

Presented By:  
Autism Partnership, Singapore

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## Social/Sexual Development: Understanding & Facing The Challenges

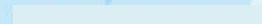


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### Common Question: *Are You INSANE ?*

- Not A Path I Choose- - Initially!
  - Ignorance Was Bliss! Dawning Was Painful
  - Strategy: Avoid/Ignore & Run...FAST!
- "Hello?" - - Still Here!!!
  - Significant Needs: Abuse, Education, Rights
  - Limited: Expertise, Willingness & Interest
- *Became A "Mission"*
  - Sought: Mentors, Research, Training
  - Took On: Teaching, Curriculum, Treatment, Research
  - YES, A Bit Nuts!! Most Rewarding Aspect of Career

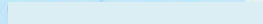


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### Talk To Me...About The Warm Up?

- What Did You Think?
  - Subjective Scale: 1 (Very) – 3 (Not At ALL)
    - Rate: Fun? Easy? Comfortable?
  - Objectively: What Did You Notice?
- WHY: Purpose/Goals
  - Lighten Mood: Comfort W/Each Other, Ease Anxiety
  - "Foreplay" To Discussing Sex
- PRELUDE, Coming Attractions. . .



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### What To Anticipate: *Warning Label*

- **DON'T** Expect:
  - "What About When..." - I Won't...
  - Definitive Answers OR A Neat/Clean "Package"
  - *ANY Magic Bullets!*
- **DO** Expect To Be Challenged
  - Presentation Is Explicit, Unfiltered
  - May Be Difficult: Personally /Emotionally
  - Or Uncomfortable, Choose Not To Participate
  - *Apologies Upfront-- NOT My Intention*



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### This Training

- Demographics (Audience)
  - Size Range: 5 – 500+
  - Participants: Families/Parents, Professionals
  - Sectors: Public (Schools) & Private (Agencies)
  - 6 Countries: Differences Surprisingly Minor
- Sex In Singapore...?? (*Disclaimer*)
- Training Intended TO Inform/Consider:
  - Ideas, Tools & Options
  - Drawn From My Experience
- **NOT DO**→ Recommend Or MOE Endorsed...



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### Training Objectives

- **Content**: Integrated Perspectives
  - Developmental & Socio-Cultural
  - Objectivity: KEY To Success!
  - Sex: Who's Job Is It?
  - Behavioral Analysis
  - Proactive Programming: Social/Sexual Skills
- **Process**
  - Critical Thinking
  - Self Assessment & Awareness
  - Perspective Taking: **At ALL Levels**



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# SOCIO-CULTURAL & DEVELOPMENTAL PERSPECTIVES

# SOCIAL/SEXUAL DEVELOPMENT

Process & Outcome =  
PHYSICAL/BIOLOGICAL  
X  
ENVIRONMENTAL  
FACTORS

- ## "TYPICAL" Adolescence
- Biology (Physical/Sexual)
    - Interest, Arousal, Exploration, Frustration
  - Emotional/Behavioral
    - Resistant, "Act out", Testing Limits - - IS The NORM
    - And Their Developmental "Job" - - Milestone
  - Social Life (Rich & Complex)
    - Relationships, Opportunities, Experiences
    - All About PEERS VS Family/Adults (Take a Backseat)
  - Cognitive (Sexual Knowledge)
    - Incidental Learning: Social Norms/Practices
    - Access: Resources & Media
    - Formal Classes: "Sex Education"

- ## OUR Kids Adolescence
- **"Secondary Disorder": ADOLESCENCE**
  - Biology: Physical/Sexual = NO Different
    - Rate of Development = Peers
    - Biological Drive = Peers
  - Environmental: Significant Difference
    - Meaning: Daily Experience, Not Physical Setting Per Se
    - Typical vs. "Atypical" EFFECTS - -
      - Behavior & Attitudes
      - Knowledge: ALWAYS Less Vs. Peers...So They Say

- ## " ATYPICAL " Environment: Influences & Impact
- Cognitive: Sexual Knowledge
    - Societal Norms/Practices = Don't "Get it"
    - Resources & Media = Access: Limited Or "Wrong"
    - Typical "Sex Ed" = Don't Understand Or Insufficient
  - Social Arena (With Peers) = Impeded/Lacking
    - Age Typical Experiences & Opportunities
    - Primary Influence: ADULTS NOT Peers

- ## Professional Influences
- Discomfort
  - Misconceptions
  - Training, Policies, Guidelines = Inadequate
  - Range: Of Personal Beliefs/Attitudes
  - RESULT → Approach To Deal With
    - Rely on Personal Values
    - Often Governed By Fear /Anxiety
    - Resort To "Policing Behavior" → Not On My Watch
    - Or Ignore, Turn A Blind Eye , Until Unavoidable...
    - At times . . . PANIC!!!! (Understandably)

## Parental Influences

- Attitudinal Range: Denial ← .... → Marriage
- Predictions of Child Attitude
- Predictions of Child Behavior
- **Greatest Fears ??? You Tell Me . . .**
- **Social/Sexual Education: Parent Concerns...?**
  - Compromise "Innocence"
  - Over-stimulate (Interest)
  - Permission (Implicit)
  - Own Discomfort

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## Our Kids OUTCOME

- Rules & Messages → Mixed/Inconsistent
- Knowledge/Info → Naïve / Ignorant
- Social Opportunity → Highly Restricted
- Social Relationships → Extremely Deficient

Social/Sexual/Emotional Development →  
**Confused, Frustrated and VERY...**

**VULNERABLE!!!**

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## VULNERABLE To What???

### Variety of Soc/Sex Afflictions

- **"Inappropriate Behavior"**
  - Social Judgment Errors
  - Accusations of "Sex" Misconduct
  - Sexual Acting Out
  - Violating Other's Rights
- **Exploitation/Victimization**
  - By Peers: "Set up", Teasing, Bullying, etc.
  - AND Adults. . .



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## \*WHO: Victimization & Disabilities

- **Children With Disabilities** Compared To Typical Peers
  - Physical Violence: **4x More**
  - Sexual Violence: **3x More**
- **Most Vulnerable:** Mental or Intellectual Disorder
  - Sexual Violence: **5x More**
- **An Unresolved Global Crisis**

\*World Health Organization (2012)

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## \*US: Victimization & Disabilities

- **People With Disabilities** Vs Without: **12+ years**
- Serious Violent Victimization: **~3.5x More**
- Violent Victimization
  - **By Age**
    - 12-15 Years: **2x More**
    - 16-24 Years: **Over 3x More**
  - **By Disability**
    - Cognitive: **2-3x Higher** VS Any Other Disability
    - **Self Care: Next Highest**

\*US Dept Of Justice (2012)

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Why **SO VULNERABLE??**  
Nature Or Nurture?



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## Nature: Inherent Risk Factors

- Communication: Identify, Express, Describe
- Emotional: Understanding, Rigidity, Regulation
- Self Awareness: Personal Care, Hygiene, Grooming
- **Social:** Connection & Relatedness To Peers → **Isolation**
  - Reticence: Less Likely to Disclose
  - Defenseless: No Friends/Peers To Intervene
  - Loneliness: Susceptible To Perpetrator Tactics

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## Nurture: Breeding Risk

- **Nurture:** Culture Of Disability
  - *Impact Of A Child's Disability On Their Quality Of Life Very Much Depends On How Others Treat Them.*
  - \*Mark Bellis, Lead Researcher WHO (2012)
- Well-Intended Adults Inadvertently Contribute
  - Regard: Eternally Young, Less Capable
  - Practices: Ignore, Excuse, Enable, Avoid
  - Over-Rely: On External Control & Direction
- Our Vision & Efforts Are Out of Sync
  - Aspire to Enrich Quality of Life → Long Term
  - Invest In Less Meaningful Pursuits - Short Term

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## Right Lessons We Fail To Teach

- Societal Norms & Customs (*Unwritten*)
- Social/Sexual Knowledge, Concepts, Terms
- Relationships: Navigation & Dynamics
  - Peer Alliances: Instill Value, Desire & Abilities
- Self Sufficiency & Independence
  - *Becoming The Boss Of Me*
- Social Competence & Confidence
- Self Advocacy & Rights

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## Wrong Lessons We DO Teach

- Encourage Passivity & Compliance To Authority
- Dependence On Others (Basic Needs)
- Endorse Acceptance of *Atypical* Behavior
- Obscure (*Muddy*) Social Boundaries
- Prolong Relying On Adults For Social Sustenance
- Promote Asexuality: "Sex" Is A Non-Subject
  - *Don't Ask / Don't Tell*

➤ **ALL In ALL... A TREACHEROUS** Combination

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## Risk Insulation (Not Prevention)

### EARLY DEVELOPMENTAL PROGRAMMING



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## Forecasting: Prospective Approach

- **Prediction**
  - Emergence: Social/Behavior Needs & Deficits
  - Trajectory: 3→8, 5→10, 15→20, etc
  - Time Is Not On Our Side
    - Problems/Deficits → Compound
    - Norms VS Abilities → Diverge
- **Pre-Emption**
  - *Insulation Tips:* Early & Progressive Renovations
  - ↓ Susceptibility As Targets, ↑ Resistance To Tactics
  - Theme: Typical Norms → Guide Expectations

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## Early Foundations

- Personal Self Care: Skills, Routines & Habits
- Toileting, Dressing, Bathing... ASAP
  - Disrobe & Re-dress: Within Designated Areas
  - Privacy: Closing The Door, Knocking
- **Potty** Proficiency & Habits
  - Degree of Undress: *Don't Be That Guy*
    - Pants to Ankles? Naked to Poop?
  - Wiping: 3 VS 10 Years?

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## Social Awareness

- Personal Space & Boundaries
- Learned From What We Model, Shape & Teach
- Younger Kids
  - Don't Allow: Grabbing, Climbing, Touching (*Space Invaders*)
  - Teach: Proper Distance in Approach, Sitting, Standing Permission, etc.
- Older Kids
  - Don't Promote: Adult "*Friends*", Tickling, Hugging, Wrestling
  - Teach: Limit Physical Interaction To Family Or Close Friends
  - Apply (Public Urinals): Which One? Looking? Chatting?

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## How Do You Know...Where?



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## How Do You Know...(Don't!)?



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## Social Understanding

- Functional Concepts/Continuums
  - Personal/Private  $\leftrightarrow$  General/Public
    - Applied To: Information, Settings & Behavior
  - "Cool  $\leftrightarrow$  Not Cool"
- Project Ahead: Anticipate & Prepare Sooner Vs Later, (EXS) Middle School--
  - Locker Rooms: Space, Looking, Chatting...Familiar?
    - Not A Big Leap, **IF** Public Urinals were *Mastered*
  - Menstruation: When & How to Begin?

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## Socialization: Keep Up With The Crowd

- Eating Skills & Manners
  - *Food Stealing*, Mealtime Vs *Grazing*, Food Tolerance
  - Stay Seated, Regulate Pace, Neatness, *Check Yourself*
- Interests/Themes (Age Typical)
  - *Pop Culture*: Leisure, Recreation & Media
  - Rely On The “Experts” (*Cool*) =Typical Peers
- \*Reference: **Crafting Connections**
- Comprehensive Range of Socialization Skills

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## Social Independence

- Autonomy & Judgment
  - Decision Making: Simple Choices To Complex
  - Compliance → Cooperation → **Assertion**
    - With Peers & Adults Especially
- Community Awareness & Safety
  - Checking In, Notification
  - “Set Ups”: Losing, Enticing, Seeking Assistance
  - Internet: Safe Navigation Guidelines

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## OBJECTIVE PERSPECTIVE

### RESPONDING TO “SEXUAL” BEHAVIOR



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## Sexual Behavior: Initial Considerations

- Presents In Many Forms
  - Verbal Or Non-Verbal
  - Direct Or Indirect
  - Disclosed Or Observed
- Address With The Kid
  - In The Moment
  - Follow-up Later
- Ask Yourself - -
  - IMMEDIATE Action Required?
  - Have Reason To Suspect Sexual Abuse?



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## Suspected Abuse: Responsibilities

- **Reporting** Requirements
  - Legal
    - Know What They Are??
    - Includes Past History
      - No Statute Of Limitations
      - Don't ASSUME Someone Reported
  - School/Agency Policies?
    - *When In Doubt - - ASK!!*



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## “Provocative Sexual” Behavior (In The Moment)

- Devote a lot of time, **REASONS**:
  - Seasoned ABA PROS: Lose Their Minds!
  - Harder: Perceived Nature Of Behavior
  - More Critical: Social & Legal Ramifications
- OBJECTIVITY IS KEY!!
  - Without It, You're **DOOMED!**



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## Provocative Behavior → Adult Response

- Response Depends - - On What?
  - **Function** (Of The Behavior)??
    - Do You Usually KNOW?
    - Does It Really Matter? **NOT!**
  - **Volition** (Know Better Or Should)?
    - If **NOT**, Why Reprimand?
    - If You Think **They Know** - -

**WHY TELL THEM YET AGAIN??**



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## Typical Adult Response → “Messages”

- **How** Messages Are Sent
  - Verbal: Information & Feedback
  - Non Verbal: Affect, Attitude
  - Avoidant Or Non-Response
- **What** Messages Say:
  - *You Should Never Do/Say That*
  - *You Or Behavior Are BAD*
  - *You Have The Power → To Impact Me & Others*
- **Result** → They Gotcha!! *It's A Familiar Dance*



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## Kids “Learn” The Power Of Sexual Behavior - - FAST!

- Become Pros At “The Dance”
- More Experience & “Partners”
  - Adults Are PREDICTABLE
  - Expect Our “Dance Step” (Reaction)
- **KIDS** Take The LEAD & CONTROL “The Dance”
  - Even If Not Their Initial Intention



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## Consider This *Dance* - -

### ➤ **KID SAYS:**

*“Mickey Mouse Wants To . . .”*

- HOW Would You Respond???
- **WHAT IF:** Perhaps . . .
  - MM = Imaginary Friend?
  - MM = Uncle’s Nickname (Secret)?
  - Would It Change Your Response?
- **Point** → In The Moment . . . You Don’t Know!



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## *An Alternative Dance?*

- You Lead
  - NOT Familiar Or Expected
  - Kids DON’T Anticipate /Can’t Lead
- Effective
  - Function/Volition = DON’T Matter
  - WON’T “Teach”/Shape New Functions
  - WON’T Shut Kids Down!!
- Hard To Do
  - Even For “Seasoned Pros” ...



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## *Takes Practice--*

- Good & Bad News
  - Won’t ask you to say...
  - Will Ask You To Try Some New Steps...
- A Few Group Exercises Today
  - Team Assignments: Count Off
  - Join Your Team, Elect Note-taker & Spokes Person
  - De-brief In Large Group
- **Disclaimer:** “Non Dancers” May Opt Out
  - But stay with your Team & Listen



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## 1st Dance: Basic Steps

- Goals:
  - Self-Assess: Comfort Level, *Triggers* & Reaction
  - Practice: Objectivity, Neutral Response
  - Affect, Posture, Expression, Tone...
- The Game: Max Words Possible
  - Technical, Slang, Obscenities, Everything Goes!!



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## De-Brief: SUMMARY

- Self Assessment & Awareness
  - Comfort Level & Reaction
  - Determine: Readiness To Deal With It
  - Consider: What To Do & Not Do
- Preparation → Formulate A Plan
  - Less Likely To React And Make It Worse
  - If Needed, Identify Sources Better Equipped To Handle
  - Affords Sense Of Control/Confidence
  - **BEFORE** You're "In The Moment"



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## Sex: Who's Job Is It?

Parents & Professionals Agree:  
"NOT MINE!!"



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## Collaboration

- Common Ground, BOTH
  - Have a Role – Not 1 Person Show
  - Miss The Boat & Contribute To Problems
  - Stand To Lose When "Things Go South"



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Consider This - -

**Kid Asks:**

"DO YOU HAVE A PENIS?"

How Do You Respond??



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## Classic Adult Mistakes...

- Punish
- Judge
- Over-React
- Dismiss
- Mislead, Even Lie
- Distract
- Evade, Tap Dance Around, Etc
- These Tactics → **Slam Doors Shut!**



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## Collaboration

- Common Ground, **BOTH**
  - Have a Role – Not 1 Person Show
  - Miss The Boat & Contribute To Problems
  - Stand To Lose When “Things Go South”
- Understand **DIFFERENCES**
  - Appreciate How The Other Half Lives
  - Invite & Address Disagreement
- Collective **MIND SET**
  - Shared Motivation (Fear), Different Reasons
  - Shared Responsibility, **Different ROLES**

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## Professional Role & Expectations

- Role Confusion → **PROBLEMS**
  - **Professionals** May Act Outside Their Role
    - → As “Parental” Or “A Friend”
  - **Parents** May Expect Professionals
    - → To Address/Teach “Right Vs. Wrong”
  - **NOT Our Job!!**
  - **\*\*So, Where’s The Line?**



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## Professional Boundaries

- **MAY** Include: **Factual & General** Content
  - Soc/Sex Behavior: Norms, Standards, Guidelines
  - Soc/Sex Information
- Does **NOT** Include: **Values Or Personal** Content
  - Instilling Individual Values Or Morals
  - Imposing Value Judgments
  - Addressing Personal Issues
  - Offering Personal Opinions Or Advice



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## Nature Of Content: **DEFINED**

- **General:** Known/Applies To All/Most People
- **Personal:** Pertains To A Specific Individual
- **Facts:** Objective, Factually-Based Information
- **Values:** Subjective Beliefs (*Personal Rules*) That Guide Our Choices & Decisions

➤ **GOT IT?? Let’s See!**



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What if Kid Asks - -

*Can You Have Sex If Not Married?*

How Would You Respond?



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## GENERAL / PERSONAL

- **General**
  - IS **“YOU”** → Yourself, Me Or Anyone?
  - For **Anyone:** It’s A Personal Choice
- **Personal**
  - If **ME:** That’s A Personal Question, Not Your Business
  - If **Yourself:** That’s A Personal Matter
    - **PROF:** Is This The Time & Place?
    - **PARENT:** Some People Do, For You I Feel . . .




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## FACTS / VALUES


- **Facts**
  - Legally, Depends On State & Federal Laws
  - Physically, It Is Possible
- **Values**
  - **PROF:** "Should You", Not My Role To Give Personal Advice -- Talk To Your Parents
  - **PARENT:** "Our Family Believes . . ." Or "Go Ask Your Father"



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## Bottom Line


- **Parents:** May Address/Teach
  - **General** & Personal
  - **Facts** & Values
- **Professionals:** May Address/Teach
  - **General, NOT** Personal
  - **Facts, NOT** Values
- **Rationales**
  - Whose Values Would We Teach?
  - Personal Issues/Decisions Are **OUTSIDE** Our **Prof Role**



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## Other Considerations


- **#1 Your Comfort**
  - If NOT, Honor/Acknowledge: "Good Question"
  - Then Bale/Defer: "I'll Get Back To You".
  - **MAKE Sure** You Or Someone DOES!
- **Content:** Subject, Form, etc
- **Context:** Setting & Audience



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## Content


- **Subject:** Topic, Point of Interest
- **Form:** Written /Verbal
  - Question / Comment
  - Preference / Experience / Interest
  - Decision, Even "What If's . . ."
- **Meaning:** Implication
  - Face Value **VS** Underlying Need Or Issue



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## Context

- **Setting:** Where/When/What
  - Location: Public  $\leftrightarrow$  Private
  - Forum: Large Group  $\leftrightarrow$  1 On 1
  - Activity: Current Topic / Subject Matter
- **"Audience":** Who's Present
  - Adults / Peers
  - Familiarity / Relationship



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## Intermediate Dance: **Goals**

- **Basic Steps:** Objectivity (Continued)
  - Neutral /Non-Reactive
  - Verbal & Non-Verbal
  - Non-Judgmental
- **PLUS** Considerations
  - **Role:** Professional / Parental
  - **Content:** Nature, Form, Subject, Meaning, etc
  - **Context:** Setting & Audience



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## Goal: → Open Doors

- **Establish A Safe Haven**
  - Raising This Topic → Won't Be Punished
  - Encourage Return "Visits"
  - Be Supportive & Educate
- **Some HOW TO'S:**
  - Embrace Opportunities To Open The Door
  - Teach Context/Boundaries For "Sex Talk"
  - Listen, Acknowledge & Honor
  - Inquire: Ask Probing/Neutral Questions
- **AND Consider** → IF You Slam Doors SHUT
  - **WHO ELSE** May Open Them??



## BEHAVIORAL Approach

### Assessment Considerations



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## Questions To Ask: WHY?

- **IS There A Problem & WHY? IS IT - -**
  - Illegal Or Dangerous (Self / Others)?
  - Violation Of Rights (Own/Others)?
  - Interfering / Stigmatizing (Socially)?
  - Because The Student Is "SPEC ED"????
- **Too Often**, Our KIDS Are Wrongfully Identified As THE "Problem"



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## Questions To Ask: WHO?

- **Who's Problem** (Impacted/Concerned)?
  - The Kid, Peers?
  - Parents, School Staff?
  - Combination Of Above?
- **Who's Desired Outcome?**
  - Is It Realistic, Acceptable (To ALL)?
  - Who's Interests/Needs Being Served?
- **Who Requires Intervention?**
  - Often Multiple Sources Contributed
  - Targeting Kid Solely Rarely Addresses Actual Causes



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## A Typical Referral

- Is There A Problem?
  - Why?
  - Who?



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### Consultation Referral, Inappropriate Teaching

Françoise: The student is bullying others inappropriately.  
Consultant: Do you have grading people? Teaching certain areas (grades, lessons, etc)?  
Françoise: Oh no, she hugs people whenever she greets them.  
Consultant: She does this with adults and peers?  
Françoise: Well, it's been happening with adults for a while, but mostly with peers.  
Consultant: Oh, so the adults discourage this, but if frustrated to peers. That right?  
Françoise: Oh, not exactly. She doesn't have friends. The staff didn't want her to feel rejected, so let her hug them.  
Consultant: Oh, so adults allowed it but the peers didn't?  
Françoise: Well, not really. She was peers hug each other. They're nice children, and didn't want to be mean, so they allowed her to do it for a while.  
Consultant: Oh, but now they're telling her to "stop" and stop hugging?  
Françoise: Well, not all, but some. They don't say anything because they don't want to hurt her feelings. They're obviously uncomfortable and tell the teachers they want her to stop.  
Consultant: So by "discourage" you mean her not being asked to hug? She's learned to interpret and respond to these cues, but it's coming to your hand?  
Françoise: Yes, several cues, but we haven't had a chance to teach that. It's not part of the standard curriculum.  
Consultant: OK, let me make sure I've got this straight. The "inappropriate teaching" I was called to address, is a social greeting "you know" of parties (adults and peers) have encouraged/reinforced teaching by allowing it. Now, they feel it's a problem, but you're saying "teaching" or feedback to her. And she learned that "discourage" (consultant) social cues, which is the key to teaching. So intervention plan? Teach her to identify and interpret social cues. Does that sound ok?  
Françoise: Oh, yeah! (pauses)

What's Wrong With This Picture?

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## Summary: Assessment Considerations

- **Quite Commonly** --
    - Expectations: Not Reasonable /Realistic
    - Age Typical Norms Ignored
    - True Sources NOT Identified
    - Deficits & Needs NOT Addressed
    - We Fail To Consider The Part We Play
- **\*\*POINT:** Don't Assume! ASK The Questions!!

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## BEHAVIOR ANALYSIS & INTERVENTION



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## Behavioral Perspective

- Regardless, A Problem May Exist
    - If Not Addressed, Only Gets Worse
  - Comprehensive ABA, Beyond Scope & Time
    - **VERY Brief** Introduction To
      - Understanding Behavior
      - Intervention: Reactive & Proactive
- **Emphasis On Proactive Programs**

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## Understanding Behavior

- **ALL Behavior:** Adaptive, Maladaptive, Sexual or Not
- **Happens For A Reason:** Instinct Or Learned, *Examples*
  - Instinctive: Physical Stimulation → Arousal
  - Respondent: *Hot Interest* → Arousal
  - Operant: Bored → Touching ← Attention
- **Is Predictable**-If You *Know & Read The Signs*
- **Assessing Why** It Occurs Is Step #1



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## Nature & Drive

- **What's The Nature?**
  - *Is It TRULY* Sexual?
  - Possibly Related to Victimization?
  - Age Typical?
- **What's Driving It?**
  - What Events Trigger? Maintain It?
  - Is It Due to Skill Deficits?
  - How Much Is Respondent (Reflexive) Vs Operant (Voluntary)?

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## Operant Behavior

- **Controlled:** By Consequences (Outcome)
- **Functional:** Serves Purpose & Changes Depending On
  - If Needs Met → Continues Or Increases
  - If Not Met → Stops or Decreases
- **Model To Clues: A → B ← C**
  - **A:** Antecedent
  - **B:** Behavior
  - **C:** Consequence


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## B = Behavior

- **Avoid Generalities** “Sexual Behavior”
  - Often More Than One Behavior
  - Each May Serve Different Needs (*Functions*)
- (Examples): *Behavior* → Needs Met
  - *Sexual Comments* → Reaction Or Engagement
  - *Sexual Questions* → Gain Information
- **Instead** Identify & Describe Each Specifically


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## Social/Sexual Behaviors (Examples)

<p><b>Verbal</b></p> <ul style="list-style-type: none"> <li>• Cursing</li> <li>• Sex Comments</li> <li>• Sex Questions</li> <li>• Sex Desires</li> <li>• Sex Requests</li> <li>• Sex Threats</li> </ul>	<p><b>Non-Verbal</b></p> <ul style="list-style-type: none"> <li>• Staring</li> <li>• “Stalking”</li> <li>• “Space Invasion”</li> <li>• Arousal</li> <li>• Touching Self</li> <li>• Disrobe/Exposure</li> <li>• Touching Others</li> <li>• Assault</li> </ul>
---	--


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## A = Antecedents

- **“Sets The Stage”**, Reliably Predicts Behavior
  - Offers Hints → Needs Being Met
  - Consider: Setting, People, Activity, etc.
- (Examples): *Antecedent* → Behavior
  - *Person Of Interest* → Follow Around
  - *Boring Task* → Sexual Comments
  - *Peers Hanging Out* → Cursing

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## C = Consequences

**Follow Behavior: Intended & Unintended**

- **Two Types: Pay Offs & Costs**
  - **“Pay Offs”** → Increase Behavior
    - Gain Pleasure (Access Desire)
    - Avoid/Escape Discomfort
  - **“Costs”** → Decrease Behavior
    - Undesirable Event
    - Reduce Pleasure

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## Consequences & Functions

- **Identify ALL Pay Offs & Costs**
- *Costs* Outweigh *Pay Offs*: Behavior Continues?
- Consider:
  - Other Pay Offs (Needs Met)-- NOT Identified
  - Behavior May NOT Driven By Consequences
- **Functions:** Consider ALL Possibilities
  - Don't Get Stuck On One
  - Change & Multiply Over Time


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## A + C'S = Functions (Examples)

<b>Antecedent</b> →	<b>BEHAVIOR</b>	← <b>Consequence</b>
<ul style="list-style-type: none"> <li>• Specific Person</li> <li>• Stressful Event</li> <li>• Non-Preferred</li> <li>• Unclear Demands</li> <li>• Alone/Isolated</li> <li>• “Down Time”</li> </ul>		<ul style="list-style-type: none"> <li>• Reaction</li> <li>• Reduce Stress</li> <li>• Avoidance</li> <li>• Gain Control</li> <li>• Attention</li> <li>• Escape Boredom</li> </ul>

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## Reactive Intervention

- Process Similar To Other Problem Behaviors
- Alternative Behaviors: Identify & Define
  - Already Exist In Repertoire
  - Increase *Pay Offs* (Reinforce) For Presence
- Disruptive: Identify & Define Target Behavior
  - *Pay Off* (Reinforce) Absence Of Behavior
  - When Behavior Occurs:
    - Provide Minimal Attention/Reaction
    - Eliminate *Pay Offs*, Increase *Costs*

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## Reactive Intervention

- **Examples--**

<ul style="list-style-type: none"> <li>• <u>Disruptive</u></li> <li>• Follows Specific Peer</li> <li>• Provocative Comments</li> <li>• Touching Self</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Alternative</u></li> <li>• <i>Hang In Your Space</i></li> <li>• <i>Work Quietly</i></li> <li>• <i>Hands On Desk</i></li> </ul>
---	--
- Sufficient To Address The Need??
- **\*\*\*DEFINITELY NOT!**

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## SOCIAL/SEXUAL SKILLS

### Proactive Programming

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## Soc/Sex Education Process

- **Ya GOTTA Live It!**
  - NOT A "Lesson" (In Isolation)
  - Everyone On Board
- **It's GOTTA Fit**
  - The Real World
  - Normalize & Set Expectations
- **It's GOTTA Count**
  - Empower & Inoculate Kids
  - Be Meaningful, Safe & Fun!!
- **FORMULA: Reality, Sensitivity, Humor**

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## SOCIAL/SEXUAL SKILL DOMAINS

- Social Relationships
- Social/Sexual Concepts
- Sexual Facts & Information
- Social/Sexual Relationships
- Self Advocacy

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## Social Relationships

- Identification & Differentiation
  - Type, Nature, Description
  - Strangers → Intimate friends
- Social Behavior Guidelines:
  - Dependent On Type & Nature
- **Relationships Are Dynamic**- Evolve & Devolve
  - Based on Quality & Evaluation
  - Shift in Nature/Type → Change Guidelines

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## Social/Sexual Concepts

- Shift Thinking: Dichotomies To Continuums
  - Information: General  $\leftrightarrow$  Personal
  - Settings: Public  $\leftrightarrow$  Private
  - Behavior: Public  $\leftrightarrow$  Private
- Relationship Evaluation
  - “Red, Yellow & Green Flags”
  - “1 & 2 Way Streets”
  - Power: Balance / Equality
- Risk Assessment

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## Sexual Facts & Information

- Social/Sexual Development
  - Gender Differences
  - Puberty & Physical Changes
  - Menstruation (Mastered In Advance)
- Physiology: Sexual Response Cycle
- Sexual Activity: Solitary
  - Masturbation (*Private Time*)
  - Fantasies

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## Social/Sexual Relationships

- Intimate Relationships
  - “The Dating Game”
  - Marriage & Parenting
- Sexual Activity With Partners
  - Heterosexual – Homosexual
  - Kissing  $\rightarrow$  Anal Sex (*Why?*)
- Responsibilities & Consequences
  - Pregnancy & Contraception
  - STD's

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## Self Advocacy

- Prepare: Empower VS Rescue
  - Knowledge: Rights & Responsibilities
  - Inoculation: Anticipate & Rehearse
- Recognize & Describe: “Wrongful Behavior”
  - Range: Hurtful  $\rightarrow$  Exploitive  $\rightarrow$  Dangerous  $\rightarrow$  Abusive
  - No One Exempt: Strangers  $\rightarrow$  Family  $\rightarrow$  Friends
- Disclose: Importance & Purpose
  - Offenses: Actual, Attempted, Questionable
  - Lifelines: Trusted, Responsive, Conscious Guidance

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## Any Burning Questions??

*Last “Dance” --Advanced*



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## Case Scenarios: GOALS

- Integrate & Apply Components Of Training
  - Varied Perspectives, Considerations
  - Objective Approach & Assessment
  - Identify Behaviors, Deficits, Replacement Skills
  - Propose Intervention Formulated To Address Needs
- Disclaimer: Same As before . . .
- Team Captains will Brief you On Your Mission...  
*“Good Luck Mr. Phelps!!”*




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DEBRIEF:

How'd Ya Do?  
*Teams Share*

*What Did You Learn?*




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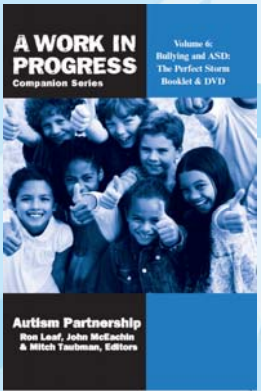


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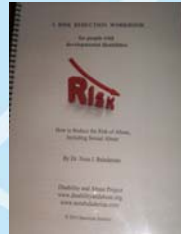
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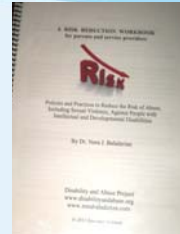
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