



LEARNER OBJECTIVES

WEBINAR – Sex Abuse Prevention through Sex Education Training:
How reducing the amount of touch, talk, and trust with our students
can actually increase their safety in relationships - Part 2 by Michelle
Grayson-Feldman

Participants will be able to:

- Learn how can sexuality education be taught
- Learn some basic techniques to increase safety, even if curriculum has not been purchased
- Identify materials that can be used to teach this information
- Identify strategies to use when purchasing curriculum is not obtainable at this time
- Establish a community in schools and with families to help increase safety

TRI-STATE WEBINAR SERIES

Sex Abuse Prevention through Sex Education Training: How reducing the amount of touch, talk, and trust with our students can actually increase their safety in relationships - Part 2

Presented by:
Michelle Grayson-Feldman



Tri-State 2016-2017 Webinar Series

Tri-State Autism Spectrum Disorder Webinar Series



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Polling Questions

- Questions will be asked throughout the webinar
- When the poll opens on your screen respond by clicking on or filling in your answer

What is your role?

What is your role?

☐ Administrator

☐ Parent/Family Member

☐ Related Service Professional

☒ Teacher

☐ Other

What state are you from?

What state are you from?

☐ Colorado

☒ Kansas

☐ Nebraska

☐ Other

☐ No Vote

Tri-State 2016-2017 Webinar Series

Sex Abuse Prevention through Sex Education Training: *How reducing the amount of touch, talk, and trust with our students can actually increase their safety in relationships. Part 2*

Michelle Grayson-Feldman
Special Education Teacher,
Boulder Valley School District
Nationally Board Certified Teacher
michelle.grayson@bvsd.org



How we Teach Sexuality Education:

According to Winifred Kempton, who is often considered the God-Mother of sex education for people with developmental disabilities, it is recommended that this class be taught about two days a week to not overwhelm your students. Kempton, W (2003) *Socialization and Sexuality: A Comprehensive Training Guide for Professional Helping People with Disabilities that Hinder Learning*, Winifred Kempton Associates.

First Semester:

- Circles Curriculum
- Friendship Unit, including basics on dress, hygiene, grooming, and attitude to encourage good first impressions
- Boyfriend/Girlfriend Unit
- Marriage Unit

Second Semester:

- Define Male and Female
- Social Sexual Behaviors, including health and hygiene
- The Life Cycle
- Sexual Reproduction
- Child Rearing
- Birth Control
- Sexual Health, including STIs
- Abuse Prevention



Circles Curriculum Overview

Purple Circle

- All touch is OK
- Total trust
- Self-talk about anything is OK

Blue Circle

- Close touch, but not romantic, unless you have a sweetheart
- Maximum trust
- Talk about anything

Green Circle

- Buddy/far-away hugs OK
- A lot of trust
- Talk about most things, but not all

Yellow Circle

- Handshakes or high fives. Far-away hugs reserved for special occasions only
- Some trust, but not a lot
- Business talk, like school, work, the weather


Orange Circle

- No touch-waves only
- Very little trust
- Short responses when talking, such as "hi"

Red Circle



- No touch, unless business related
- No trust, unless business related
- No talk, unless business related






Which circle do you feel your students should place you in?

- Purple
- Blue
- Green
- Yellow
- Orange
- Red

This is who the James Stanfield Company says belongs in each circle

	Touch	Trust	Talk	Who Belongs
Purple	Any	Total	Self-talk	Yourself
Blue	Close hugs	Maximum	Anything	Immediate family, sweetheart
Green	Far-away hugs	A lot	Most things	Extended family, close friends
Yellow	Handshakes/ high fives	Some	business	Students, TEACHERS , acquaintances
Orange	Waves	Very little	Short responses	Neighbors, people you see often in the community
Red	None	Only business related	Only business related	Strangers, community helpers



Why is it Important to Place Service Providers in the Yellow Circle?

- Friends do not tell you what to do or threaten to call your parents or tell the teacher
- People who are paid to be in our lives are not our friends
- According to YAI (Relationship Series, YAI National Institute for People with Disabilities, New York), friends are people that we:
 - Enjoy doing things with
 - Can talk to about our feelings and experiences
 - Like to help and who like to help us
 - Like us for the person we are and not the things we have
 - Have known for a long time and can trust

» *Without getting paid*



Touch

- Handshakes or high fives only
- Buddy/far-away hug on special occasions only
- If you need to assist a person physically, always ask permission and/or let them know before you need to touch them

How does that increase safety?

- It makes people with cognitive disabilities/autism increase awareness that people who are paid to be in their lives should not be touching them inappropriately, especially when given constant verbal/visual reminders as to why your touch has changed
- For people with significant physical disabilities, it will eventually change the way they react to people touching them inappropriately



Talk

- Do not say anything too personal in front of students
- Encourage students to keep their conversations with you businesslike
- Teach students that secrets between you are not OK, but occasional surprises are

How does this increase safety?

- Students will eventually be able to identify when conversations become too intimate or sexual in nature and be able to report that to a safe person
- Students can eventually learn not to give out personal information that can lead to a dangerous situation



What are some good topics of conversations to have with students that aren't too personal?



Trust

- It's OK to let students know that they can trust you some, but also tell them that it is important to have 1 or 2 other people that they can trust at the agency/school/work/home
- Let students know that you are a mandated reporter
- Remind students that surprises are sometimes fine, but secrets are not OK

How can this increase safety?

- Ensuring that our students have multiple people they can report to if anything happens
- Establishing a hierarchy of people to whom our students should report problems
- Constantly reminding our students that secrets are not OK



Recommendations for Curriculum:

The following are recommended to have as a very basic foundation for teaching students how to reduce occurrences of abuse:

- Ethics of Touch- Establishing and Maintaining Appropriate Boundaries In Service to People with Developmental Disabilities By Dave Hingsburger and Mary Harber. This is a training video for staff who work with clients with cognitive disabilities –diverse-city.com \$110.00
- Circles Curriculum-"The Circles VideoModeling® Curriculum teaches social and relationship boundaries and relationship-specific social skills, using a simple multi-layer circle diagram to demonstrate the different relationship levels students will encounter in daily life."- www.stanfield.com. Circles Levels 1 and 2 \$1119.00 and Stop Abuse \$499.00 recommended
- Life Horizons 1 and 2-"Life Horizons I discusses the physiological and emotional aspects of being male & female. Life Horizons II focuses on attitudes and behaviors that promote good interpersonal relationships and responsible sexual behavior." www.stanfield.com \$799.00



Additional Recommendations:

First Impressions Modules: Hygiene, Grooming, Dress, Attitude- A humorous approach to how to make a good first impression.

www.stanfield.com \$799.00

- DateSmart 1 and 2- [DateSmart 1 and 2](http://www.stanfield.com)- "Teach students the NotSmart and DateSmart ways to set boundaries, remain abstinent, say no, and avoid the consequences of sexual harassment. DateSmart 1 and 2- "Teach students the NotSmart and DateSmart ways to set boundaries, remain abstinent, say no, and avoid the consequences of sexual harassment." www.stanfield.com \$499.00
- LifeFacts: SmartTrust- "SmartTrust strategies are used to help students avoid being gullible and falling prey to financial, social, physical, and emotional exploitation". www.stanfield.com \$225.00
- The Relationship Series: Friendship- "Outlines the differences between relationships and the importance of friendship." <http://www.yai.org/resources/trainingstore/> \$250.00
- The Relationship Series: Boyfriend/Girlfriend "Explores how to initiate, build and maintain a boyfriend/girlfriend relationship." <http://www.yai.org/resources/trainingstore/> \$250.00
- Obtain a condom demonstration model. Various models available from <http://www.a3bs.com> from \$103.00 -\$165.00




Agencies, How do you Obtain Funding?

- Ask!
- Seek out grant writing opportunities
- Check to see if you can access Medicaid funds, as the majority of the materials recommended are considered to be health related





How do You Seek Buy-In and Form Partnerships?

- Invite involved parties to trainings
- Email or call involved parties when issues arise (can be proactive- i.e. my child wants to go on a date)
- Service providers teach facts and encourage personal and moral issues to be discussed at home
- Service providers must make room for cultural and religious differences 



Questions?



Thank You!

Michelle Grayson-Feldman
michelle.grayson@bvsd.org



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