

Presenter:
Dawn Monaco
Co-Director, REACH for Transition
SPAN Parent Advocacy Network

Webinar Objectives

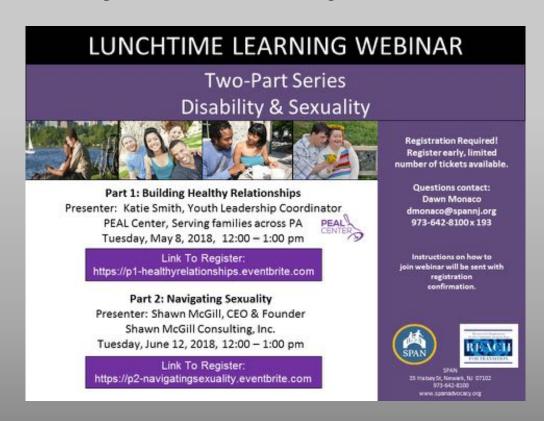
- briefly review all four parts of the webinar series
- Review where to find the webinar recordings



Part 1: Building Healthy Relationships

Presenter: Katy Smith,

Youth Leadership Coordinator
for the Parent Education and
Advocacy Leadership Center
(PEAL) in Pennsylvania



Part 1: Building Healthy Relationships

Learning Outcomes:

- Understanding the foundation for healthy relationships lies in having strong self –awareness and self-respect
- Identify the characteristics of healthy and unhealthy relationships.
- Understand importance of continually developing self confidence and resilience.



Part 1: Building Healthy Relationships

 Understanding the foundation for healthy relationships lies in having strong self –awareness and selfrespect

Essential Questions of Self-Awareness

Goals, needs, wants, and desires

- What are your goals in and after high school?
- What do I need in order to accomplish them?
- What do I want to do after high school?
- · What careers interest me?
- What do I enjoy doing?
- · Why do I enjoy these things?
- · Who do I enjoy or work well with?

Strengths and areas for growth

- · What do I do well?
- · What comes easily?
- · What is hard for me to do?
- · What skills or areas do I need to work on?

Part 1: Building Healthy Relationships

 Identify the characteristics of healthy and unhealthy relationships.

Qualities of Healthy Relationships

| Quality | What Does It Look Like? |
|----------------------------|---|
| Trust | Accepting each others words |
| Cooperation | Making decisions together |
| Honesty | Communicating openly and truthfully |
| Support | Offering encouragement, listening without judgement |
| Safety | Respecting physical space |
| Effective Communication | Actively listening and openly sharing |
| Accountability | Following through with agreements and promises, admitting when wrong |
| Equality | Giving as much as you take |
| Anger Management | Utilizing healthy anger management techniques |

Part 1: Building Healthy Relationships

 Understand importance of continually developing self confidence and resilience.



Part 2: Navigating Sexuality

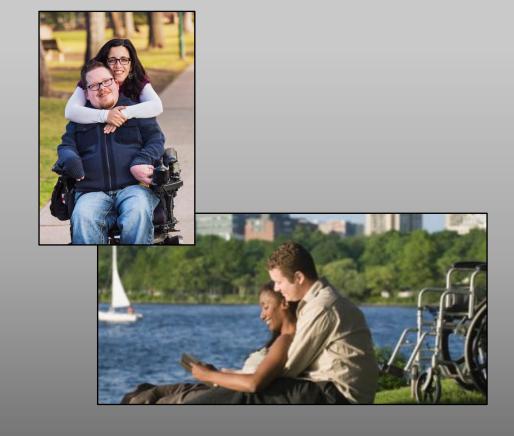
Presenter: Shawn McGill, MSW, LSW



Part 2: Navigating Sexuality

Learning Outcomes:

- Find useful ways to teach about sexuality, rather than ignore or dismiss sexual feelings
- Learn how to teach fundamental skills to aid in managing sexual feelings and support relationship development.



Part 2: Navigating Sexuality

 Find useful ways to teach about sexuality, rather than ignore or dismiss sexual feelings

Ideas to Help Boys with Puberty

- Explain what is happening
- · Do not overreact
- · Do not under react
- Purchase books and videos that explain puberty and physical changes

Shawn McGill Consulting

Part 2: Navigating Sexuality

 Find useful ways to teach about sexuality, rather than ignore or dismiss sexual feelings (cont.)

Ideas to Help Girls with Puberty

- Put red food coloring in underwear
- Demonstrate how a pad is used
- Mark underwear to show where pad goes
- Try different brands of pads
- · Create a visual schedule

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Part 2: Navigating Sexuality

 Learn how to teach fundamental skills to aid in managing sexual feelings and support relationship development.

Causes for Problematic Sexual Behaviors

- Limited opportunities for sexual expression
- Being told that their typical, legal sexual behavior is "inappropriate"
- Lack of social and sexual education, therefore they navigate sexuality on their own
- · Challenges with impulse control
- Teach Legal vs. Illegal not "appropriate vs. inappropriate"

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Part 2: Navigating Sexuality

Learn how to teach
 fundamental skills to aid in
 managing sexual feelings and
 support relationship
 development (cont.)



Part 3: Abuse Prevention & Empowerment

Presenters:

Tracy A. Higgins, MA, LPC, Melissa Keyes DiGioia, CSE Finding Your Individuality



Part 3: Abuse Prevention & Empowerment

Learning outcomes

- Risk factors that contribute to the prevalence of sexual abuse associated with people with I/DD
- Explain ways that people with I/DD are impacted by a history of sexual trauma and other forms of abuse
- Define Trauma Focused Care in supporting people with I/DD
- Identify three benefits for taking an interdisciplinary approach in supporting people with I/DD with a history of abuse



Part 3: Abuse Prevention & Empowerment

 Risk factors that contribute to the prevalence of sexual abuse associated with people with I/DD

Why are people with I/DD more vulnerable?

- May view everyone as a "friend".
- Limited social opportunities.
- Low self-esteem and strong need for acceptance.
- Lack of assertiveness.
- Frequently fail to disclose because of fear of not being believed or taken seriously.
- People are not taught to reduce their risk of abuse.

Part 3: Abuse Prevention & Empowerment

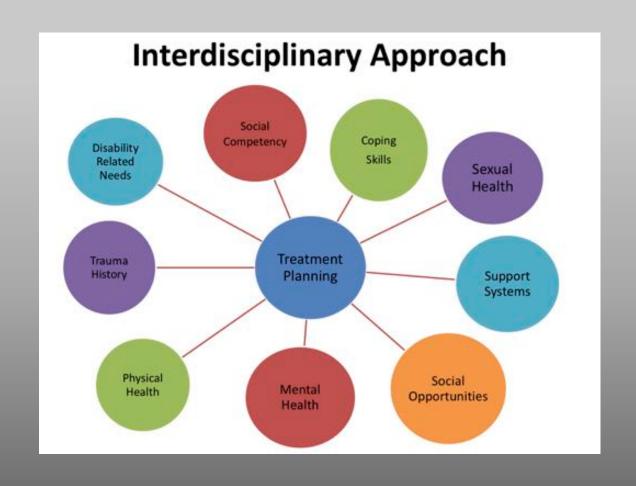
 Explain ways that people with I/DD are impacted by a history of sexual trauma and other forms of abuse

Post-traumatic stress disorder (PTSD)

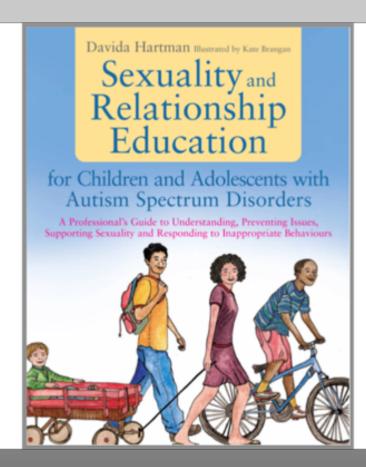
- Triggers can be seen, felt, heard, smelled
- What they are experiencing feels "REAL"
- PTSD Re-experiencing, Avoiding and Hyper-arousal
- How does Sexual Trauma and PTSD impact behavior and learning?

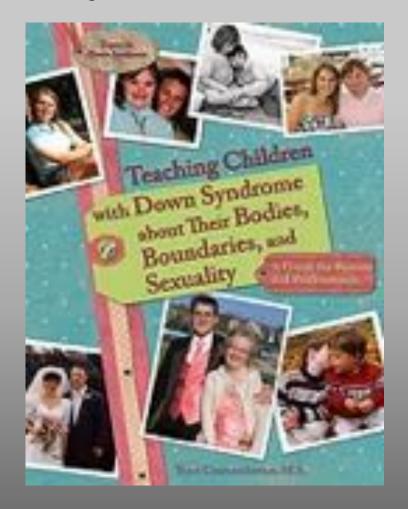
Part 3: Abuse Prevention & Empowerment

- Define Trauma Focused Care in supporting people with I/DD
- Identify three benefits for taking an interdisciplinary approach in supporting people with I/DD with a history of abuse



Part 3: Abuse Prevention & Empowerment





Part 4: Understanding Gender & Sexual Diversity Presenter:

Graciela Slesaransky-Poe, Ph.D. (she/her/hers)



Part 4: Understanding Gender & Sexual Diversity

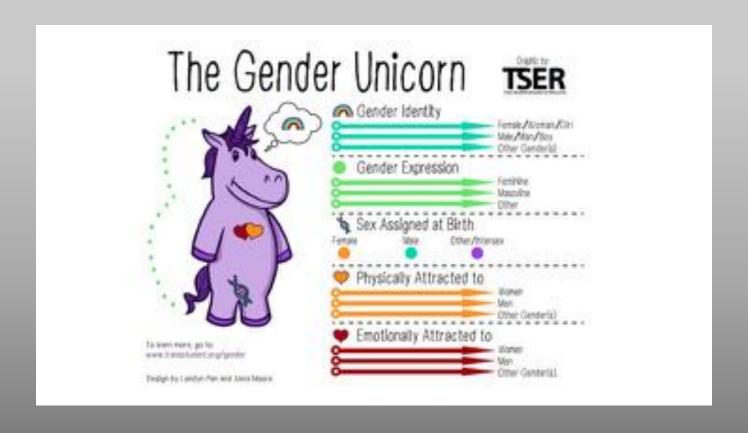
Learning outcomes:

- What is gender identity
- The difference between sexuality identity and sexual orientation
- Gender diverse students in school



Part 4: Understanding Gender & Sexual Diversity

What is gender identity



Part 4: Understanding Gender & Sexual Diversity

The difference between sexual identity and sexual orientation



Sexual Identity or Sexual Orientation

- · Refers to whom individuals are attracted physically, romantically, or emotionally
- Current research indicates that sexual orientation exists along a continuum of emotional and sexual attractions
- . This continuum ranges from people who are attracted to:
 - Other sex/gender: heterosesual or straight.
 - Sawe sewjender: lesblan, gay
 - Both sexes/genders; bisexual
 - None: Assumi
 - Diverse sex and gender: pansexual, omnisexual.
- Language is constantly evolving as we learn about different ways to name and claim identities.
- LGBTQIA+ (Sexual and Gender Identities)

Part 4: Understanding Gender & Sexual Diversity

Gender diverse students with in school

Experiences of Gender Diverse Students with Disabilities in Schools

- Prioritizing Needs (False Dichotomy)
- Supports in Schools
- Schools and IEPs.
- Bullvin
- Homeschoolin



Discapacidad y sexualidad Serie de seminarios web de 4 partes Serie de seminarios web grabados Parte 1 Parte 2 Construir relaciones saludables Explorando la sexualidad Las relaciones sanas comienzan con Aprender formas de enseñar la conciencia propia y la autoestima. sobre sexualidad. Comprender las relaciones · Aprender destrezas para apoyar saludables y las no saludable. el desarrollo de relaciones. Parte 3 Parte 4 Empoderamiento y prevención Comprender el género y la diversidad sexual en del abuso adolescentes y adultos jóvenes · Crear conciencia sobre el abuso y con discapacidades reconocer los signos. Explorar la terminología y los Aprender destrezas para prevenir el

conceptos clave relacionados con el género y la diversidad sexual.



abuso y empoderar a las personas.

Enlace a las grabaciones: https://tinyurl.com/reachsexualityseries



SPAN Parent Advocacy Network, 35 Halsey St | Newark, NJ | 07102, 973-642-8100 www.spanadvocacy.org

Spanish **English**

Link to Recordings:

https://tinyurl.com/reachsexualityseries

REACH for Transition Website http://tinyurl.com/reachfortransition



