

SEXUALITY EDUCATION AND AUTISM: RATIONALE, CONTENT, DECISIONS, AND RESPONSIBILITIES

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OVERVIEW OF TODAY'S PRESENTATION

- Barriers to Sexuality Education
- Rationale for Sexuality Education
- What to Teach
 - Comprehensive sexuality education
 - Preventing abuse, contextually inappropriate behavior, promoting self-determination
- · Some intervention strategies
- IEP Team Considerations & Decision Guidelines

BARRIERS TO SEXUALITY EDUCATION

- · Taboo nature of sexuality in society
- · Informal learning; experiences as primary source
- Narrow descriptions of sex education
- Stereotypes and myths about sexuality and disability

STEREOTYPES AND MYTHS

- Stereotypes: Wolfensberger (1969) Concepts of Deviancy .
 - Individual as a:
 Diseased Organism
 Subhuman Organism
 Menace to Society

 - Object of Pity Burden of Charity Holy Innocent Object of Ridicule

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- Myths: People with autism are
 - Asexual beings OR
- Asexual beings OR
 Incapable of controlling or learning about their sexuality
 Perpetually immature; eternal children
- All people with autism are heterosexual

RATIONALE FOR SEXUALITY EDUCATION

Five justifications for delivery of comprehensive sexuality education throughout the lifespan

- 1. Sexual abuse prevention and reporting
- 2. Facilitating relationships, marriage, parenthood
- 3. Preventing challenging behavior
- 4. Promoting health & hygiene
- 5. Promoting self-determination

RATIONALE: SEX ABUSE PREVENTION & REPORTING

People with autism may be at increased risk for abuse

- · Unable to provide reports to parents, professionals, or law
- enforcement (communication deficits)*
- The are not aware that the abuse is wrong**
- Effects of sexual abuse include
- · Personal and physical distress
- · Failed or limited development of behavioral, communication, and academic skills interventions
- Lack of reporting contributes to greater risk
- · Offender is never charged, investigated, or convicted Victimization continues

*Howlin & Clements (1995) **Mansell, et al, (1996)

RATIONALE: FACILITATING RELATIONSHIPS, MARRIAGE, & PARENTHOOD

The right to:

- Have friendships, including acquaintances & close/best friends
- Participate in consensual romantic relationships
- Marry a partner
- Engage in pre-and post-marital consensual sex with partner
- Conceive, deliver, and care for own child(ren) (with necessary supports)
 - Does not mean everyone can give consent, marry, have children (despite intensive supports)
 - · Laws protect these people; vary by state.

• Express sexuality (lesbian, gay, bisexual, transgendered, questioning) Personal beliefs of teachers should not interfere with sexuality education (this may be difficult if conflicting with personal beliefs)

RATIONALE: PREVENTING INAPPROPRIATE BEHAVIOR

Failing to address social needs can contribute to challenging behavior

- Inappropriate touching of other people*
- · Public disrobing*
- Public masturbation*
- Aggression (stalking)**
- Criminal sexual behavior (sexual assault)**

Sexuality education throughout lifespan may effectively prevent challenging behavior by supporting appropriate behavior

· Make contextually inappropriate behavior irrelevant/ unnecessary

* Stokes & Kaur (2005) ** Ray, et al., (2004)

RATIONALE: PROMOTING HEALTH & HYGIENE

Sexuality Education is needed to

- ensure proper health and hygiene.
- Prevent sexually transmitted disease Prevent unwanted pregnancy
- · Poor/Absent sexual health and hygiene will result in
 - Physical discomfort, pain, fear
 - Illness or disease
 - Debilitation and decreased quality of life
- Premature death Proper health & hygiene can promote
 - Increased sense of physical well-being

 - Increased self-esteem, happiness Feelings of comfortable and content
 - Increased longevity and overall better quality of life

RATIONALE: PROMOTING SELF-DETERMINATION (Travers, et al. 2014)

- · Self-determination defined
 - "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1996, p. 22).

· Self-determination requires a person to have

- Capacity (education and development)
- Opportunity (experience and environment)
- Perceptions/beliefs (be person and stakeholders)
- In order to achieve
 - · Autonomy, self-regulation, psychological empowerment, and self-realization

SEXUALITY EDUCATION AND SELF DETERMINATION

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- Self-determination skills
- Choice-making •
 - Decision-making
- Problem solving .
- . Goal setting
- Self-monitoring •
- Self-advocacy •
- Resiliency .
- . Relationship skills . Being a parent

Example of how skill relates to sexuality

Choosing friends

Asking for a date

- Appropriate
- masturbation Saying "No"; reporting
- abuse Dealing with rejection

RATIONALE SUMMARY

- · Sexuality education for people with autism is necessary for
 - Preventing or stopping sexual abuse and other crimes
 - · Maintaining sexual health and hygiene
 - · Preventing socially inappropriate behavior
 - supporting social relationships
 - Achieving greater self-determination
- Sexuality education plays a fundamental role in all aspects of life
 - post-secondary education, employment, community participation, recreation and leisure, adaptive daily living, communication, etc.

RATIONALE: WRAPPING UP

- · Thus, stakeholders must
 - Recognize that a person with autism
 - · Is a sexual human being
 - Needs sexuality education in order to achieve satisfactory long-term outcomes
 - Is entitled to knowledge and skills necessary for healthy sexual development
 - May require varied supports in sexuality related areas of education and life

WHAT TO TEACH

WHAT IS HUMAN SEXUALITY?

WHAT IS HUMAN SEXUALITY?

Children of five to be given sex education Lesons in primary schools

Precise definitions are difficult

- Generally, sexuality encompasses (NCASH, 1995)
 - · Sexual knowledge, beliefs, attitudes, and behavior
 - Thoughts, feelings, behaviors, relationships
 - Roles, identity, personally
 - Anatomy, physiology, biochemistry
- Sexuality in stages throughout the lifespan (developmental)
 - Begins in early childhood (body part awareness; gender roles, family, safety, relationships)
 - Not suddenly during adolescence

WHAT TO TEACH ABOUT SEXUALITY

· Goals of Sexuality Education

 Behaviors and Competencies of Sexually Healthy Adults

Start with the end in mind

- What must a person know about sexuality to be sexually healthy adult?
- · What behaviors are consistent with a
- sexually healthy?
- Informs planning, resource allocation, prioritizing, and instruction

	X. Behaviors and competencies of sexually healthy adults.
Sexual	ly Healthy Adults Will (SIECUS 2004):
•	Appreciate their body
•	Seek information about reproduction when needed
•	Recognize human development includes sexual development
-	Respectfully and appropriate interact with others regardless of their gender
•	Affirm their sexual orientation and gender identity
•	Respect the sexual orientation, gender identity, values of other people
•	Appropriately express love and intimacy
	Develop and maintain personally meaningful relationships
•	Avoid and report exploitative relationships
•	Obtain information to make family-related decisions as well as to enhance one's sexuality
•	Recognize and behave in accordance with personal values
\rightarrow	Use decision-making skills
•	Communicate with acquaintances, friends, family members, and romantic partners
	Express sexuality in safe and enjoyable ways in accordance with their values
•	Experience enjoyable sexual thoughts and feelings but not necessarily act on them
·	Distinguish between sexual behaviors that enhance life and sexual behaviors that harm others and/or self
•	Express own sexuality while respecting the right of others to do so
\rightarrow	Have consensual, non-exploitative, honest, safe, and pleasurable sexual relationships
•	Use contraception and avoid sexually transmitted diseases
•	Obtain prenatal care
•	Prevent sexual crimes and abuse
•	Identify instances of bias against other individuals, avoid stereotyping and prejudice, and

- Identify instances of bias against other individuals, avoid stereotyping and prejud eschew bigotry
- Educate others about sexuality

GUIDELINES FOR COMPREHENSIVE SEXUALITY EDUCATION (SIECUS, 2004)

- Key Concepts: broad categories about sexuality & family living
 - 1. Human Development: interrelationship between physical, emotional, and intellectual growth
 - 2. Relationships: play critical role throughout our lives
 - 3. Personal Skills: Development and use of personal and
 - interpersonal skills
 - 4. Sexual Behavior: part of human experience and is expressed in variety of ways
 - 5. Sexual Health: requires specific information and attitudes to avoid unwanted consequences of sexual behavior
 - 6. Society & Culture: Social & cultural environments influence learning about and expression of sexuality

Guidelines for Comprehensive Sexuality Education: Key Concepts and Topics

Key Concept 1: Human Development Topie 1: Reproductive and Sexual Anatomy and Physiology Topie 2: Puberty Topie 3: Reproduction Topie 4: Body Image Topie 5: Sexual Omentation Topie 6: Gender Identity

Key Concept 2: Relationships Topic 1: Families Topic 2: Friendship Topic 3: Low Topic 4: Romantic Relationships and Dating Topic 5: Marriage and Lifetime Commitments Topic 6: Raising Children

Key Concept 3: Personal Skills Topic 1: Values Topic 2: Decision-making Topic 3: Communication Topic 4: Assertiveness Topic 5: Negotiation Topic 6: Looking for Help

Key Concept 4: Sexual Behavior Topic 1: Sexuality Throughout Life Topic 2: Masturbation Topic 4: Shared Sexual Behavior Topic 4: Sexual Abstinence Topic 5: Hurman Sexual Response Topic 6: Sexual Fantasy Topic 7: Sexual Dysfunction

Key Concept 5: Sexual Health Topic 1: Reproductive Health Topic 2: Contraception Topic 3: Pregnancy and Prenatal Care Topic 4: Abortion Topic 5: Sexually Transmitted Diseases Topic 5: Sexually Transmitted Diseases Topic 7: Sexual Abuse, Assault, Violence, and Harassment

Key Concept 6: Society and Culture Key Concept 6: Society and Cultur Topic 1: Sexuality and Society Topic 2: Gender Roles Topic 3: Sexuality and the Law Topic 4: Sexuality and Religion Topic 5: Diversity Topic 6: Sexuality and the Media Topic 7: Sexuality and the Arts

Topic 4: Body Image

Subconcept: People's images of their bodies affect their feelings and behaviors.

Developmental Messages:

Level 1

- · Individual bodies are different sizes, shapes, and colors. All bodies are equally special, including those that are disabled.
- Differences make us unique.
- Good health habits, such as eating well and exercising, can improve the way a person feels about his or her body.
- · Each person can be proud of his/her body.

Level 2

- A person's appearance is determined by heredity, environment, and health habits.
- . The way a body looks is mainly determined by the genes inherited from parents and grandparents.
- Most people do not look like what the media portrays as beautiful.
- Standards of beauty change over time and differ among cultures. . What makes a body attractive is different for different people.
- People often feel pressure to change their bodies through gaining/losing weight, surgery, or drugs.
- The value of a person is not determined by his/her appearance.

Topic 4: Body Image

Subconcept: People's images of their bodies affect their feelings and behaviors. Developmental Messages:

Level 3

- The size and shape of penises, breasts, and vulvas can vary significantly.
- The size and shape of sexual organs does not affect a person's ability to reproduce or experience sexual pleasure.
- The size and shape of a person's body may affect how others feel about and behave toward that
- Some people may develop disordered eating as a result of how they feel about their bodies. The media portrays beauty as a narrow and limited idea but beautiful people come in all shapes, sizes, colors, and abilities.
- Although people stop growing once they reach adulthood, bodies change shape and size

Level 4

- Many people of all shapes, sizes, and abilities have a positive image of their bodies.
- A person who accepts and feels good about his or her body may seem more likeable and attractive to others.
- Physical appearance is only one factor that attracts one person to another.
- · People are attracted to a variety of physical qualities.
- A person's body image may impact his/her decision-making and behavior.

SIECUS Key Concepts	SIECUS Topics	Example Concepts During Elementary School Years	Example Concepts During Adolescence & Young Adulthood	Example Concept Throughout Adulthood
Hutten Development	Reprode the & Sexual Antomy & Physiolo ; Puberty; Reproduction; body image; sexual orientation; gender	Body part res & functions; Bodily chains; Reproduction; healthy diet tespect;	Sperm & men, antion; Sexual feelings; Intere rse & contraception; oppearance; Attractions; Gender & biological sex	Fertility a conception Adoption surrogacy; Menopause; Understanding
Relationships	Families; Friendship; Love; Romantic Relationships & Dating; Marriage & Life Commitments; Raising Children	Concept of "family" & different family types; Types of friendships; choosing friends; Concept of & different types of love; Commitments, marriage, and divorce; Parenting	Independence; Communication & conflict resolution; Positive & negative influences of friends; Love, attraction, & infatuation; Love is not always reciprocated; Dating readiness; Responsibility of parenthood	Ways to support family members; Love changes with time & in long-ter relationships
Personal Skills	Values; Decision- Making; Communication; Assertiveness; Negotiation; Looking for help	Concept of values; Making choices; Ways of communicating; Communicating wants and needs; Concept of negotiation; Asking for help	Freedom of choice in determining one's values; Critically considering choices; Good listening skills; Ways to be assertive; Setting sexual limits	Legal implications of some decisions Consent for sexua relationships; Communicating limits; getting professional help
Sexual Behavior	Sexuality throughout life; Masturbation; Shared sexual behavior; Abstinence; Human sexual	Touching feels good; Talking to parents or trusted adults about sexual issues is okay; Concept of masturbation;	Humans are sexual beings; Sex can be experienced different ways; Sexual feelings & fantasies are normal, but do not always need to be acted upon; Myths	Interest in sexual activity changes with age; Concept of orgasm

Age range	Sample curricula
Ages 5–11	 Promoting Social Success: A Curriculum for Children with Special Needs (Siperstein & Paige, 2004). Teaching Children with Down syndrome about Their Bodies, Boundaries and Sexuality: A Guide for Parents and Professionals (Couwenhoven, 2007). www.woodbinehouse.com
Ages 12–18	 Life Horizons I & II (Kempton, 2005). www.stanfield.com Sex Education for Persons with Severe Developmental Disabilities (Brekke, 1988). www.stanfield.com Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism (Wrobel, 2003). www.futurehorizons-autism.com
Ages 18+	 Circles I: Intimacy and Relationships (Walker-Hirsch, 2007). www.stanfield.com Relationship Series (Young Adult Institute, 2013). www.yai.org Finger Tips: Teaching Women with Disabilities About Masturbation Through Understanding and Video (Hingsburger & Haar, 2000). www.diverse-city.com Hand Made Love: A Guide for Teaching About Male Masturbation Through Understanding and Video (Hingsburger, 2000). www.diverse-city.com

CURRICULUM EVALUATION TOOL (TRAVERS & WHITBY, 2014)

Travers, J. C., & Whitby, P.J.S. (2014). Sexuality and relationships for individuals with autism spectrum disorders. In M. Tincani & A. Bondy (Eds). Autism Spectrum Disorders in Adolescents and Adults: Evidence-Based and Promising Interventions.

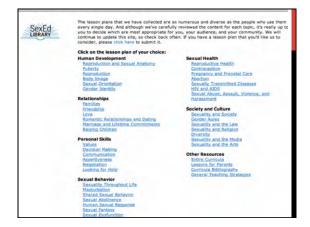
Autism Spectrum Disorders in Adolescents and Adults Evidence-Based and Promising Interventions

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SEXUALITY EDUCA		N TOOL		
SETCUS Key Concepts and Related Topics	Neer Neer Some			
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Contains information about friendship	0 1 2 3			
Contains information about love	0 1 2 3			
Contains information about remantic relationships Contains information about marriage and lifetime commitments	0 1 2 3			
Contains information about marriage and literane commutations Contains information about raising children	0 1 2 3			
Personal Skills	0 1 2 3			
Contains information about values	0 1 7 3			
Contains information about sexuality and the arts EXALATING FOR CONTEXT ACCURACY. The curriculum outrains information that is not other than Learnin sincle wires gardenical, many and medically account Learnin includes of requires concrete materials and ce Includes information that is appropriate and socurate for Includes information that is appropriate and socurate for Includes information that is appropriate and socurate for Includes information that is appropriate and socurate for its Includes information that is appropriate and socurate for its Includes information that is appropriate and socurate for its Includes information that its appropriate for its information of the i	10 years phs, and/or video amples for lessons	0 1 2 3 0 1 2 3		
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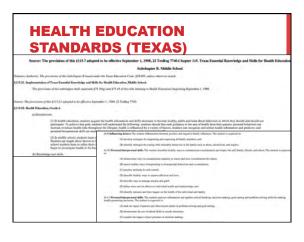






ALIGNING SEX ED CURRICULUM WITH STANDARDS

- National Standards to Inform State Education Standards
 - National Health Education Standards (CDC)
 - National Sexuality Education Standards
- Identifying State Education Standards for Sexuality Educaiton
 - Health education standards (fitness, diet, reproduction)
 - Physical education standards (body, fitness, cooperation)
 - · Social studies standards (citizenship, social responsibility, culture, families)
- Science education standards (biology, physiology) · You may have to be creative in identifying standards to align/support sexuality education.



PHYSICAL EDUCATION STANDARDS (ARIZONA)

GRADE SPAN K – 2 <u>Strand 5</u>: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

These bahaviors include but are not limitated behaviors that promote personal and group success in all physical activities. These behaviors include but are not limited to safe practices, adherence to rules and procedures, citouette, cooperation and teamwork, theiral behavior, and positive social interaction. It also include respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences anothe, given and the standard is developing respect and appreciation for individual similarities and differences anothe, given are not limited to acharceristics of cuture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

cept 2: Social Behavior

Performance Objectives	Examples
PO 1. Works in a diverse group setting without interfering with others	
PO 2. Accepts all classmates without regard to personal differences	
PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity	
PO 4. Shows compassion for others by helping them	
PO 5. Takes turns willingly with others	

	Neva Cont religi	da Social Studies Standa	rds e, Cultures, and Civilizatio	(NEV) ans - Students understand I and attain the following: Grade 2 Benchmarks		stics, and interaction of peo Grade 4 Benchmarks	ple, cultures, societies, Grade 5 Benchmarks
People, Cultures, and Civilizations	United States & Nevada	HT.K.T Discuss the importance of working together to complete tasks. HT.K.2 Listen to stories of family members, local prominent figures to highlight the human experience.	H1.1 Describe Incluting tools, school, Including tools, school, tanaportation, and recreation. H1.1.2 Listen to schois that reflect the beliefs, quadrass, backs and the the school of the varied cultures in the neighborhood. H1.1.3 Listen to histories of important local landmarks that create a sense of community among citizens.	11.2.1 Compare the local community with others around the nation. 11.2.2. Use artifacts to understand how people leved heir dayl lives. 11.2.3. Tall why important events, people, and/or customs are marked by holidays. 11.2.4. Recognize similarities and differences of earlier generations in areas such as work, dress, marked, dress, games, and festivals.	H1.3.1 Learn about individuals in the community and discuss they contributions. H1.3.2 Using artifacts and primary sources, and investigate hord investigate hord investigate hord investigate hord investigate hord development of the local community.	H1.4.1 Describe the Viewards a Descrit Archaic people. H1.4.2 Define hunder-gaitherer. H1.4.3 Describe the Viewards and American Utershies of Newards is Native American cultures. H1.4.4 Discuss the interactions of pioneers with the Great Basin Indians.	H1.5.1 Identify and describe Native Nor American life and cultural regions pric to European contact H1.5.2 Identify and attributes of Native American nations in the local region and North America. H1.5.3 J Discuss the interactions of early explorers with native cultures. H1.5.4 Identify the contributions of Native Americans, and Africans to North Americans to North Antertione Visional Statements Interfunctions of Native Americans, and Africans to North Antertione Visional Statements Antertione Visional Statements Interfunctional Statements Antertione Visional Statements Interfunctional Statements Native Americans, and Africans to North Antertione Visional Statements Interfunctional St

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SCIENCE STANDARDS FOR BIOLOGY (UTAH)

Pontario

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Sex education in Ontario Ontario's updated Health and Physical Education Curriculum includes sexual education ("sex ed"). Get accurate information about the topics and concepts students learn in school – by grade level.

The curriculum at a glance Retriet and Hystal Blaceson consular task for mile sectors for jury and - liable Bells webminishing research measures and wears and a sector of the section postewly with others and sectors to the introduced and using mathematical postewly with others and sectors to the introduced and using mathematical postewly with others and sectors to the introduced and using the sectors of the sectors of

Active LAVeg active participation, physical fitness and safety Maximum Comparisons: skills for moving property and safet meaning Galog Isoming about health, making healthy undercarding the pannections or everyday the

> Grade 4 Students will learn:

Science Benchmark Structure relates to function. Organs depends upon multiple organ system	and organ systems function together to provide homeostasia in organisms. The functioning of organis			
Standard 3 Students will understand the relation	ship between structure and function of organs and organ systems.			
Discribe the structure and function	Standard 4 Students will be a standard the generic information could in DAA is passed from parents to off-pareng by sexual and sexual reproduction. The standard will be a standard will be a standard by the generic approach. We approach the standard by the generic approach to the standa			
C Links	Objective 1 Compare sexual and asexual reproduction.			
 Dagram and table the structure table, views and chambers, I elongation, hain; skin - layers, b. Describe the function of vario c. Relate the structure of organs d. Compare the structure and fur e. Research and neport on techns 	Loca Locate Locate the significance of mesors and functionalism in genetic variantim. Locate the significance of an exact and annual registration to purchas of species. Locates, therein, and support a programmer of a location allow related to stratistical or generation. Compared to a species a security registration grammers. Matches Locates			
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	d. Analyze boethical issues and consider the role of science in determining public policy.			

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ir the role of science in determinin	g public policy.
-	Key Lements
Healthy eating	Food orgins, rutemonal value and
	environmental impact
	 Drw health, food choices
	 Local and cultural foods, eating choices
Personal safety and injury prevention	Safety guidelines outside of class Neul and fictional visience
	· · · · · · · · · · · · · · · · · · ·
Substance use, addresses and	· Impact of use of legal Negal substances
related behaviours	· Decision making - substance
	uniterhaviours
Allowed Household and	
Human development and sexual health (Sex ed?)	Heating reservoiries Fryskel and emotional development
	Yabis/wabis differences, respect
Grade 4	
	Rep concepts
Healthy saling	Automatic
	 Tool (Poces, Peeling samges)
	 Food choices in sariess settings
Personal safety and injury	· Safe use of inchrology
presention	Bullying and abuse
	· Decision making - amounting mit-
thranka during numera	, and the emotional and
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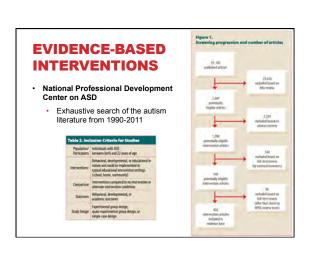
the physical changes that happen during puberty, and the emotional and social impact these changes can have on a developing child
 how personal hygiene needs may change during puberty (e.g., the increased importance of regular bathing)

INTERVENTION STRATEGIES

Few intervention research studies focus on sexuality

Rely on:

- SIECUS Guidelines
- curricula (when available)
- evidence-based interventions for learners with autism
 NPDCASD
- · Professional judgment



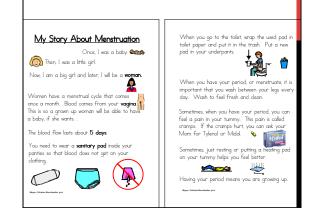




SOCIAL NARRATIVES

- More effective for individuals who understand language
- Can be combined with visual supports to enhance comprehension.
- · Several variations of social narratives exist
- Examine the NPDC practice guide to adhere to proper procedures
- Align procedures and content with skill to be taught
 Delivery intervention and evaluate effects
- · Examples:

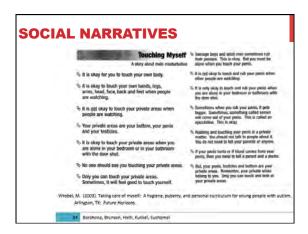






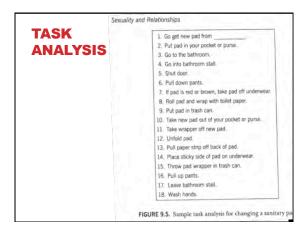






TASK ANALYSIS

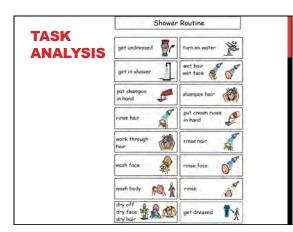
- Breaks down complex target skills or behaviors into smaller steps.
 - Team members systematically teach the individual steps.A forward chaining or backward chaining procedure often
 - Forward chaining: teach first step to independence, then second, and so on
 - prompt or complete subsequent steps for learner
 - Backward chaining: teach last step to independence, then second to last, and so on
 - · Prompt or complete previous steps for learner



TASK ANALYSIS

Task Analysis for Masturbation

- 1. Go to bedroom
- 2. Lock door
- 3. Get adult toy, towel, etc.
- 4. Take off clothes
- 5. Lay on bed
- 6. Use toy to masturbate
- 7. Clean up any semen (or discharge) with towel
- 8. Put clothes on
- 9. Put toy away
- 10. Put towel in laundry basket
- 11. Unlock door

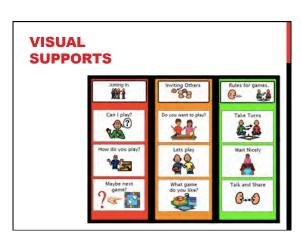




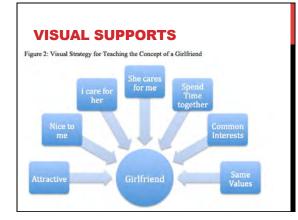
VISUAL SUPPORTS

- Concrete cues that provide information about an activity, routine, or expectation and/or support skill demonstration
 - used to provide assistance across activities and settings
 - Include but not limited to:
 Photographs
 Icons

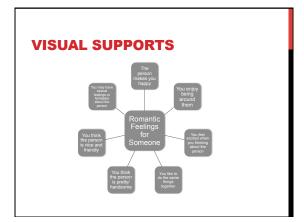
 - Drawings
 Written words
 - ObjectsEnvironmental arrangement
 - : Schedules
 - Graphic organizers scripts .













RESPONSE **INTERRUPTION &** REDIRECTION

- May be especially useful as part of an intervention and support plan to address inappropriate masturbation .
 - Deliver a prompt, comment, or other distractors when an interfering behavior is occurring
 The interruption should divert the learner's attention away from the interfering behavior
 Evidence shows utility for self-stimulatory behavior
 Masturbation is one type of SSB, but may take on other functions
 - - - Touching penis reliably causes teacher to give lots of attention •
 - attention
 Touching penis reliably causes peers to run away
 from me (escape attention)
 Touching penis reliably causes people to give me
 cool things
 Caution against inadvertently reinforcing inappropriate
 behavior

Use functional behavior assessment across contexts to clarify masturbation is SSB, attention seeking, escape motivated, or etc.

DEALING WITH INAPPROPRIATE MASTURBATION

· First: Establish appropriate masturbation

- · Masturbation is a normal part of the human experience Happens during infancy
 - Pleasing, anxiety reducing, safe, NORMAL
 - Avoid shaming, condemnation
 - · Most learn to masturbate, but may not climax
 - This can cause problem behavior
- Masturbation may be the only sexual behavior an individual with autism may experience in their lifetime
- Team members will need to work together to support appropriate masturbation to climax at home

DEALING WITH INAPPROPRIATE MASTURBATION

- · Teach where and when masturbation is okay and not okay
 - Use visual supports and schedule private time for masturbation
 - Person learns that private time is best for achieving a pleasurable experience Other locations are unsatisfying, ineffective
 - · Provide assistive technology
 - Vibrating wands/massagers, lubrication, sex toys for 18+ (or when legally allowed) Provide safe options for pornography, if legal, appropriate, and acceptable to parents and/or individual (consult legal
 - advice)
- Use RIR as discussed previously
 - With caution to avoid inadvertently reinforcing inappropriate behavior
 - Consult a behavior analyst (BCBA)

IEP TEAM CONSIDERATIONS & DECISION GUIDELINES (Travers & Tincani, 2010)

- · IEP teams must discuss and decide what should be taught
- Curriculum, interventions methods & strategies, behavior supports Provide advanced notice that the topic will be discussed at the IEP meeting
- Notice about specific areas to be discussed may help team members
 prepare for the discussion and may alleviate awkward feelings · Include the person with ASD in the IEP meeting
- · Support participation, self-advocacy, self-determination
- Deciding who will teach the skills
 - Providing opportunities for self-determination
 - Parental involvement
 Student involvement (person-centered approach or via thorough)
 - assessment) .
 - Consideration of cultural beliefs of family and student . Consideration of personal biases and values

IEP TEAM CONSIDERATIONS

- · Roles of IEP Team members
- Decide what needs to be taught •
- · Decides who will teach
- · Resolve disagreements and achieve collaboration about what and who will teach

DECISION MAKING GUIDELINES



- Identify roles & responsibilities of team members
- · Traditionally, parents are the primary providers (Fegan et al., 1993)
- Modeling of relationships, teaching moral values, and are the experts of their children
- Despite the advantages, parents may choose to avoid discussing and teaching sexuality (Aunos & Feldman, 2002).
 - The added "burden" of sexuality
 The "eternal child"
 - The "asexual person"
- Sexually incompetent or unable (Lesseliers & Van Hove, 2002). · School personal sometimes may be the primary providers

IEP TEAM CONSIDERATIONS

Teachers as primary providers of sexuality education $({\sf Fegan\ et\ al.,\ 1993,\ pp\ 15-16})$

- · Understand own beliefs and values and how they impact her teaching
- · Feels confident and at ease
- · Is open and direct about topics
- Learns and understand current information
- · Maintains open communication and relationships with families
- · Knows when to request help from an expert
- · Repeats, reinforces, and promotes generalization
- Use multisensory tools (videos, pictures, models, charts)

IEP TEAM CONSIDERATIONS



A collaborative effort is ideal for sexuality education for persons with autism (Travers & Tincani, 2010)

- · Working together may produce a sense of comfort
- Better contextual fit of instruction/interventions
- Greater collaboration yields greater relationships
- Cyclical pattern of relationship
- · A combined effort that includes all relevant stakeholders will more likely produce better sexuality education outcomes

IEP TEAM CONSIDERATIONS

- · What will be taught?
 - · State law and district policy
 - District curriculum (health, physical education)
 - Individual wants and needs
 - · Priorities of parents and other team members
 - Comprehensive curriculum guidelines
 - Curriculum evaluation tool
- What will improve the learner's quality of life as it relates to relationships, health, safety, behavior, & community participation?

IEP TEAM CONSIDERATIONS



Dealing with Disagreement

Sexuality is a sensitive topic

- Disagreements should be expected
- In many cases, parent opinions/decisions supersede the rest of the
- team's

 May be illegal to provide sexuality education to a minor without parent approval in some states
- Try to reach consensus by explaining relevance of specific behavioral interventions
 - Build and maintain trust
 - Share info about sex education with parent
- Begin discussing and addressing issues early (elementary years).
 Over time, parents may become more receptive

CONCLUSION

- Children, adolescents, and adults with autism are sexual human beings
- Comprehensive sexuality education aligns with selfdetermination, is vital for maximizing attainment of desired outcomes, and provides sense of well-being/safety
- Curricula are available, but vary in quality and no research has validated them
- Apply evidence-based strategies to deliver instruction derived from comprehensive curricula
- Teams must work together, actively plan and deliver sexuality related education, and cooperate for the benefit of the focus person
- We desperately need research in this area, but limited resources are available and logistic barriers discourage advances

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