

# **A FRAMEWORK FOR INDIVIDUALIZED SEXUALITY EDUCATION FOR LEARNERS WITH AUTISM**

**Jason C. Travers, PhD, BCBA-D**  
**Temple University**  
**Power Up Conference, December 2020**

1

## **DISCLOSURES**

- \$500 honoraria for my presentation today
- Content of my presentation is described my book for which I receive royalties.

2

## OVERVIEW

- Justification for sexuality education for individuals with ASD
- Barriers to sexuality education
- Preparing for Instruction
- Delivering sexuality instruction using a 4-step process with evidence-based practices
  - **Evidence-based practices for**
    - Preventing (antecedent-based interventions)
    - Instruction (instructional strategies)
    - Reacting (consequence-based interventions)
- Addressing Inappropriate Masturbation
- Questions welcome via chat during the presentation
- Time also reserved at the end for questions/discussion

3

## WHY PROVIDE SEXUALITY EDUCATION TO LEARNERS WITH ASD?

Prevent & identify Abuse	Preventing and identifying sexual abuse
Relationships	Supporting relationships, marriage, parenthood
Social Norms	Preventing & addressing socially inappropriate behavior
Health	Promoting health and hygiene
Self-Determined	Improving self-determination and self-advocacy

4

# BARRIERS TO SEXUALITY EDUCATION FOR LEARNERS WITH ASD

- Attitude Barriers

- Historically negative perceptions of “deviancy” (Wolfensberger 1972):
  - Eternal children, uneducable, dangerous, burdens of charity, holy innocents, objects of ridicule

- Logistical Barriers

- Primarily concerned with skills related to general education curriculum
  - Reading, writing, arithmetic, science, art, music, etcetera
  - Sexuality education may or may not be part of gen ed curriculum
    - But may still not be accessible despite valuing and practicing access
- Laws regarding sexuality education vary by state; policies vary by district
  - See here for info about your state: <https://bit.ly/2HXgZmJ>

5

# SEXUALLY HEALTHY ADULTS (SIECUS, 2004)

- Appreciate their body
- Seek information about reproduction when needed
- Recognize human development includes sexual development
- **Respectfully and appropriately interact with others regardless of their gender**
- Affirm their sexual orientation and gender identity
- Respect the sexual orientation, gender identity, values of other people
- **Appropriately express love and intimacy**
- **Develop and maintain personally meaningful relationships**
- **Avoid and report exploitative relationships**
- Obtain information to make family-related decisions as well as to enhance one's sexuality
- **Recognize and behave in accordance with personal values**
- **Use decision-making skills**
- **Communicate with acquaintances, friends, family members, and romantic partners**
- Express sexuality in safe and enjoyable ways in accordance with their values
- Experience enjoyable sexual thoughts and feelings but not necessarily act on them
- **Distinguish between sexual behaviors that enhance life and sexual behaviors that harm others and/or self**
- Express own sexuality while respecting the right of others to do so
- **Have consensual, non-exploitative, honest, safe, and pleasurable sexual relationships**
- Use contraception and avoid sexually transmitted infections
- Obtain prenatal care
- **Prevent sexual crimes and abuse**
- **Identify bias against other individuals, avoid stereotyping and prejudice, and eschew bigotry**

6

# PREPARING FOR INSTRUCTION

DEVELOPING INDIVIDUALIZED SEXUALITY  
EDUCATION PROGRAMMING

7

## COMPREHENSIVE SEXUALITY EDUCATION

- Emphasizes ongoing, developmentally appropriate education
- Focuses on six key concepts (SIECUS, 2004)
  1. Human development
  2. Relationships
  3. Personal skills
  4. Sexual behavior
  5. Sexual health
  6. Society and culture
- The SIECUS guidelines may help you prepare individualized sexuality education programming
  - Like a curriculum map/guide

8



9

## Key Concept 1: Human Development

.....

*Human development is characterized by the interrelationship between physical, emotional, social, and intellectual growth.*

**Key Concept 1: Human Development**

**Topic 1:** Reproductive and Sexual Anatomy and Physiology

**Topic 2:** Puberty

**Topic 3:** Reproduction

**Topic 4:** Body Image

**Topic 5:** Sexual Orientation

**Topic 6:** Gender Identity

**Human Development Life Behaviors:**

*Having applied the human development subconcepts at the appropriate age, the learner will be able to:*

- Appreciate one's own body.
- Seek further information about reproduction as needed.
- Affirm that human development includes sexual development, which may or may not include reproduction or sexual experience.
- Interact with all genders in respectful and appropriate ways.
- Affirm one's own sexual orientation and respect the sexual orientations of others.
- Affirm one's own gender identities and respect the gender identities of others.

**Topic 1: Reproductive and Sexual Anatomy and Physiology**

*Subconcept: The human body has the capability to reproduce as well as to give and receive sexual pleasure.*

**Level 1**  
middle childhood,  
ages 5 through 8;  
early elementary school

**Level 2**  
preadolescence,  
ages 9 through 12;  
upper elementary school

**Level 3**  
early adolescence,  
ages 12 through 15;  
middle school/  
junior high school

**Level 4**  
adolescence,  
ages 15 through 18;  
high school

10

## Key Concept 1:

# Human Development

.....

*Human development is characterized by the interrelationship between physical, emotional, social, and intellectual growth.*

- Level 1 (ages 5-8)
  - Each body part has a correct name and specific function
- Level 2 (ages 9-12)
  - During puberty, internal and external sexual and reproductive organs mature in preparation for adulthood
- Level 3 (ages 12-15)
  - The sexual response system differs from the reproductive system
- Level 4 (ages 15-18)
  - Sexual differentiation, whether a fetus will be male or female, is determined largely by chromosomes and occurs early in prenatal development.

# DEVELOPMENTAL MESSAGES EXAMPLES

11

## Key Concept 2:

# Relationships

.....

*Relationships play a central role throughout our lives.*

**Key Concept 2: Relationships**

**Topic 1:** Families

**Topic 2:** Friendship

**Topic 3:** Love

**Topic 4:** Romantic Relationships and Dating

**Topic 5:** Marriage and Lifetime Commitments

**Topic 6:** Raising Children

**Level 1**

middle childhood,  
ages 5 through 8;  
early elementary school

**Level 2**

preadolescence,  
ages 9 through 12;  
upper elementary school

**Level 3**

early adolescence,  
ages 12 through 15;  
middle school/  
junior high school

**Level 4**

adolescence,  
ages 15 through 18;  
high school

**Relationship Life Behaviors:**

*Having applied the relationships subconcepts at the appropriate age, the learner will be able to:*

- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.
- Avoid exploitative or manipulative relationships.
- Make informed choices about family options and relationships.
- Exhibit skills that enhance personal relationships.

---

**Topic 1: Families**

*Subconcept: Most people are raised in families and live in families as adults.*

**Developmental Messages:**

**Level 1**

- A family consists of two or more people who care for each other in many ways.

12

## Key Concept 2: Relationships

.....

*Relationships play a central role throughout our lives.*

## TOPIC 1: FAMILIES DEVELOPMENTAL MESSAGES EXAMPLES

- Level 1 (ages 5-8)
  - A family consists of two or more people who care for each other in many ways
- Level 2 (ages 9-12)
  - Family members sometimes disagree but continue to love each other
- Level 3 (ages 12-15)
  - Love, cooperation, and mutual respect are necessary for good family functioning
- Level 4 (ages 15-18)
  - One purpose of the family is to help its members reach their fullest potential

13

## Key Concept 3: Personal Skills

.....

*Healthy sexuality requires the development and use of specific personal and interpersonal skills.*

### Key Concept 3: Personal Skills

**Topic 1:** Values

**Topic 2:** Decision-making

**Topic 3:** Communication

**Topic 4:** Assertiveness

**Topic 5:** Negotiation

**Topic 6:** Looking for Help

**Level 1**  
middle childhood,  
ages 5 through 8;  
early elementary school

**Level 2**  
preadolescence,  
ages 9 through 12;  
upper elementary school

**Level 3**  
early adolescence,  
ages 12 through 15;  
middle school/  
junior high school

**Level 4**  
adolescence,  
ages 15 through 18;  
high school

### Personal Skills Life Behaviors:

*Having applied the personal skills subconcepts at the appropriate age, the learner will be able to:*

- Identify and live according to one's own values.
- Take responsibility for one's own behavior.
- Practice effective decision-making.
- Develop critical-thinking skills.
- Communicate effectively with family, peers, and romantic partners.

### Topic 1: Values

*Subconcept: Values guide our behavior and give purpose and direction to our lives.*

### Developmental Messages:

#### Level 1

- Values are strong feelings or beliefs about important issues.

14

<p><b>Key Concept 4:</b> <b>Sexual Behavior</b> .....</p> <p><i>Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways.</i></p> <p><b>Key Concept 4: Sexual Behavior</b></p> <p><b>Topic 1:</b> Sexuality Throughout Life</p> <p><b>Topic 2:</b> Masturbation</p> <p><b>Topic 3:</b> Shared Sexual Behavior</p> <p><b>Topic 4:</b> Sexual Abstinence</p> <p><b>Topic 5:</b> Human Sexual Response</p> <p><b>Topic 6:</b> Sexual Fantasy</p> <p><b>Topic 7:</b> Sexual Dysfunction</p>	<p><b>Sexual Behavior Life Behaviors:</b></p> <p><i>Having applied the sexual behavior subconcepts at the appropriate age, the learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Enjoy and express one's sexuality throughout life.</li> <li>• Express one's sexuality in ways that are congruent with one's values.</li> <li>• Enjoy sexual feelings without necessarily acting on them.</li> <li>• Discriminate between life-enhancing sexual behaviors and those that are harmful to self and/or others.</li> <li>• Express one's sexuality while respecting the rights of others.</li> <li>• Seek new information to enhance one's sexuality.</li> <li>• Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected.</li> </ul>
---	---

15

<p><b>Key Concept 5:</b> <b>Sexual Health</b> .....</p> <p><i>The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behavior.</i></p> <p><b>Key Concept 5: Sexual Health</b></p> <p><b>Topic 1:</b> Reproductive Health</p> <p><b>Topic 2:</b> Contraception</p> <p><b>Topic 3:</b> Pregnancy and Prenatal Care</p> <p><b>Topic 4:</b> Abortion</p> <p><b>Topic 5:</b> Sexually Transmitted Diseases</p> <p><b>Topic 6:</b> HIV and AIDS</p> <p><b>Topic 7:</b> Sexual Abuse, Assault, Violence, and Harassment</p>	<p><b>Sexual Health Life Behaviors:</b></p> <p><i>Having applied the sexual health subconcepts at the appropriate age, the learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Practice health-promoting behaviors, such as regular check-ups, breast and testicular self-exam, and early identification of potential problems.</li> <li>• Use contraception effectively to avoid unintended pregnancy.</li> <li>• Avoid contracting or transmitting a sexually transmitted disease, including HIV.</li> <li>• Act consistently with one's own values when dealing with an unintended pregnancy.</li> <li>• Seek early prenatal care.</li> <li>• Help prevent sexual abuse.</li> </ul>
---	--

16



## Key Concept 6: Society and Culture

*Social and cultural environments shape the way individuals learn about and express their sexuality.*

### Key Concept 6: Society and Culture

**Topic 1:** Sexuality and Society

**Topic 2:** Gender Roles

**Topic 3:** Sexuality and the Law

**Topic 4:** Sexuality and Religion

**Topic 5:** Diversity

**Topic 6:** Sexuality and the Media

**Topic 7:** Sexuality and the Arts

### Society and Culture Life Behaviors:

*Having applied the society and culture subconcepts at the appropriate age, the learner will be able to:*

- Demonstrate respect for people with different sexual values.
- Exercise democratic responsibility to influence legislation dealing with sexual issues.
- Assess the impact of family, cultural, media, and societal messages on one's thoughts, feelings, values, and behaviors related to sexuality.
- Critically examine the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.
- Promote the rights of all people to accurate sexuality information.
- Avoid behaviors that exhibit prejudice and bigotry.
- Reject stereotypes about the sexuality of different populations.
- Educate others about sexuality.

17

## SELECTING & EVALUATING CURRICULA

- Relatively few options
  - May cover some specific areas in-depth, but nothing covered in other areas
- Examples
  - Promoting Social Success: A curriculum for Children with Special Needs (Siperstein & Rickards, 2004)
  - Teaching Children with Down Syndrome About their Bodies, Boundaries, and Sexuality: A guide for Parents and Professionals (Couwenhoven, 2007)
  - Life Horizons I & II (Kempton, 1999)
  - Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism (Wrobel, 2003)
  - *Finger Tips: Teaching Women with Disabilities About Masturbation Through Understanding and Video* (Hingsburger, & Haar, 2000)
  - *Hand made love: A guide for teaching about male masturbation through understanding and video* (Hingsburger & Haar, 2000)
  - *Circles Curriculum: Intimacy and Relationships* (Walker-Hirsch, Champagne, & Stanfield, 2019)

18

EVALUATING FOR APPROPRIATE CONTENT (SIECUS Key Concepts)				
<b>Human Development</b>				
Contains information about reproduction, sexual anatomy, and physiology	0	1	2	3
Contains information about puberty	0	1	2	3
Contains information about reproduction	0	1	2	3
Contains information about body image	0	1	2	3
Contains information about sexual orientation	0	1	2	3
Contains information about gender identity	0	1	2	3
<b>Relationships</b>	0	1	2	3
Contains information about families	0	1	2	3
Contains information about friendship	0	1	2	3
Contains information about love	0	1	2	3
Contains information about romantic relationships	0	1	2	3
Contains information about marriage and lifetime commitments	0	1	2	3
Contains information about raising children	0	1	2	3
<b>Personal Skills</b>	0	1	2	3
Contains information about values	0	1	2	3
Contains information about decision making	0	1	2	3
Contains information about communication	0	1	2	3
Contains information about assertiveness	0	1	2	3
Contains information about negotiation	0	1	2	3
Contains information about looking for help	0	1	2	3
<b>Sexual Behavior</b>	0	1	2	3
Contains information about sexuality throughout life	0	1	2	3
Contains information about masturbation	0	1	2	3
Contains information about shared sexual behavior	0	1	2	3
Contains information about sexual abstinence	0	1	2	3
Contains information about human sexual response	0	1	2	3
Contains information about sexual fantasy	0	1	2	3
Contains information about sexual dysfunction	0	1	2	3

19

<b>Sexual Health</b>	0	1	2	3
Contains information about reproductive health	0	1	2	3
Contains information about contraception	0	1	2	3
Contains information about pregnancy and prenatal care	0	1	2	3
Contains information about abortion	0	1	2	3
Contains information about sexually transmitted diseases	0	1	2	3
Contains information about HIV and AIDS	0	1	2	3
Contains information about sexual abuse, assault, violence, and harassment	0	1	2	3
<b>Society and Culture</b>				
Contains information about sexuality and society	0	1	2	3
Contains information about gender roles	0	1	2	3
Contains information about sexuality and the law	0	1	2	3
Contains information about sexuality and religion	0	1	2	3
Contains information about diversity	0	1	2	3
Contains information about sexuality and the media	0	1	2	3
Contains information about sexuality and the arts	0	1	2	3
<b>EVALUATING FOR CONTENT ACCURACY</b>				
The curriculum only uses scientifically and medically accurate information	0	1	2	3
The curriculum contains information that is not older than 10 years	0	1	2	3
Lessons include various graphics, including line drawings, photographs, and/or video	0	1	2	3
Curriculum includes or requires concrete materials and examples for lessons	0	1	2	3
Curriculum includes information that is appropriate and accurate for students of different ages	0	1	2	3
Curriculum includes information that accurately represents various racial and ethnic groups	0	1	2	3
Curriculum includes information that accurately represents various sexual orientations	0	1	2	3
Curriculum includes information about people with ASD and other developmental disabilities	0	1	2	3
The curriculum includes information about the benefits of abstinence without relying on fear or shame	0	1	2	3
The curriculum includes accurate information about safe sex	0	1	2	3

20

## ROLES, RESPONSIBILITIES, COLLABORATION, & DISAGREEMENT

- Introduction of aspects of sexuality education in earlier years may
  - Enhance team member comfort discussing sexuality education
  - Clarify roles of team members providing different aspects of sexuality education
  - Enhance access to broader sexuality education curriculum (e.g., friendships, social development, safety)
- Professionals:
  - Experts in design and delivery of instruction (i.e., how to teach skills)
    - May not have sufficient knowledge about various aspects of sexuality education
    - May not agree with aspects of sexuality education
  - Multiple professionals may be necessary (PE & Health teachers, counselors, psychologist, other educators)
  - Training may be necessary

21

## ROLES, RESPONSIBILITIES, & COLLABORATION

- Parents & Family Partners
  - May have broader and different understanding of their child's needs
    - May be better able to provide some or many aspects of sexuality education with professional support
    - Collaboration and consultation may be necessary
  - Are models for family, relationships, love and are primary means of communicating values to their children
    - But usually learned implicitly— parents & families may need support, coaching, guidance to explicitly teach
  - May be unprepared, uncomfortable, or unwilling teaching any aspect of sexuality education
    - Clear planning, communication (written?), and adherence to family values (e.g., faith, beliefs, values)
    - Consider beginning with less sensitive topics, such as friendships or body part names, that may be more agreeable/acceptable
  - Consider developing a separate, informal instruction and support plan for use at home
  - Consider consulting a knowledgeable/certified sexuality educator
- Consider involving the student in the decision-making process, when appropriate

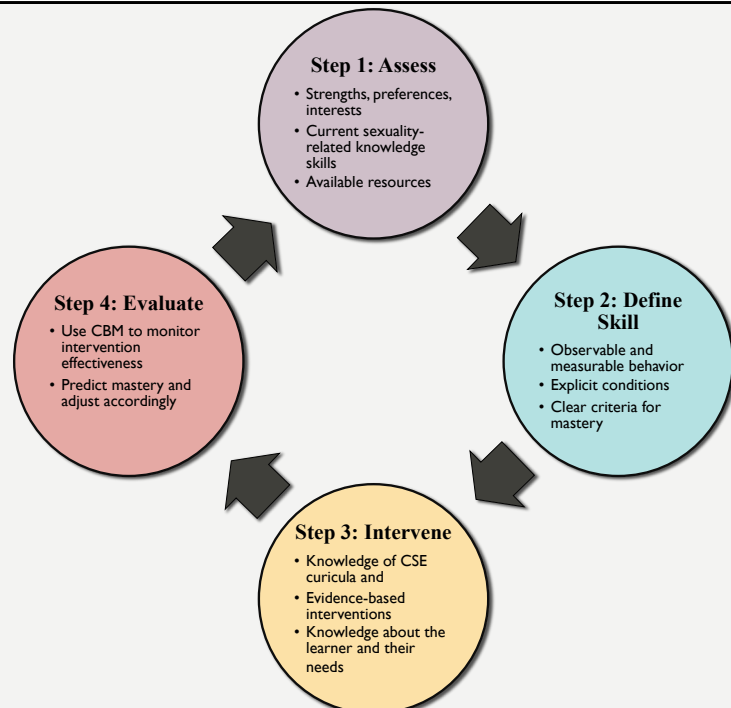
22

# TEACHING

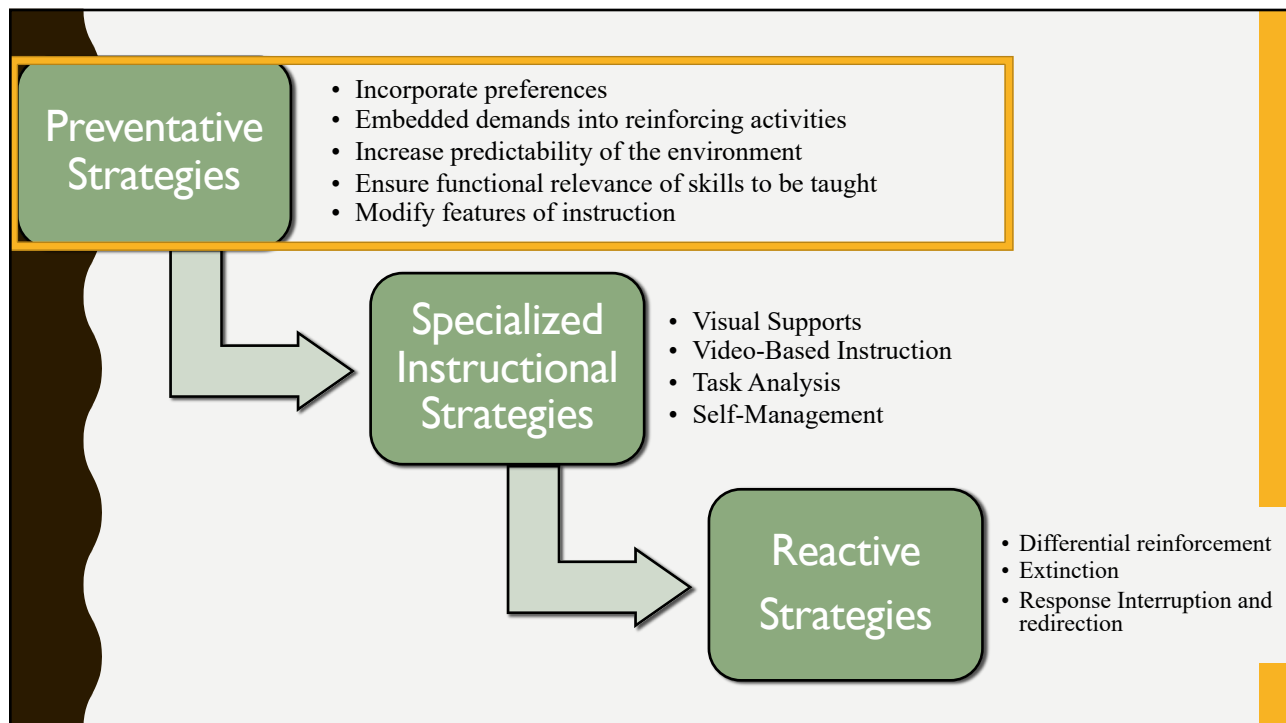
DELIVERING INDIVIDUALIZED SEXUALITY  
EDUCATION PROGRAMMING

23

## Four-Step Teaching Process



24



25

## PREVENTION STRATEGIES

- Some socially inappropriate behavior, including inappropriate sexual behavior, may be caused by motivation to escape or avoid tasks, people, places
  - e.g., FBA reveals student disrobes and/or puts hands in pants on genitals during therapy in order to escape tasks/demands
    - Decrease motivation to escape
      - Alter tasks to incorporate preferences (e.g., movie characters)
      - Alter the task to decrease difficulty– make it easier to complete (and access a preferred activity that follows the task)
      - Embed therapy tasks into reinforcing activities
        - Labeling favorite TV and movie characters and their actions rather than generic line drawings or photos
        - Describing a social problem and solution presented as a comic book hero dilemma
      - Modify instruction: fast-pace instruction, momentum, strategic prompting, offering choices of materials
    - Decrease opportunities to escape
      - Alter tasks to make them shorter

26

# PREVENTION STRATEGIES

- Some socially inappropriate behavior, including inappropriate sexual behavior, may be caused by a need for social interaction
  - FBA reveals student grabs peers body parts to get their attention
  - Teach functionally relevant skills to get peer attention
    - Use functionally relevant instruction
      - Being able to say name of peers when shown their picture won't generalize to saying peer's name to get their attention
      - Teach social scripts for getting a peer's attention, and provide authentic opportunities to use the script
    - Arrange frequent opportunities for appropriate peer interactions to ensure attention need is met

27

## SEE MILTENBERGER (2006)

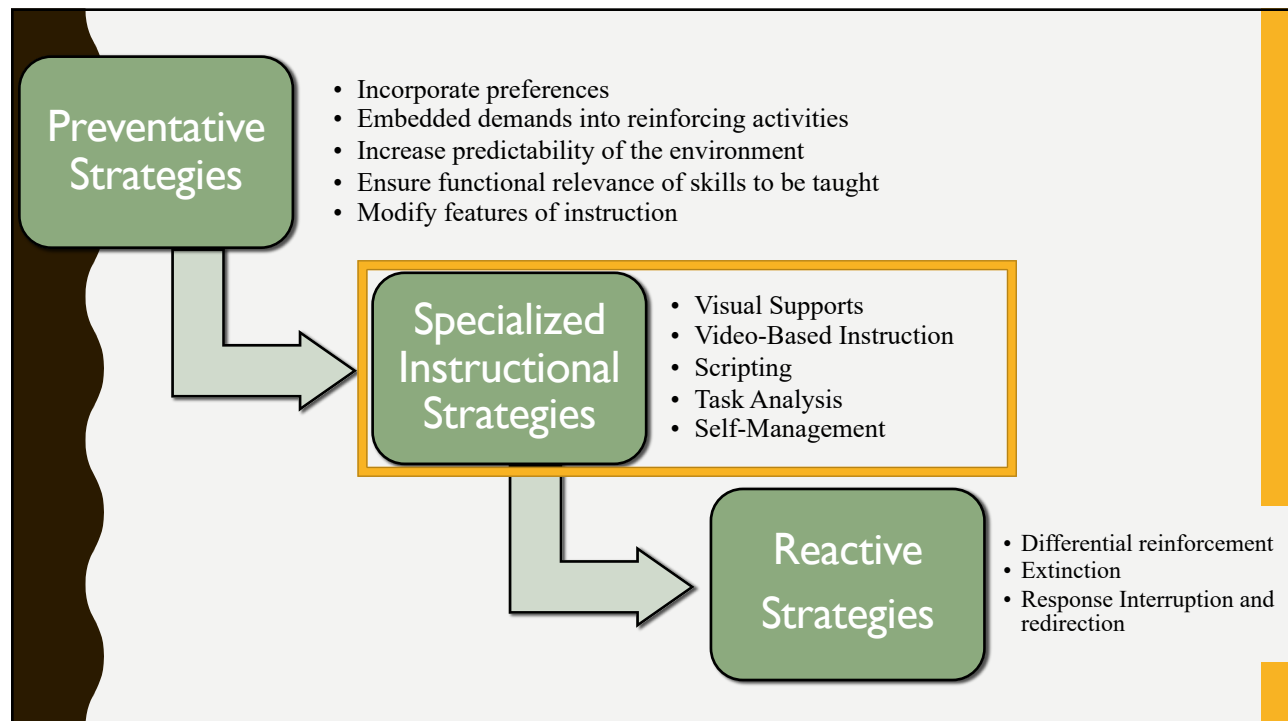
Antecedent Strategy	Explanation	Examples for CSE
<b>Incorporating Learner Preferences</b>	Integrate preferred items, characters, materials, media, and etc. into instruction	<ul style="list-style-type: none"> <li>• Sing songs to learn names of body parts</li> <li>• Dress up as favorite characters to role play decision-making</li> <li>• Use videos of favorite TV characters to teach about families</li> <li>• Create and read illustrated stories/comics with about preventing and reporting abuse</li> </ul>
<b>Embedding Demands into Reinforcing Activities</b>	Provide sexuality education during preferred activities	<ul style="list-style-type: none"> <li>• Teach about gender roles during favorite imaginary play activity</li> <li>• Teach negotiation and compromise during video games or outdoor play</li> </ul>
<b>Increasing the Predictability of the Environment</b>	Provide consistent daily routines and instructional methods	<ul style="list-style-type: none"> <li>• Establish one or more times of day at home when time masturbation is appropriate (i.e., schedule masturbation time)</li> <li>• Use the same materials, language, and procedures to teach menstrual care and practice even when not menstruating.</li> </ul>
<b>Teaching Functionally Relevant Skills</b>	Identify skills that will immediately and directly lead to natural reinforcers	<ul style="list-style-type: none"> <li>• If repeatedly observed to touch/massage genitals in public, work with parents to provide opportunities to masturbate and achieve orgasm in private (i.e., bedroom).</li> <li>• If passive even when they appear to want something, teach requesting and assertiveness skills.</li> </ul>
<b>Modifying Features of Instruction</b>	Changing content and/or delivery of instruction and tasks to increase compliance	<ul style="list-style-type: none"> <li>• Provide choice of people or locations for role playing conversation and dating skills.</li> <li>• Ask student to do 2-3 easy/mastered tasks (e.g., say name of family) before asking to do a new/difficult task (e.g., saying peer's name).</li> </ul>

28

# EARLY PREVENTION

- Providing an individualized, comprehensive sexuality education beginning in childhood may
  - Reduce emergence of sexually inappropriate behavior
  - Increase opportunities to learn socio-sexual skills and enhance social competence
  - Lead to better socio-sexual outcomes for individuals with ASD
    - Relationships, education, employment, recreation, leisure; all social-related aspects of life
  - Promote greater well-being, healthier communities, more inclusive society
  - Breakdown attitudinal and logistical barriers to sexuality education for individuals with autism and other developmental disabilities.

29



30

# VISUAL SUPPORTS

- An evidence-based practice (Wong et al., 2015)
- Teach basic or complex concepts that are hard to convey using language alone
  - Names of private body parts
  - Different types of relationships and acceptable behavior for each
  - Consequences for appropriate and inappropriate sexual behavior
- Combine with task analysis to teach complex skills with multiple steps
  - Washing body in the shower
  - Changing a maxi-pad
  - Safe and appropriate masturbation in the bedroom

31

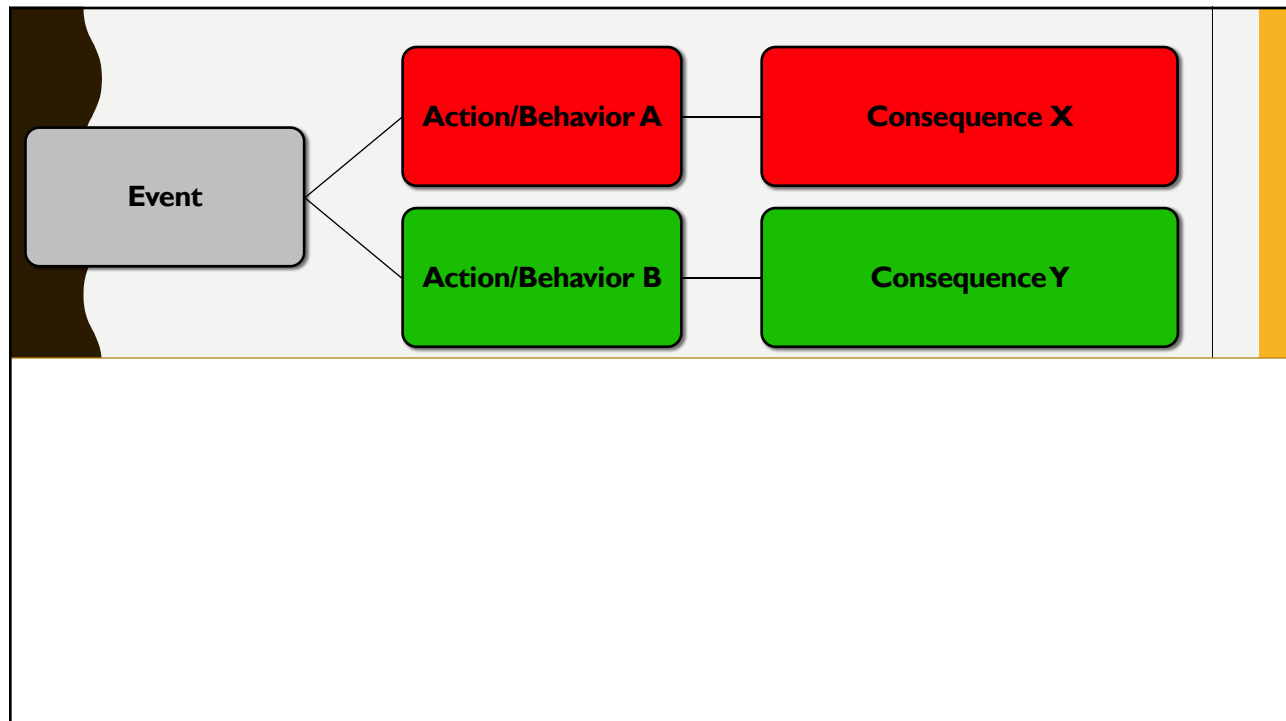
The image displays six Picture Communication Symbols (PCS) arranged in two rows. Each symbol consists of a line drawing of a body part with a corresponding text label below it.

- Top Row:**
  - Left: A male figure wearing white underwear. Text: "Underwear covers my private body parts".
  - Right: A female figure wearing white underwear. Text: "Underwear covers my private body parts".
- Bottom Row:**
  - Far Left: A close-up of a buttock with an arrow pointing to it. Text: "My buttocks are private parts. Only I can touch them."
  - Second from Left: A close-up of a penis. Text: "My penis is a private body part. Only I can touch it."
  - Third from Left: A close-up of a vagina. Text: "My vagina is a private body part. Only I can touch it."
  - Far Right: A close-up of breasts. Text: "My breasts are private parts. Only I can touch them."

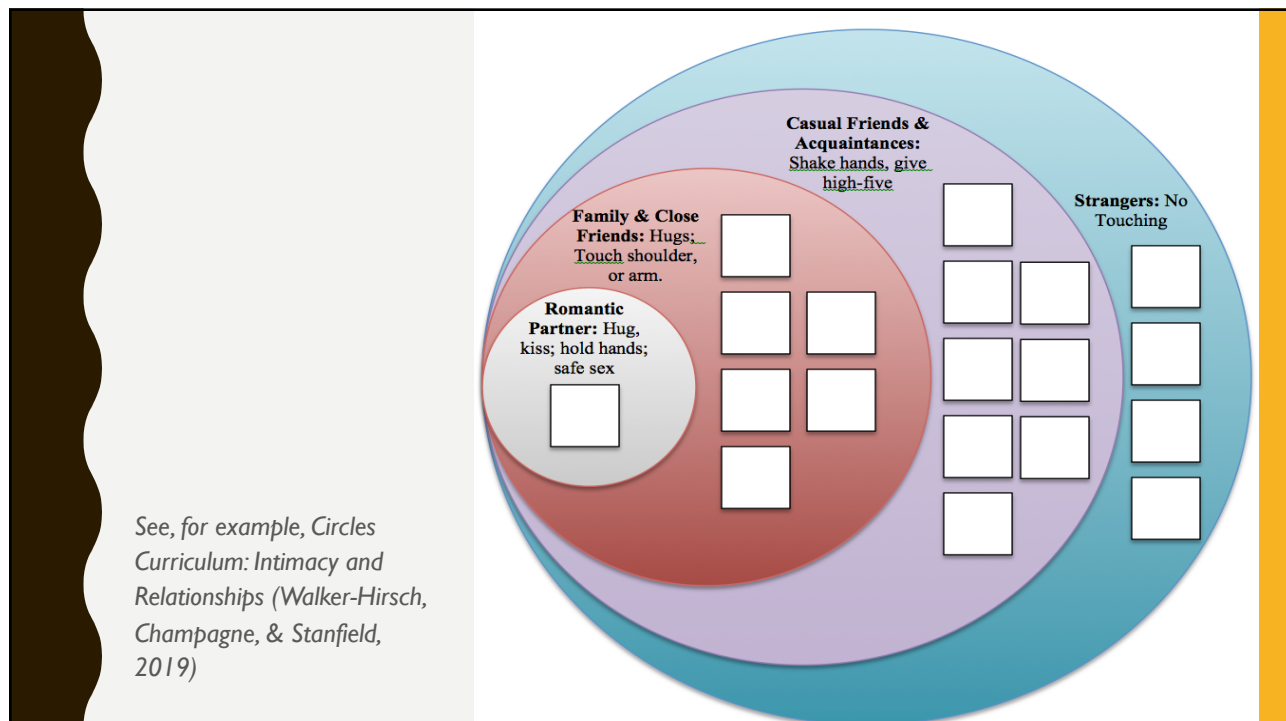
Mayer-Johnson LLC (2015). Picture Communication Symbols. Available from [www.mayer-johnson.com](http://www.mayer-johnson.com).

32





33



34

SIECUS Key Concept	SIECUS Topic & Level	SIECUS Developmental Message	Examples of Visual Support
Human Development and Life Behaviors	Topic 1: Body Awareness  Level 1: Ages 5-8 years	Body parts have a correct name and function	<ul style="list-style-type: none"> <li>• Match images to poster of body</li> <li>• Match written names of body parts to pictures of body parts</li> <li>• Ask student to point to parts of his body (arm, hand, head, leg, shoulder, stomach, back, etc.) in a photograph when asked to find it</li> <li>• Match pictures and/or photographs of body parts to various functions (hands to hold things and write; eyes to see; feet to walk; mouth to eat and talk).</li> </ul>
Relationships	Topic 2: Friendship  Level 2: Ages 9-12 years	Friendships help people feel good about themselves	<ul style="list-style-type: none"> <li>• Sort photographs of familiar people according to family, close friends, acquaintances (e.g., familiar children in other classes or schools).</li> <li>• Match images of close friends with special activities (e.g., favorite games)</li> <li>• Match images of friends and activities with images of the learner that represent emotional states (e.g., happiness) and show behavior (e.g., smiling, laughing)</li> </ul>
Personal Skills	Topic 2: Decision Making  Level 3:	Evaluating past decisions can help individuals learn from experiences and not repeat mistakes.	<ul style="list-style-type: none"> <li>• Images to convey if/then relations from previous &amp; future events</li> <li>• Use photographs of events, activities, or outcomes that followed important decisions (When you did ____, then ____ happened).</li> <li>• Use a chart to help the person track how often they believe they made decisions that had desired and undesired consequences</li> </ul>

35

## VIDEO-BASED INSTRUCTION

- Supported as EBP by large body of research (Wong et al., 2015)
  - Can enhance attention to important details
  - Provides consistent instruction and can be used repeatedly
  - Must be able to see the video (vision impairment?) and generalized imitation
- Commonly used for teaching social and play skills
  - Peer-peer communication to facilitate friendships (MacManus et al., 2015)
  - Persistent requests to join a playground game (Chan & Charlop, 2014)
- Can be developed to teach safety and other skills
  - <https://youtu.be/t-fu0vgOSSA?t=30>

36

# STEPS FOR USING VIDEO MODELING

**Step 1:** Identify and define the sexuality-related target behavior in observable and measurable terms.

**Step 2:** Obtain necessary equipment (e.g., tablet, images, video editing software).

**Step 3:** Prepare for (e.g., script) and produce the video

**Step 4:** Collect baseline data on the sexuality-related target behavior

**Step 5:** Arrange for and show the video

**Step 6:** Document student performance of the sexuality-related target behavior (count, percent, rate, duration, latency, etc.)

**Step 7:** Evaluate intervention effectiveness

**Step 8:** Adapt intervention according to evaluation results

37

## SCRIPTING

- An EBP (Wong et al., 2015) for promoting communication skills
  - Ganz (2007) identified seven steps for using scripting interventions
    1. Choose an activity/topic (e.g., lunch time; dating)
    2. Observe typical peers for scripting ideas
    3. Define skill to be increased
    4. Write the script for the targeted skill
    5. Teach the script
    6. Implement the script during the chosen activity
    7. Fade the script

38

Relationship Type	Example Topics for Scripts
<b>Acquaintances</b>	<ul style="list-style-type: none"> <li>Formal and informal greetings (of various kinds)</li> <li>Talking about the weather</li> <li>Complimenting a person's clothing or hairstyle</li> <li>Asking for assistance (directions, etc.)</li> <li>Telling benign jokes and humor</li> <li>Talking about local events or sports teams (e.g., "Did you see the game last night?")</li> </ul>
<b>Friendships</b>	<ul style="list-style-type: none"> <li>Inviting a friend to play a game (basketball; video game)</li> <li>Asking peers to join in a playground game</li> <li>Asking a friend how they are doing</li> <li>Inviting a friend over after school</li> <li>Asking for a friend's forgiveness and/or forgiving a friend</li> <li>Telling a friend when you are happy, unhappy, angry, frustrated, and etcetera</li> <li>Offering and asking for help and/or support from a friend</li> <li>Encouraging a friend to make the right decision</li> <li>Jokes and humor</li> <li>"What's your favorite" questions with follow up responses (e.g., "My favorite color is blue, too!" "Cheese pizza is my favorite food, too!")</li> </ul>
<b>Dating and Romantic Relationships</b>	<ul style="list-style-type: none"> <li>Complimenting her/his appearance, outfit/clothing, perfume, and/or etcetera.</li> <li>Asking what the person is interested in and related follow up questions (e.g., "What do you like to do on the weekends?" "How did you become interested in ____?" "What sorts of things do you do related to ____?" "Have you ever been to ____?").</li> <li>Asking where the person grew up, where they went to high school, what college they went to.</li> <li>A story about a funny or exciting moment in your life (e.g., winning a contest; moving to another school/state; a trip).</li> <li>What's your favorite ____? (e.g., book, movie, video game, movie, sport, etc.)</li> <li>Asking about their typical/daily routine, and have scripts prepared (e.g., "I also drink coffee every morning. How do you take it?").</li> <li>Questions and responses about family and/or a best friend.</li> <li>Wrapping up the date (e.g., I had a really great time. Thank you for your company." "I hope we can go out again soon." "Would it be okay if I called or texted you" "Maybe if you're available next weekend we can go/do ____."</li> </ul>
<b>Professional/Work Relationships</b>	<ul style="list-style-type: none"> <li>Initiating and responding to greetings (e.g., "How are you?" "How is your day going?" "How was your weekend?" "See you later." I hope your day gets better:").</li> <li>Asking if the person has children and/or details about them (e.g., sports they play, hobbies, etc.)</li> <li>Tell about plans for holidays, travel, or vacation.</li> </ul>

39

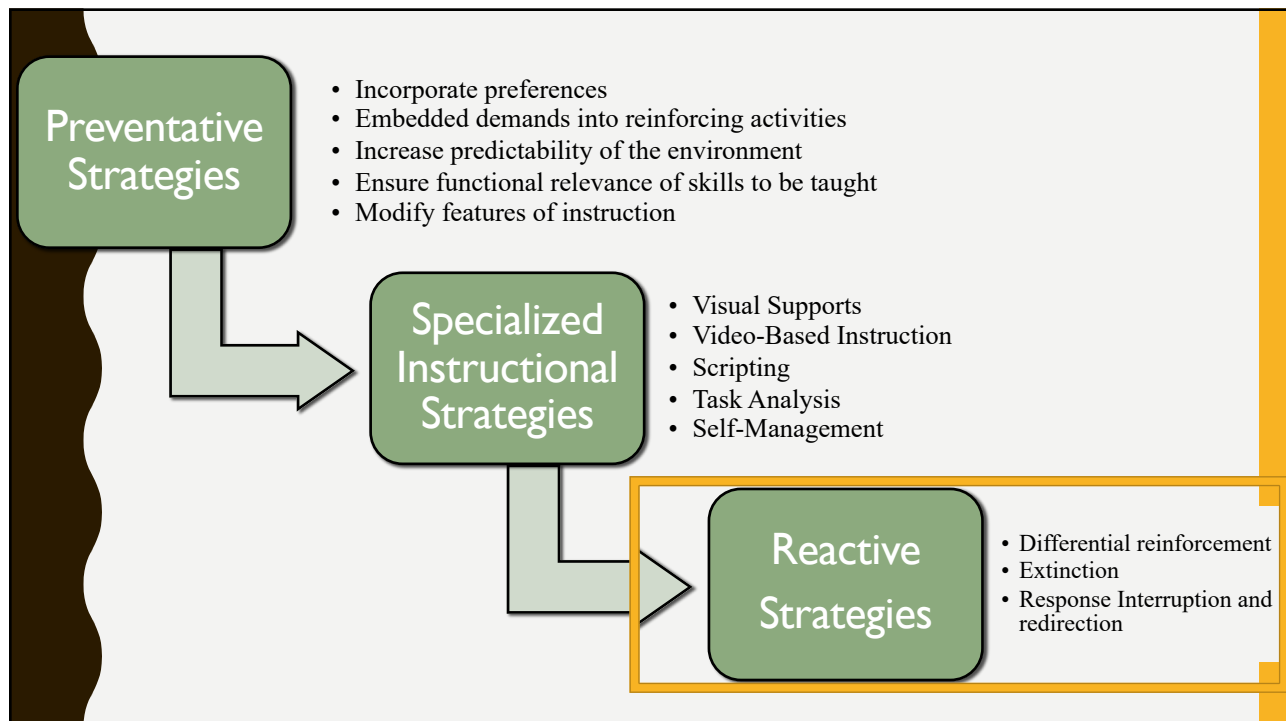
## TASK ANALYSIS

- An EBP for learners with ASD (Wong et al., 2015)
- Breaking down complex skills into discrete chunks
- Systematically teaching each chunk
  - Forward or backward chaining
- Effective for teaching social skills, play, communication, hygiene, self-care, daily living skills, etcetera
- May be useful when designing video models or visual supports

40

Sample task analysis for escorting your date to the car		Sample task analysis for changing maxi-pad	
Step	Behavior	Step	Behavior
1	Hold open building door for date to exit, then follow out	1	Get clean pad from purse/bag/backpack
2	Walk next to your date at their pace toward car	2	Put pad in pocket
3	Hold out your arm or hand for your date to hold	3	Walk to the restroom
4	Make a comment about meal, movie, or compliment appearance (e.g., That was a nice meal. What was your favorite part of the movie? I really like your perfume.)	4	Enter and lock bathroom stall
5	Walk to the passenger door of your car	5	Put pants and panties down
6	Unlock the door	6	Look at pad and, if red or brown, remove from panties
7	Open the passenger door	7	Roll pad
8	Offer a hand when she/he begins to seat herself	8	Wrap used pad with toilet paper
9	After she/he is seated, check to see if doorway is clear of all clothing and limbs	9	Put used pad in trashcan in stall
10	Close the passenger door	10	Remove clean/new pad from pants pocket
11	Walk to your/driver side of car	11	Remove wrapper from pad and place in trashcan in stall
12	Get in and start the car	12	Unfold pad
		13	Remove strips from bottom/back of pad
		14	Put sticky side of pad on panties
		15	Put strips in trashcan in stall
		16	Pull up panties and pants
		17	Unlock stall door and walk to sink
		18	Wash hands (may require additional task analysis)

41



42

## REACTIVE STRATEGIES

- Differential Reinforcement of
  - Lower Rates of Behavior: Nose picking at rates lower than X are rewarded (from 17 to 12 to 8 to 4 to 2 to 1)
    - Best when problem behavior can be tolerated (e.g., nose picking vs. public disrobing or touching strangers)
  - Zero Rates of Behavior: Absence of behavior in period of time is rewarded (0 in 2 min; 0 in 4 min; 0 in 8 min; 0 in 12 min; 0 in 17 min)
    - Useful when problem behavior cannot be tolerated (e.g., rubbing genitals in classroom)
  - Incompatible Behavior: Rewarding behavior/tasks that require both hands (incompatible with rubbing genitals)
- Extinction (function-based)
  - Withholding/blocking access to the reinforcing consequence
  - Not instructional, but can be important part of broader instructional plan

43

## REACTIVE STRATEGIES

- Response Interruption & Redirection (function-based)
  - Self-stimulation/automatic reinforcement confirmed via FBA
    - Because redirection may worsen behavior caused by attention
    - And masturbation or other similar behavior can be caused by other functions
  - Identify an incompatible behavior (e.g., holding/playing with putty; tablet computer)
  - Block (interrupt) attempts to engage in problem behavior (grabbing others; touching genitals)
  - Redirect student to engage in the incompatible behavior (i.e., give putty; tablet)

44

# ADDRESSING INAPPROPRIATE MASTURBATION

45

## INAPPROPRIATE MASTURBATION

- Comprehensive plan is perhaps best, but more complicated plans may be difficult to follow
  - Prevention strategies:
    - strategies that make inappropriate masturbation less likely and appropriate masturbation more likely
  - Instructional strategies
    - Strategies that make appropriate masturbation more likely to be gratifying (ineffective masturbation may contribute to higher rates, frustration, injury)
  - Reactive strategies
    - Strategies for reacting to inappropriate masturbation
    - Strategies for reinforcing absence of masturbation where inappropriate (quiet hands when in public)

46

# INAPPROPRIATE MASTURBATION

## • Prevention Strategies

- Arrange an appropriate place to masturbate
  - Bedroom at home with various stimuli that make it an ideal (and best) place to masturbate
    - Vibrating massager, lubricant, sex toys (for adults), pornography (for adults)
- Schedule "Private Time" and include it in visual daily schedule
  - Communicates when (and where) masturbation will be allowed (predictability)
  - Schedule, if possible, during times when arousal is most likely (e.g., morning and/or evening)
- Schedule highly preferred activities during high-arousal times when bedroom/masturbation is not allowed
- Schedule rigorous exercise prior to times of day when arousal is high
  - Trampoline may be preferred and provide rigorous exercise
- Avoid settings where inappropriate masturbation is likely to occur

47

# INAPPROPRIATE MASTURBATION

## • Instructional Strategies: Not all individuals will know how to masturbate

- Task analysis of steps for appropriately masturbating to achieve orgasm
  - May be conveyed using visual supports for each step (e.g., lock door, get towel)
- Video modeling of the task analysis (e.g., Hand Made Love; Fingertips; Hingsburger & Haar, 2000)
  - Video may show techniques using anatomical models (e.g., silicone penis, vagina) rather than human model
  - Keep in mind learning must have imitative repertoire for video modeling to be useful
- Self-monitoring of behavior (and EBP; Wong et al., 2015)
  - Monitor hand location, self-touching

48



### Sample task analysis for teaching masturbation

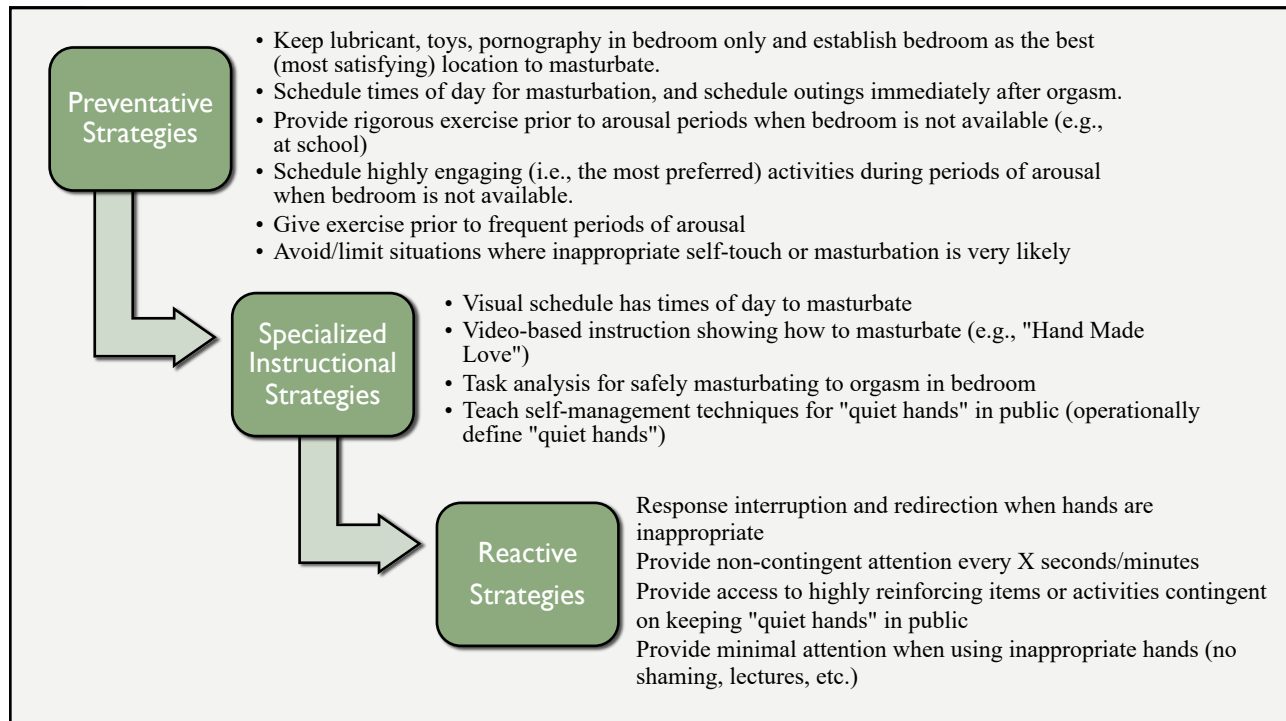
Step	Behavior
1	Get towel from closet
2	Go into bedroom and lock door
3	Put towel on bed or nightstand
4	For adults who prefer, get sex toy(s) (e.g., vibrator) and put on bed or nightstand
5	If desired, get lubricant and put on bed or nightstand
6	For adults who prefer, turn on pornographic video (may require additional task analysis; turning on separate music to mask sound may be necessary)
7	Remove clothing
8	Apply small amount of lubricant, if needed
9	Use hand, massager, or sex toy (adults) to achieve orgasm (may require visual supports or video-based instruction) if desired
10	Use towel to wipe off lubricant from genitals as well as any semen or vaginal fluid
11	Put towel in dirty laundry basket
12	Turn off pornographic video
13	Clean/wash hands, massager, or sex toy(s) (may require additional task analysis)
14	Put lubricant away
15	Put sex toy(s) away
16	Put clothing back on
17	Unlock bedroom door

49

## INAPPROPRIATE MASTURBATION

- Reactive Strategies
  - Response Interruption & Redirection (function-based)
    - Interrupt attempts to masturbate inappropriately
    - Redirect to activity requiring two hands (holding/carrying items)
  - Differential reinforcement of Zero Rates of Behavior
    - Powerful rewards for short intervals without masturbation behavior
      - Gradual increase in interval length according to toleranc

50



51

## SEXUALITY EDUCATION FOR LEARNERS WITH ASD

- Decide what to teach
  - SIECUS Guidelines; Curricula
- Use the four-step process: Assess, Define, Intervene, Evaluate
  - Interventions: EBPs to
    - Prevent inappropriate socio-sexual behavior using EBPs
    - Teach appropriate socio-sexual behavior using EBPs
    - React strategically to both using EBPs
- More complex interventions may produce more immediate effects
  - But will be more difficult to apply consistently
    - Understand the contexts and plan accordingly.

52

## REFERENCES

- Couwenhoven, T. (2007). *Teaching children with Down syndrome about their bodies, boundaries, and sexuality*. Bethesda, MD: Woodbine House.
- Hingsburger, D. (2000). *Hand made love: A guide for teaching about male masturbation through understanding and video*. Ontario, Canada: Diverse City Press.
- Hingsburger, D., & Haar, S. (2000). *Finger tips: Teaching women with disabilities about masturbation through understanding and video*. Ontario, Canada: Diverse City Press.
- Miltenberger, R. (2006). Antecedent interventions for challenging behavior maintained by escape from instructional activities. In J. Luiselli (Ed.), *Antecedent assessment and intervention* (2nd ed., pp. 110–124). Baltimore, MD: Brookes.
- Sexuality Information Education Center of the United States (SIECUS). (2004). *Guide- lines for Comprehensive Sexuality Education* (3rd ed.). Retrieved from <http://www.siecus.org>
- Siperstein, G. & Paige, R., (2004). *Promoting social success: A curriculum for children with special needs*. Baltimore, MD: Brookes.
- Travers, J.C. (2018). How to provide Sexuality Education. In R. L. Simpson (series editor), *Pro-Ed Series on Autism Spectrum Disorders* (2nd ed.). Austin, TX: Pro-Ed.
- Walker-Hirsch, L. (2007). *Circles I: Intimacy and Relationships*. James Stanfield: Santa Barbara California.
- Wolfensberger, W. (1972). *The principle of normalization in human services*. Toronto, Canada: National Institute on Mental Retardation.
- Wrobel, M. (2003) *Taking care of myself: A hygiene, puberty and personal curriculum for young people with autism*. Arlington, TX: Future Horizons.

53

## QUESTIONS & DISCUSSION

THANK YOU!

54