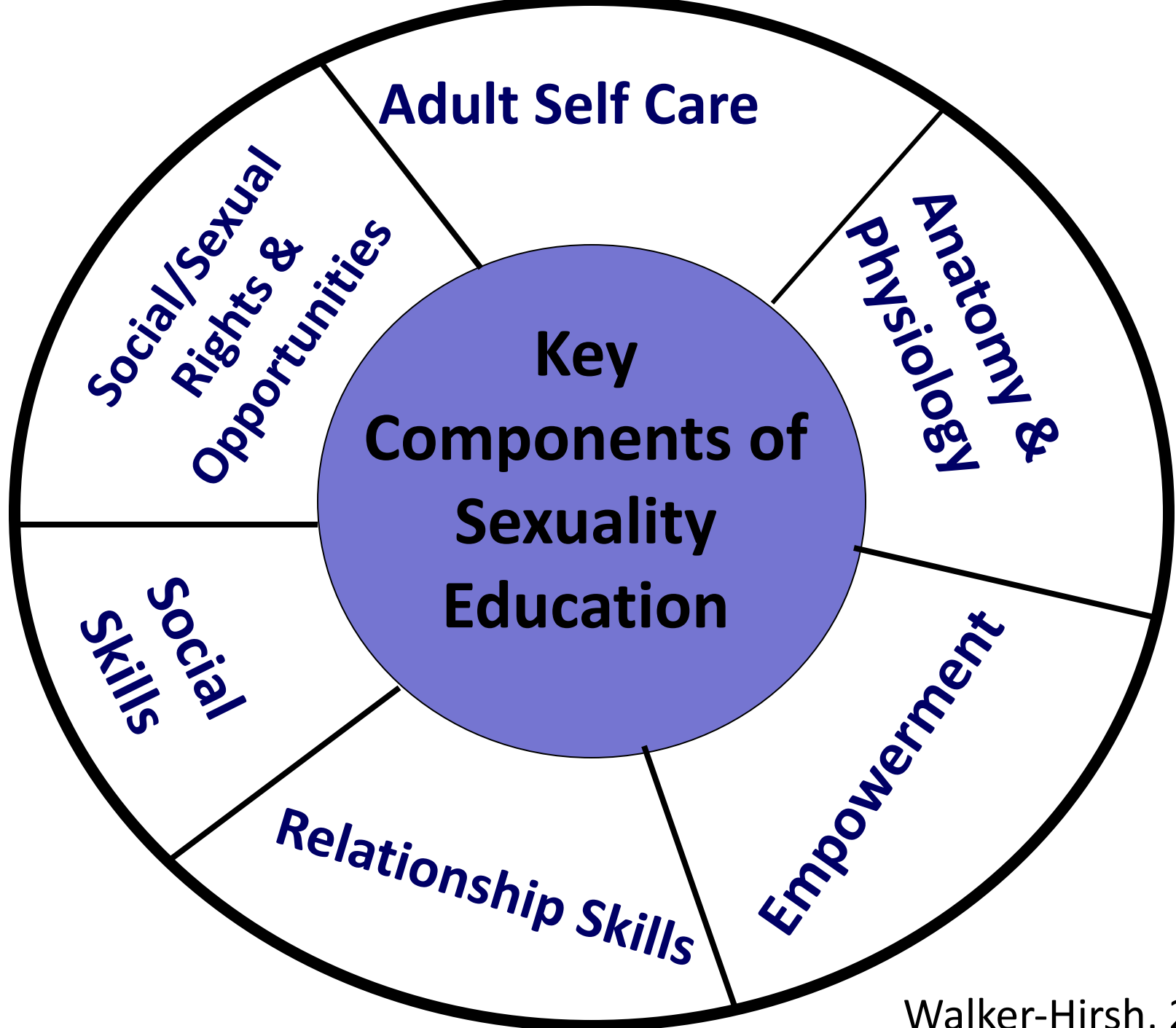


Research Center

What are the Goals of Sex Ed?

- Support social acceptance
- Achieve greater social competence
- Enhance quality of life
- Reduce risk of sexual exploitation
- Prevent STDs





Adult self-care- focus on independent personal self-care including dressing, toileting, grooming, sexual hygiene practices

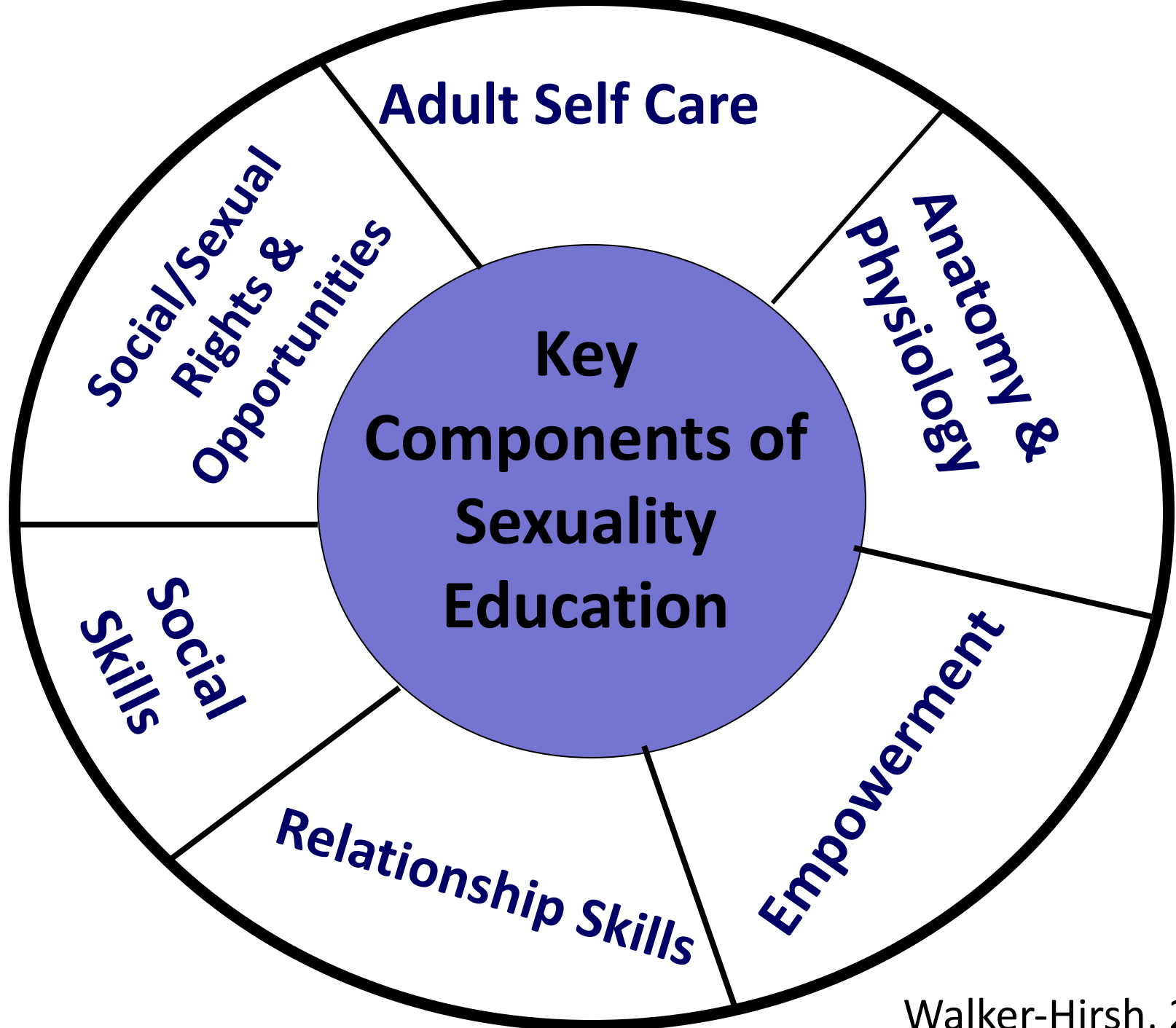
Anatomy & Physiology- focus on the physiological/sexual anatomy including names, functions, when and where it is appropriate to discuss, talk about *body parts beyond reproductive function*

Empowerment- focus on self-esteem, autonomy, personal preferences, values, and decision making

Relationship skills- focus on developing and maintaining relationships including family, friends, partner, etc.
communication and assertiveness skills

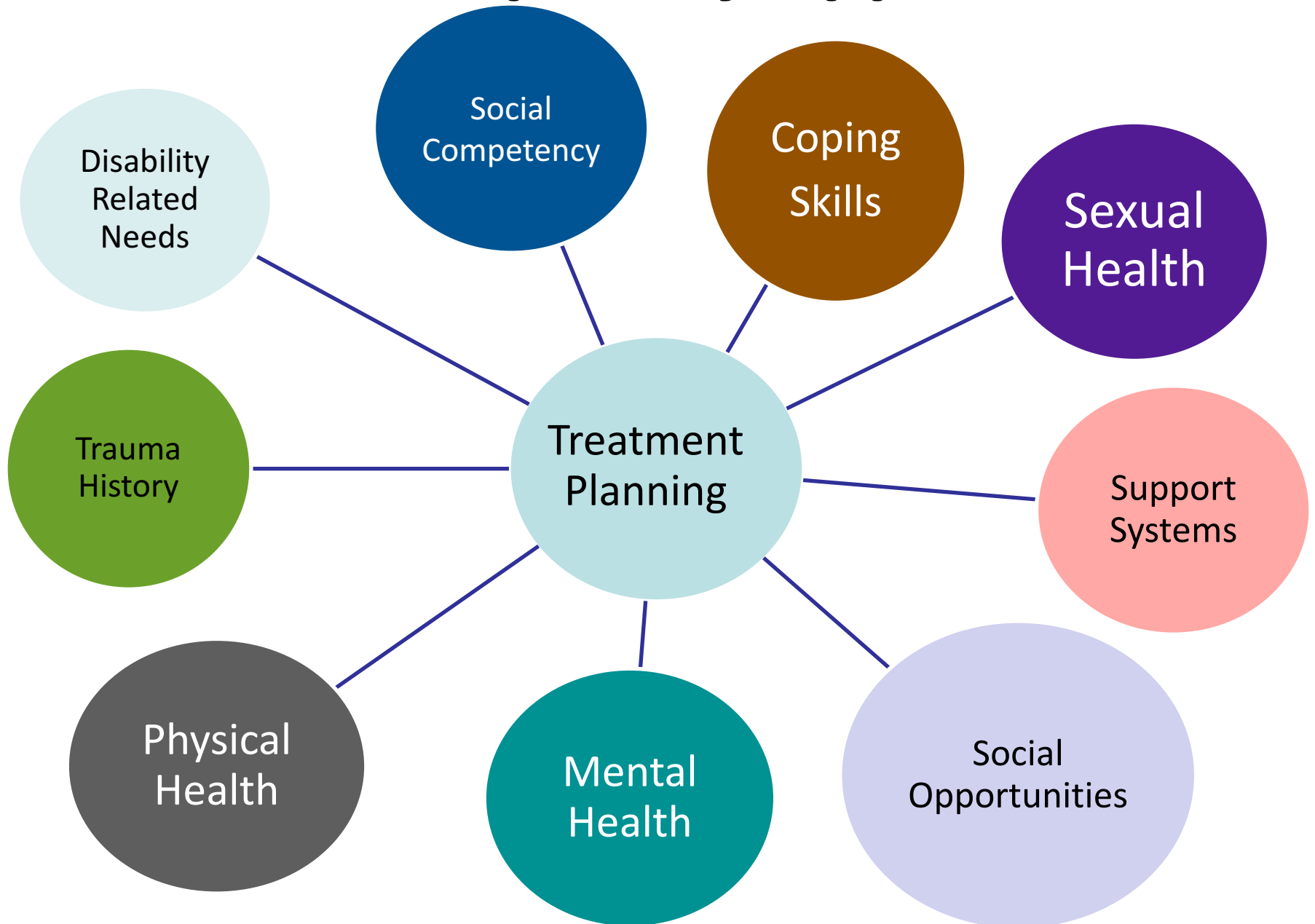
Social skills- focus on the behaviors and conventions that let others know what we want while remaining likeable, public social skills includes a focus on communication, acceptable behaviors and should be taught directly, repeatedly, and explicitly. Practice social skills to help them decipher what is appropriate and what is not.

Social/ sexual rights & opportunities- focus on the social opportunities of youth and what sexual opportunities/rights including sexual consent, going for sexual health care



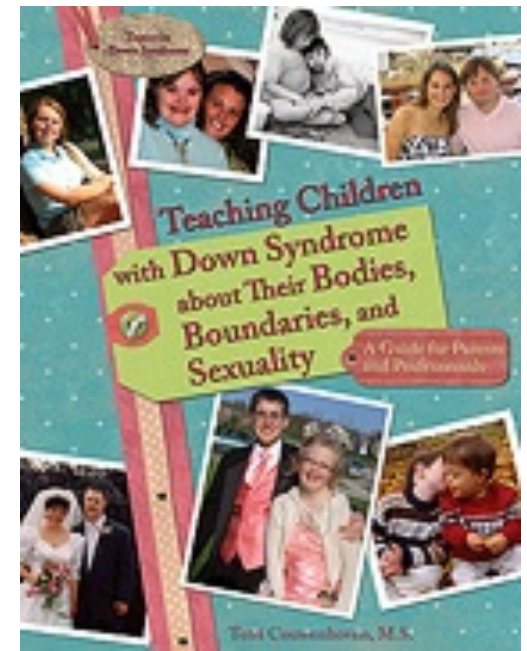
Walker-Hirsh, 2007.

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



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

Prevalence of Abuse

- People with intellectual and developmental disabilities (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 of 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**

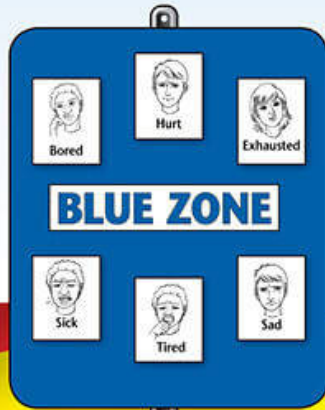
Body Appreciation

- 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

- 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




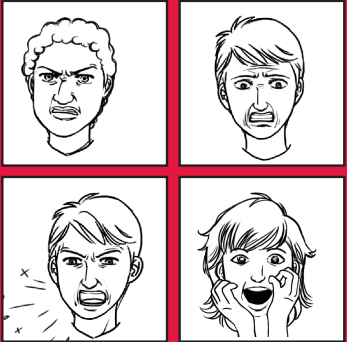
Red Zone Tools

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>

Social Skills

Emotions Color Wheel

The Emotion Color Wheel can help visually group feelings. The circle is divided into colors to show some basic emotions.



▶ Click here to go to Emotions Color Wheel

1 2 3 4 5

Popular Areas



[Classroom activities](#)

FREE AREA



[Social Skills & Feelings Workbooks Combo Pack](#)

Product



[Faceland](#)
Build skills in facial recognition of emotion

Product



[Bully Book](#)

Product

Main Topics:



1 [Communication Skills](#)

Includes strategies, social articles, and graphic organizers to improve conversational skills, language strategies in the classroom, games, and teacher resources.



2 [Social Behavior](#)

Includes explicit break-downs of the hidden rules that underlie social interactions, strategies and social articles to address social behavior, visual tools to identify feelings and emotions in self and others, songs and games, teacher resources, and more.



3 [Social Skills Toolbox](#)

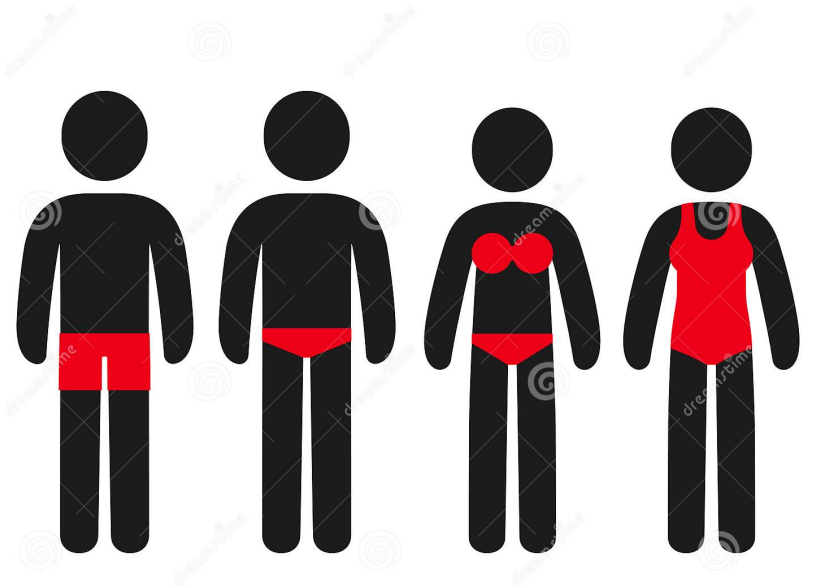
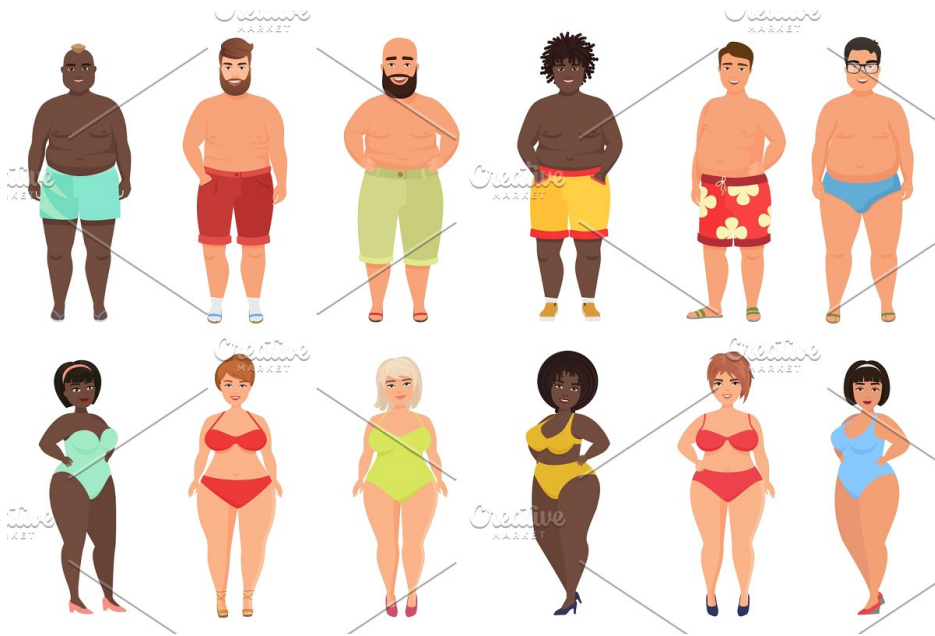
Includes specific lessons, graphic organizers, and workbooks to address the communication and behavioral skills that impact socialization.



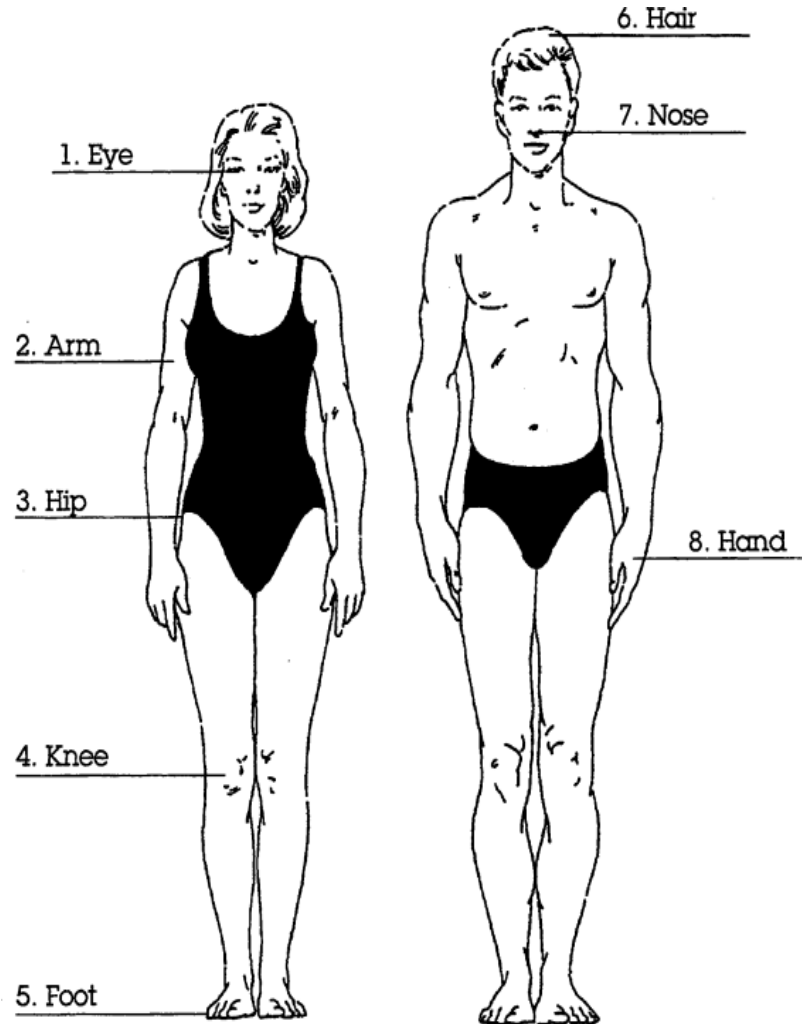
4 [Emotions Color Wheel](#)

Offers a powerful visual tool to help one group feelings, and accurately label and define emotions.

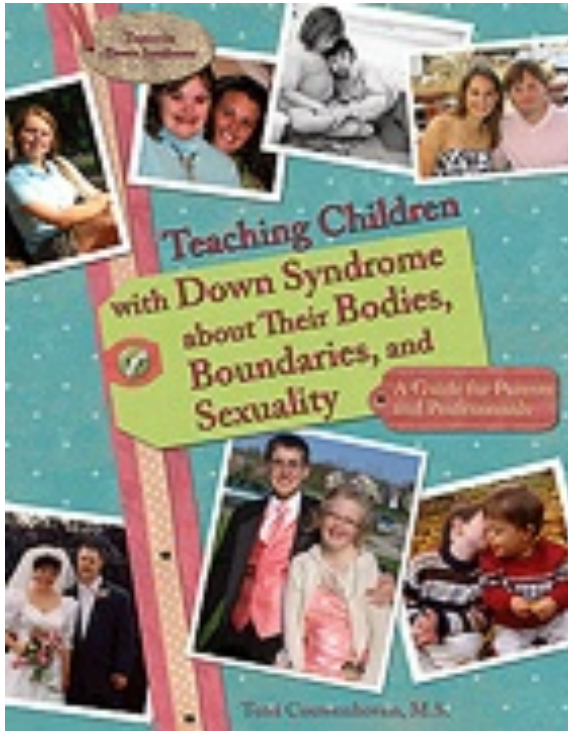
Body Boundaries



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



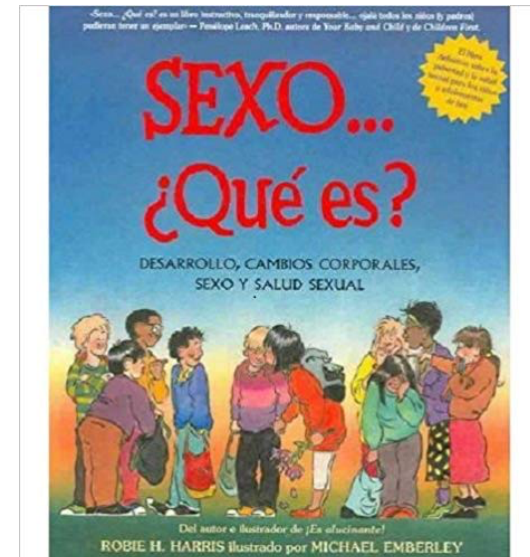
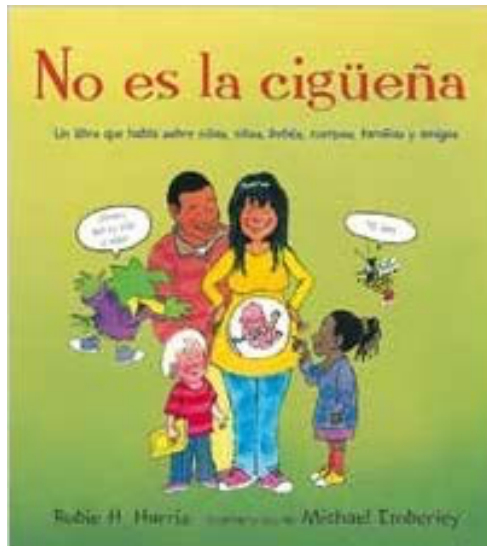
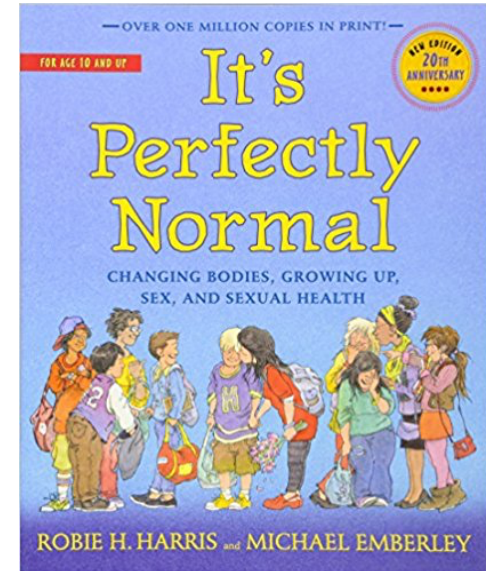
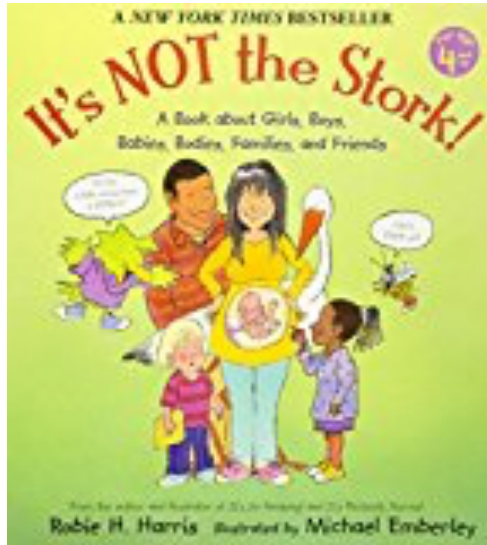
Discussing Sexual Anatomy



- 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



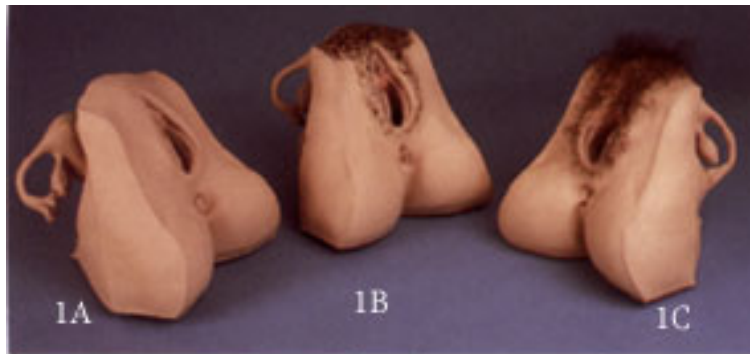
TEACH A BODIES

ANATOMICALLY CORRECT DOLLS



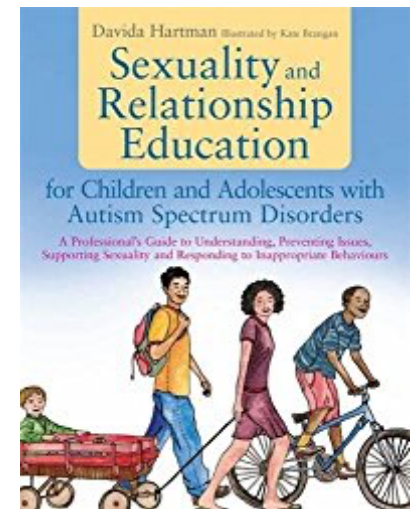
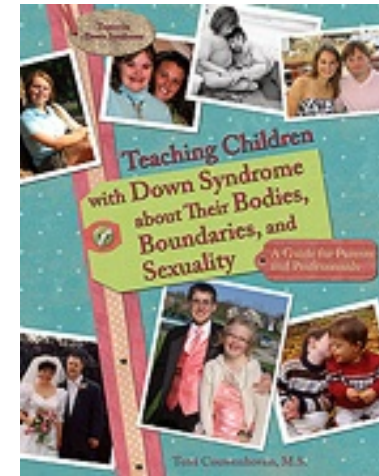
<http://www.teach-a-bodies.com/default.asp>

Jim Jackson Anatomy Models



Communicating about Erection & Ejaculation

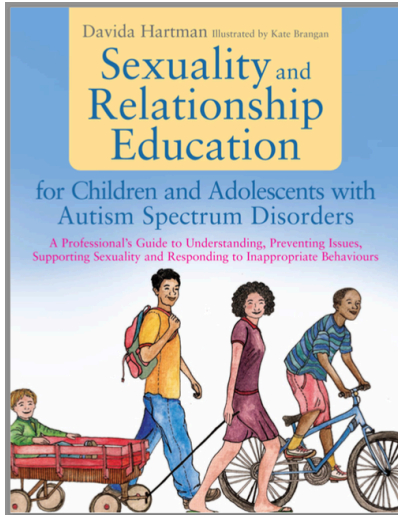
- Provide basics on anatomy
- Explain erection & ejaculation in simple terms
- Normalize that erection can happen at unexpected times & discuss ways to navigate
- Reinforce privacy



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>

All Categories ▾

personal hygiene



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Life Skills Personal Hygiene Visual Schedules: Pre/Post Adolescent BUNDLE



View Preview

Subject

Special Education, Life Skills, Occupational Therapy

Grade Levels

5th, 6th, 7th, 8th, 9th, 10th

Resource Type

Homeschool Curricula, Activities, Task Cards

Product Rating

★★★★ 4.0 • 12 Ratings

File Type

Compressed Zip File

Be sure that you have an application to open this file type before downloading and/or purchasing.

36 MB | 113 visuals, 14 schedule boards, 88 pages

Share

Share Tweet Save

\$6.99

Bundle

List Price: \$9.98

You Save: \$2.99

Add one to cart

Buy licenses to share

+ Add to Wish List

Report this resource



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3,619 Followers

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More products from Print Path OT

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**

Emphasize Privacy

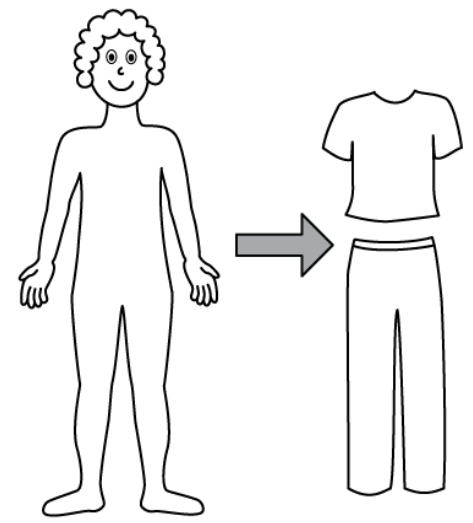
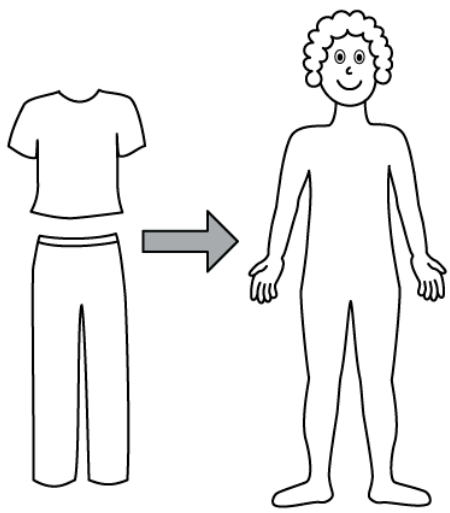
- Places
- Body parts
- Things people do

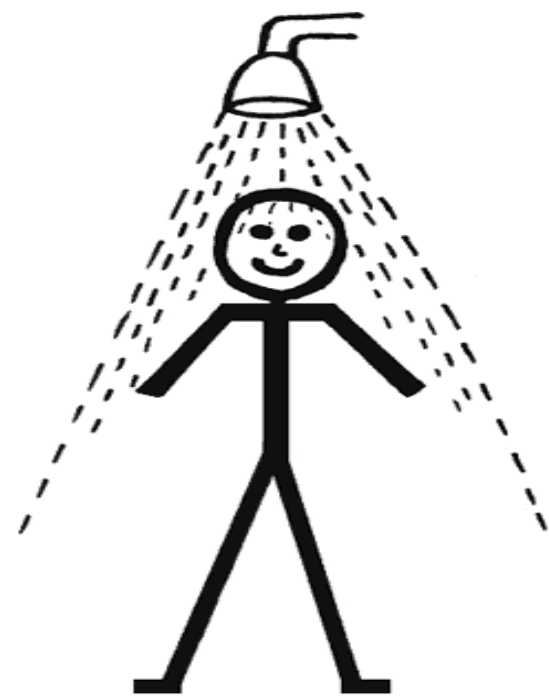
I can be in private when I am all alone.
There is no one to interrupt me.



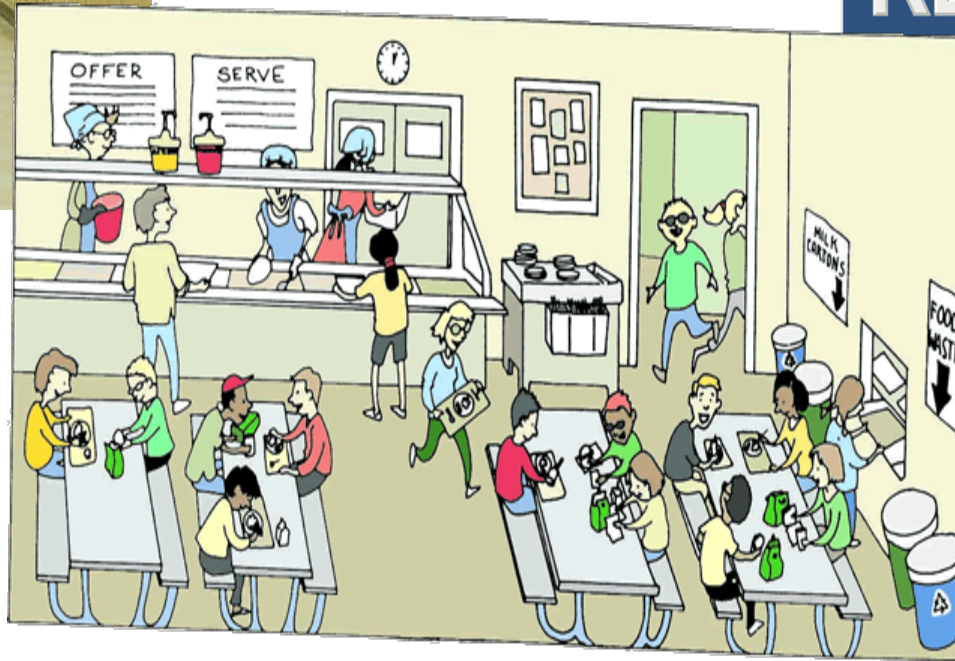
Places for limited privacy







Are these places at school private places?



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

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 not 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

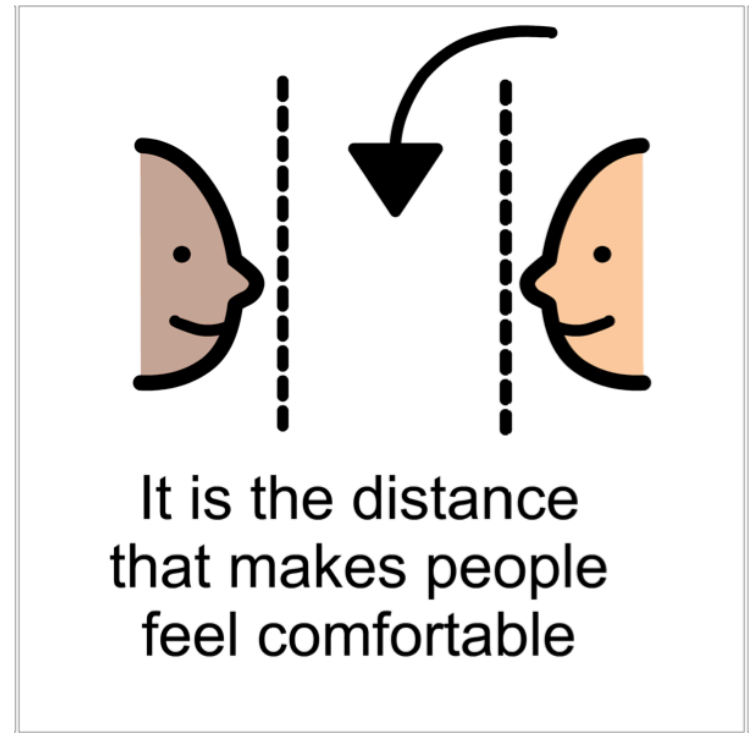
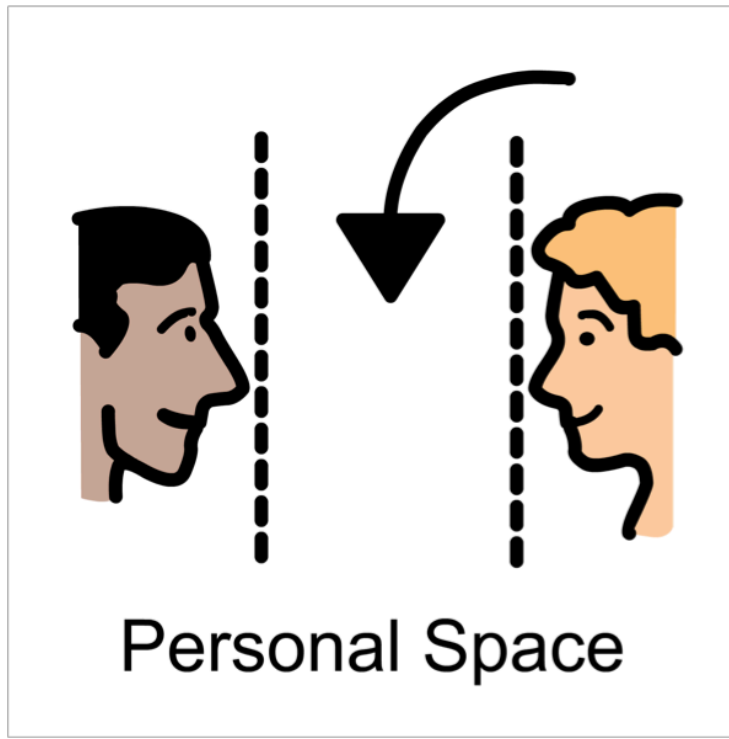
Important concepts to teach

- 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

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

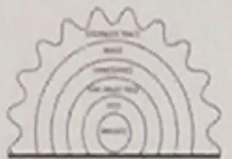
- Stranger Circle
- Wave Circle
- Handshake Circle
- Far Away Hug Circle
- Hug Circle
- Private Circle



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

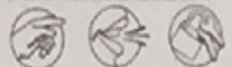
Leslie Walker-Hirsch & Marklyn Champagne

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

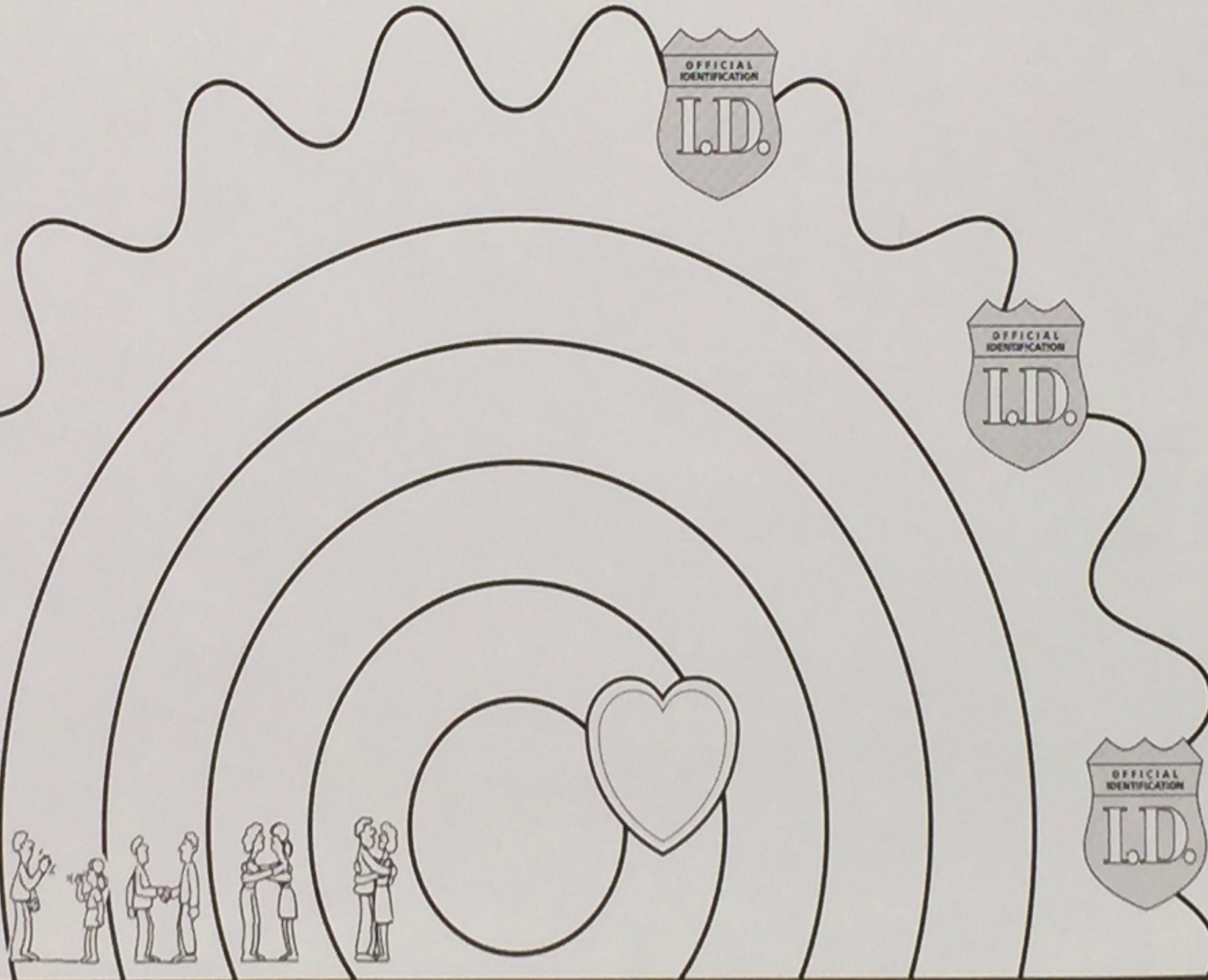


CIRCLES

PERSONAL GRAPH



TOUCH TALK TRUST



Circles Curriculum

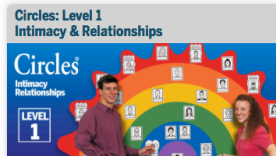
Home » Circles Curriculum



"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

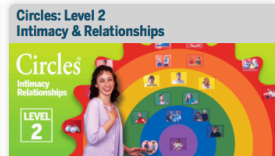
[View Full Description](#)

Circles Curriculum is composed of (3) Programs:



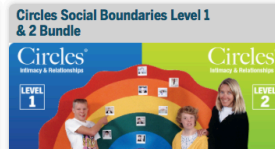
This program helps students "see" social distance and explains levels of intimacy and how those levels can change over time.

[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:
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1 Giant Wall Graph
50 Large Laminated Graph Icons
50 Student Personal Graphs
300 peel n stick icons
3 Teacher's Guides

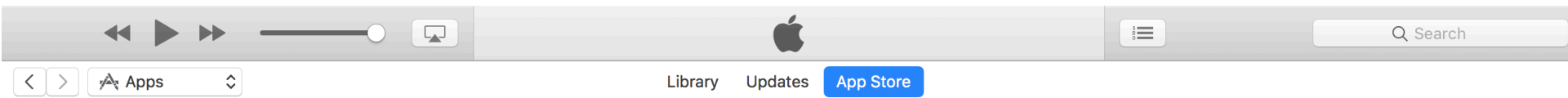
regular \$1,999 now \$1,599 [Add to Cart](#)

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.

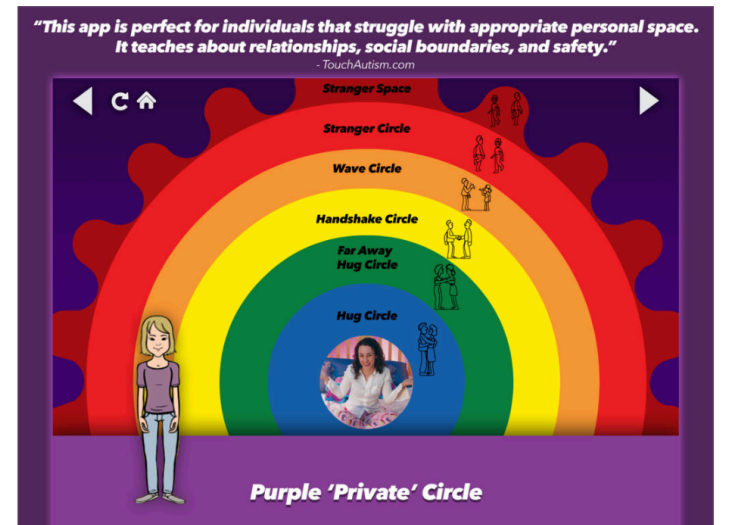


Circles App - Social Skills & Relationships 4+

James Stanfield Co., Inc. >

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iPad Screenshots



Rating: 4+

TOP IN-APP PURCHASES

- 1. 5 Additional Profiles \$3.99
- 2. 10 Additional Profiles \$5.99

LINKS

[Privacy Policy](#)
[Developer Website](#)

LINKS:

[Social skills for teenagers with aspergers and autism](#)

[Educators – Social Skills Autism Lessons](#)

[Resources](#)

[Testimonials](#)

This is classic modeling for the iPad generation.

— *Thomas Graves, M.S., M.Ed., LPC*
Therapist, educator, consultant

sexuality and its problems, intellectual disabilities

MIKE'S CRUSH FOR FAMILIES

Includes:

- 2 videos Mike's Very Bad Day and Mike's Good Day at School
- 5 separate video chapters paring the Good Day and Bad Day for easy comparison
- 34 page Booklet with six topics that are coordinated with the DVD
- All videos are closed captioned
- Recommended for ages 11-21
- Classroom tested for middle and high school students who have Intellectual disabilities or are on the autism spectrum



Price: \$23.99 [Add To Cart](#)

MIKE'S CRUSH DVD AND CURRICULUM

Includes:

- 2 videos Mike's Very Bad Day and Mike's Good Day at School
- 5 separate video chapters paring the Good Day and Bad Day for easy comparison
- 112 page teachers manual with detailed teacher instructions and eight lessons
- Student assessment, worksheets, quizzes, blank script, scripts of both videos
- All videos are closed captioned
- Recommended for ages 11-21
- Classroom tested for middle and high school students on the autism spectrum





*An Effective Strategy-Based Curriculum for Abuse Prevention
and Empowerment for Individuals with Developmental
Disabilities -- Now*

www.escapenow.wikischolars.columbia.edu

Ishita Khemka, Ph.D., Associate Professor, St. John's University &

Linda Hickson, Ph.D., Professor Emerita, Teachers College, Columbia
University

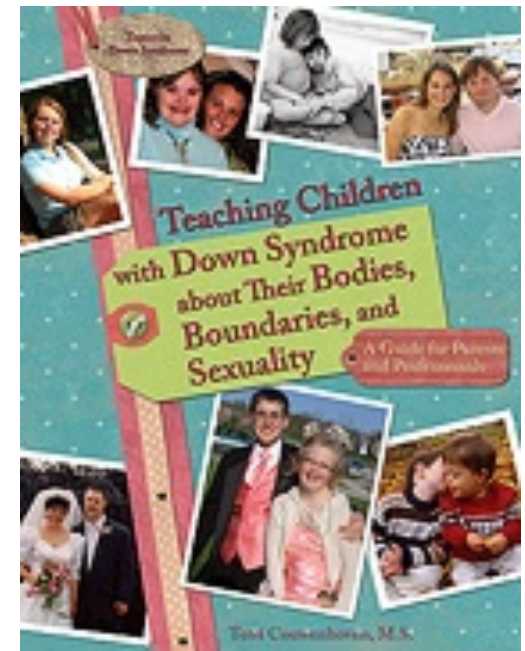
ESCAPE-NOW: Basic Structure

ESCAPE-NOW consists of 3 units:

- **Unit I:** Knowledge of Abuse & Empowerment (Lessons 1-5, approximately 30 to 45 minutes per session)
- **Unit II:** Decision-Making Strategy Training (Lessons 6-12, approximately 30 to 45 minutes per session)
- **Unit III:** Support Group Sessions (6 sessions, approximately 30-45 minutes per session)

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



Please join us
July 31st for Part 2!



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

Connect with Us!

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