

SEXUALITY, HEALTH and HYGIENE

Barbara Laird BEd

www.beyondtheboxbasics.com

barb@telus.net



THE RULES IN MY CLASSROOM.....






- **THANK YOU TO:**

Peter Johnson

Margaret Newbury Jones

Dave Hingsburger

- 
- Part 1 - The Challenges in teaching to the Developmentally Disabled population.....and add in challenges of Mental health....
 - Part 2 – Teaching Tools for you..and your staff ..tools, strategies that will help with learning, understanding and remembering
 - Part 3 – The Curriculum...where to begin, what to teach


There are lots of Curriculums on line...just google...Sexuality, health hygiene curriculum, teaching for Developmentally Disabled...a few on Resource list. Also seem to be a number of people finally doing workshops, training classes in this area.

1. **WHO** are we talking about??

2. **WHY** is this such an important topic??


IF YOU EVER THINK THAT YOU ARE TOO SMALL TO MAKE A DIFFERENCE, THINK ABOUT SPENDING A NIGHT COOPED UP WITH A MOSQUITO.





WHAT do we mean by Sexuality?
by Health?
by Hygiene?

IGNORE labels on books, materials.....good for all.....



A. THINKING ABOUT THE
CHALLENGES
FOR INDIVIDUALS WITH
DEVELOPMENTAL DISABILITIES
TO LEARN ABOUT ISSUES OF
SEXUALITY, HEALTH and HYGIENE



- ***Challenges for teaching sexual health , health and hygiene to students with intellectual disabilities***
- Every person with an Intellectual Disability learns differently.
- When teaching sexual health, it is optimal to teach the same thing in different ways, rather than using just one approach and teaching more slowly.



WHY ARE THESE INDIVIDUALS SO AT RISK?

1.
 - Over protected
 - Over dependent
 - Over trusting
 - Compliant

TEACH : **NOGO..... TELL**

If someone touches your body in a way that makes you feel scared, angry, sad or confused:

Remember

NO



Try to say **NO** or **STOP**

GO

GO to a safe place as soon as you can

TELL



Talk to someone who can help.

Listen carefully to what your body tells you about being touched.

Your body gives you warning feelings telling you that you might need help.



.....**Facts on Sexual Abuse**

- The risk of being physically or sexually assaulted for adults with developmental disabilities is likely 4 to 10 times as high as it is for other adults (Sobsey, 1994)
- Children with any kind of disability are more than twice as likely to be sexually abused (Little, 2004)

Before the age of 18, over 85% of girls and at least 40% of boys with a developmental disability will be **SEXUALLY MOLESTED**

AND

In the overwhelming majority of instances, the sexual abuse will be done by a person who is trusted to work with the developmentally disabled child or teen.

DAVE HINGSBURGER

2. We the **ADULTS** are the biggest problem.

They can have great difficulty in distinguishing between private and public behaviours and body parts.

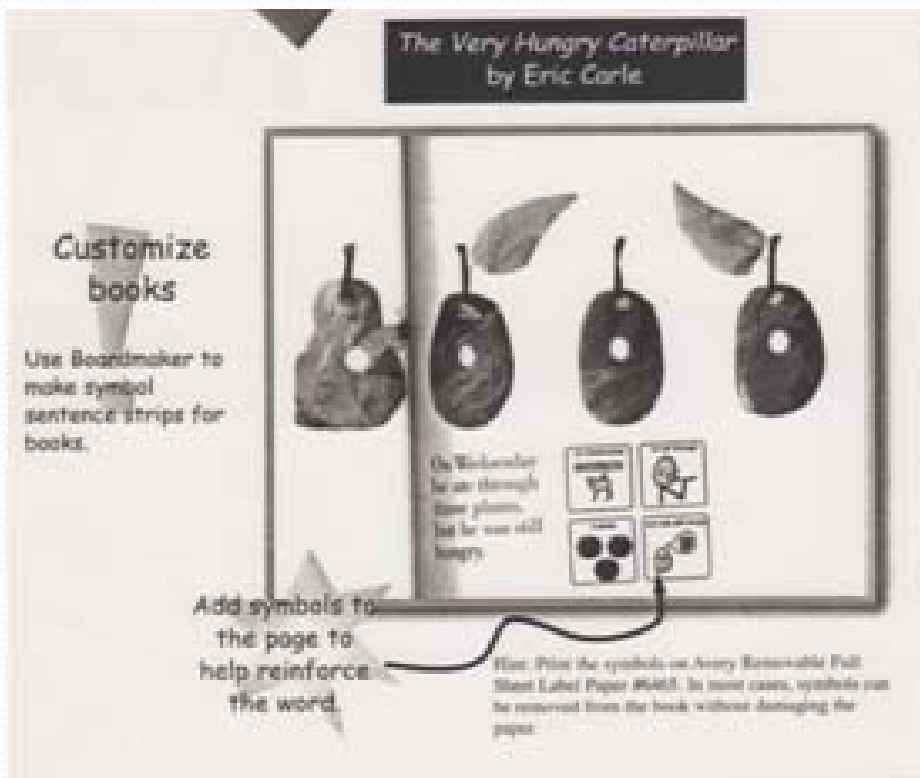
We the adults are always breaking boundaries

For Better or For Worse®

by Lynn Johnston



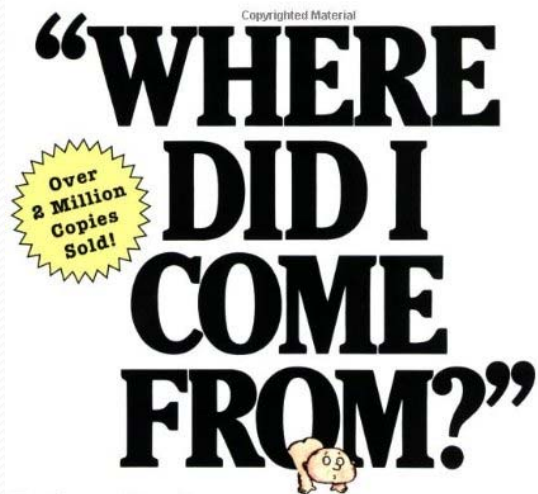
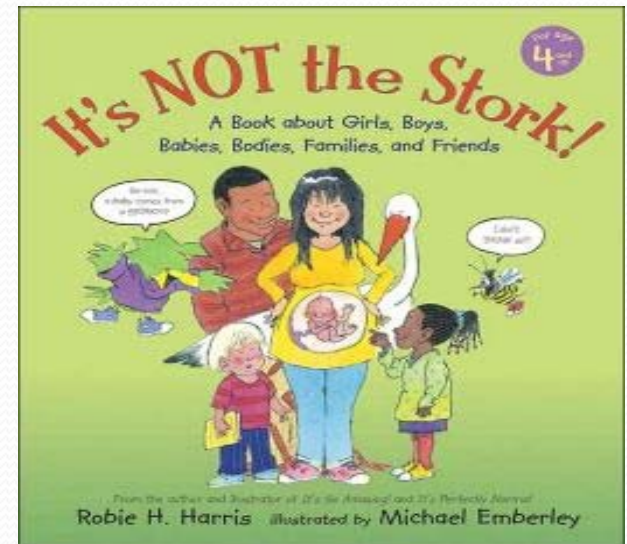
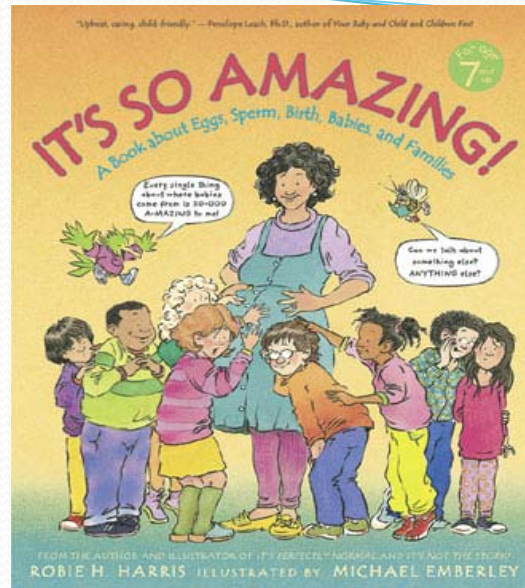
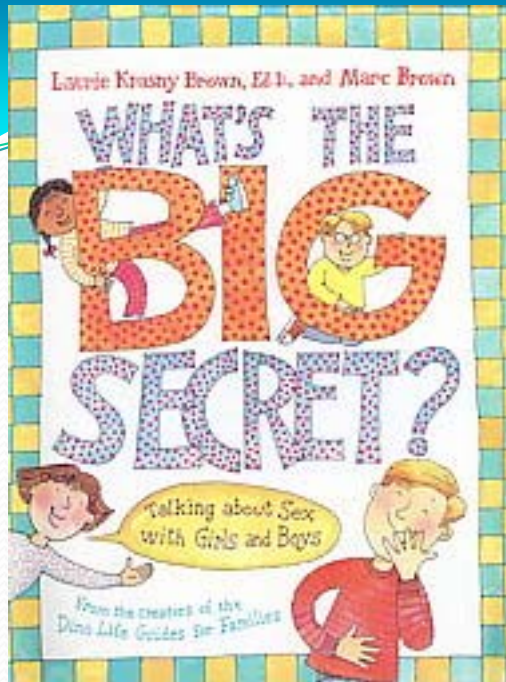
3. Lower Reading level and complexity of materials, language



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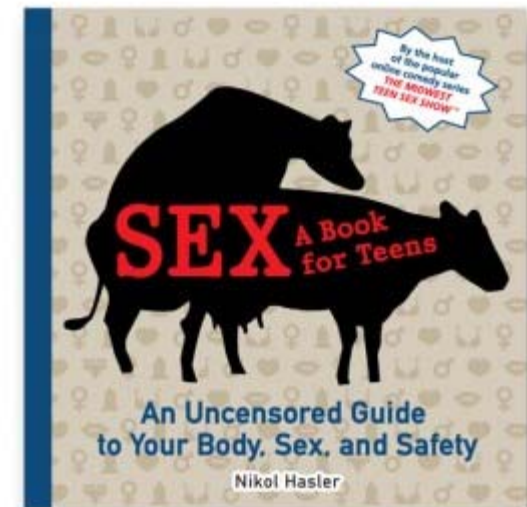
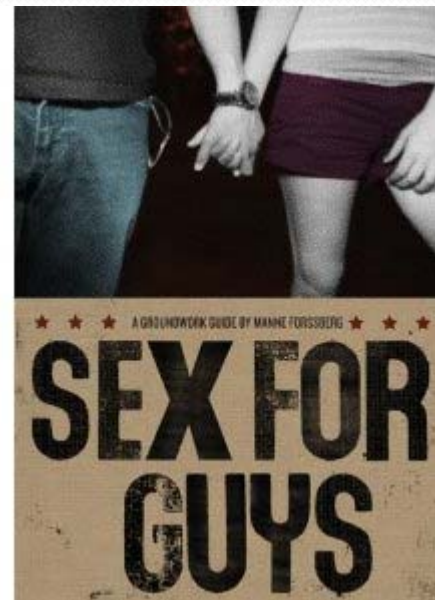




The facts of life without any nonsense and with illustrations.

Written by bestselling author Peter Mayle
Illustrated by Arthur Robins

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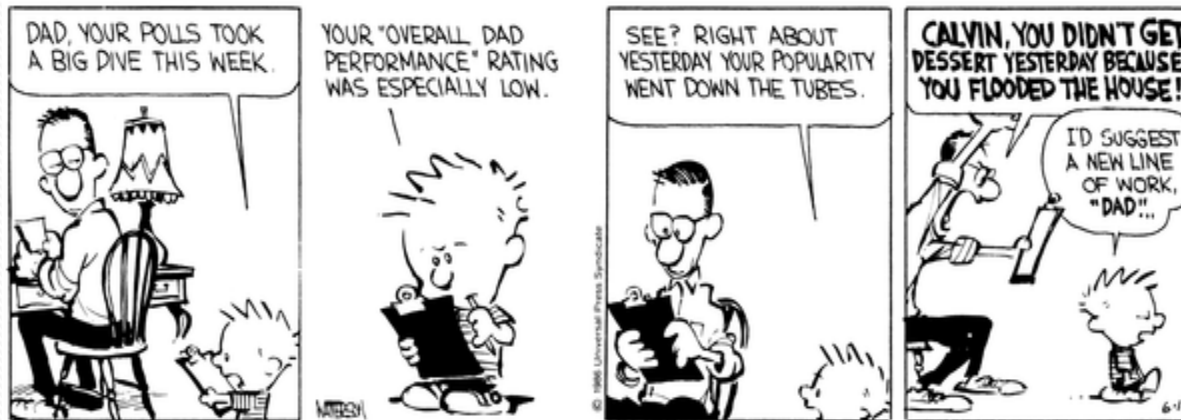
4. **Intellectual** and **Emotional** age is lower than actual age.

THEORY OF THE MIND

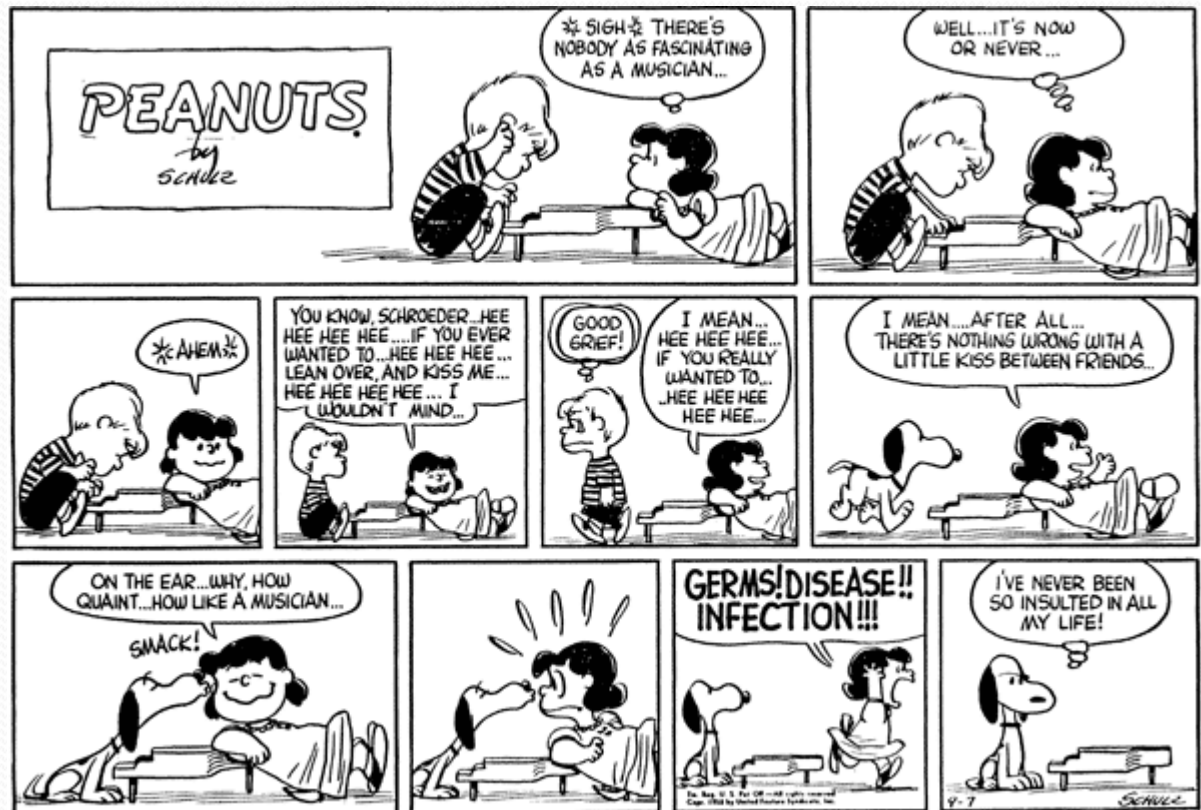


THEORY OF THE MIND

- Difficulty explaining own behaviours



THEORY OF THE MIND - Problems understanding emotions



THEORY OF THE MIND - Problems inferring the intentions of others



THEORY OF THE MIND

- Difficulty predicting how others **feel** or think.....work on **FEELINGS**



THEORY OF THE MIND

- showing empathy and being able and willing to help others



THEORY OF THE MIND

- Problems understanding the perspectives of others



THEORY OF THE MIND

- Difficulty in understanding that behaviour impacts how others think and or feel..... caring about only certain topics

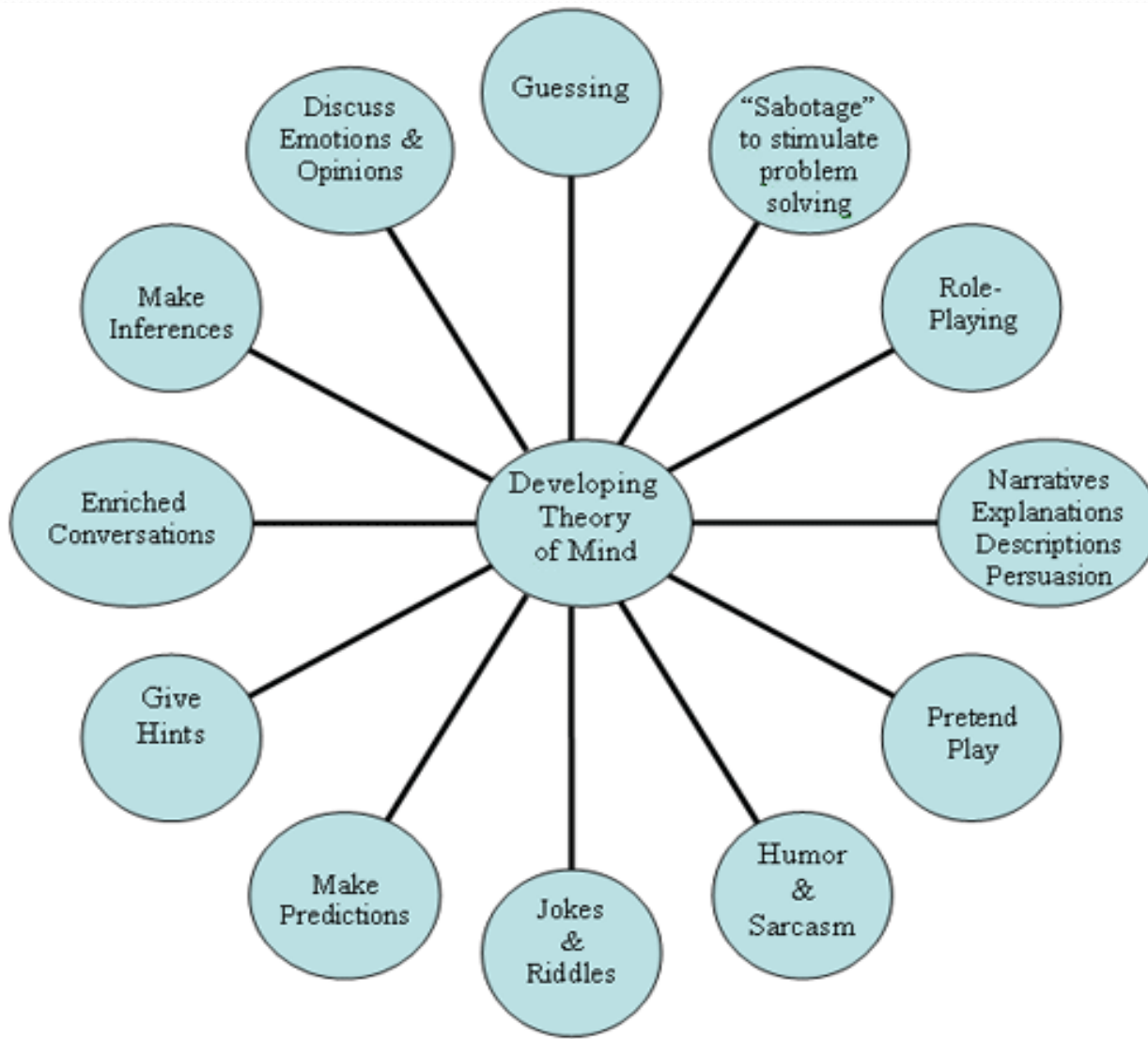


THEORY OF THE MIND - Problems with social conventions such as turn taking, politeness, social space and social rules.....etc.



"I'M AFRAID I'M NOT VERY GOOD AT SMALL TALK!"





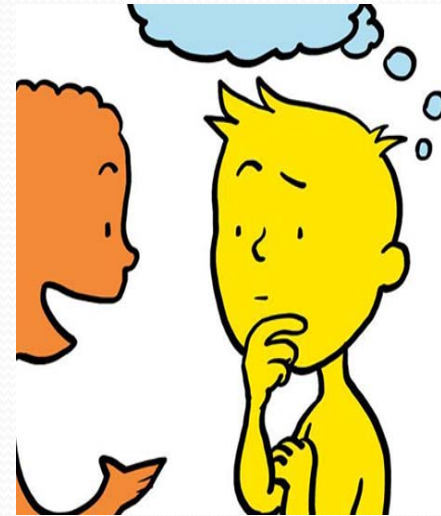
5. May have difficulty with abstract and abstract thinking.
Do not often understand the “HIDDEN CURRICULUM

- Much of their life may be spent in a fantasy world, they do not understand the difference between a crush and love, or the long term consequences of an action or activity.



Communication has **3** parts....

1. Understanding and comprehension
 2. Their use and understanding of expressive language
 3. Their use and understanding of the pragmatic skills....not understanding the “ Hidden Curriculum”
- WHAT helps with Communication...using VISUALS.....at all ages.



- 
- 90 % do not understand the abstract

We need to model and teach the social norms...but we often model incorrectly

This means that they may have trouble with visualizing and seeing pictures in their heads in the same way as others may be able to.

Therefore, when they listen to someone speak they can often repeat what they have heard but do not understand.

They see our behaviour and copy us without understanding that at another time and place, with another person it is not appropriate.

6. Do not learn well by osmosis or incidental learning



7. Learn at a slower rate...never assume they remember forever.
Teach with lots of practice.

NEVER ASSUME THEY REMEMBER FOREVER

TALK LESS and TALK SLOWER



8. MENTAL HEALTH ISSUES.....SENSORY CHALLENGES

.....other medical , health related challenges...cause behaviours that so interfere with learning attention and retaining.

FIGHT...FLIGHT...FEAR





Anxiety, Anger,
Stress, Fatigue,
Hunger, Sensory
Overload

Cannot HEAR
Cannot THINK
Cannot TALK

Cannot make a DECISION
Cannot make a JUDGEMENT CALL

Name _____ Date _____

My Anger Triggers
What makes you feel angry? List as many triggers as you can for feeling angry.

I feel angry when...



I feel frustrated!

I want please

a bag ball swimming help book drawing pillow bean bag chair quiet	television video stack disk rest noise	music bed control book stop sign
---	---	---

5	I am not safe. I need to leave before anyone gets hurt.	
4	I am losing control. I need a Chillville break to calm down.	
3	I am not fully in control. I need to take deep breaths.	
2	Things are ok. I can handle it.	
1	I feel super	

Sponge Bob Calm Down Routine

Follow this routine when you need to calm down:



Close your eyes



Take a deep breath in



Relax your muscles




Blow out



Repeat 2 more times



Feel calm again



9. We continue to break the norms both informally and formally and this results in so much confusion for them.

They may for example get hugged for doing a chore, they do not see the connection.

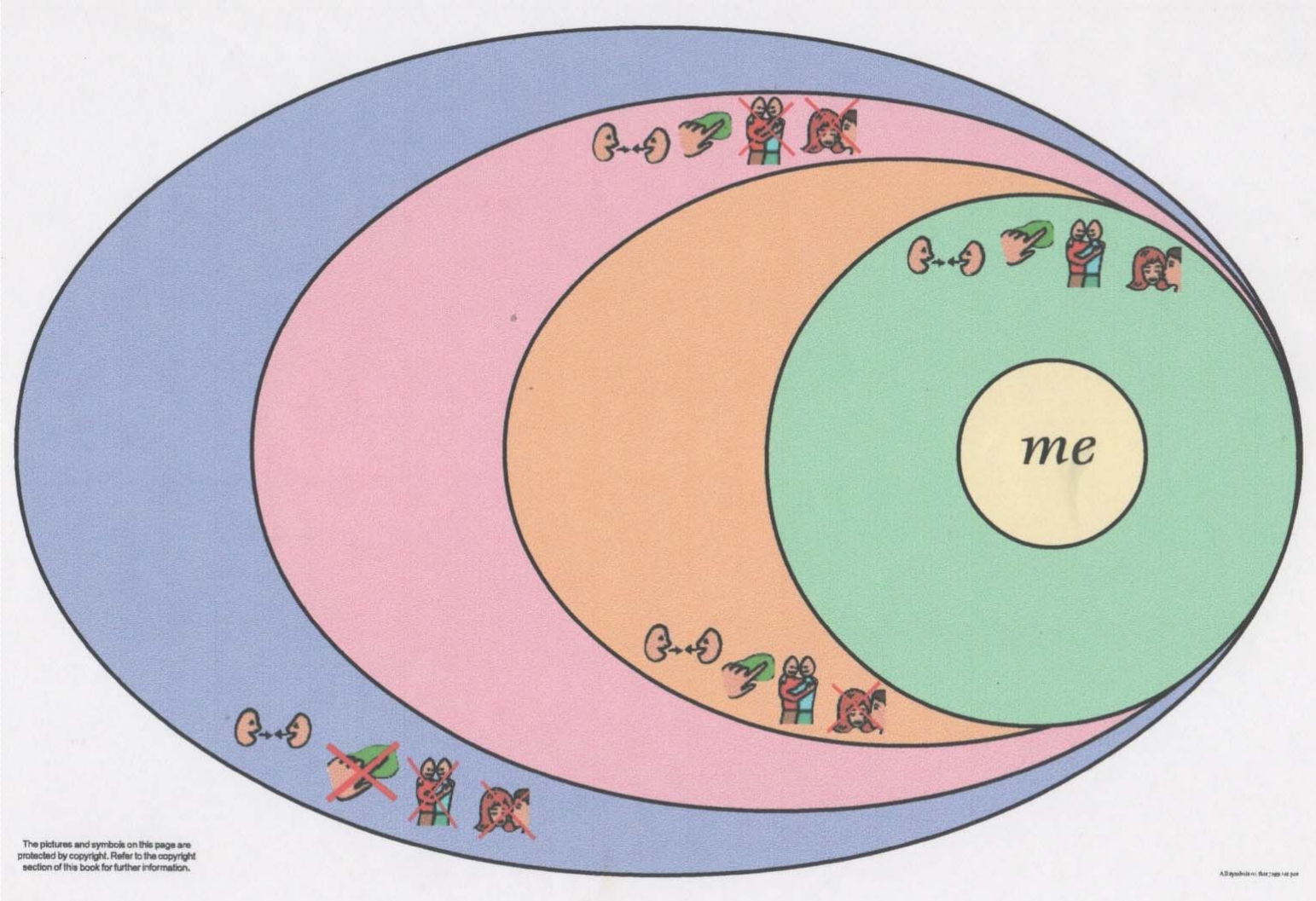
The hug is teaching that hugging without a reason is okay.

This does may not make sense especially if the person is not in their inner ripple.

They see other high school students hugging in the hallway, yet we teach them not to do the same.

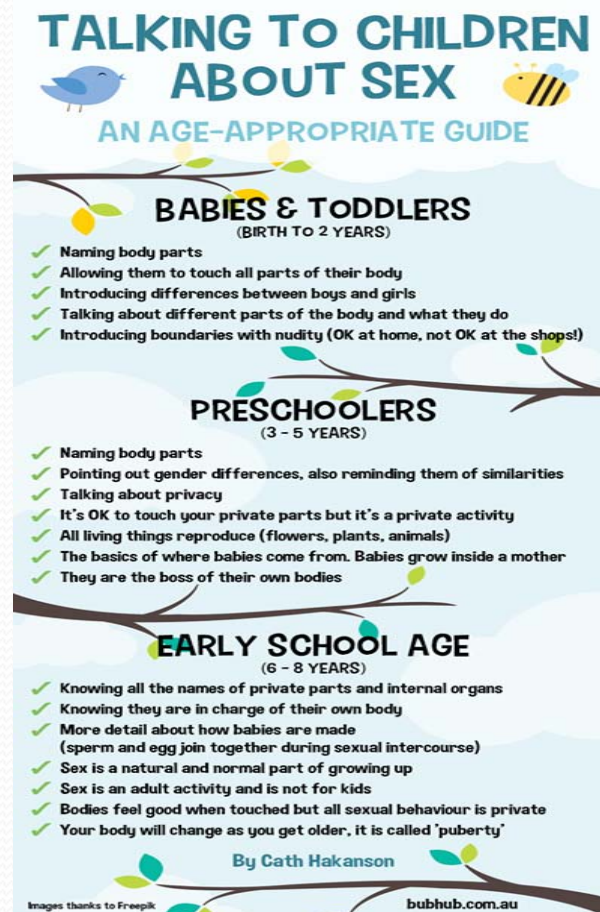
- Huggingnot understanding the difference between friends and acquaintances.



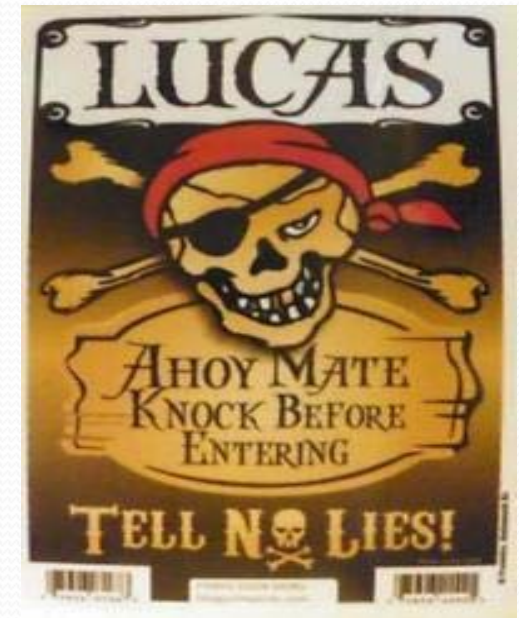


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10. Teaching needs to begin at birth...and not wait until a crisis.



11. Need for space and privacy and exploration





B. TEACHING ABOUT SEXUALITY, HEALTH AND HYGIENE TO ENSURE SUCCESS....or HOW DO I TEACH?...or the Educational tools...

All material needs to be ADAPTED OR MODIFIED.....and be at the level needed for understanding and comprehension.

a.) UNIVERSAL DESIGN FOR LEARNING..



B. TEACHING ABOUT SEXUALITY, HEALTH AND HYGIENE TO ENSURE SUCCESS....or HOW DO I TEACH?...or the Educational tools...

All material needs to be ADAPTED OR MODIFIED.....and be at the level needed for understanding and comprehension.

a.) UNIVERSAL DESIGN FOR LEARNING..Differentiated learning

UDL

Universal Design of Learning



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



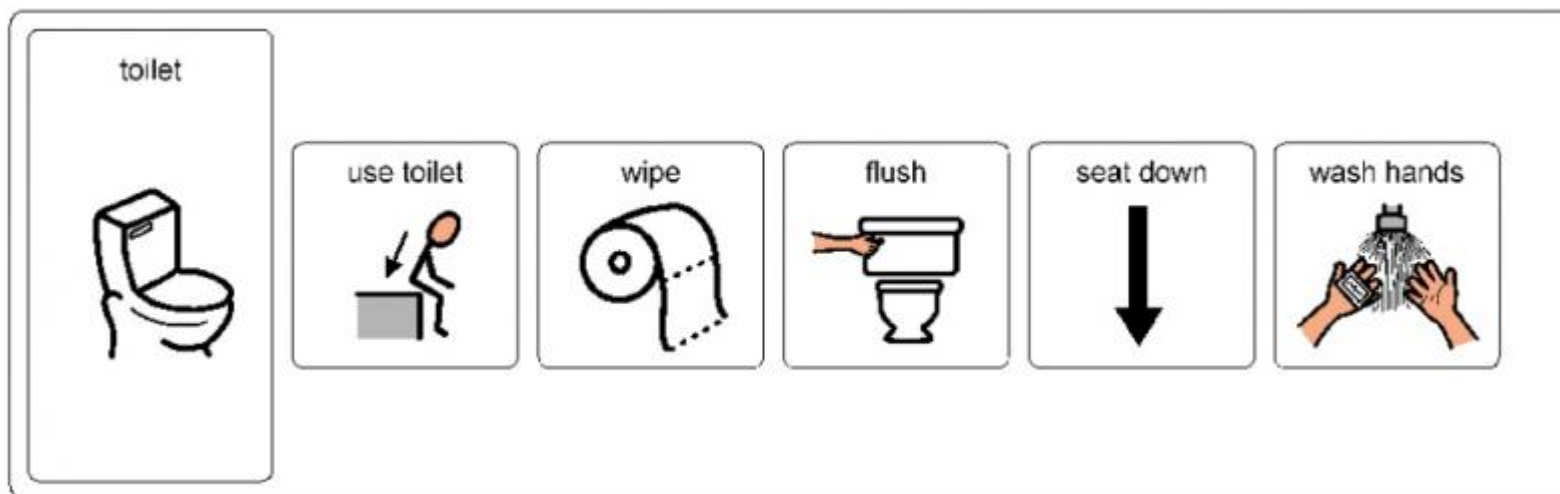
UNIVERSAL DESIGN
FOR LEARNING

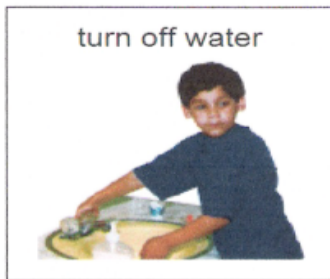
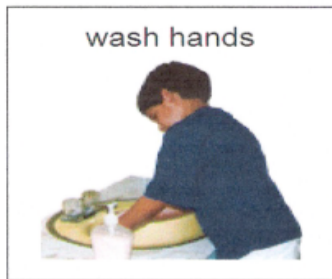
What **SOME** students
will learn

What **MOST** students, but
not all, will learn

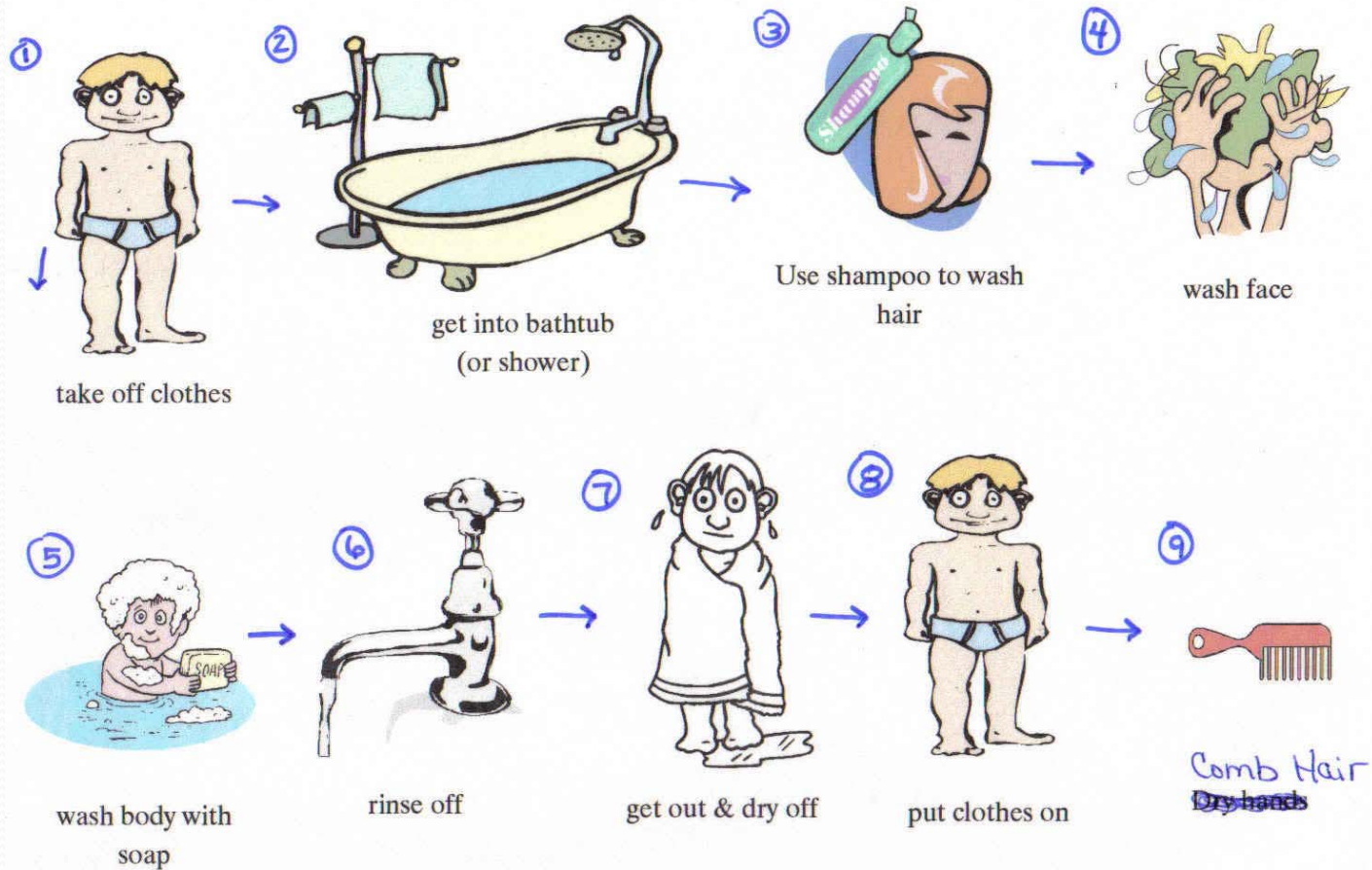
What **ALL** students will learn...**THE BIG
IDEA OF THE LESSON OR TOPIC**

b.) Chunking or task analysis of material - GOGGLE THE TOPIC FOR VISUALS.....lots on line to give you ideas





Taking A Bath (or Shower)






c.) Do direct teaching

BUT not all the time....best for teaching small chunks of information that are clear and straight forward

d.) Do not assume they know anything ...start with basics.

e.) Information does not lead to trying.




f.) Teach much information as rules.....especially if its a rule you want them to know forever. BUT ...do not forget about “WHAT IF’S?”
Set up , discuss scenarios...and role play, practice...

What if someone asks to see your private parts?

What if a person tells you to keep a secret that makes you feel uncomfortable and unsafe?

What if someone shows you pictures on a phone, ipad or computer of adults, teenagers or children showing and/or touching their private parts.

What if someone tells you to play a ‘fun game’ where you both pull down your pants and show each other your private parts?



What if someone tells you (or sends you a message on a phone or computer) asking you to send pictures of your private parts?

What if an adult, an older teenager or other kids start to make jokes about private parts?

What if children are playing around in the toilets (or playground) at school and trying to see other people's private parts?



g.) PRACTICE.....and ROLE PLAY...over and over....

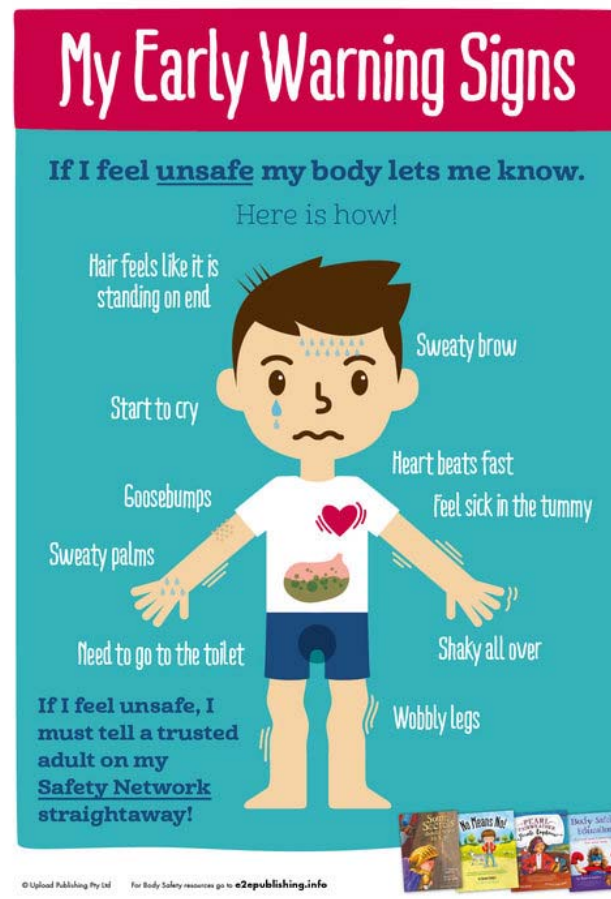
h.) GENERALIZATION

i.) Consistent language
TOILET:

bathroom, washroom, lavatory, powder room, restroom,
loo, water closet, latrine, WC, comfort station, boy's room,
throne, john, head, outhouse, public washroom, privy,
urinal, public bathroom, ladies' room, girls' room, seniors,
senoritas..... And all the non verbal sign.....



- j.) Role Play, videos.....concrete materials.....Practice saying No....
NO...GO...TELL.....what your GUT says and feels.....
Practice greetings...giving affection...using Ripples.....**SELF TALK**



K.) Be FLEXIBLE.....laughter, humour....make it fun..lots of positive feedback

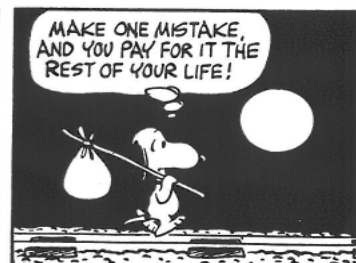
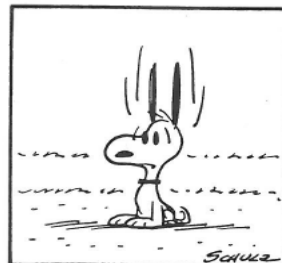
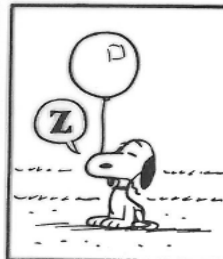
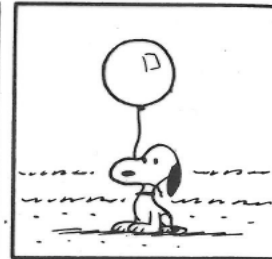
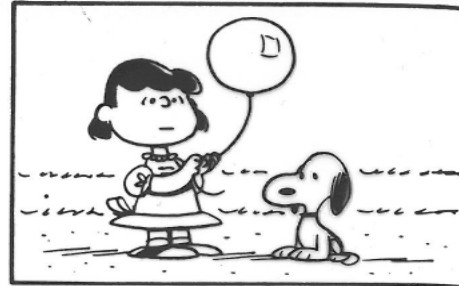




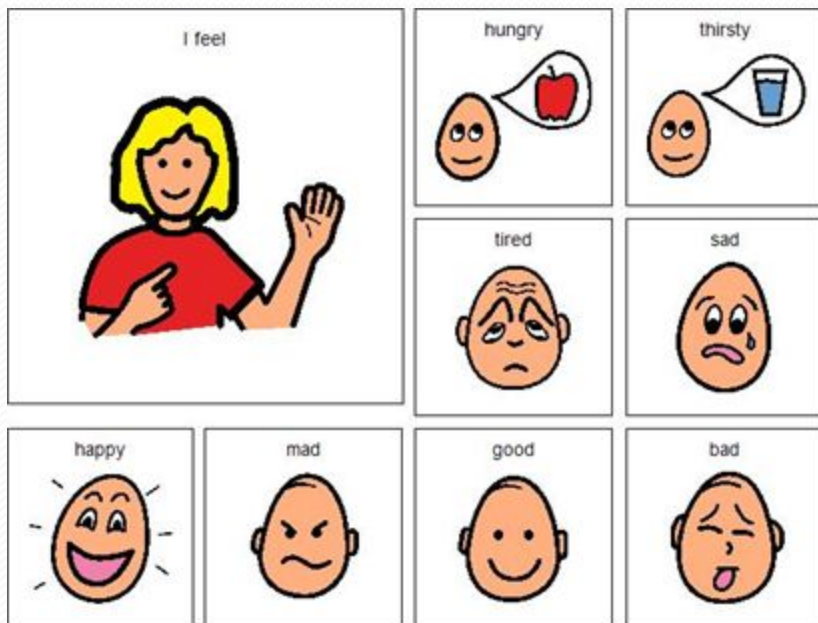
I.) Expect SUCCESS

Work on one thing at a time.....the one most needed for
safety...for inclusion...for independence...for participation
...for understanding

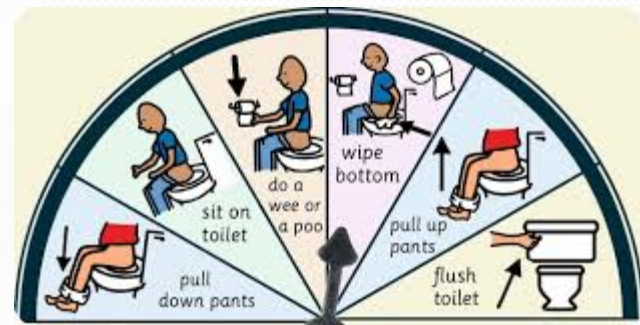
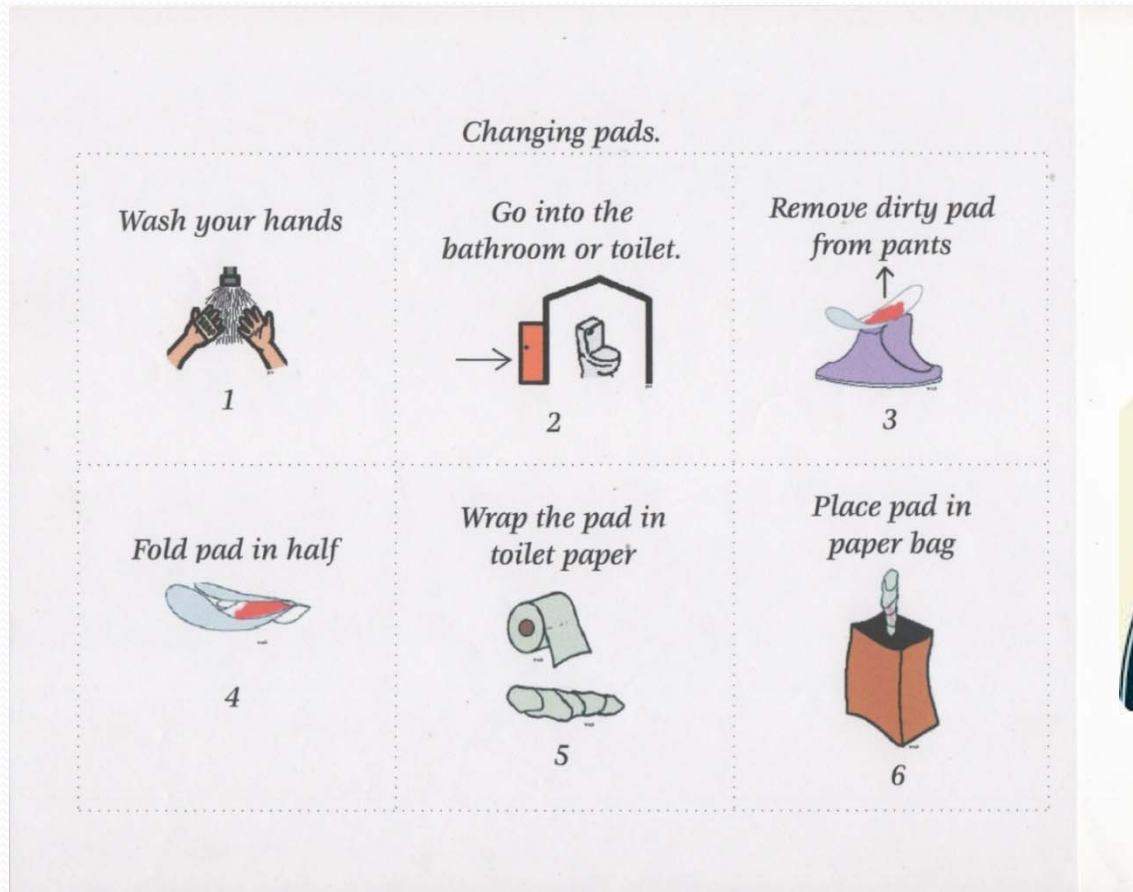
BUT... Remember its often two steps forward and one step back.
They MAY GOOF UP.....



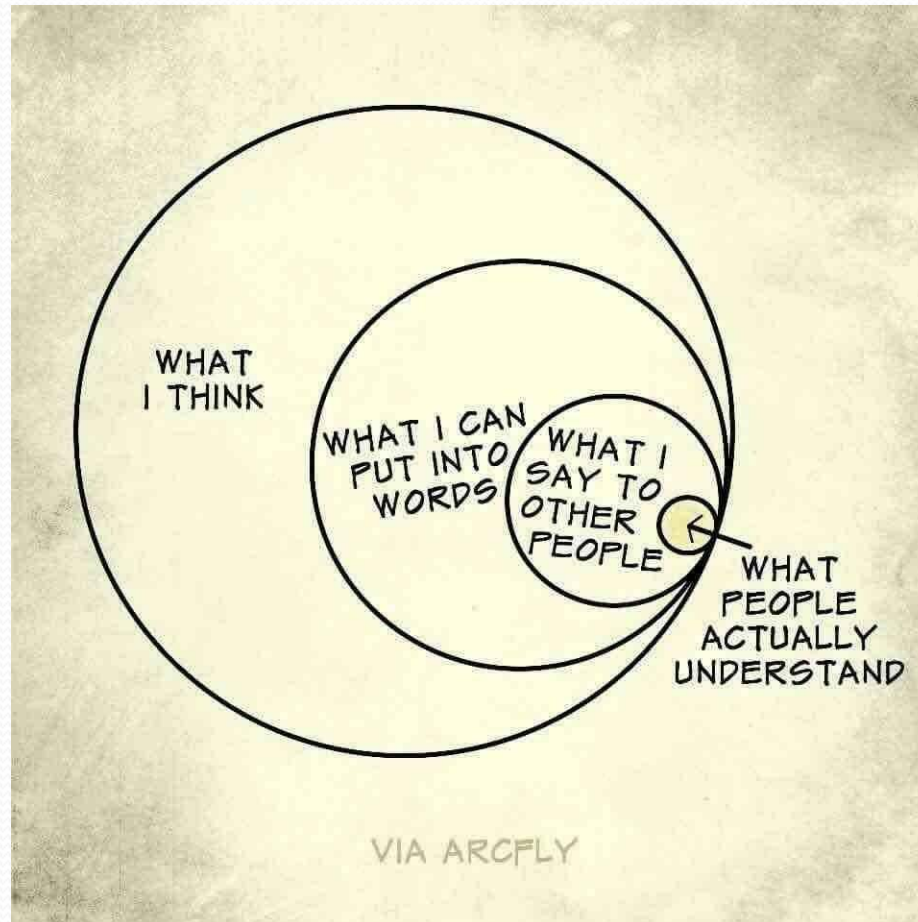
m.) Make information CONCRETE....and relate to their real life.



n.) VISUAL...MOVEMENT...TACTILE...MULTISENSORY...PRACTICE



VISUAL, VISUAL, VISUAL.....think how can I do this WITHOUT TALKING.....



Visuals help ensure routines can be established easily, lead to independence and save us from talking and talking. Do not always worry about what ORDER they do their routines in...does it really matter???

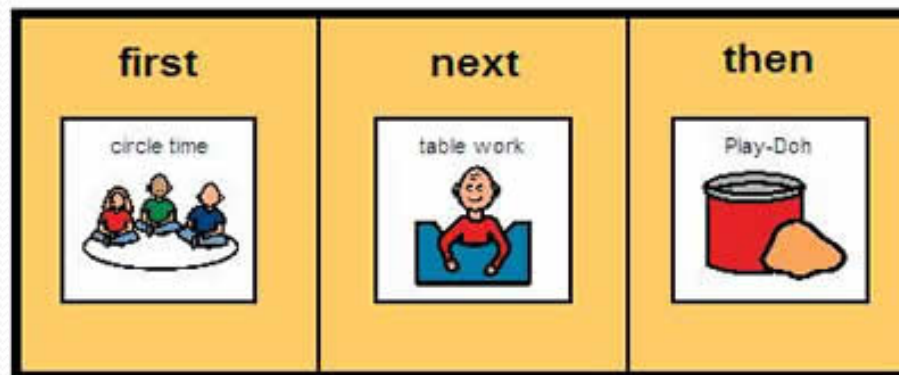
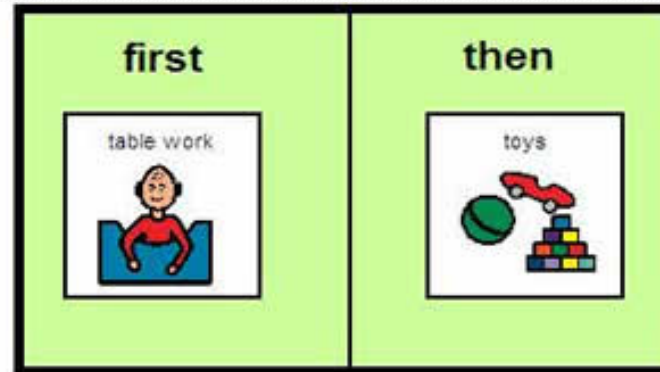


"If you've told a child 1000 times
and he still does not understand,
then it is not the child who is the slow learner."

Walter Barbee

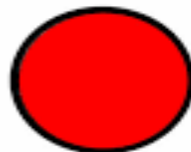
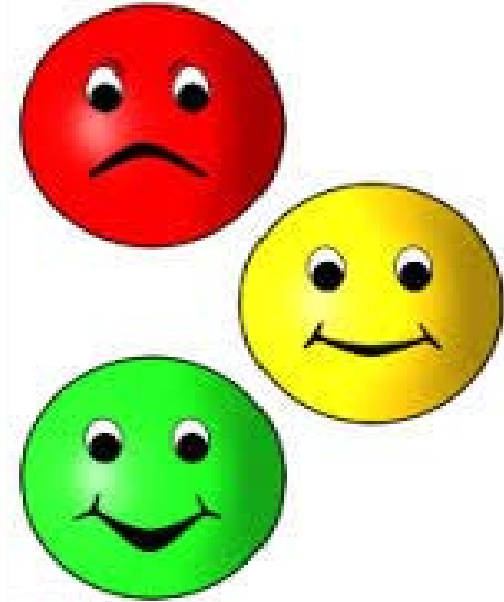


THINK : HOW can I make this VISUAL???

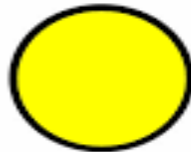




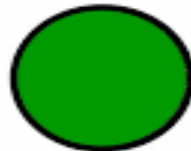
Large traffic lights faces



I don't get it!
I need some
help
understanding.




I think I
understand
but I need a
little support.



I understand
and can try
this on my
own.

No matter what their age....use visuals and DO NOT TAKE THEM AWAY





0.) Have fewer opportunities for making friends, social activities and interactions.....fewer chances to practice, to model, to learn.....

INTERACTIONS

INTERACTIONS

V

RELATIONSHIPS

V

FRIENDSHIPS

V

INTIMATE RELATIONSHIPS

Dave Hingsburger




- 
- FROM DAVE HINGSBURGER:

The question is: **Where should start in teaching about sex and sexuality?**

The answer is **SOCIAL SKILLS.**

So much of what people need to learn is in regard to regular human interaction. People with disabilities may have fewer opportunities to learn about interactions because of physical or psychological segregation. A Social skills program sets the stage for teaching about Sexuality later on.

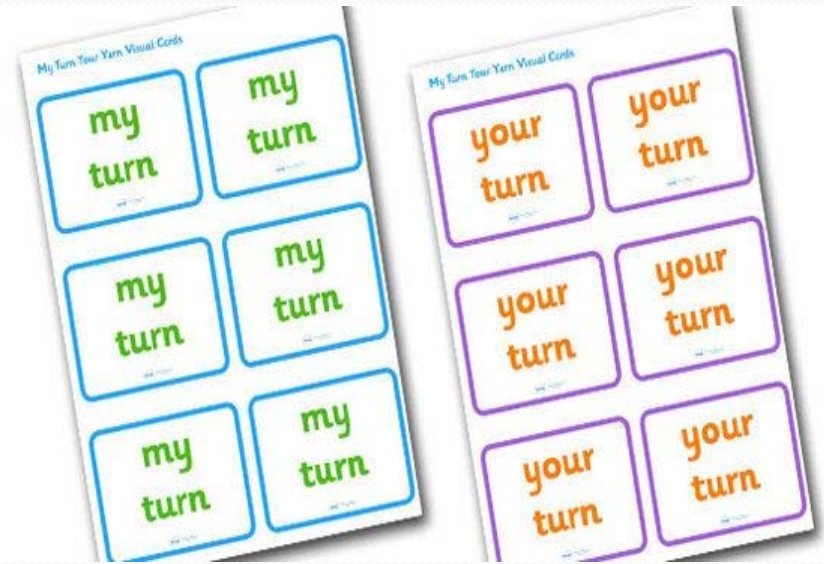
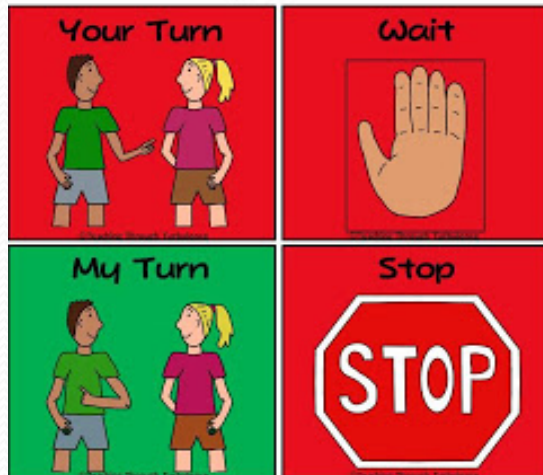
- 
- **What do you think is the most important social skill?**
 - Are you thinking communication, trust, honesty?
 - Lovely answers , but quite wrong.
 - The most important social skill for the maintenance of relationships is **RECIPROCITY**. If you can teach an individual to give and to take then they are well on their way to a future full of friendships.

Dave Hingsburger



My Turn/Your Turn Cards

Cut out the My Turn card and 1 Red card. Glue them back to back and then run through the laminator.



Need to talk about feelings...over and over....how they feel, how others feel...



How do you feel today?

happy



sad



excited



sorry



proud



embarrassed



angry



surprised



afraid





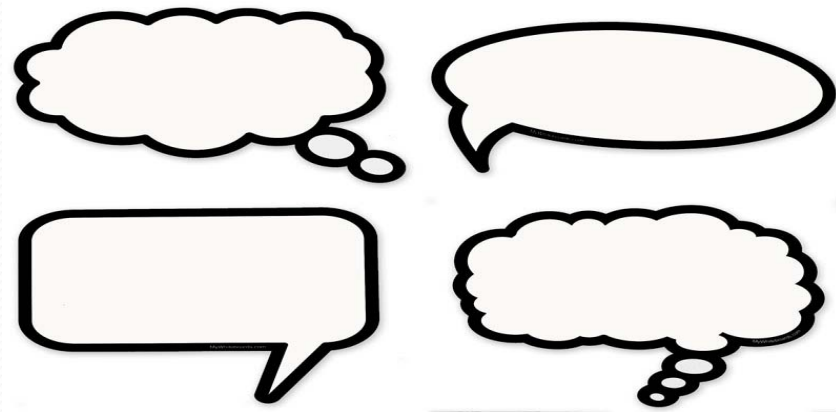
Difficulty understanding that relationships:

- Can be voluntary or involuntary
- Can change over time
- Difference between friends and acquaintances

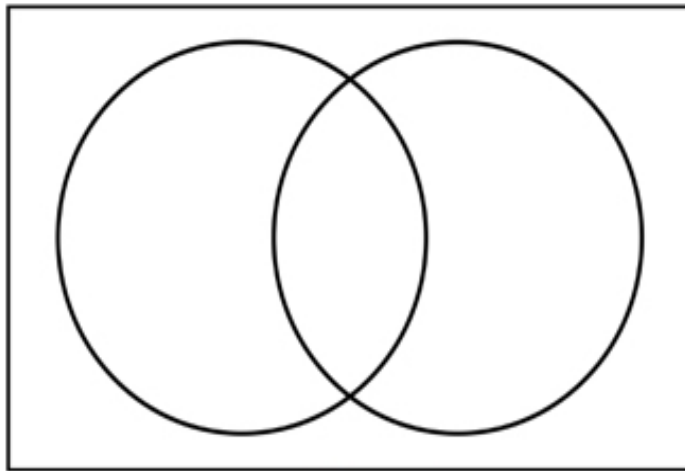
FRIENDSHIP and SOCIAL SKILLS need to be directly taught....and facilitated over the lifetime....

And if their relationships move to an intimate level....they also need good and continued teaching without judgement.

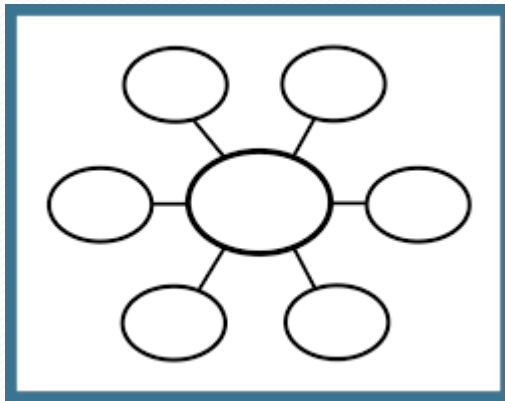
p.) Difficulty with critical thinking..... cause and effect
reality and fantasy
hidden curriculum of “ life”



VENN DIAGRAMS – Graphic organizers



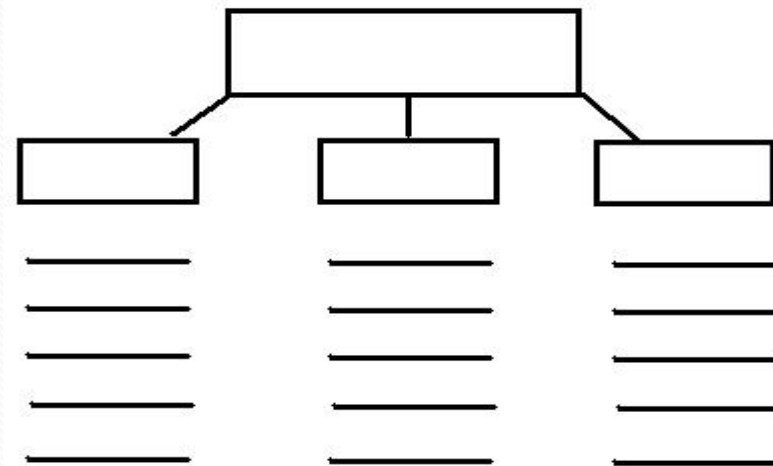
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Name _____ Class Period _____ Date _____

Event Map

The Event Map graphic organizer features a central circle labeled "Event". Six arrows radiate from this central circle to six surrounding rounded rectangular boxes. The boxes are labeled as follows: "What happened?" (top), "When did it happen?" (top-right), "Where did it happen?" (bottom-right), "Who was involved?" (bottom), "How did it happen?" (bottom-left), and "Why was it important?" (top-left).



q.) Teach, plan for changes ,new routinesBEFORE it becomes a necessity or an emergency.

6 weeks or 60 times for a typical individual to learn.....

- It is easier to teach a new routine than to change an old behaviour.
- The best emergency management procedure is to avoid the emergency in the first place.
- Sometimes we want things to be different but we don't want to do anything different.



r.) If something does not hurt themselves, others or a building, then let them “goof” up.



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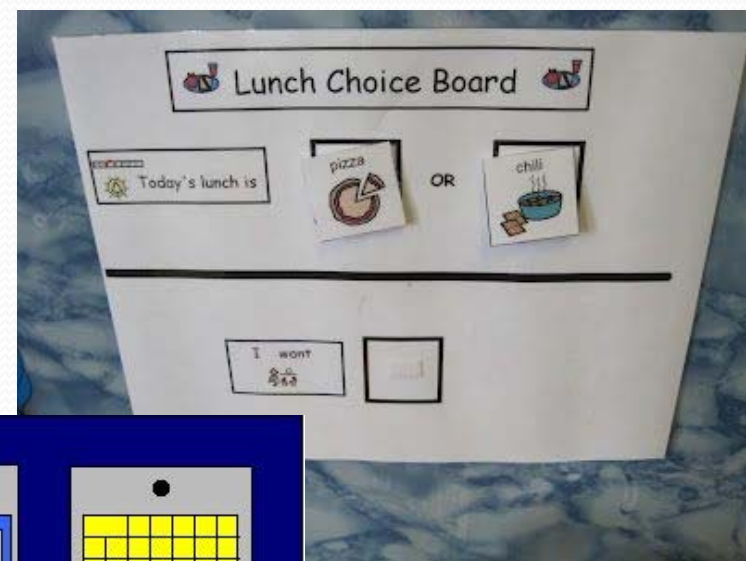
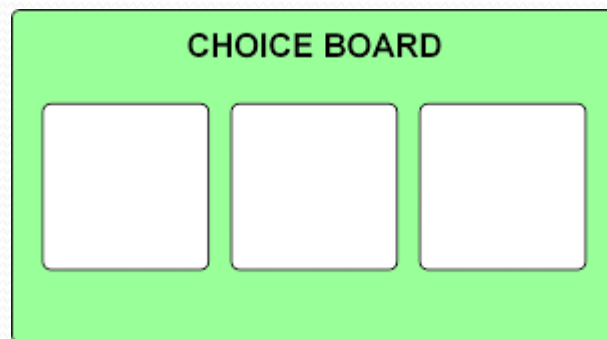
C. DON'T TEACH ANTHING YOU HAVE TO UNTEACH

- WHY? ...will it be appropriate and safe, 5, 10 or 20 years from now.
- The definition of insanity is doing the same thing over and over and expecting different results....

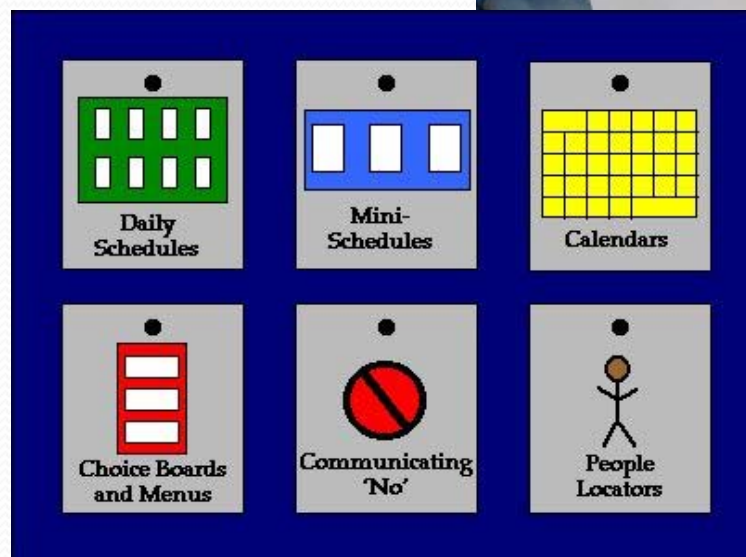
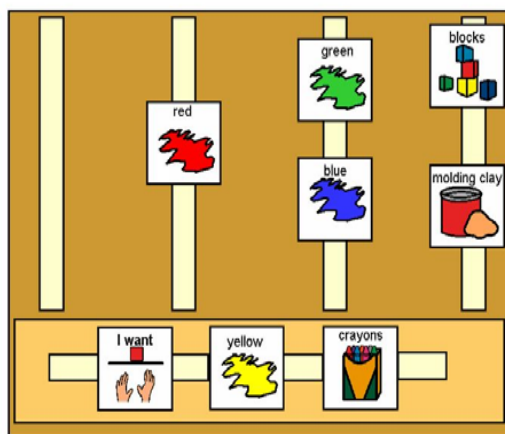


D. IMPORTANT WORDS IN SEXUALITY, HEALTH and HYGIENE EDUCATION

CHOICE

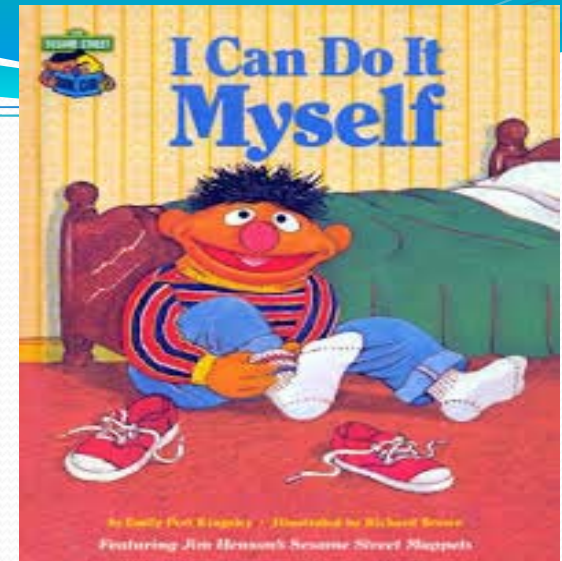


Choice Board



INDEPENDENCE

- Especially in all areas related to health, hygiene and sexuality



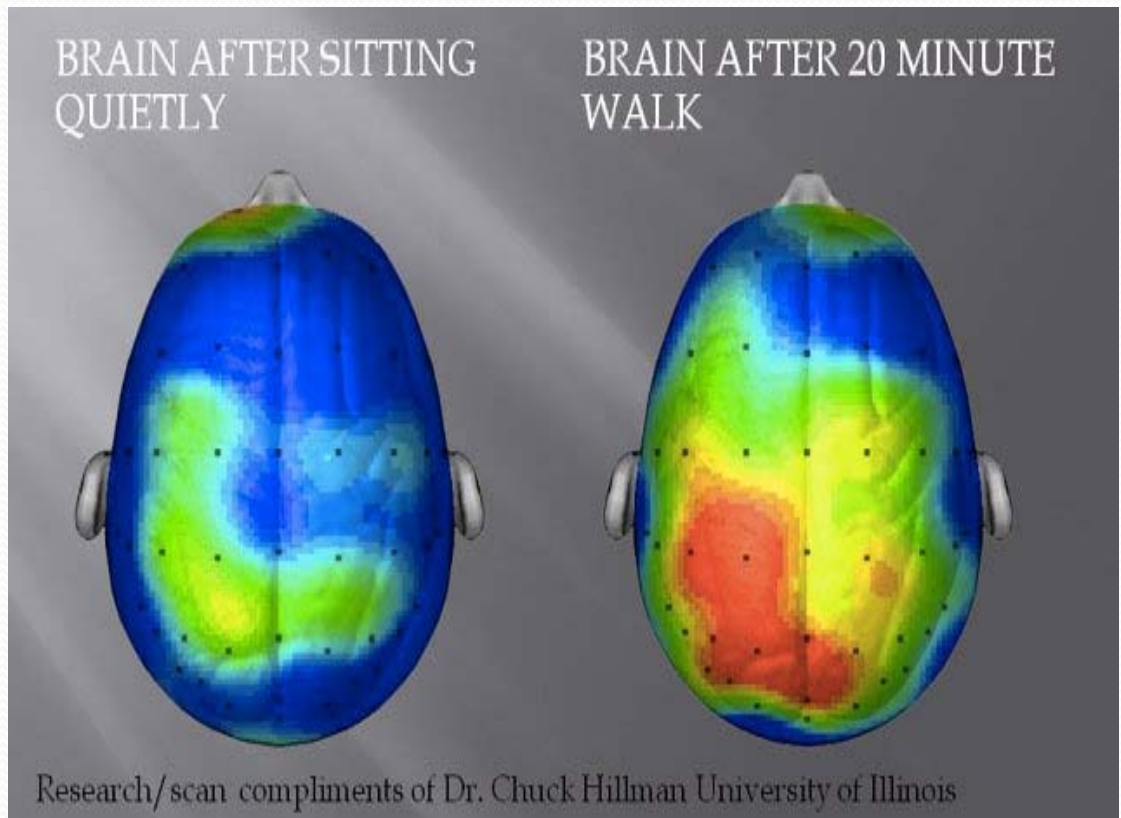
SELF ESTEEM



FLEXIBILITYwe also want them to learn to be flexible....



CREATIVITY In teaching and in finding solutions



TIME



Visual Cue / 15 seconds

Visual Cue / 15 seconds

Visual Cue / 15 seconds

DO NOT TALK!!!!

Teach the peers / friends / workers/ family members to use this strategy.....

TRANSITIONS

THINK - THE CELL PHONE ANALOGY:

- a) VISUAL
- b) TIME
- c) SOMETHING TO DO
- d) SOMETHING TO HOLD.....
YOUR PERSONAL "STUFFIE"



I wish I was their phone...



**So they would hold me
and look at me all day.**

DiscoverRE

XDo

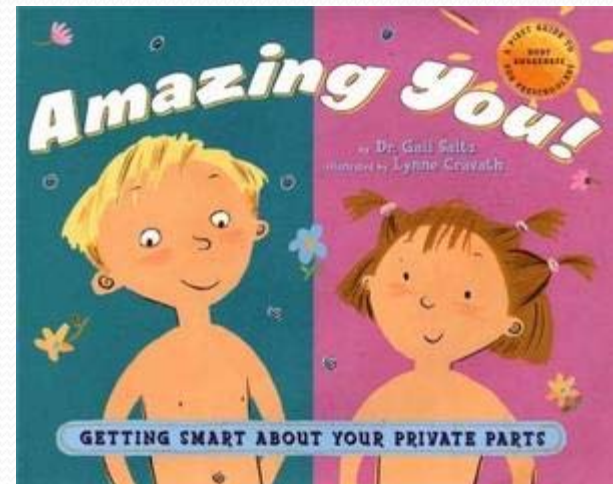
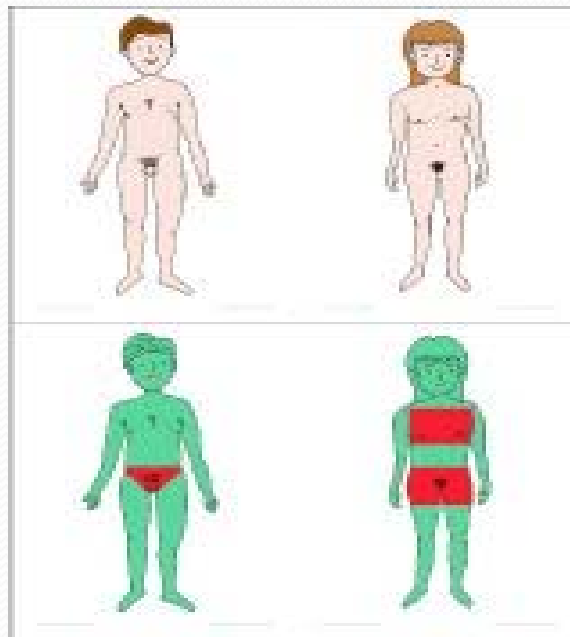
EXPECTATIONS.....have them!!!!



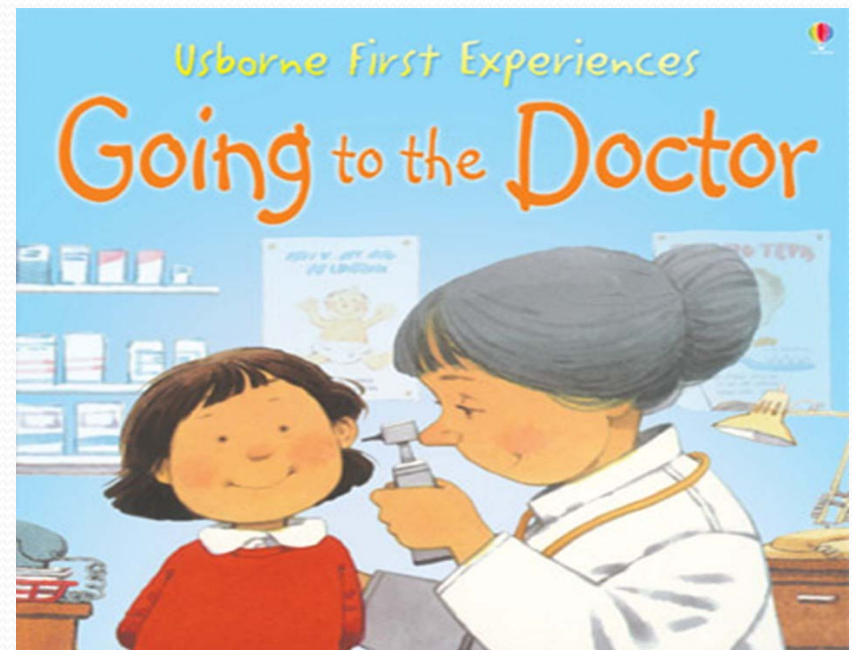
E. TOPICS or the CURRICULUM that NEEDS TO BE TAUGHT.....WHAT do I TEACH? WHERE do I BEGIN?

1. TEACHING ABOUT THE BODY

a) Body Parts and Awareness.....correct names of all parts



- b) Awareness of the body, how it all works and changes that will happen over a lifetime.







c) Hygiene and Health issues

WantIndependence, good routines established and understood before needed or a crisis happens....

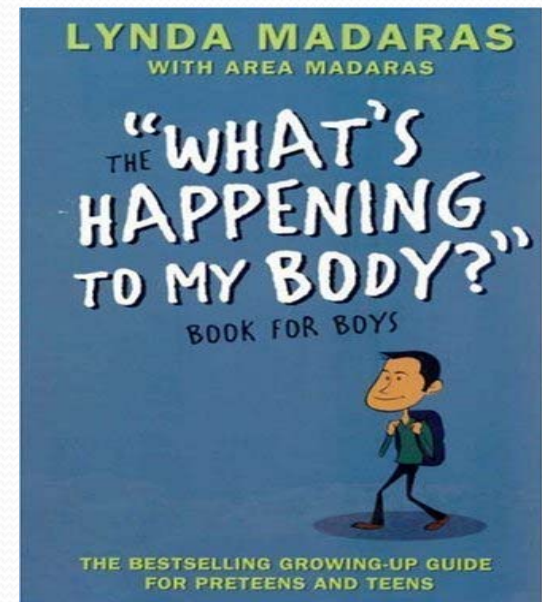
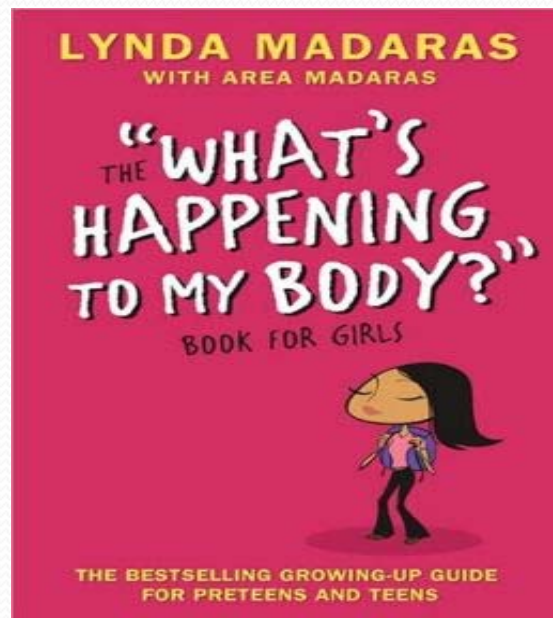
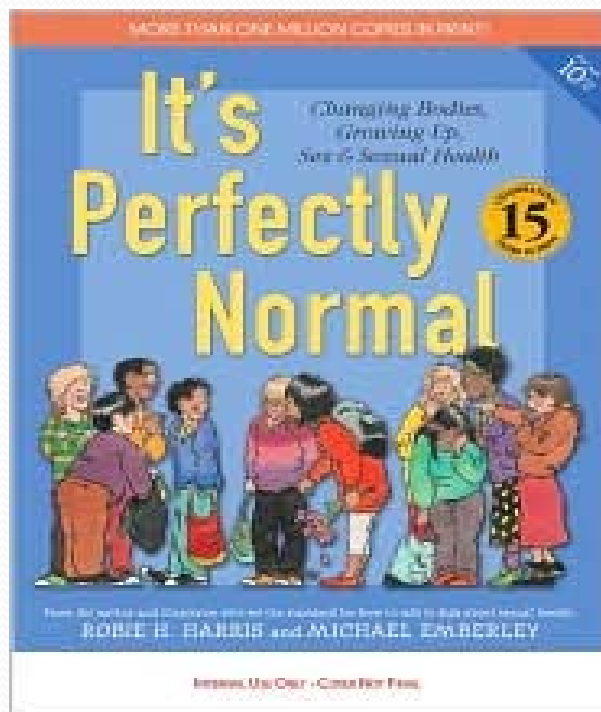
PERSONAL CARE should never be done by strangers



- Grooming and Dress



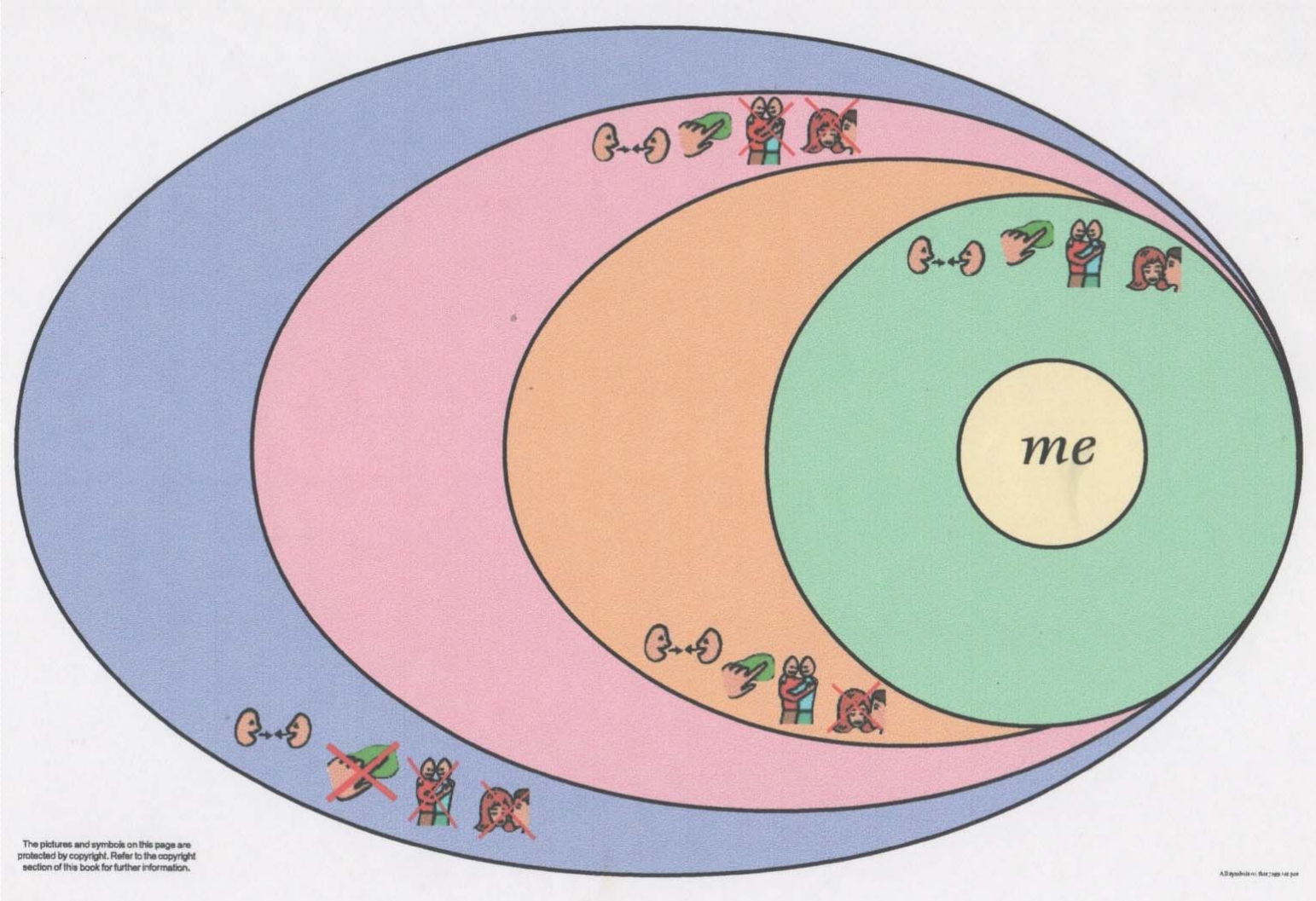
e) PUBERTY..... It will come.....



2. BOUNDARIES -----biggest problem...US!

WHOM DO YOU HUG?



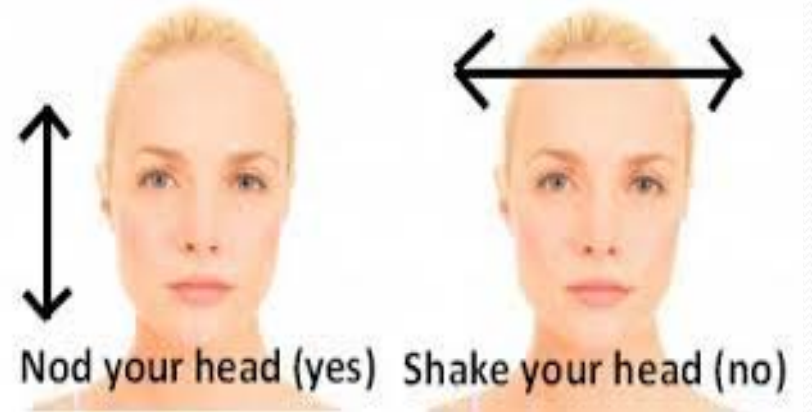


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For Better or For Worse

By LYNN JOHNSTON







Ask: Can I give you a hug, please?

When You Can Give a Hug
 By: Sasha Hallogan
© 2011 All Rights Reserved. Used with permission of the author. A trademark of Mayer-Johnson LLC.



I like my friends. I want to give them a hug to show them.



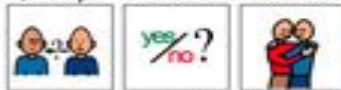
But sometimes, it's not the right time to give a hug.



When we are at lunch, working at school, on the bus, and playing sports - it's not the right time for a hug.



When it's my friend's birthday, the first day of school, the last day of school, or my friend is hurt - I can ask him if he wants a hug.



If he says no, I say, "No problem" and if he says "Yes" we hug!

All About Hugs



3. UNDERSTANDING PRIVATE AND PUBLIC

a) Places

Social story: Bathrooms in public places like schools are used by lots of people. When you need to do something **PRIVATE** in a **PUBLIC** bathroom you go into a stall and close the door.





PRIVATE PLACES

When no one else's eyes can see you that is a private place.
When I want privacy I go to a private place.

A private place is the bedroom with the door shut.
No eyes can see in the bedroom with the door shut.
It is a private place.



A private place is the bathroom with the door shut.
No eyes can see in the bathroom with the door shut.
It is a private place.



I can go to the bedroom or the bathroom if I want to be in a private place.



PUBLIC PLACES

Public places are places where other people's eyes can see you.

At school other people's eyes can see you. School is a public place.
In the classroom other people's eyes can see you. A classroom is a public place.

At the park other people's eyes can see you. A park is a public place.
At home there are public places where other people's eyes can see you.

In the kitchen other people's eyes can see you .
The kitchen is a public place.

What other public places do you know?





Door Signs

Autism Visual Prompt
Reversible Stop/Go Sign



©She's Always Write.com



1 - 2 - 3

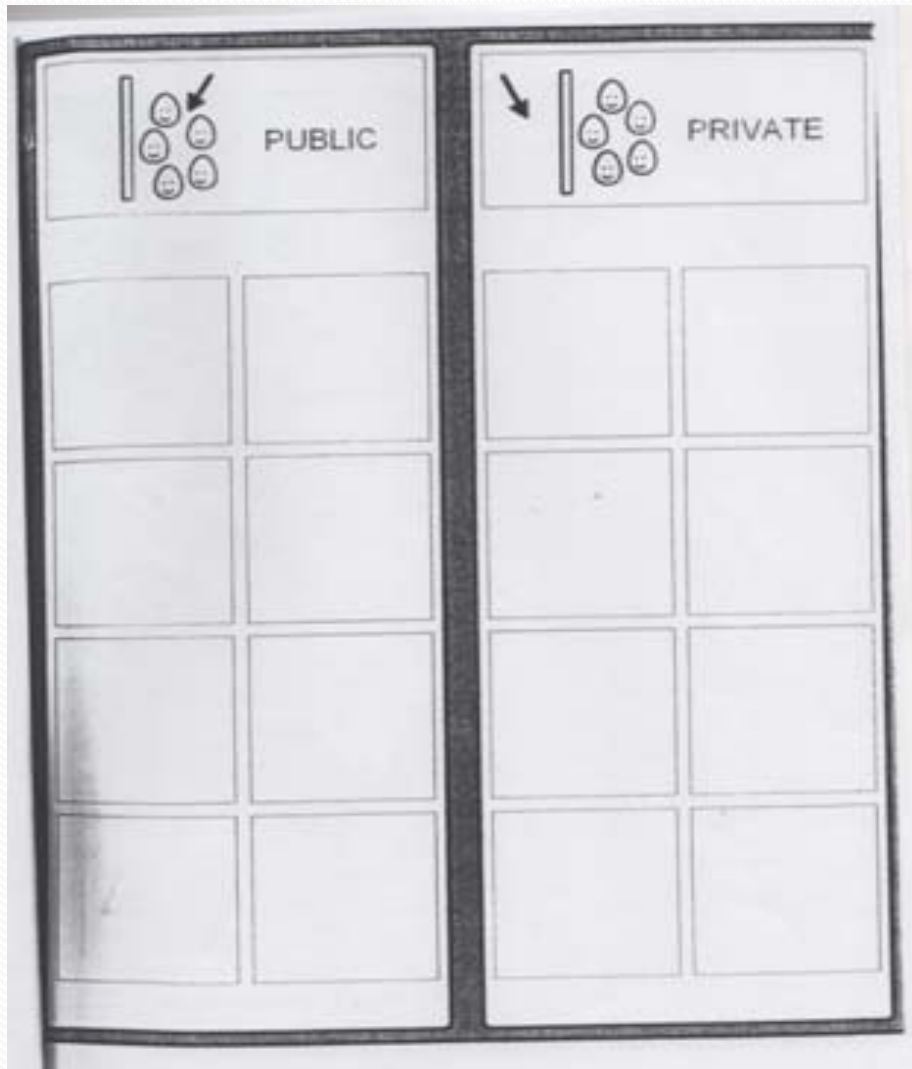
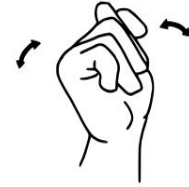


Put a cover
on me!

bathroom



toilet



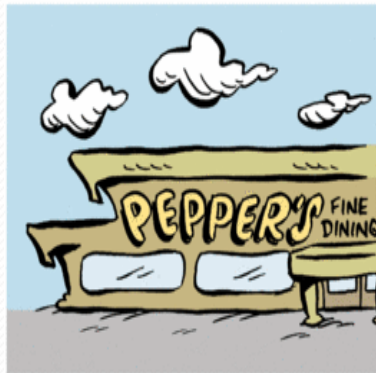
b) Voice

c) Topics being discussed

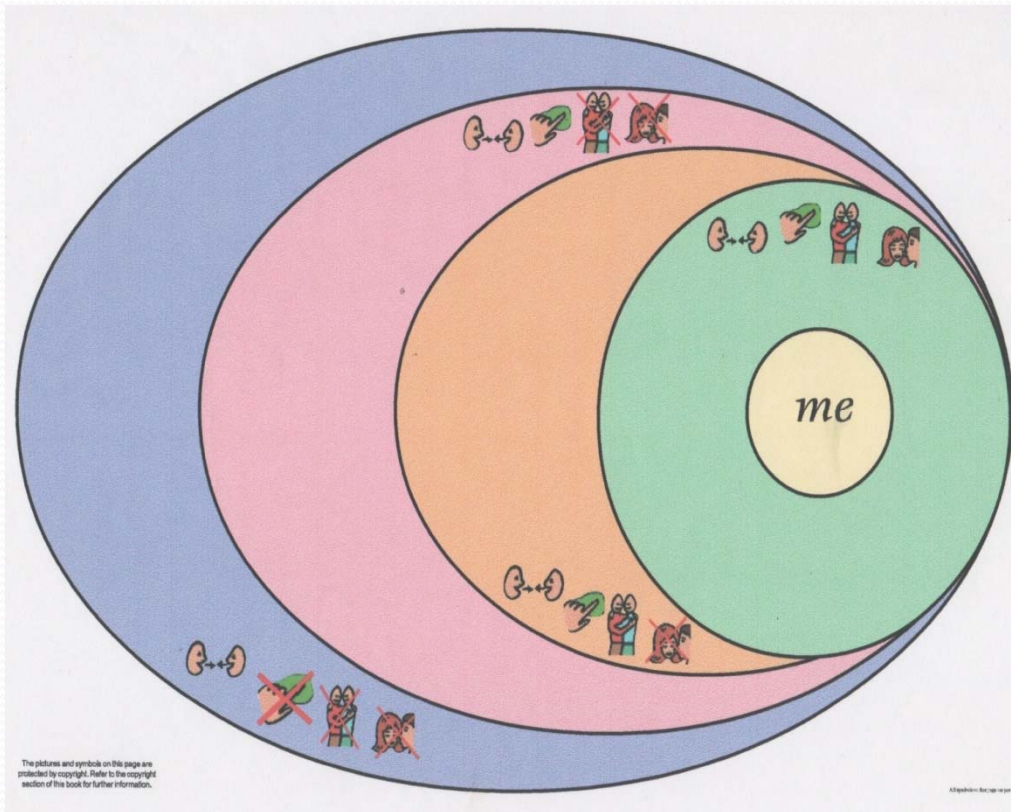


TINA'S GROOVE

BY RINA PICCOLO


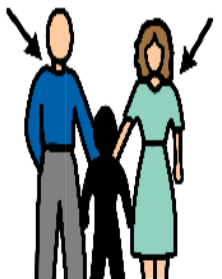


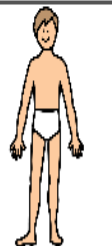
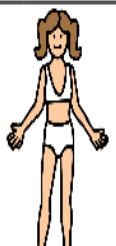




d) Who do you talk about private things with?



e) Parts of the Body

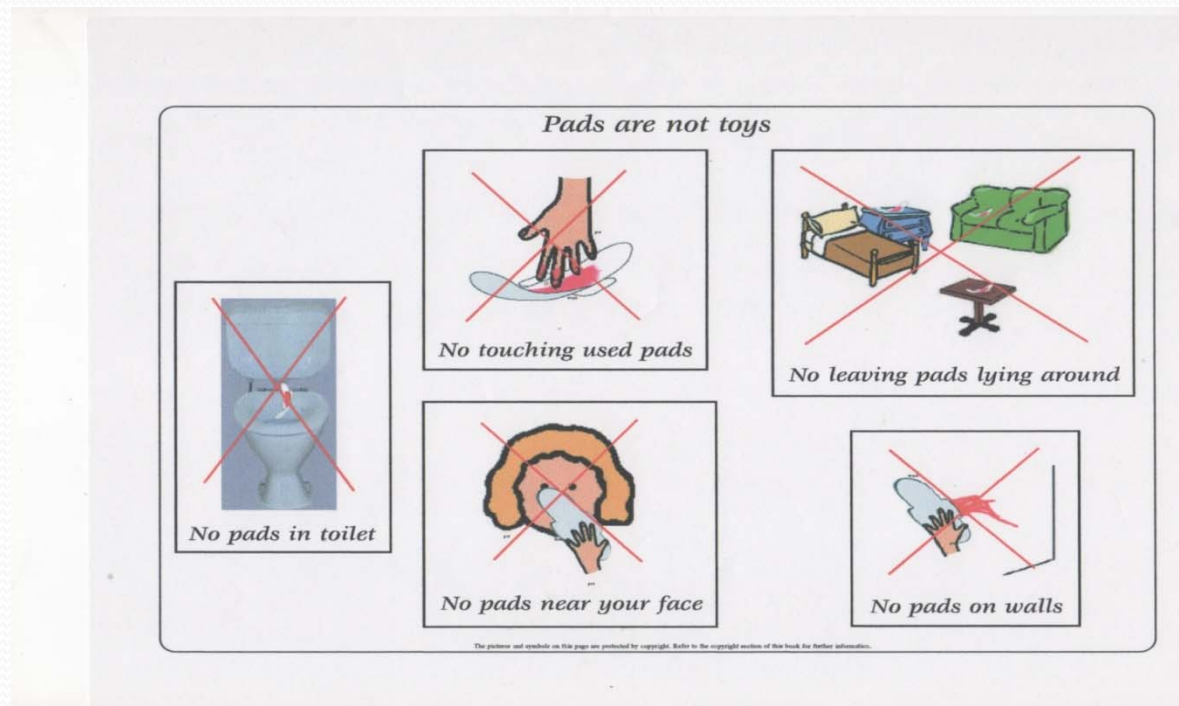
What are the PRIVATE PARTS?

			
Everyone has private parts. I do.	Dad and Mom have private parts	All kids have private parts	All grown ups have private parts
			
My private parts are covered by my underwear	Her private parts are covered by her underwear	My private parts are covered by my swimsuit	Her private parts are covered by her swimsuit



f) Behaviours

- Touching private parts of themselves or others
- Girls sitting with legs apart
- Spontaneous erections
- Stalking, crushes
- Masturbation
- Hands in pants



g) Modesty



h) Touch



- Good touch...bad touch...friendly, helping, loving, sexy and NO touch
- Teach skills needed to make friends who will meet their need for intimate touch
- Touch needs to have context...a reason...communicated
- Touch especially from workers should be talked through, permission asked
- Staff should wear gloves
- Talk while teaching to be independent..support with VISUALS
- How to get legitimate touch....massage, hand on back, arm squeeze, side hug, high fives, knuckle punch, holding hands if appropriate

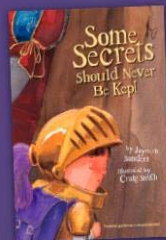


“Trust your child. Just like adults, children have an 'inbuilt radar' when it comes to safe and unsafe touch. If they say they don't want to go with some-one or they don't want to be left alone with a person (even if you deem them a good friend), trust your child's instincts and respect their wishes. ”

Jayneen Sanders

For more information on
Body Safety education go to:

www.somesecrets.info



Children need to know these **3 KEY and LIFE-CHANGING** rules:

- 1** Their body is their body and no-one has the right to touch it.
- 2** They must never ever keep secrets that make them feel bad or uncomfortable.
- 3** If someone touches their body, they must tell, tell, tell; and keep on telling until they are believed.

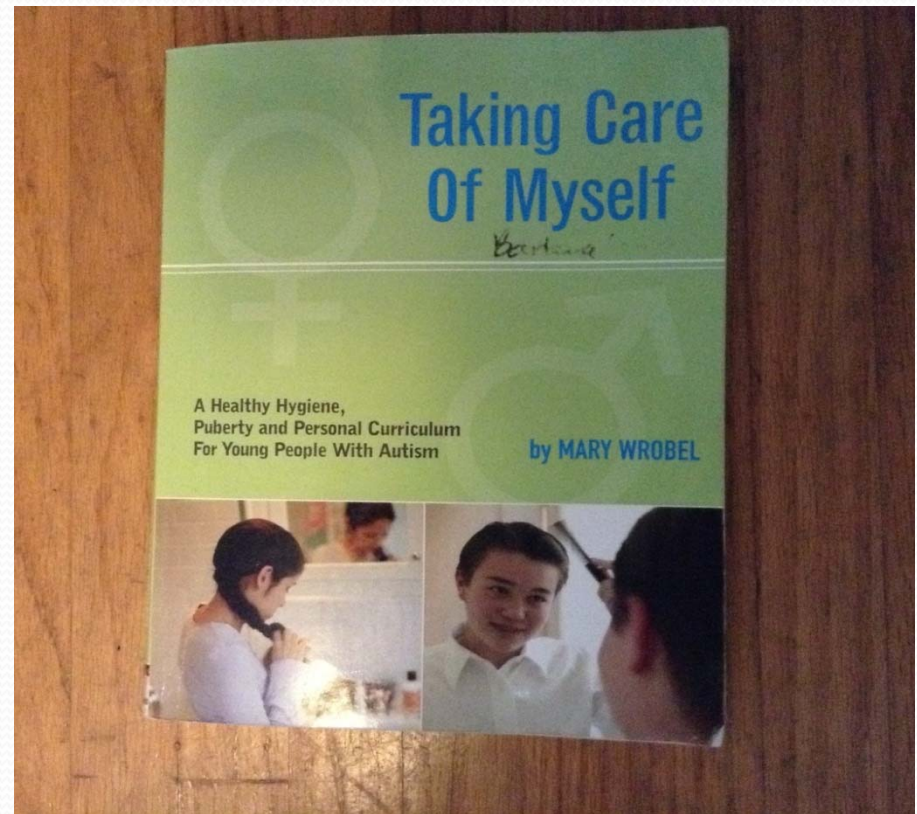
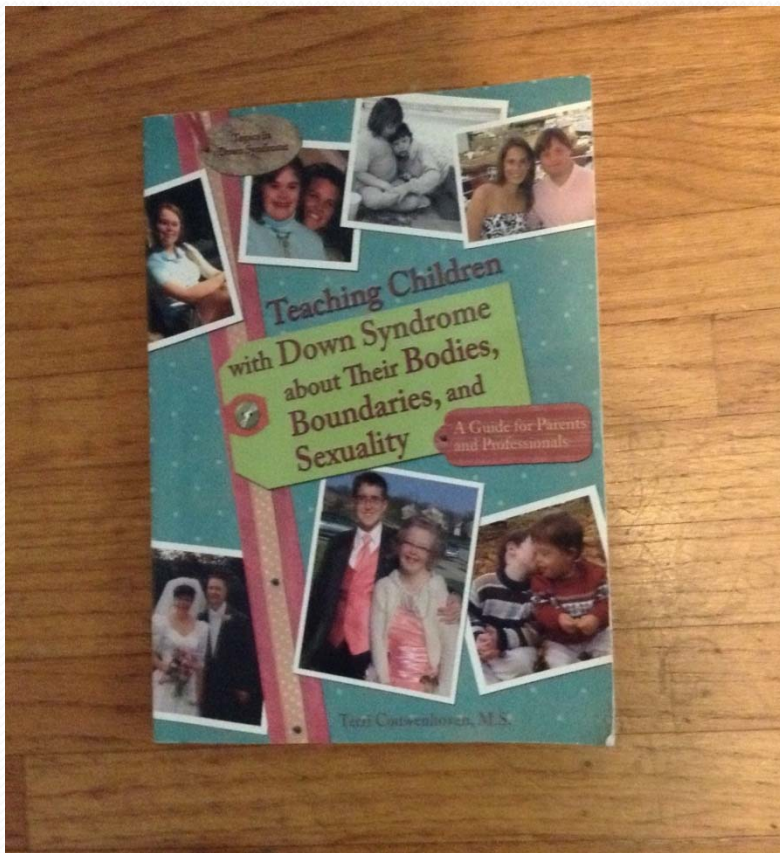
Children
ARE the boss
of their body!

For more info on Body Safety Education go to

www.somesecrets.info



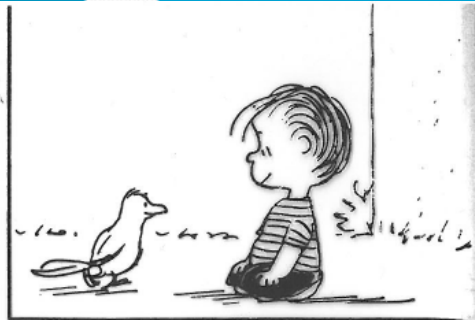
F. BOOKS, WEBSITES





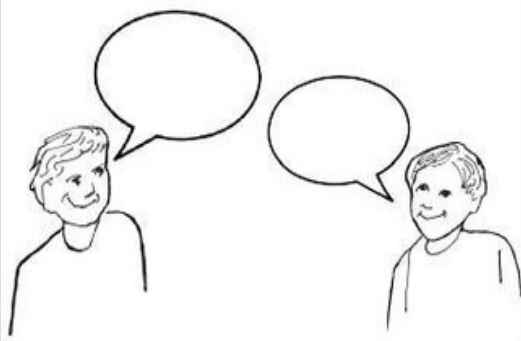
SOCIAL STORIES

- CAROL GRAY.....if you do not use her formula it is called a WRITTEN STORY...many examples on line...in her books.
- Social stories help improve understanding.....about how others respond and how they might behave in a given situation.
- If you write them there should be several copies available..at home, at school, at the day program, in the car.....
- Have the individual involved in writing them, taking the photos, and use photos of THEM....very powerful!
- Use them **FOR INDIVIDUALS OF ALL AGES!**

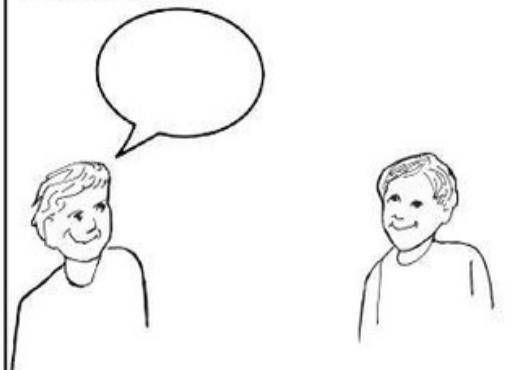


Social Skills Cartoon: Request from a Friend

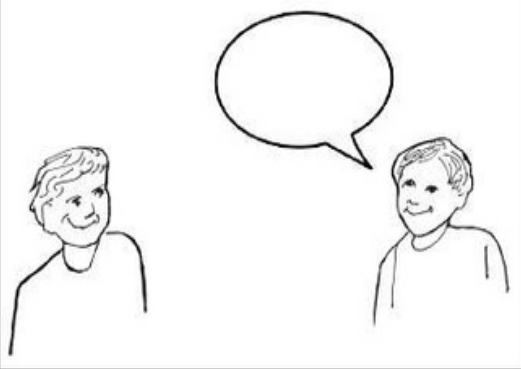
Greet your friend



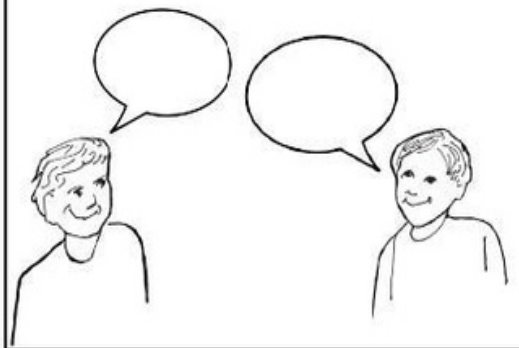
Make your Request



Wait for an answer



Be Polite: if your friend says no, find out what you can do to change the answer.





I can use a tissue to blow my nose.



Once I blow my nose I should throw the tissue away and wash my hands.



Blowing My Nose

- ↳ Every day there is stuff in my nose.
- ↳ I need to blow and wipe my nose every day to get the snot out.
- ↳ When I am sick with a cold or runny nose, I need to blow and wipe my nose many times a day.
- ↳ Sometimes when I sneeze, lots of stuff will come out of my nose.
- ↳ I always need to blow and wipe my nose with a tissue.
- ↳ After I blow and wipe my nose, I throw away the tissue and wash my hands with soap and water.



- ↳ The stuff in my nose is dirty and yucky. I must never eat the stuff in my nose. I must always wash my hands after I touch the stuff in my nose.
- ↳ To blow my nose, I lay the tissue over my nose and cover my nostrils.
- ↳ I cover one nostril with my finger and blow gently. Then I cover the other nostril with my finger and blow gently.
- ↳ I wipe my nose a little more and fold the tissue. I throw the tissue in the trash. Then, I wash my hands with soap and water.
- ↳ I can do a good job of blowing my nose. I will gently blow my nose every day to get the snot out.



The stuff in my nose is dirty and yucky. I will remember to wash my hands after I blow my nose.

Picking my nose story

We all have a nose.

Sometimes I get a cold and my nose gets full of bogies.

This makes my nose feel funny and I don't like it.

Sometimes I want to pick my nose and eat them so I can get rid of the bogies.

Adults and children think this is gross and they may say "yuck!"

I don't want the adults and children to think I am gross. This will make me feel sad. Yuck!

When I want to pick my nose I need to STOP, get some Tissue and BLOW my NOSE. Then I need I like it when adults and to throw the tissue in the bin.

If I am still having problems and really, really need to pick my nose, I can go to the toilet where nobody can see me. I MUST wash my hands afterwards.

I like it when adults and children don't think I am gross. It makes them happy when I don't pick my nose. It makes me happy that I can remember to blow my nose instead. It will make my teacher VERY HAPPY.

Fingers in My Nose



I do not put my fingers in my nose.



I get a tissue for my nose.



I blow my nose in a tissue.



I wipe my nose with a tissue.



I put the tissue in the trash.

Do Not Pick My Nose



Washing Hands



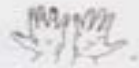
It is important to wash my hands.



I wash my hands before I eat.



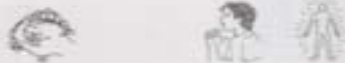
After I use the rest room, I wash my hands.



Sometimes my hands look dirty.



I can wash the dirt off my hands.



Washing my hands keeps me healthy.



Washing hands



Water on



Hands wet



Rub hands with soap



Rinse



Water off



Dry

Bathtime



I need a bath so I can be clean.



I turn on hot and cold water to make warm water.



I take off all my clothes. I step in slowly and sit down.



I use a washcloth and soap on all my body parts.



I rinse all the soap off.



I get out slowly and dry off with a towel.

Using Deodorant



My underarms smell bad when I sweat.



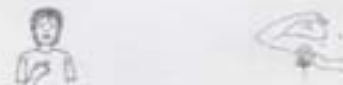
This is called "body odor."



People don't like to smell body odor.



Deodorant stops the bad smell.



I can put deodorant under my arms.



I will try to wash and use deodorant every day.

Covering My Private areas



Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

1

Everyone has private areas on their body.

Mom and Dad have private areas.

All adults and children have private areas.

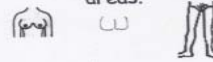
I have private areas.

Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

2

My breasts, bottom and genitals are my private areas.



My private areas belong to me. People should not see or touch my private areas.

Most of the time, my private areas need to be covered with clothing.

Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

3

Our private areas are covered by underwear or swimsuits.



My underwear and bathing suit cover my private areas.

Private areas can have many names.

Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

4

Being naked means wearing no clothes.

It is not okay for all people to see me naked.

Sometimes my mom or dad, a doctor or a nurse may need to see my private areas.



Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

5

It is not okay for friends or other adults to see me naked.

It is not okay for my brother or his friends to see me naked.

I need to be naked when I take a shower or a bath.



Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

6

After my shower or bath it is important to cover my privates before leaving the bathroom.

I can cover my private areas with a towel, a bathrobe or my clothes



Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

7

I will do a great job of covering my private areas when I leave the bathroom.



1-2-3



Put a cover on me!

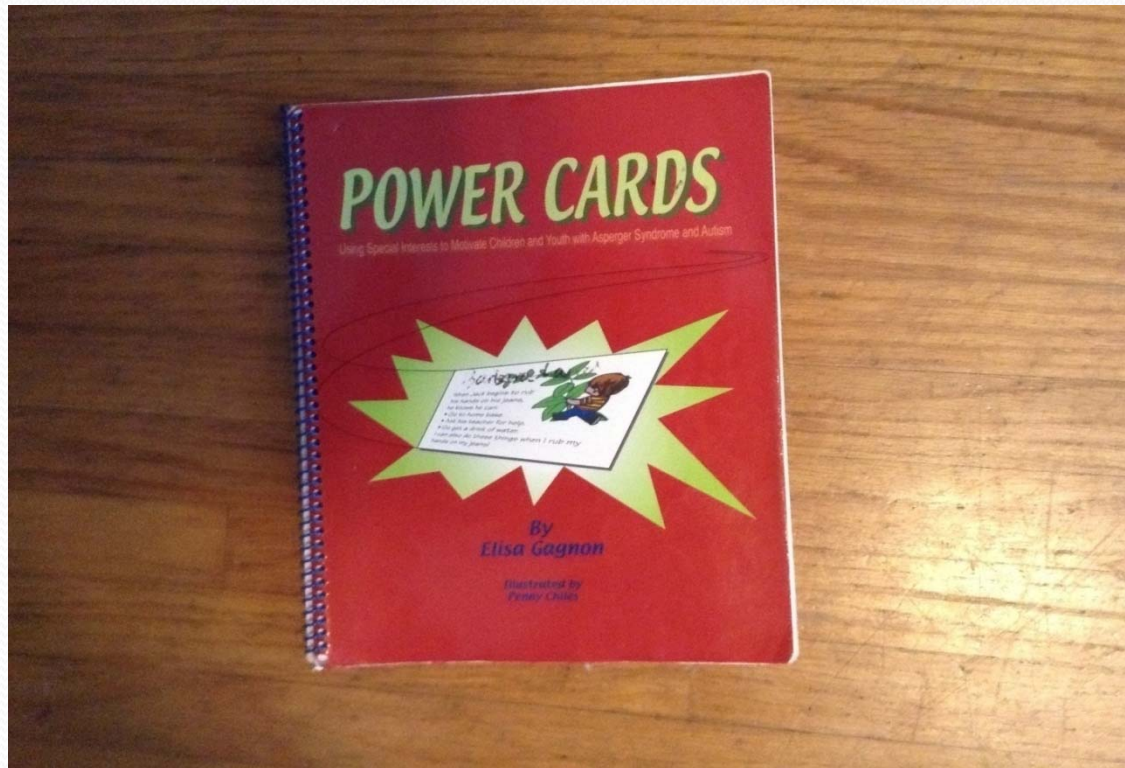


Pat Collins
Delta Association for Child Development
Taken and adapted from "Taking Care of Myself" by Mary Winkler

Positive Behavior Support Consultant
June 2003

8

POWER CARDS





Shania Twain likes to have friends.

Shania Twain knows that to have friends she needs to smell nice.

Shania Twain knows that to smell nice she needs to :

1. have a shower and wash her hair every day
2. put on deodorant after she showers
3. put on clean underwear and a clean t - shirt everyday

Shania Twain knows that s when she does these things people will want to be her friend.





- Shania Twain is anxious to share these three key points that she has learned about having smelling nice so that people will want to be her friend.

1. have a shower and wash your hair every day
2. put on deodorant after you shower
3. put on clean underwear and a clean t - shirt everyday


Following these 3 steps will help you have friends just like Shania!





WHEN TEACHING REMEMBERTEACH....

- A SMALL Portion / Section at a time
- SLOWLYdo not overload with material
- INTERACTIVELY - add MOVEMENT into learning and always before beginning activities
- VISUALLY.....and using TACTILE and MOVEMENT
- BY REVIEWING....REVIEWING....REVIEWING.....review before teaching new material

- 
- Part 1 - The Challenges in teaching to the Developmentally Disabled population.....and add in challenges of Mental health....
 - Part 2 – Teaching Tools for you..and your staff ..tools, strategies that will help with learning, understanding and remembering
 - Part 3 – The Curriculum...where to begin, what to teach

There are lots of Curriculums on line...just google...Sexuality, health hygiene curriculum, teaching for Developmentally Disabled...a few on Resource list. Also seem to be a number of people finally doing workshops, training classes in this area.

- 
- EMAIL ME DIRECTLY : barb@telus.net

FOR : Relationship Ripples and Friendship , Sexuality and
Menstruation Books from Australia

Behaviour articles

Teaching Students with DOWN SYNDROME articles

10 Body Safety Rules

1. **Teach** children the correct names for their body parts.
2. **Explain** that our Private Body Parts (PBP) are those under our bathing suit (also include the mouth).
3. **Instruct** that no-one can touch your PBP; reinforce your body belongs to you.
4. **Explain** you must never touch another person's PBP even if an older child or adult asks you to.
5. **Discuss** Early Warning Signs (EWS), i.e. sweaty palms, racing heart, sick tummy; always act on your EWS.
6. **Shout**, "Stop" or "No!" (hand held out) if touched on your PBP or in a way you don't like.
7. **Tell** a trusted adult straightaway if you are: touched on your PBP, touched in way you don't like or your EWS kick in.
8. **Keep** on telling until you are believed.
9. **Never** keep secrets that make you feel uncomfortable or bad; only keep happy surprises.
10. **Be strong, be brave and ALWAYS speak out!**







WE COULD LEARN A LOT FROM CRAYONS.
SOME ARE SHARP, SOME ARE PRETTY, SOME
ARE DULL, SOME HAVE WEIRD NAMES, AND
ALL ARE DIFFERENT COLORS.....BUT THEY ALL
EXIST VERY NICELY IN THE SAME BOX.

For Better or For Worse

By LYNN JOHNSTON

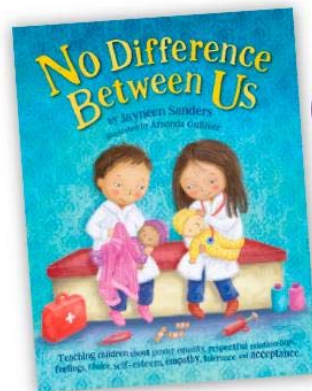




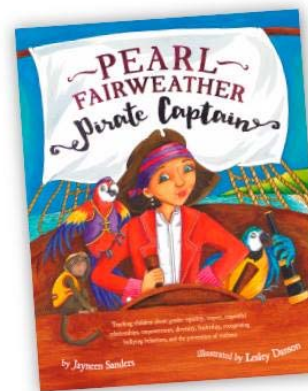
Teaching Respect and Gender Equality to Kids

In order to reduce gender-based violence, we need to teach gender equality from the earliest of years.

What better way than through children's picture story books!



Ages
3 to 9



Ages
5 to 12

To purchase go to
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EDUCATE
EMPOWER
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No Means No!



Teaching children about personal boundaries, respect and consent;
empowering kids by respecting their choices and their right to say, 'No!'

by Jayneen Sanders
illustrated by Cherie Zamazing

MY BODY!

What I say

GOES!



by Jayneen Sanders

illustrated by
Anna Hancock

A book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationships

My Body Safety Rules

My body is my body and it belongs to me!

I can say, 'No' if I don't want to kiss or hug someone.
I can give them a high five, shake their hand or blow them a kiss.
I am the boss of my body and what I say goes!



I have a Safety Network

These are five adults I trust. I can tell these people anything and they will believe me.
If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.



Early Warning Signs

If I feel frightened or unsafe
I may sweat a lot, get a sick tummy,
become shaky and my heart might
beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



Private Parts

My private parts are the parts of my body under my bathing suit. I always call my private parts by their correct names. No-one can touch my private parts. No-one can ask me to touch their private parts. And no-one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straightaway.



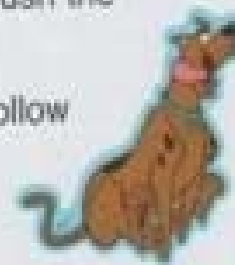




BLAIRD



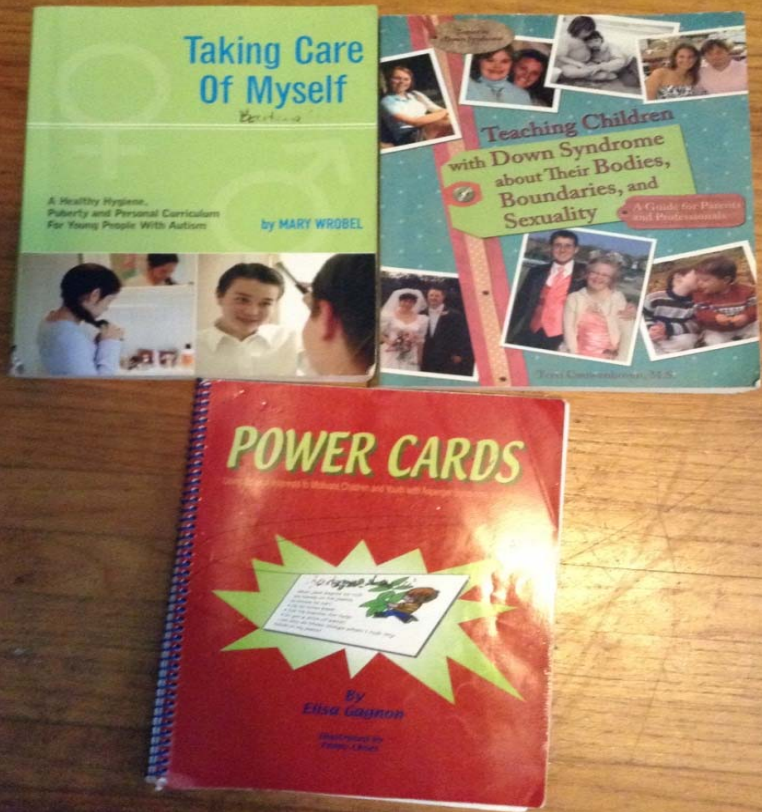
Scooby Doo loves to run.
He runs with Shaggy and all his friends.
When he runs with a group it is called a Running Club.
Scooby knows the first rule is to be a **GOOD SPORT**.
This means treating all the other runners with respect. If
they come in first that is okay with Scooby.
He knows it is important to just do his very best.
Scooby doesn't get mad during Running Club
He doesn't swear and he doesn't budge or push the
other runners.
Scooby Doo knows you are a runner too.
Scooby Doo will be proud of you when you follow
GOOD SPORTSMANSHIP rules too!

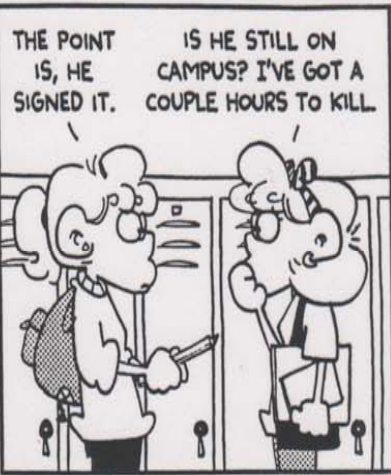
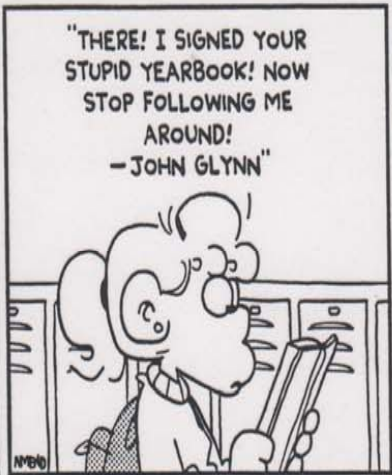
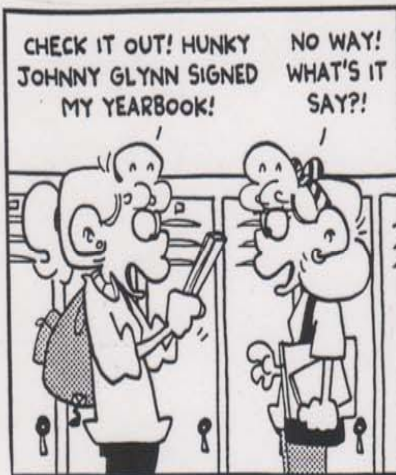




Here are Scooby Doo's rules for Running Club:

- 1) Be a good sport!
- 2) Don't swear and push or budge the other runners.
- 3) It's okay not to be first. Just do your best.
- 4) Listen to the coach.







What is the difference between PUBLIC and PRIVACY?



Public is information that is available to everyone. It is information that is not intended to be kept secret.



Public places are places where you can see or hear other people. It is a place where you can see or hear other people.



Information is public when it is available to everyone. It is information that is not intended to be kept secret.



When you are in public, you are in a place where you can see or hear other people. It is a place where you can see or hear other people.



Information is private when it is not available to everyone. It is information that is intended to be kept secret.



Public information and language are available to everyone. It is information that is not intended to be kept secret.



When information is available to everyone, it is public. It is information that is not intended to be kept secret.



Information is private when it is not available to everyone. It is information that is intended to be kept secret.

