



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 1

Presented by Michelle Grayson-Feldman

Participants will be able to:

- Identify what the risk factors are for sexual exploitation
- Identify why this is a need for sex abuse prevention as part of the role of educating our students
- Identify ways in which students with autism and/or intellectual disabilities learn best
- Define sexuality

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 1

Presented by:
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Tri-State 2016-2017 Webinar Series

Tri-State Autism Spectrum Disorder Webinar Series



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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 1*


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Why is Specialized Training on Sex and Sexuality a Necessity for Persons with Autism and/or Cognitive Disabilities?

- What are the risk factors?
- Why is this even our concern?
- How do people with autism/cognitive impairments learn differently?
- How do you form partnerships with families on these issues?





Do you feel like your students are at risk for sexual abuse?


- A. Yes
- B. No
- C. I'm not sure





Sexual Abuse Statistics

- According to the [Centers for Disease Control and Prevention](#) (CDC), approximately 1 in 6 boys and 1 in 4 girls suffer from sexual abuse before the age of 18. Additionally, the [U.S. Department of Justice's National Crime Victimization Survey](#), the country's largest and most reliable crime study, reports that every two minutes a person is sexually victimized in the United States—and the numbers for individuals with disabilities are even higher. ([www.autismspeaks.org](#) 2016)
- A study done in Nebraska of 55,000 children showed a child with any type of intellectual disability was four times more likely to be sexually abused than a child without disabilities (Sullivan & Knutson, 2000). While no specific numbers exist for individuals with autism, research suggests that this population is extremely vulnerable. ([www.autismspeaks.org](#) 2016)



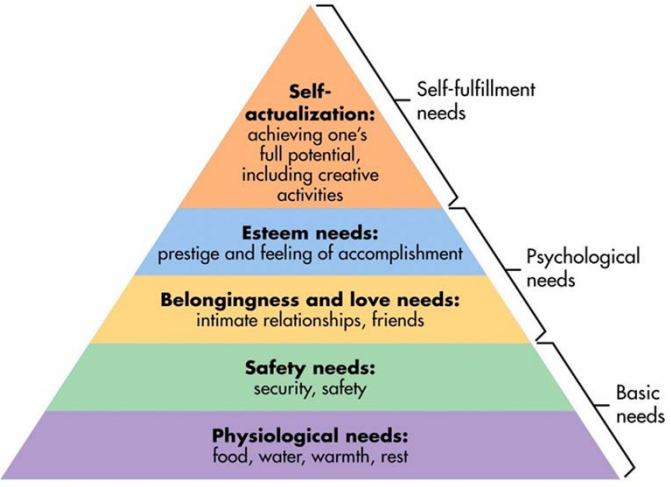


- Studies consistently demonstrate that people with developmental disabilities are sexually victimized more often than others who do not have a disability (Furey, 1994).
- Certain “risk factors” place people with developmental disabilities in an especially vulnerable position that increases the likelihood of being sexually abused. Some factors include social powerlessness, communication skill deficits, diminished ability to protect oneself due to lack of instruction and/or resources and impaired judgment (the inability to detect who is safe to be around).
- Research suggests that 97 to 99 percent of abusers are known and trusted by the victim who has developmental disabilities (Baladerian, 1991).
- While in 32 percent of cases, abusers consisted of family members or acquaintances, 44 percent had a relationship with the victim specifically related to the person’s disability (such as residential care staff, transportation providers and personal care attendants).
- The delivery system created to meet specialized care needs of those with developmental disabilities contributes to the risk of sexual abuse.


Why is This Our Responsibility?

Abraham Maslow teaches us that without addressing the safety needs of our children/students/clients, we cannot help them reach their full potential.



The diagram shows a pyramid with five levels, each with a label to its right:


- Self-actualization:** achieving one’s full potential, including creative activities (Self-fulfillment needs)
- Esteem needs:** prestige and feeling of accomplishment (Psychological needs)
- Belongingness and love needs:** intimate relationships, friends (Psychological needs)
- Safety needs:** security, safety (Basic needs)
- Physiological needs:** food, water, warmth, rest (Basic needs)





Other Reasons Why We Should Address This:

- We can help guide our students onto the pathway towards finding and maintaining healthy and happy relationships as adults.
- As educators, we provide a “general education” curriculum in a way that is accessible to our students, helping to address state standards.
- We provide information that is age appropriate and all around our students, in a format that our students can understand.



Out of curiosity, how many of you are already having your students access a sexuality curriculum?

- A. Yes
- B. No
- C. Not yet, but it is my goal for next school year..



How Do We Teach Our Students These Lessons?

- Concrete examples are ideal: use of photos, illustrations, videos, and hands-on/movement activities
- Reduced demands for reading
- Constant verbal reminders
- Role playing is useful
- Communication between the home and agency is vital
- Staff/parents serve as constant role models
- Repetition, repetition, repetition



Sex is Between Your Legs, Sexuality is Between Your Ears

The majority of what is taught addresses social/sexual behaviors, not sex.

If you wouldn't act like a true friend in public, why would I be your friend on Facebook?



som^{ee}cards
user card



Definition of Sexuality

A Definition of Sexuality

We all know what sex is. But sex is only a small part of who we are as sexual beings. Even people who are not having sex are sexual beings. And so there's another word that you should know and use too. That word is sexuality. Here are some of the things that are included when we talk about sexuality:

1. Sexuality is much more than body parts and sex (though it includes these things, too).
2. Sexuality includes our gender identity (the core sense that we are female or male).
3. Sexuality includes gender role (the idea of how we should behave because we are a female or male).
4. Sexuality includes our sexual orientation (heterosexual, homosexual, or bisexual).




Definition Continued


5. Sexuality includes how we feel about our bodies. We call that "body image," and poor body image can have a profound effect on our ability to have healthy relationships. A person with poor body image may not think they deserve a good partner, and so they may be willing to settle for someone who will not respect them or who may even abuse them.
6. Sexuality includes our sexual experiences, thoughts, ideas, and fantasies.
7. Sexuality includes the way in which the media, family, friends, religion, age, life goals, and our self-esteem shape our sexual selves.
8. Sexuality includes how we experience intimacy, touch, love, compassion, joy, and sorrow.
9. We like this quote: "Sexuality is expressed in the way we speak, smile, stand, sit, dress, dance, laugh, and cry."

(From the Sexuality Resource Center for Parents, <http://www.srcp.org/> 2016).





Questions?



Do you have any questions from today's presentation?



THANK YOU!

Michelle Grayson

If you have any additional questions for Michelle
please route them through Amanda Timmerman
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