

June 7-9, 2017 | Hockley Valley Resort, 793522 3rd Line EHS | Mono, Ontario

CHANGING TIDES
2017 OARTY CONFERENCE


Ontario Association of Residences Treating Youth
Centre of Excellence for Residential Care in Ontario

#OARTYConf

SEXUAL EDUCATION FOR YOUTH WITH COMPLEX NEEDS AND UNIQUE CONSIDERATIONS

SafeGuards
Training for Children and Adult Services

Geraldine Crisci, MSW
(416) 483-8118
www.geraldinecrisci.com

FUNDED BY THE MINISTRY OF CHILDREN AND YOUTH SERVICES 

EXPLORE MORE TRAINING AT WWW.SAFEGUARDS-TRAINING.NET

GERALDINE CRISCI
55 Eglinton Ave, East, Suite 506
Toronto, ON M4P 1G8
(416)4838118
www.geraldinecrisci.com

© Crisci 2017
The information being presented in this workshop is copy written and is intended for instructional use by the participants of this workshop only. Reproduction and distribution of this material is strictly prohibited. This information cannot be distributed electronically, or duplicated in any fashion without written permission of the authors.

MYTHS ABOUT YOUTH WITH INTELLECTUAL DISABILITIES

- THEY ARE ASEXUAL
- NORMATIVE SEXUAL BEHAVIOUR IS DEVIANT
- THEY HAVE NO INTEREST IN SEXUAL RELATIONSHIPS
- WILL NEVER BE EXPLOITED
- THEY HAVE UNCONTROLLABLE URGES
- THEY ARE ALWAYS IN SAFE, SUPERVISED ENVIRONMENTS

INCIDENCE OF ABUSE OR MALTREATMENT IN ID POPULATION

- INDIVIDUALS WITH ID WERE 3.4 TIMES MORE LIKELY TO BE ABUSED OR MALTREATED THAN THOSE WITHOUT ID (SULLIVAN & KNUTSON 2000)

IMPLICATION

- MORE LIKELY TO BE ABUSED
- PROFESSIONALS AND CAREGIVERS WORKING WITH INDIVIDUALS WITH ID REQUIRE A TRAUMA LENS

INCIDENCE OF ABUSE OR MALTREATMENT IN ID POPULATION

- NINETY-NINE PERCENT OF THOSE WHO COMMIT ABUSE ARE WELL KNOWN TO, AND TRUSTED BY, BOTH THE CHILD AND THE CHILD'S CARE PROVIDERS (BALADERIAN, 1991)

- OFTEN NOT PROVIDED WITH GENERAL SEX EDUCATION; SOMETIMES SEEN AS ASEXUAL
- (SEXUAL DEVELOPMENT AND INTEREST FOR PEOPLE WITH INTELLECTUAL DISABILITY OCCUR AT APPROXIMATELY THE SAME AGE AS PEOPLE WITHOUT ID, THARINGER, 1990).

SOCIETAL PERSPECTIVES

- RICHARDS, ET AL (2006) NOTED THAT, HISTORICALLY, INDIVIDUALS WITH DD BEEN VIEWED AS SEXUALLY DEVIANT, PRONE TO CRIMINALITY, ASEXUAL, AND PROBLEMATIC TO SOCIETY.
- DESPITE SIGNIFICANT PROGRESS OVER THE LAST 5 DECADES IN MANY AREAS, THE SEXUALITY OF INDIVIDUALS WITH DD IS STILL GROSSLY MISUNDERSTOOD BY SOCIETY.
- ALTHOUGH TODAY THE SEXUALITY OF INDIVIDUALS WITH DD IS NOT ENTIRELY IGNORED, NOR IS SEXUAL BEHAVIOR UNIVERSALLY PUNISHED, THE PERCEPTION THAT PEOPLE WITH DEVELOPMENTAL DISABILITIES AS PERPETUAL CHILDREN, IRRESPECTIVE OF THEIR AGE, STILL LINGERS WITH SIGNIFICANT, NEGATIVE CONSEQUENCES.

Richards, D., Miodrag, N., & Watson, S. L. (2006). Sexuality and developmental disability: Obstacles to healthy sexuality throughout the lifespan. *Developmental Disabilities Bulletin*, 34(1-2), 137-155.

FACTS

- PEOPLE WITH DEVELOPMENTAL DISABILITIES OFTEN DO NOT RECEIVE SEXUALITY EDUCATION OR TRAINING IN HEALTHY SOCIAL SEXUAL RELATIONSHIPS.
- THEY DO NOT RECEIVE EDUCATION ABOUT KEEPING THEMSELVES SAFE.
- MANY INDIVIDUALS LACK RIGHTS AND OPPORTUNITIES TO HAVE RELATIONSHIPS DUE TO LIVING ARRANGEMENTS, LACK OF PRIVACY AND INTIMACY.



SEXUALITY EDUCATION IS NOT A ONE TIME EVENT!



SEXUALITY EDUCATION

IT ENCOMPASSES THE:

- BIOLOGICAL
- SOCIO-CULTURAL
- PSYCHOLOGICAL
- SPIRITUAL

- TYPICALLY CHILDREN ARE TAUGHT MANY THINGS ABOUT THEIR OWN SEXUALITY FROM THE DAY THEY WERE BORN.
- FOR EXAMPLE, THEY LEARN: HOW THEY ARE TOUCHED BY OTHERS;
- THE WAY THEIR BODIES FEEL TO THEM;
- WHAT THEIR FAMILY BELIEVES IS OKAY AND NOT OKAY TO DO;
- THE WORDS THAT FAMILY MEMBERS USE (AND DON'T USE) TO REFER TO PARTS OF THE BODY;
- ALL FROM OBSERVING RELATIONSHIPS AROUND THEM; WHAT THEY SEE AT SCHOOL; IN MEDIA; INTERNET

(PETER F. GERHARDT, ED.D 2017)

WHO IS THE TEACHER?

- PARENTS OR CAREGIVERS ARE THE FIRST TEACHERS!
- EARLY CHILDHOOD EXPERIENCES
- WE WANT TO START EARLY AN OPENNESS ABOUT SEXUALITY SO THAT COME ADOLESCENCE THIS OPENNESS TO EXPRESS WORRIES IS ESTABLISHED

WHO ARE WE TALKING ABOUT?

- THE YOUTH WE WORK WITH...
- YOU NEED TO KNOW INTELLECTUAL ABILITIES?
- WHAT IS THEIR LEARNING STYLE?
- WHAT PREVIOUS SEXUALITY EDUCATION THEY HAVE OR HAVE NOT HAD?

- SEXUALITY EDUCATION IS NOT ABOUT TEACHING SEXUAL INTERCOURSE
- HOW TO HAVE RELATIONSHIPS THAT ARE APPROPRIATE
- HOW TO KEEP YOURSELF SAFE FROM RELATIONSHIPS WHICH ARE NOT HEALTHY

AS EDUCATORS/PROFESSIONALS...

- WE NEED TO FEEL COMFORTABLE WITH OUR OWN SEXUALITY
- OPEN, HONEST AND SUPPORTIVE
- APPROACHABLE
- NON-JUDGEMENTAL
- “WELL THIS IS WHAT TYPICALLY OCCURS HOWEVER...”
- BE CONNECTED TO FAMILY

WHEN SHOULD SEXUALITY EDUCATION OCCUR...

- WHEN DID YOU LEARN ABOUT SEXUALITY?
- “THE TALK”?
- IT CANNOT BE A ONE OFF EVENT.
- GIVE THE CHILD/YOUTH ENOUGH INFORMATION TO SATISFY THE QUESTION
- USE RESOURCES/BOOKS THAT CAN HELP
- WORK ON THIS DAILY THROUGH USE OF CORRECT LANGUAGE AND MODELLING BEHAVIOUR
- START YOUNG NOT WHEN THEY ARE ADOLESCENTS!
- DON'T MAKE IT A “BIG SECRET”

AGES/STAGES IN DEVELOPMENTAL AND WHAT SHOULD WE TALK ABOUT?!!

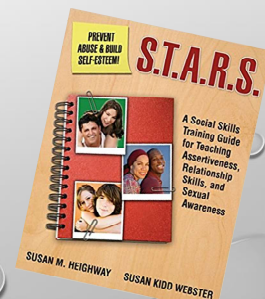
- KINDERGARTEN TO 5TH GRADE – SIMILARITIES AND DIFFERENCES
- 4TH -5TH GRADES – “THE TALK” – PUBERTY AND WHERE BABIES COME FROM?
- ADOLESCENCE – ADULTS – SPECIFIC INFORMATION; ABUSE PREVENTION
- MYTH – IF YOU TELL THEM ABOUT IT THEY WILL RUN OUT AND DO IT!
- RESEARCH SUPPORTS THAT MANDATORY COMPREHENSIVE EDUCATION HAS LOWERED TEENAGE PREGNANCY RATES.

WHAT ARE WE GOING TO TEACH?

- FIRST – WHAT DOES THE INDIVIDUAL KNOW OR NOT KNOW?
- S.T.A.R. TESTS FOR SOCIAL SKILLS– SEXUAL ATTITUDES AND KNOWLEDGE TEST (OPEN ENDED AND YES/NO QUESTIONS); SEXUAL ABUSE RISK ASSESSMENT (COMPLETED BY THOSE WHO KNOW THE YOUTH WELL)

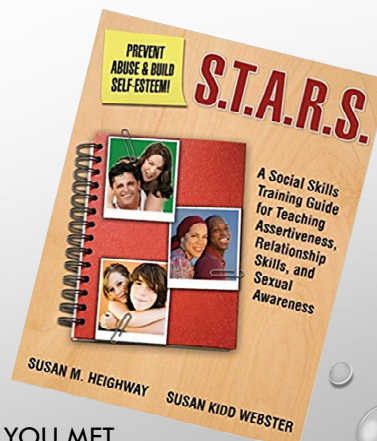
S.T.A.R.S GOALS

- UNDERSTANDING RELATIONSHIPS – BUILDING A POSITIVE SELF IMAGE
- SOCIAL INTERACTION (FRIENDSHIPS TO MATURE RELATIONSHIPS) – RESPONSIBILITIES IN RELATIONSHIPS; PROS/CONS TO HAVING CHILDREN
- SEXUAL AWARENESS – UNDERSTANDING YOUR BODY AND HEALTH ISSUES
- ASSERTIVENESS – SELF EMPOWERMENT AND PROTECTION/ REPORTING ABUSE



EXAMPLE OF S.T.A.R.S. FOR SOCIAL SKILLS

- IS IT OK GAME?
- IS IT OK TO HUG THE STORE CLERK?
- IS IT OK TO HUG YOUR MOTHER?
- IS IT OK TO KISS YOUR TEACHER?
- IS IT OK TO WAVE AT SOMEONE YOU DON'T KNOW?
- IS IT OK TO KISS YOUR BOSS?
- IS IT OK TO HUG SOMEONE YOU JUST MET?
- IS IT OK TO GIVE PERSONAL INFORMATION TO SOMEONE YOU MET ON THE INTERNET?



- WE TEACH FROM A YOUNG AGE APPROPRIATE SOCIAL RULES SUCH AS WE SHAKE HANDS WITH SOMEONE WE DO NOT KNOW;
- WE TEACH PUBLIC VERSUS PRIVATE BEHAVIOUR
- WE TEACH ABOUT WHO WE CAN HUG! TEACH CHOICE IN HUGGING/PHYSICAL CONTACT!
- WE TEACH SURPRISES VERSUS SECRETS.
- MORE THAN EVER WE NEED TO TEACH SAFETY RULES FOR SOCIAL NETWORKING ONLINE
- WE CAN TEACH THROUGH ROLE PLAY; PICTURES; JAMES STANFIELD VISUAL TEACHING TOOLS FOR LEVELS OF INTIMACY.

MEDIA AND SEXUALITY

- WHAT MESSAGES DOES THE MEDIA GIVE YOUTH?
- SLIM IS SEXY? THIGH GAP IS SOMETHING TO ACHIEVE?
- IF YOU DON'T LOOK A CERTAIN WAY THEN YOU'RE NOT DESIRABLE?
- SEX SELLS?
- SELFIES... LESS CLOTHING MORE FOLLOWERS ON SOCIAL MEDIA?

ACTIVITY: SOCIAL INTERACTIONS – DEFINE A DATE?

- PLANNING A DATE
- ASKING SOMEONE ON A DATE – WHAT IS ROMANCE?
- REFUSING A DATE
- GETTING READY FOR A DATE
- BEHAVIOUR ON A DATE?
- SAYING GOODNIGHT AT THE END OF A DATE

SEXUAL AWARENESS

- PUBLIC AND PRIVATE (HOME/SCHOOL/WORK/COMMUNITY)
- WHAT IS PUBLIC VS WHAT IS PRIVATE PLACES?
- IS THERE A PLACE WHERE WE TOUCH OUR PRIVATE PARTS AT SCHOOL?
- WHAT ARE THE RULES?
- WHAT DOES PRIVATE REALLY MEAN? (JUST BECAUSE YOU CANNOT SEE SOMEONE, IT DOES NOT MEAN SOMEONE CANNOT SEE YOU!)

LEARNING TO SAY NO!

- CAN THE YOUTH SAY NO?
- DOES EVERYONE HAVE THE RIGHT TO SAY NO?
- HOW CAN SOMEONE SAY NO?
- THE ISSUE OF COMPLIANCY!
- WHO IS A SAFE PERSON?

HOW TO TEACH?

- SOCIAL NARRATIVES
- ROLE PLAY
- VIDEO/DRAMA
- TASK ANALYSIS
- PRACTICE IN REAL LIFE
- MAKE IT VISUAL
- DOLLS
- KEEP IT SIMPLE AND FACTUAL
- CORRECT LANGUAGE; WHAT DOES THE YOUTH CALL BODY PARTS (SLANG WORDS?)

WHY PROVIDE SEXUALITY EDUCATION?

- IMPROVE THE QUALITY OF LIFE
- REDUCE ANXIETY AND FEARS
- REDUCE CONFUSION
- PREVENT ABUSE
- DE-MYSTIFY CONCERNS
- GIVE SUPPORT AND INFORMATION

SEXUAL TRAUMA

PREDICTABLE DEVELOPMENTAL CRISES TIME FRAMES SIGNALING TRAUMA

- FIRST SEXUAL STEPS
- AROUSAL REALITY
- SANCTIONED SEX
- BIRTH OF A CHILD
- AGE OF ONSET CRISIS

Hindman, 1988

NORMATIVE VS NON-NORMATIVE SEXUAL BEHAVIOUR

- AGE/STAGES OF SEXUAL DEVELOPMENT
- MASTURBATION VS SELF STIMULATION

OVERVIEW OF RESEARCH

Table 1.4 Percentages of Sexually Intrusive Behaviors by Boys and Girls Across Three Age Groups

	BOYS/GIRLS 2-5	BOYS/GIRLS 6-9	BOYS/GIRLS 10-12
Touches mother's breasts	42.7/43.7	14.1/15.9	1.2/1.0
Touches other child's sex parts	4.5/8.8	7.9/1.2	1.2/1.0
Tries to have intercourse	0.3/1.1	0.0/0.0	0.0/0.0
Puts mouth on sex parts	0.7/0.0	0.0/0.0	0.0/0.0
Touches adult's sex part	7.7/4.2	1.6/1.2	0.0/0.0
Touches animal's sex parts	2.8/2.5	0.5/0.6	0.0/0.0
Asks others to do sex acts	0.4/0.4	0.5/0.0	0.0/0.0
Kisses adults not known well	7.8/6.0	1.0/2.4	3.7/1.1
Kisses other children	8.1/7.1	1.0/1.2	0.0/1.1
Undresses other children	1.4/2.1	1.0/0.0	0.0/0.0
Shows sex parts of children	9.2/6.4	4.7/2.4	0.0/1.1
Undresses adults against their will	4.2/2.1	0.5/1.2	0.0/0.0

GERALDINE CRISCI

55 Eglinton Ave, East, Suite 506
 Toronto, ON M4P 1G8
 (416) 483-8118
www.geraldinecrisci.com

This workshop was sponsored by:



FUNDED BY THE MINISTRY OF CHILDREN AND YOUTH SERVICES



EXPLORE MORE TRAINING AT WWW.SAFEGUARDS-TRAINING.NET