



Let's Talk About Sex:

*Students with Disabilities
and their Sexual Health*

A TOOLKIT FOR PARENTS OF
STUDENTS WITH DISABILITIES



SEXUALITY

SELF-CARE

RELATIONSHIPS/
SOCIAL SKILLS

BOUNDARIES



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Start the Conversation



If you find it uncomfortable to talk with your child about sexuality and puberty, you're not alone. Most parents do. However, being comfortable talking about this with your child is so important, as these conversations are critical to your child's health and safety. They help your child with a disability develop self-care skills, cultivate social skills, gain an understanding of appropriate behaviors, increase personal safety, and work toward becoming a more independent adult. Parents know their children best and are the ones who determine when and what information their child needs regarding sexual health.

This toolkit offers practical tools and strategies you can use to help your child through puberty and adolescence. Before you start using these tools and strategies, here are some things you may want to keep in mind:

1 It is normal for all children to be curious about sex.

2 Look for everyday opportunities to discuss the subject. For example, a movie or video your child is watching may open the door to having a conversation about relationships, kissing, or something as ordinary as wearing deodorant.

3 It is important to use the correct names for body parts. This better prepares your child for living safely in the community. There is a high incidence of sexual abuse among individuals with disabilities. We all hope it never happens, but if it does, teaching your child to speak or point to the correct body parts where they were touched will be important.

4 Talk. Talk. Talk. Even though talking about sex and sexual health can be uncomfortable, it will get easier with time – and it is so important.

5 Break things down into small steps. This is important when teaching any aspect of sexuality; whether it is how to wash one's pubic area or who should/should not hug you, using small steps will help your child better understand what you are trying to teach them.

6 Use different strategies to teach the same task. This repetition and variety of formats will help your child learn and retain the skill.

7 Don't feel like you can do this? You can! You, as a trusted adult can be a great resource on sexuality, sexual health, and relationships. You can provide information from reliable resources to your child.

Strategies

Here are a few possible strategies that you may find useful for teaching certain sexual health skills to your child.

SKILLS

APPROPRIATE NAMES OF BODY PARTS

Teaching your child appropriate names for their body parts can help them understand and communicate about their body, enable them to better tell their doctors about their needs, and, more importantly, enable them to tell a trusted adult when someone has touched them inappropriately. It is also important to help your child differentiate between their public body parts and private body parts. Private body parts are those that are covered by swimsuits or underwear.

1. Label body parts on a picture (drawn, photographs from magazines, internet images) of the body.
2. Use anatomically correct dolls (multicultural, a boy and a girl) to point out and label body parts.
3. Use puzzles with correct body part labels.
4. Read age-appropriate books & stories about the human body.
5. Most importantly – consistently use appropriate body part names at home – not slang.

SKILLS

PUBLIC / PRIVATE PLACES

A public place is where there is more than one person and/or a place where you are likely to see other people. A private place is a space where someone can go to be alone. This is a place that belongs to the person and a place where no one else can see the person. In general, there are two private places: a bedroom when alone and a bathroom at home when you are alone.

1. Find images of places your child is familiar with (park, living room, home bathroom, bedroom, doctor's office, classroom, gym, public restroom, cafeteria, online game room, swimming pool, mall, home kitchen, restaurant, etc.) Have your child sort them into public and private places based on the definition above.
2. Walk around your home with your child and practice labeling places as public or private places. You can label with spoken or written words.
3. When out in the community with your child, practice labeling places as public or private.
4. Be consistent with your use of the words public place and private place.

SKILLS

PUBLIC / PRIVATE BEHAVIORS

Public behaviors are things you can do when you are with other people or around other people. Public behaviors include things like playing soccer, playing video games, eating dinner, dancing, watching tv in your living room. Private behaviors are things you do when you are by yourself and are activities that should occur in a private place. Private behaviors include things like taking a shower, picking your nose, scratching an itch on your private parts, getting dressed, and exploring your body.

1. Make picture cards of both public and private behaviors. Walk around your home with your child and label spaces where those behaviors are appropriate.
2. When out in the community, point out appropriate public behaviors. Remind your child that the public place you are in right now is not the place for private behaviors.
3. Take the opportunity to point out to your child public and private behaviors that you see on videos or tv shows.
4. Be consistent with your use of the words "public behavior" and "private behavior".

CONSENT

Communication and touch should feel ok and healthy for everyone involved. Each person's body belongs to them. It is important that your child know that someone needs to ask and get consent from them before touching them. They should also know that they need to ask and get consent before touching someone else.

1. Role play with your child and practice asking and giving consent.
2. If your child is young or non-verbal, you can use a red colored cards to indicate not giving consent and a green colored card to indicate giving consent, and practice often with your child. Identify with them ways they and others may prefer to express giving or not giving consent (body language, etc.)
3. Social stories are a great way for your child to learn more about consent and when it is needed.
4. For older children and young adults, make sure to communicate often with them that consent is not: someone being silent or someone being under the influence of drugs or alcohol. Be very clear that consent is when a person agrees to a certain activity or behavior.
5. Practicing often and being consistent with the vocabulary you use is key.

APPROPRIATE TOUCH

One way that people in our lives show affection is through touch. It is important that we find ways to help our child recognize the different types of affection that are appropriate in different types of relationships – family, friends, boyfriend/girlfriend, strangers. There are different levels/types of affection as well – kiss on the lips, kiss on the cheek, cuddle, smile, high-five, wave, hug, shake hand, pat on the back, hold hand, naked together, or no touch at all. It is important to help our children give and receive love and affection in appropriate ways from the appropriate people. One way to determine if touch is appropriate is by asking for consent.

1. Role play with your child the appropriate way to show affection toward different people in their lives: friend at school, cousin, grandparent, teacher, parent, romantic partner. Make sure to discuss what is inappropriate touch as well. Each family has its own cultural and values and you know what is appropriate in your family.
2. Use words or images to make cards to show different ways to show affection. Then create cards that show different people your child may come in contact within their life. Have your child match appropriate touch with each person. Then have your child match inappropriate touch with each person.

GET AWAY AND TELL SOMEONE

Your child needs to know it is okay to leave a situation if they feel unsafe or uncomfortable and to know to tell a trusted adult if something dangerous, unsafe, or uncomfortable.

1. Practice, practice, practice. Give your child opportunities to practice asking for help. This can be role playing, reading scenarios, or using social stories.
2. Teach your child there are times that is okay to say “No” and to get away and tell someone.
3. Help your child brainstorm what things they are comfortable with always, usually, sometimes, rarely and never.

BIRTH CONTROL / STIs

Even if your child is not sexually active now, they may be at some point in the future. It's important for them to know how to reduce the risk of unintended pregnancy and sexually transmitted infections (STIs). Discussing birth control does not mean that parents are giving youth permission to have sex, but that parents want them to have information and knowledge on options for safe sex.

1. One of the best times to have a discussion about pregnancy, birth control, and STIs is whenever a teen asks about sex. Some youth may not ask about sex. Other great moments to talk about it are when things come up in media, shows, movies, music, that you are watching together. The conversation does not have to turn into a long lecture. Short conversations can be very effective.
2. Give your child factual information on different methods of birth control. Use realistic images like these www.nationwidechildrens.org/specialties/bc4teens/resources/which-birth-control-is-right-for-me. Make sure to share information on how effective a method is, where you get it, and how it's used.
3. Share information on STI basics with your child. Include common symptoms, whether it's curable, and how symptoms are treated.
4. Share websites that your youth could go to, to find factual, reliable, up to date information on methods of protection and STIs such as the Center for Disease Control and Power to Decide.

Some Useful Tools

1. PARALLEL TALK

Your child may be better able to perform self-care tasks if he/she understands why they are important. Parallel talk—discussing what your child is doing while they are doing it teaches the skill and gives the task real-life context.



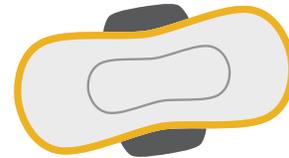
EXAMPLE: Using Deodorant

Here is a script for how you could parallel talk to your child about using deodorant. *Armpit odor usually begins when you become a teenager and gets a little stronger when you become an adult. People use deodorant or antiperspirant to be sure they don't smell bad. People usually put deodorant on in the morning while getting dressed. You rub the deodorant under your armpits because that is one of the places where you sweat the most, and more sweat equals more stink! Remember anything that causes you to sweat more, like gym class or working outside on a hot day, can make more body odor. In those cases, more deodorant might be needed.*

2. TASK ANALYSIS

If tooth brushing, taking a shower, or performing other personal care tasks seem too complicated for your child, try breaking the activity into smaller steps, in the order they should happen. The method is called “task analysis.” (You may need to do the task yourself in order to identify each step of a process that is automatic to you.) Have your child learn the steps one at a time until he/she learns the task.

EXAMPLE: Changing a Pad

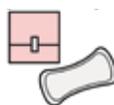


1. Get a new pad
2. Go into bathroom and shut the door
3. Pull down pants and underwear
4. Take old pad off underwear
5. Roll pad up and wrap with toilet paper
6. Take wrapper off new pad
7. Pull paper strip off back of new pad
8. Place sticky side of pad on underwear
9. Pull up pants and underwear
10. Throw old pad and any paper away

3. STORY BOARDS

Just like task analysis story boards teach by breaking things into smaller, more manageable steps. Instead of words, however, story boards use pictures, such as drawings, illustrations, or even symbols. You also can make story boards with photos you take in your own home. Story boards can be large or small. They can be posted where the child needs reminders for how to do a task or can be carried in a purse or in a backpack. In addition to illustrating a specific personal care task, a story board can also illustrate a series of tasks, such as a checklist of things to do when getting ready for school in the morning or a list for what you do before bed each night.

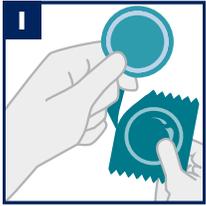
EXAMPLE: Using a Pad

 Pull down underwear	 Open clean pad
 Remove dirty pad	 Peel off paper
 Roll up dirty pad	 Put clean pad in underwear
 Wrap dirty pad	 Pull up underwear
 Throw dirty pad away	 Wash hands

4. SEQUENCE STRIPS

Just like a story board, a sequence strips uses images to show your child how to do a task. A sequence strip reads from left to right and shows each step in a task. Sequence strips work great for teaching how to put on a condom and the steps for using and disposing of menstrual product.

EXAMPLE: Using a Condom



1 Carefully open and remove condom from wrapper.



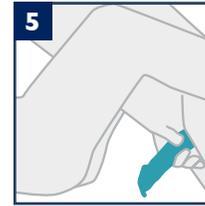
2 Place condom on the head of the erect, hard penis. If uncircumcised, pull back the foreskin first.



3 Pinch air out of the tip of the condom.



4 Unroll condom all the way down the penis.



5 After sex but before pulling out, hold the condom at the base. Then pull out, while holding the condom in place.



6 Carefully remove the condom and throw it in the trash.

www.cdc.gov/condomeffectiveness

5. SOCIAL STORIES

Social stories are written stories and images to help show appropriate social behaviors in concrete way. The goal of a social story is to share information in a way that makes sense to the child and help them understand social norms or learn how to deal with certain problems or challenges.

EXAMPLE: Here is a sample social story explaining who it is okay to kiss.

 Who can I kiss?	 Kissing is touching	 I can kiss my Mom	 I can kiss my Dad
 No kissing at school	 I will not kiss my teachers	 I will not kiss my friends	 I will not kiss the girls at school
 When I kiss people at school, they get mad at me	 When I kiss people at school, they get upset	 I need to respect personal space	 I need to show I can be a good friend
 Some touches are okay at school	 I can high five	 Or I can wave and say hi	 I can tap someone on the shoulder

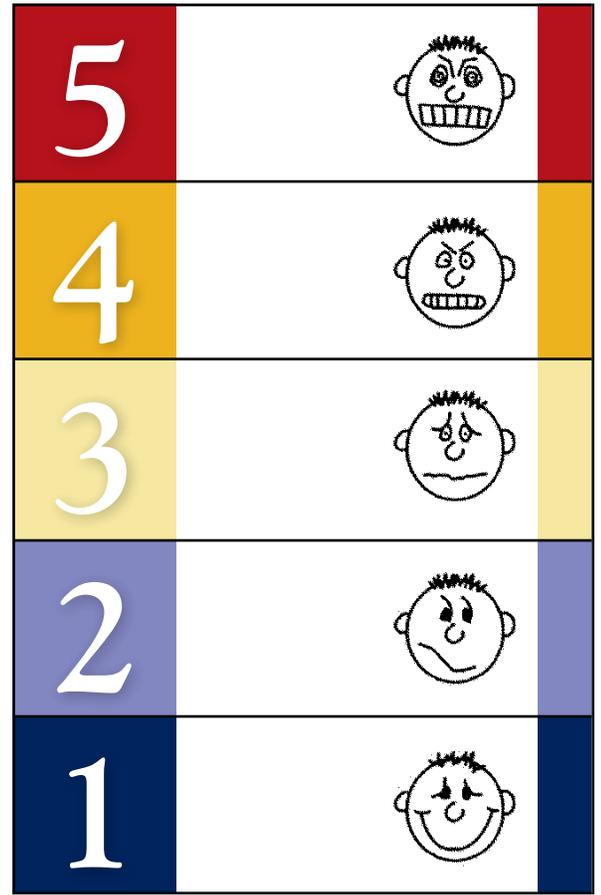
6. FIVE-POINT SCALE

Most behaviors exist on a continuum—from “mild” to “extreme,” for example, or “acceptable” to “unacceptable.” By using a five-point scale, you can help your child understand degrees of behavior, social boundaries, and unintended consequences of going too far.

The scale is easily adapted to any issue. It could, for example, help your child rate his or her anger levels or behavior such as appropriate and inappropriate touching. Your child’s teacher should be able to help you develop a suitable five-point scale that can be used at home and school.

EXAMPLE

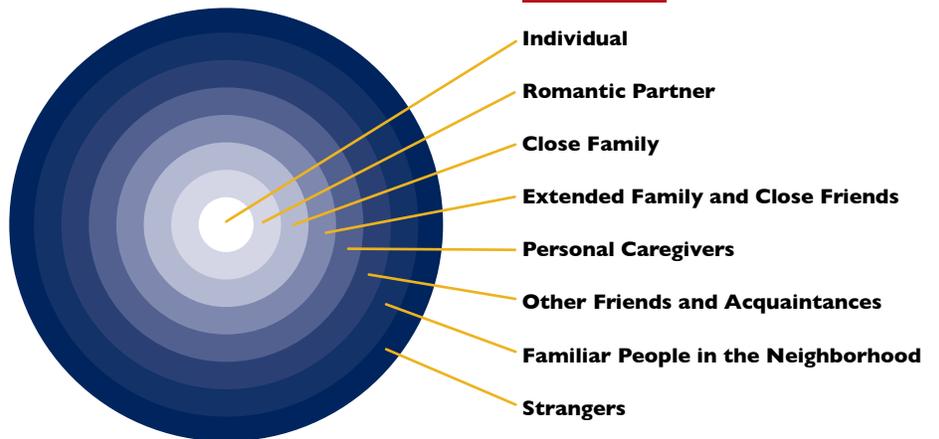
A child who is learning about appropriate and inappropriate touching could be taught that a hug from a parent at home is a “1” most appropriate while a hug from a classmate in private may be a “3” and a hug from a stranger in private may be a “5”. **For more information, you can visit 5pointscale.com, a Web site by the people who developed the concept. Their two books—“The Incredible 5-Point Scale” and “A 5 is Against the Law”—explain the concepts more fully. The latter focuses on challenging behaviors that could result in going to jail (such as hitting someone or touching a person’s private parts).**



www.5pointscale.com

7. CIRCLE CHARTS

Learning about personal space and appropriate interactions is an essential skill for everyone. For children with disabilities, using a circle chart can help make those abstract concepts more concrete. The chart is a series of circles that help youth understand the different people in their lives and how to safely and appropriately interact with these people.



Based on The Boundaries Circle Chart by
and Circles of Intimacy & Relationships

The small circle, in the center represents your child, alone and in private. The next ring represents romantic partners and the next ring is for close family members like parents and siblings. As you work your way out of the circle, each ring represents people who have more distant personal relationships with your child.

After identifying, with your child, which people go in each circle, you can then discuss what actions and greetings would be appropriate. For example, who is it okay to hug? Who can hug or touch your child? Which people are okay to shake hands? Which people are okay to kiss? These boundaries are defined by your family and your cultural values in a conversation with your child.

8. ROLE PLAYING

Role playing gives youth an opportunity to practice what they would say or do in various situations. Role play involves at least two people and helps the child think about, anticipate, and develop plans for when something unexpected happens. You can use role playing to suggest more appropriate or alternative behaviors for use in problematic situations.

EXAMPLES

You start your period and the blood soaks through your clothes at school. What should you do?

POSSIBLE SOLUTIONS TO ROLE PLAY: Tie a sweater or jacket around your waist and go to the school nurse's office; tell the nurse you need a change of clothes and ask the nurse to call Mom or Dad. Another idea is to be prepared ahead of time. Keep a sanitary pad and an extra pair of jeans and underwear in your locker so you have supplies on hand if you need them.

You like to play computer games. An online friend you play games with but have never met in person asks to meet you at GameStop. What would you do?

POSSIBLE SOLUTIONS TO ROLE PLAY: Never agree to get together with someone you haven't met before; tell the person no and then tell a trusted adult what happened.

You have an erection while at a school dance. You are standing alone along the side of the wall. What should you do?

POSSIBLE SOLUTIONS TO ROLE PLAY: Find a nearby chair and sit down for a few minutes.

Your best friend's mother has a new boyfriend. The new boyfriend is often at your best friend's house. You like him because he is funny and jokes around a lot. One day, he wants to play a touching game. He asks you to touch a part of his body normally covered by underwear or a swimsuit. When you say you do not want to play the game, he offers to give you some money if you will play. What should you do?

POSSIBLE SOLUTIONS TO ROLE PLAY: Remember NO-GO-TELL: Tell him "no." Leave the friend's house and go home. Tell Mom, Dad, or a trusted adult.

9. CUT AND PASTE ACTIVITIES

Some children learn skills best when they can physically create a visual example. Having your child cut images or words and paste them into a created piece of artwork is a great way for them to learn, practice, or reinforce a skill.

10. CREATE AND SUPPORT OPPORTUNITIES TO PRACTICE

Whether someone is learning to dance, play music, or develop a personal care skill, practice is the key to improvement. Create real-life opportunities for your child to interact with peers and community members and to practice skills they've been learning. The more opportunities your child has to practice, the greater the chance of success! This is a great way to be supportive if your youth wants to date or go on a date.



Have your child look through a magazine to find images of different body parts – eyes, arms, legs, breast, etc. Then they can paste the images next to the correct words or paste the images into a chart to indicate if that is a public or private body part. You can also talk about what images are not present in the magazines and why (because they are private). This activity can also lead to a discussion about body image.

EXAMPLE

You can involve your child in family or community activities and events, have them join extracurricular or after school activities (IEP supports can be in place), join friendship groups, attend parks and recreation programs, participate in faith-based youth groups, or even join social skills classes.

These types of real-life activities provide tons of opportunities to practice all kinds of skills including social boundaries, private vs. public behaviors, appropriate conversation topics, asking for help, etc.

Common Types of Sex Ed Questions

When discussing adolescent sexual health, young people tend to have a lot of questions! These questions can have many different motivations including:

- fact or knowledge seeking
- values/permission seeking
- wanting to know “am I normal?”
- shock value
- personal

Below are some questions that SexEdVA has received while teaching sex ed in school. Reviewing these can help prepare you for some of the questions you may receive, help you think about the motivation behind the questions, and how that motivation will influence your response when you address them. It is important to answer student questions accurately and nonjudgmentally.

▲ *In some cases, the information students are seeking may be related to getting help from a medical professional or trusted adult. As you answer these types of questions remind students that they can talk to trusted adults and provide resources for them like the number to a teen clinic or information for setting up an appointment with a counselor.*

FACT OR KNOWLEDGE SEEKING

These questions are typically more straightforward. Youth are trying to understand what something is, or how something functions, etc. If you don't know the answer to these questions, you can always look it up with the youth or arrange a time to talk with them when you can better answer their question.

- What if a guy can't get it up if they use a condom?
- What is HIV? How does it work?
- Why do people like to have sex?
- Can you get pregnant on your period?
- What is the best birth control? How do I get it? ▲
- What do I do if someone forces me to have sex? ▲
- Can you get pregnant from oral sex?
- Can you still get pregnant from using birth control?
- How do you convince a partner to wait to have sex?
- How can I tell my partner that I don't want to have sex?
- How much do pregnancy/STI tests cost? ▲
- Does sex hurt the first time?
- How do gay people have sex?
- Do two girls need to use protection?
- What do I do if I am allergic to latex, etc?
- How does a lesbian get pregnant?
- If I tell my doctor that I'm gay will they tell my family? ▲
- I'm pregnant. How do I talk to my parents? They will kill me. ▲
- If two virgins have unprotected sex, can they get infected with anything?
- Do you need to use protection when having sex in the shower?
- I heard birth control doesn't work. Is that true?
- Can I get pregnant the first time I have sex?
- What is an orgasm?
- Can you still get pregnant when using condoms?
- What is consent?
- What is trans?
- Can you get pregnant from anal sex?
- What does popping the cherry mean?
- How can someone be bi?
- How do I talk to my partner about having sex?
- What does sex feel like?
- Why do people moan when they have sex?
- What are blue waffles?
- Can gay people get STI's?
- Can you get STDs from fingering?
- What does it mean to be transgender?
- How does a guy get pregnant?
- Why do people like anal?

VALUES/PERMISSION SEEKING

Youth are trying to figure out who they are, what they believe in, their values, and what the best decisions for them are throughout their adolescent years. Youth are looking for openness, non-judgment, and adults to listen as they try to process this and figure it out. While they are going to need to decide what their own values are, they are looking towards adults they trust to give them guidance and share their values with them in a way that is not authoritative.

- Is it okay to have an abortion? ▲
 - How do I know if I am ready to have sex?
 - Is it okay to be gay?
 - At what age are you ready to have sex?
 - Is it okay to have sex on your period?
 - Can God see me having sex?
-

AM I NORMAL?

Youth are experiencing a lot of changes with their bodies both physically and emotionally during their adolescent years. They are trying to understand if these changes are normal and happening to everyone or if it is just them that is experiencing it. Youth will also hear people talking about what everyone is doing or not doing sexually or physically and are trying to figure out if they are normal for either doing or not doing those things.

- Is it okay to be gay?
 - Does everyone masturbate?
 - What does it mean if I don't like (not attracted) to anyone?
 - Can someone get a boner(erection) even when they aren't turned on?
 - Is it weird that I'm not dating anyone yet?
 - Most of my friends are dating. I'm not. Is that normal?
 - Why are some people's boobs different sizes?
 - Sometimes it hurts to pee, is this normal? ▲
-

SHOCK VALUE

These are typically questions that teens will ask to gauge your reaction. They want to see how you respond and if they can truly come to you with any question. It is usually helpful to answer these questions as evenly and honestly as you can without appearing to be phased by the questions.

- How can gay guys put it in there? That's gross.
 - My pull out game is strong. Why should I use protection?
 - What does cum taste like?
 - What if I am too big for a condom?
 - Is it okay to eat pussy while having my dick sucked?
 - Do you spit or swallow?
 - Can you rip your butthole from anal sex?
-

PERSONAL

These are questions directly asked of you. They are often permission seeking or value questions or "Am I normal?" questions and can be reframed that way.

- What age did you first start having sex?
- Have you ever had an abortion?
- Have you ever had an STI?
- What is your favorite sex position?
- What type of birth control do you use?
- How often do you masturbate?
- Do you have HIV?
- Do you think it is okay for teenagers to have sex?
- Do you have a boyfriend/girlfriend?

My Goals and Concerns:

Personal Care

Things my child can do on their own:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Dress Appropriately for the weather (head to toe) |
| <input type="checkbox"/> | Toilet hygiene and bowel/bladder management |
| <input type="checkbox"/> | Eating/Feeding |
| <input type="checkbox"/> | Bathing/Showering |
| <input type="checkbox"/> | Personal hygiene and grooming, including menstruation |
| <input type="checkbox"/> | Functional Ability (walking, getting out of bed, gross motor skills) |
| <input type="checkbox"/> | Sleep/Rest |

Personal care task I would like to start working on this year:

Which of these tools would help my child learn this personal care task?

<input type="checkbox"/>	Task analysis (Break a task down into many small steps)	Notes:
<input type="checkbox"/>	Parallel talk (While your child is doing a task, explain why each step of the task is necessary)	Notes:
<input type="checkbox"/>	Story boards	Notes:
<input type="checkbox"/>	Sequence Strips	Notes:
<input type="checkbox"/>	Cut and paste activity	Notes:
<input type="checkbox"/>	Visual Cards	Notes:
<input type="checkbox"/>	Checklists for documenting/monitoring progress	Notes:

My Goals and Concerns:

Social Skills

Dating skills my child needs to work on:

Things my child can do on their own:

<input type="checkbox"/>	Ask for a date	Notes:
<input type="checkbox"/>	Give consent	Notes:
<input type="checkbox"/>	Get consent	Notes:
<input type="checkbox"/>	Handle rejection appropriately	Notes:
<input type="checkbox"/>	Respect others personal space	Notes:

Social skills I would like to start working on this year:

Which of these tools would help my child learn this social skill task?

<input type="checkbox"/>	Social skills stories	Notes:
<input type="checkbox"/>	Boundaries circle chart	Notes:
<input type="checkbox"/>	Role playing	Notes:
<input type="checkbox"/>	5-point scale	Notes:
<input type="checkbox"/>	Practice	Notes:
<input type="checkbox"/>	Social skills training	Notes:
<input type="checkbox"/>	Social groups	Notes:

My Goals and Concerns:		
Sexual Health		
Sexual health skills my child needs to work on:		
Things my child can do on their own:		
<input type="checkbox"/>	Ask for help if they are in an uncomfortable situation.	Notes:
<input type="checkbox"/>	Know the difference between public and private places and behaviors	Notes:
<input type="checkbox"/>	Understands internet safety	Notes:
<input type="checkbox"/>	Understand what consent means and how to give or not give consent	Notes:
<input type="checkbox"/>	Knowing proper names of body parts	Notes:
<input type="checkbox"/>	How/why/when to use birth control	Notes:
<input type="checkbox"/>	How/why/when to get tested and prevent STIs	Notes:
Sexual health skills I would like to start working on this year:		
Which of these tools would help my child learn this sexual health task?		
<input type="checkbox"/>	Role playing	Notes:
<input type="checkbox"/>	Sorting visual cards and images	Notes:
<input type="checkbox"/>	Video modelling	Notes:
<input type="checkbox"/>	Social stories	Notes:
<input type="checkbox"/>	Photograph labelling	Notes:
<input type="checkbox"/>	One-on-one discussion	Notes:
<input type="checkbox"/>	Other:	Notes:

Whom would my child be comfortable asking for assistance?			
<input type="checkbox"/>	Family member	<input type="checkbox"/>	Doctor
<input type="checkbox"/>	Friends (Specify)	<input type="checkbox"/>	School Nurse
<input type="checkbox"/>	Sibling	<input type="checkbox"/>	Other School professionals (Specify)
<input type="checkbox"/>	Teacher (Specify)	<input type="checkbox"/>	Other:

Areas my child and a trusted adult will work on in the next six months:	
<input type="checkbox"/>	<p>Help my child better understand puberty.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure he or she can name private parts of the body <input type="checkbox"/> Teach the difference between public and private behaviors <input type="checkbox"/> Explain personal boundaries (of youth and of others) <input type="checkbox"/> Talk about the physical changes of puberty <input type="checkbox"/> Work on personal care (hygiene) <input type="checkbox"/> Talk with my daughter before her first period <input type="checkbox"/> Talk with my son about wet dreams <input type="checkbox"/> Explain self-touching <input type="checkbox"/> Share reproductive information
<input type="checkbox"/>	<p>Safety and appropriate touch</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding appropriate touch <input type="checkbox"/> Saying "no" <input type="checkbox"/> Recognizing unsafe situations <input type="checkbox"/> Knowing what to do if someone touches him or her inappropriately <input type="checkbox"/> Knowing who he or she can talk about inappropriate touch <input type="checkbox"/> Knowing what to say
<input type="checkbox"/>	I will talk with my child's IEP team about adding self-care, personal safety, or social skills as an IEP objective.
<input type="checkbox"/>	Other:

RESOURCES

Example Social Stories

http://livingwellwithautism.com/how_to_use_social_stories/social_stories-behaviors

Self Care/Life Skills Activities

www.toolstogrowot.com/therapy-resources/self-care-life-skills

Journey to Adulthood Presentation

www.pacer.org/transition/video/player.asp?video=228

PEATC's Life Skills Checklist

<https://peatc.org/wp-content/uploads/2021/07/Independent-Living-Life-Skills-Checklist-Booklet-ENGLISH-Interactive.pdf>

Mad Hatter Wellness YouTube Videos

www.youtube.com/channel/UCcIQAIT6kGEOIz6aWc7577g

Sex Ed for People with I/DD YouTube Videos

www.youtube.com/playlist?list=PLuEvYNNQ-dHeVhbyeJHx9s8oqsvBk62lv

PAAutism Relationship Social Stories

<https://paautism.org/resource/relationships-social-story/>

Online Resources for Sex Ed for Self-Advocates (includes accurate body part labels)

<https://researchautism.org/online-resources-for-sex-ed-for-self-advocates-podcast/>

SexEdVA

www.sexedva.org

Teaching Sexual Health: Responding to Student Questions

<https://teachingsexualhealth.ca/teachers/sexual-health-education/responding-to-student-questions/>

Maine Family Planning: Answering Student Questions

<https://mainefamilyplanning.org/wp-content/uploads/2018/03/TipsASQFinal.pdf>

Sex Ed Resources (expand your knowledge)

www.plannedparenthood.org/planned-parenthood-virginia-league/education-and-training/resources



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