Transition Talks 2023
- 24
Workshop Series

June:
Sex, Intimacy, and Healthy Relationships
Talking with Your Kids about Sexuality
Examine myths about people with disabilities and sexuality.

Explore human sexual development.

Examine what topics to teach including healthy boundaries, relationships, and consent.

Explore various tips and tools for having effective, positive conversations with your child.
Sexuality means more than intercourse or sex.

It is about intimacy, connection, and belonging.

It is about relationships. Friendships and sexual.

It is about how we feel about being the gender we are, gender identity, and sexual orientation.

It is about how we feel about others and ourselves.

It is about sexual expression and behavior.

It is the total of who we are, what we believe, what we feel, and how we respond.
Reasons

No sexuality education in some schools.

Helps combat unhealthy messages from the culture.

Normalizes the topic.

Shows you are open, your kids can trust you.

Opportunity to express your values to your kids.

Increase sexual health.

Reduce sexual abuse.
Video: Sexuality and People with Developmental Disabilities
Group Agreements

Respect differences of opinion.

Confidentiality.

No such thing as a stupid question.

Have fun.
Reflect on the Messages

What messages were you given about sexuality and relationships while growing up?
Brainstorm

What are the reason it can be difficult to talk about sexuality with our kids??
Your Role

Provide information.

Listen.

Model.

Support.

Answer questions honestly.

Respond in a positive way about sexuality.
Human Sexual Development

- Development of biological sex.
- Gender assignment.
- Development of gender identity and societal gender role.
- Development of values.
- Attitudes about sexuality.
Human Sexual Development

Physical and emotional changes of puberty.

Development of sexual orientation:
- Affectional attraction.
- Romantic attraction.
- Erotic attraction.

Development of sexual behavior.

Development of sexual identity.
Human Sexual Development

Development of sexual knowledge.

Development of sexual skills.
Interests, Concerns, and Behaviors: Young Children

Body parts and functions.

Genital touching.

Sex play.

Reproduction: “Where did I come from?”

Roles as male/female.

Body image.

Need for privacy increases.
Interests, Concerns, And Behaviors: Adolescents

- Physical changes of puberty
- Hygiene: pimples and body odor
- Friendships
- Reproduction, pregnancy, birth, pregnancy options
- Sexual expression
- Contraception and sexually transmitted infections
- Sexual feelings
- Masturbation
Interests, Concerns, And Behaviors: Adolescents

Sexual orientation

Gender identity

Body image

Establishing and maintaining intimate relationships:

Ways of expressing affection

How to communicate with their partner

Deciding about having sex

Giving and receiving pleasure

Breaking Up
Interests, Concerns, And Behaviors: Adults

Pregnancy, birth

Parenting

Contraception, sexually transmitted infections

Masturbation

Sexual orientation/gender identity
Interests, Concerns, And Behaviors: Adults

Establishing and maintaining intimate relationships

Separation/divorce

Body Image

Menopause

Changes in sexual functioning
Small Group Discussion

How is a person with a developmental disability experience of developing the same as someone without a disability?

How is a person with a developmental disability experience of developing different than someone without a disability?
Same

Assigned gender.

Gender roles reinforced.

Biological changes.

Need same information, based on biological age.

Have sexual feelings and needs.

Have dreams like anyone else might, relationship, babies.
Different

Lack Basic Sexuality Information and Skills (asexual, oversexed, taken out).

Considered Children: Behaviors are accepted or forgiven, protected (hugging, act your age).

Nature of disability: Don’t pick up on the social cues, need additional topics, trouble identifying emotions.

Lack friendships, social opportunities, miss informal learning, lonely.

Often lack privacy to explore their sexuality.

Many parents let go of dreams for child related to sexuality or think of them as not sexual, worry about higher rate of abuse.
Tips

You may have to initiate, using inclusive language.

It's okay to feel embarrassed, not to know the answer, and answer the question later.

Give age appropriate information.

Try to give a consistent message.

Try not to react.

Practice.

Use teachable moments.
Factual: Teachable Moments

Reassure the person that it is good to ask questions.

Find out what the person thinks/is really asking.

Decide what message you want to give.

Answer the question simply, using medical terminology.

Encourage the person to give feedback.

What is a boner?
Scarborough Method – Winifred Kempton

**Physical:** What it is, physical aspects.

**Social:** Private, responsibility, laws.

**Emotional:** Feelings connected to it.
What Is A Condom?

Physical:
A rubber sock that covers a penis.

Social:
using a condom is private; it protects you and your partner.

Emotional:
Many people feel good when they use them because they are being responsible and protecting self and partner.
Practice Scarborough

Practice using the Scarborough method.
Write your response on a piece of paper.

What does “Having your period” mean?

What is sex?
What is Consent?

Consent is a freely chosen yes.

Freely chosen means getting a “yes” without lies, threats, pressure, blackmail, intimidation, bribes, or force.

Two questions have to be asked in order to decide if it is true consent or not:

1. Did the person say “yes?”
2. Was it freely chosen?

If the answer to BOTH questions is “YES,” that is consent.
Examples of Coercion (Opposite of Consent)

These are some examples of what is not okay to say or do to get someone to have sex with you:

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lies</td>
<td>Saying I love you when you don’t really mean it.</td>
</tr>
<tr>
<td>Threats</td>
<td>Saying “if you don’t have sex with me, I’ll find someone who will.”</td>
</tr>
<tr>
<td>Constant Pressure</td>
<td>Saying “come on, please, just this time; it’ll be okay.”</td>
</tr>
<tr>
<td>Blackmail</td>
<td>Saying “if you don’t have sex with me I will tell everyone you are a real jerk.”</td>
</tr>
<tr>
<td>Intimidation</td>
<td>Saying “you’re such a baby, when are you going to grow up?”</td>
</tr>
<tr>
<td>Bribes</td>
<td>Saying “I lent you my CDs, so now you owe me. You have to kiss me for 10 minutes.”</td>
</tr>
<tr>
<td>Force</td>
<td>Forcing the person to have sex. Physical force to have sex is called rape, and that is illegal.</td>
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</tbody>
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Consent Stories

We are going to read examples and you all will have to decide if this is consent or not.

If the example **IS consent**, I want to know why you think that.

If the example is **NOT consent**, I want to know why you think that.
Consent Story: One

You are going out for pizza with a friend. When it comes time to order you ask your friend, “Do you want pepperoni on that?”

Your friend says “Sure, sounds good.”

**Group Discussion Question:**

Is this consent?

**Why or Why Not?**

Two Questions to Ask About Consent:
1. Did the person say “yes”?
2. Was it freely chosen?

Freely chosen means not based on:
- Lies
- Threats
- Pressure
- Blackmail
- Intimidation
- Bribes
- Force
Consent Story: Two

One person asks the other if they want to have sexual intercourse.

The other person says “yes.”

They have sex and enjoy it.

**Group Discussion Question:**

Is this consent?

Why or Why Not?

**Two Questions to Ask About Consent:**

1. Did the person say “yes”?
2. Was it freely chosen?

**Freely chosen means not based on:**

Lies
Threats
Pressure
Blackmail
Intimidation
Bribes
Force
Consent Story: Three

One partner says, “Let’s have sex?”

The other says, “No, I want to talk first.”

The first partner says, “If you don’t, I’ll tell everyone you did anyway.”

The other partner agrees, but feels kind of yucky about it.

**Group Discussion Question:**

Is this consent?

Why or Why Not?

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**Two Questions to Ask About Consent:**

1. Did the person say “yes”?
2. Was it freely chosen?

**Freely chosen means not based on:**

- Lies
- Threats
- Pressure
- Blackmail
- Intimidation
- Bribes
- Force

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ELEVATUS TRAINING
LEADERS IN SEXUALITY AND DEVELOPMENTAL DISABILITY
Consent Story: Four

One person sees a person on the street and thinks they are very sexy.

They go up to them and touch their breasts.

Group Discussion Question:

Is this consent?

Why or Why Not?

Two Questions to Ask About Consent:
1. Did the person say “yes”?
2. Was it freely chosen?

Freely chosen means not based on:
- Lies
- Threats
- Pressure
- Blackmail
- Intimidation
- Bribes
- Force
Consent Story: Five

You are with a sweetheart and you are kissing.

You want more touch, so you go to move your hand down to their genitals (sexual parts).

They stop your hand and push it away.

Group Discussion Question:

Is this consent?

Why or Why Not?

Two Questions to Ask About Consent:

1. Did the person say “yes”?
2. Was it freely chosen?

Freely chosen means not based on:

- Lies
- Threats
- Pressure
- Blackmail
- Intimidation
- Bribes
- Force
Consent Story: Six

One person starts kissing their partner, their partner kisses back and starts taking off their clothes.

Group Discussion Question:

Is this consent?

Why or Why Not?

Two Questions to Ask About Consent:
1. Did the person say “yes”?
2. Was it freely chosen?

Freely chosen means not based on:
Lies
Threats
Pressure
Blackmail
Intimidation
Bribes
Force
Consent Story: Seven

Jim says, “Let’s have sex.”

Amanda says, “I don’t really feel like it.”

Jim says, “Come on, please, please, please, I really want to.”

Amanda says “I don’t really feel like it.”

Jim says, “Please, come on, come on, I really want to do it now.”

Amanda says “yes” and feels okay about it.

Group Discussion Question:

Is this consent?

Why or Why Not?

Two Questions to Ask About Consent:

1. Did the person say “yes”?
2. Was it freely chosen?

Freely chosen means not based on:

Lies
Threats
Pressure
Blackmail
Intimidation
Bribes
Force
One person says to the other person “I love you and I want to have sex with you.”

But he really does not love the other person, he just wants to have sex.

The other person says “Okay”.

**Group Discussion Question:**

Is this consent?

Why or Why Not?

**Two Questions to Ask About Consent:**

1. Did the person say “yes”?
2. Was it freely chosen?

**Freely chosen means not based on:**

Lies
Threats
Pressure
Blackmail
Intimidation
Bribes
Force
## Consent Review

<table>
<thead>
<tr>
<th>Did the person say “yes”?</th>
<th>If “yes”, was it freely chosen?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>+</td>
<td>YES = Consent</td>
</tr>
<tr>
<td>YES</td>
<td>+</td>
<td>NO = Not Consent</td>
</tr>
<tr>
<td>NO</td>
<td>+</td>
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</tbody>
</table>
Learning to Say “No”

An important skill in communication is being able to say, “No”.

Let’s practice role playing these situations.

I am going to ask you a question and you are going to respond by saying, “No”.

Use assertive body language like look me in the eyes, sit tall.

Don’t offer any reasons or excuses - just say “no”.

Lesson 16: Communication About Sex
Saying “No” Role Play

Can you loan me five dollars?

Can you loan me your bike?

Will you have sex with my brother?

May I touch you? It will be our little secret.
Saying “No” Role Play Debrief

Group Discussion Questions:

How does it feel when you say “no”?

What makes it hard to say “no”?

What should you do if you keep saying “no” and the person keeps asking you?
Accepting A “No”

Another communication skill is learning to take “no” as an answer.

You can be assertive in asking for what you want, and still the other person says “no.”

Group Discussion Questions:

Have you ever asked for something and gotten a “no” answer?

What did you ask for?

How did it feel?
Two Steps for Accepting a “No”

Step 1: If you get a “no”, ask for a second choice.

   Offer another activity.

   Offer another day.

Step 2: If you get another “no” when you ask again, accept it gracefully.

Group Discussion Question:

   What do I mean by gracefully?
Accepting a “No”: Group Example

You ask your friend for a ride to buy a pair of running shoes.

They say “no.”

You should then ask for another option.

**Group Discussion Question:**

What could that option be?

They say “no” again.

You accept it gracefully.

**Group Discussion Question:**

What do you say to accept gracefully?
Accepting A “No”:
Individual Practice One

Can I have a volunteer to practice accepting a “no?”

Ask me to borrow 20 dollars.

Another option?

Accept it gracefully.
Accepting A “No”: Individual Practice Two

Can I have a new volunteer to practice accepting a “No”?

I am your boss and you say to me, “I’d like a $2.00 an hour raise.”
Accepting A “No”: Individual Practice Three

Can I have a new volunteer to practice accepting a “No?”

You like me and want to ask me out. You say, “Will you go to the movies with me?”
Accepting A “No”: Individual Practice Four

Can I have a new volunteer to practice accepting a “no”? I am your partner and you ask me to have sex.
Feelings About Getting a “No”

It is **okay** to be angry or disappointed to be told “no.”

It is **not okay** to hit the other person, yell at them, or threaten them because they said “No.”

Remember, you can **feel** however you want, but you cannot **act** however you want.

**Group Discussion Question:**

What can you do if you get that angry?
Video: Consent and Sexual Relationships: Sexuality and People with Developmental Disabilities

REAL consent = EXCITED to say yes!
Write three positive messages that you want to give your kids about sexuality?
Katherine McLaughlin

kath@elevatuustraining.com

Email me any questions or follow up

www.elevatuustraining.com

Get on my email list

Resource page

Online workshops topics
Offering evidence and trauma informed curriculum, with on/offline training to help professionals, educators, self-advocates and parents skillfully and confidently navigate the topic of sexuality and healthy relationships.

**Curriculum & Related Products**

Sexuality Education for People with Developmental Disabilities

Related Products: Curriculum Slide Deck Communication Supports

Building Healthy Relationships at Work

Related Products: Curriculum Slide Deck

**Live, Professional Developmental Trainings**

3-Day Certificate Training: Becoming a Sexuality Educator and Trainer
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Exploring a wide range of topics related to sexuality and I/DD

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To help parents bridge the gap

**For More Information:**

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603-399-5777

www.elevatustraining.com

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PLANNING FOR LIFE AFTER HIGH SCHOOL

Facebook.com/groups/TransitionTalk
Perkins Transition Team

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Ann Phelan: Ann.Phelan@Perkins.org
Jeanine Brennan: Jeanine.Brennan@Perkins.org
General Questions: Transition@Perkins.org
Transition Talks will continue in the fall. See you then!