



# Sexuality for All Abilities: Curriculum Training

Katie Thune, MA Ed.  
Anna Hayek

[madhatterwellness.com](http://madhatterwellness.com)

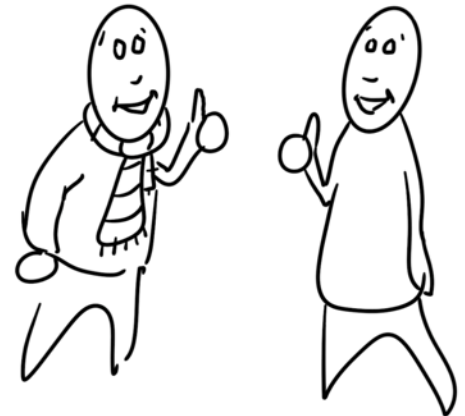


# Training Overview

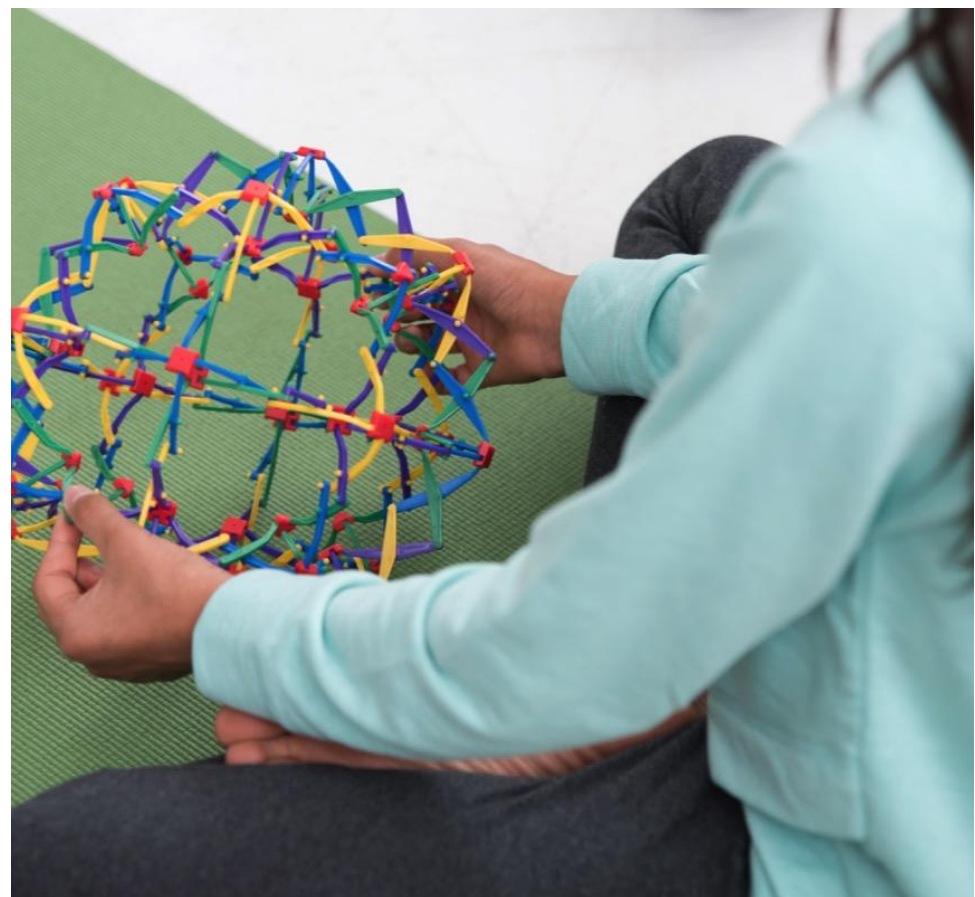
- Centering and Check In
- Challenges in Society/Equitable Sex Education
- Sexuality for All Abilities Curriculum Overview
- Tips for Learners with High Needs
- Answering Difficult Questions
- Trauma Informed and Inclusive Interactions
- Q & A
- Close

# Agreements

- This is a non-judgmental and safe space.
- Participate at your own comfort level.
- All questions, comments, and ideas are welcome.
- Take care of yourself.



# CENTERING



# Who We Are And What We Do

- Mad Hatter Wellness, founded by Katie Thune, provides learning opportunities to empower people of all abilities with knowledge and skills to make safe and healthy choices.
- We focus on educating about healthy relationships, with ourselves and others, as well as safety, consent, and lots more. All of this is a part of comprehensive sexual education.
- Four main programs:  
Sexuality for All Abilities, Open Conversations, Empowered Together and The Power of Me

# Things to Think About



- All humans are sexual beings.
- Conversations about sexual health can bring up a range of emotions.
- Sexual education is a lifelong process.
- We all have different comfort levels with this topic. This is okay!
- None of us are perfect.

# Language We Use

- Person first language AND Identity first language
- Developmental age vs Chronological age
- People needing more supports or less supports instead of high-functioning/low-functioning

# What Are We Talking About When We Use The Term Sexuality?

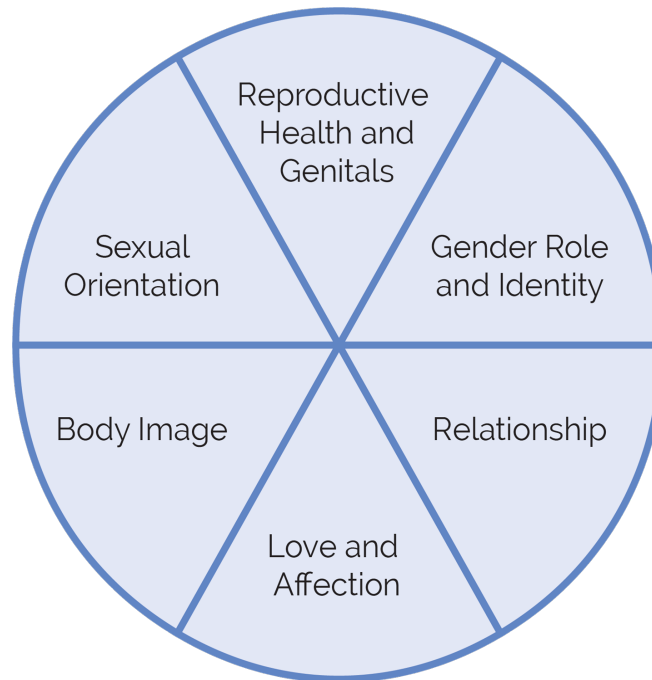


Image used with permission from Better Together Hennepin



# Our Hope for This Training

- You will leave this training feeling a little more comfortable talking about this topic.
- You will leave with 1-2 tools or strategies to use with yourself, your students, people you support, or the people in your life.

# Focus Question

What was your experience with sex ed growing up?  
Think about at school, with family and friends, etc.

# How Has Sexual Education Failed People with Disabilities?

- Lack of education
- Stranger Danger principle
- Sex ed as abuse prevention
- Reactive education
- Hidden curriculum
- Informal curriculum

# Our Hope for Sexuality Education

- Comprehensive
- Non-reactive
- Non-judgmental
- Non-shaming
- Inclusive (age, gender, disability, race, sexual orientation, etc.)
- Accessible to ALL

# Comprehensive Sex Ed to Us

**Sexuality is not just about sex. It's also about life and relationships - relationships with others, ourselves, and our bodies.**

**Comprehensive sex education (CSE)** is a sex education instruction method based on curriculum that aims to empower students with **knowledge, attitudes, skills and values** to make **appropriate, healthy, and safe choices** in their sexual lives. CSE includes learning about and practicing self-determination and self-advocacy.

# Sexual Rights for People with Disabilities

People with disabilities have a right to:

- sexual education.
- sexual expression.
- be respected.
- be protected.
- be supported in all relationships.
- engage in consensual sexual relationships.
- acquire sexual knowledge.
- make their own decisions.
- be believed and seen.

# Why do you think it's important to teach about healthy relationships and sexuality?



Isabel M. Camacho

# Helpful Strategies for Equity – Sexual Health and Students With Disabilities

- Teach accurate terms for private body parts.
- Talk about body rights: “My body belongs to me.”
- Use teachable moments and rules when applicable.
- Encourage assertiveness and appropriate noncompliance.
- Use repetition (pre-teach, re-teach, review).
- Role-play healthy boundaries.
- Teach and practice consent!
- Speak less, wait more, use visuals.



# Self-Advocacy and Self-Determination

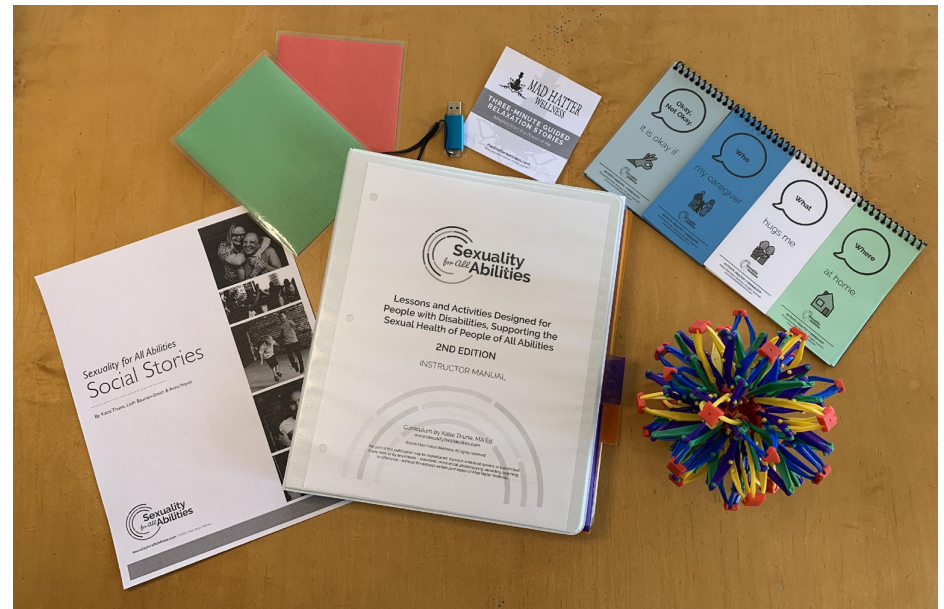
- Self-advocacy is the extent to which a person has the ability to speak up for one's self.
- Self-determination requires an individual to make decisions about their own life. This includes skills such as: choice-making, decision-making, problem solving, goal setting, self-monitoring, leadership, resiliency and so much more.

# SEXUALITY FOR ALL ABILITIES CURRICULUM OVERVIEW



# Sexuality for All Abilities Lessons and Materials

- Lessons and Activities (includes flash drive with worksheets, social stories, modified lessons and other materials)
- Access to Safety Videos
- Breathing Sphere
- Boundaries Flip Books
- Red/Green Cards



# Contents in SFAA

- Healthy Relationships
- Safe and Healthy Boundaries
- Private and Public
- Romantic Relationships
- Puberty/Changes in Our Body
- Human Reproduction
- Pregnancy
- Outcomes of Sexual Activity
- Gender
- Sexual Orientation
- Consent and Body Rights
- Get Away and Tell Someone
- Social Media Literacy and Online Safety

# Additional Materials

- Glossary
- Optional Assessment
- Tips for Answering Difficult Questions
- Tips for Teaching
- Strategies for a Positive Classroom
- Flash Drive (Modified Lessons, Social Stories, Sample Letter to Parents, Additional Resources, PDF with Video Links, etc)

# Included in Each Lesson

## Five parts of each lesson:

- Center
- Check In and Connect
- Learn
- Review
- Close

## Also included in each lesson:

- Adaptations/Modifications
- Areas of Possible Confusion
- Additional Resources
- Frequently Asked Questions

# Modified Lessons for Learners with High or Complex Needs

- 30-minute lessons
- Series of short lessons for each topic
- Scripted language
- Line drawings and photographs for comprehension
- Communication boards or cards for communication
- Modify further (if necessary) to meet your student needs

# HEALTHY RELATIONSHIPS LESSON

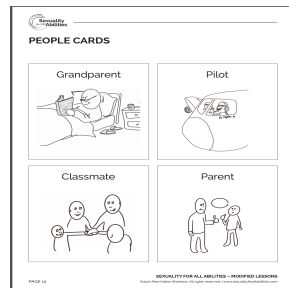
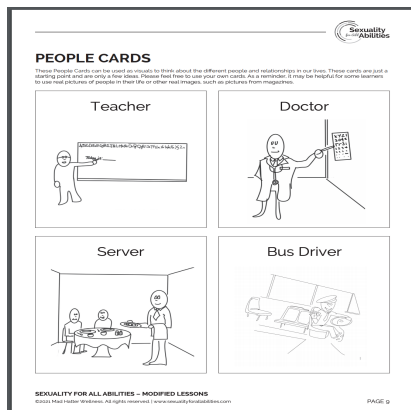









# People in My Life

Sort the different people in your life in all 5 categories.

Note: in the Romantic Partner category it is important that BOTH people have knowledge and want that relationship.

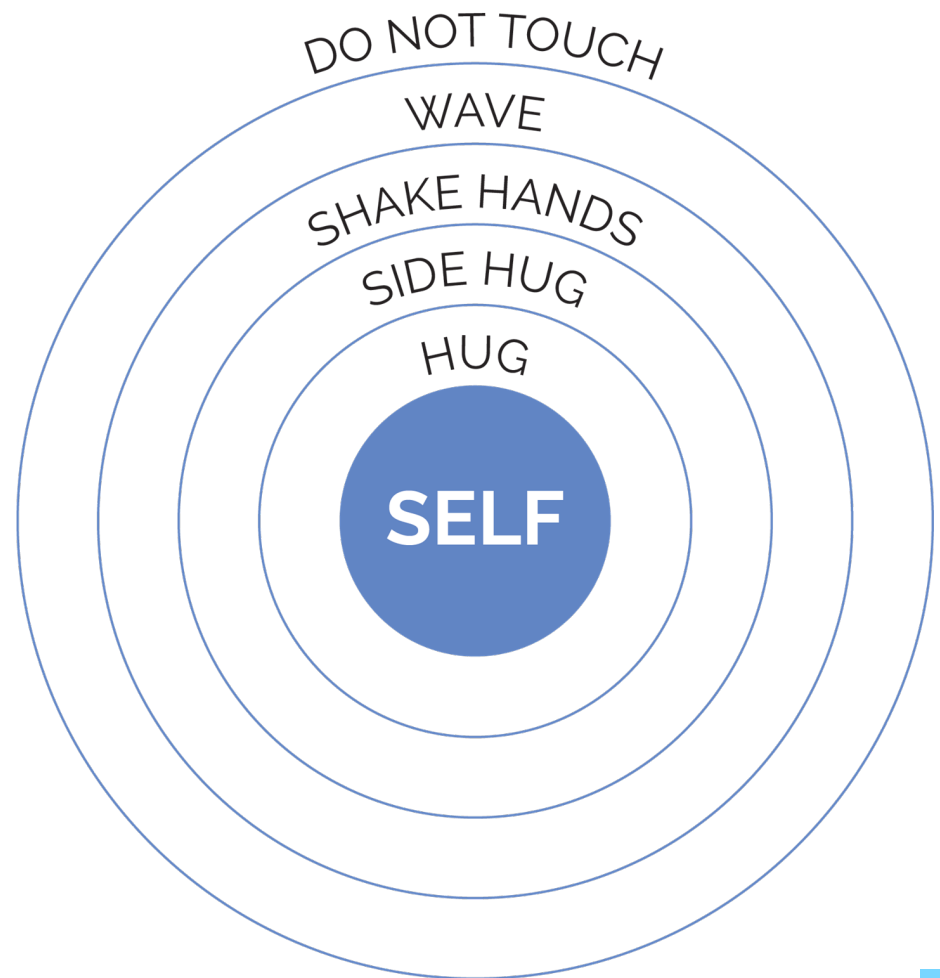


My Family 
My Friends 
Romantic Partner 
Professional Relationships 
Public 

# Relationship and Touch Circles

Write the names of the people in your life in the relationship circle.

Note: If a person is in my hug circle, it does not mean I have to give them a hug every time I see them.



# Relationship and Touch Circle



# Healthy and Unhealthy Behaviors in A Relationship

**Healthy Behaviors**

**Unhealthy Behaviors**

# Behaviors at School

## Healthy Behaviors

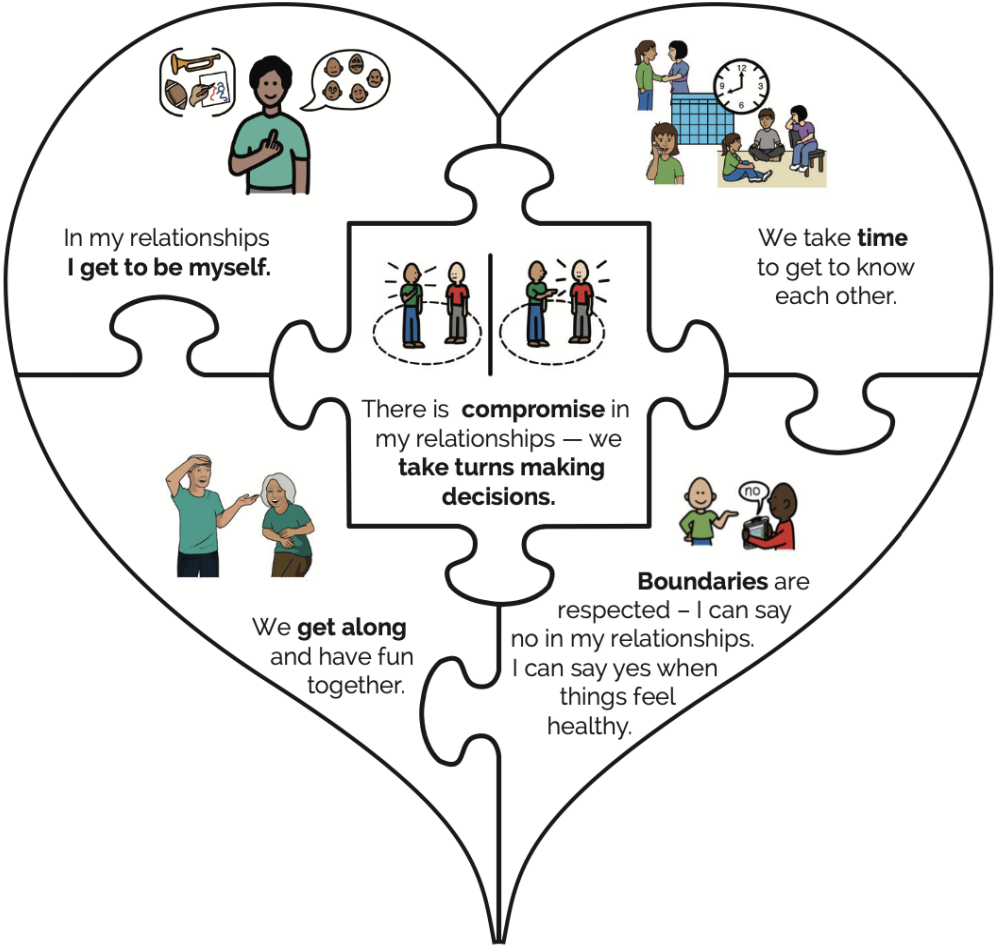
- High five
- Handshake
- Wave
- Hello
- Compliments

## Unhealthy Behaviors

- Hugs
- Touch private body parts
- Show private body parts
- Hitting, kicking, spitting, etc.
- Gossip

Example of how to talk about healthy behaviors at school, work or home.

# The Heart of Relationships



# The Heart of Relationships Video



# SAFE AND HEALTHY BOUNDARIES LESSON

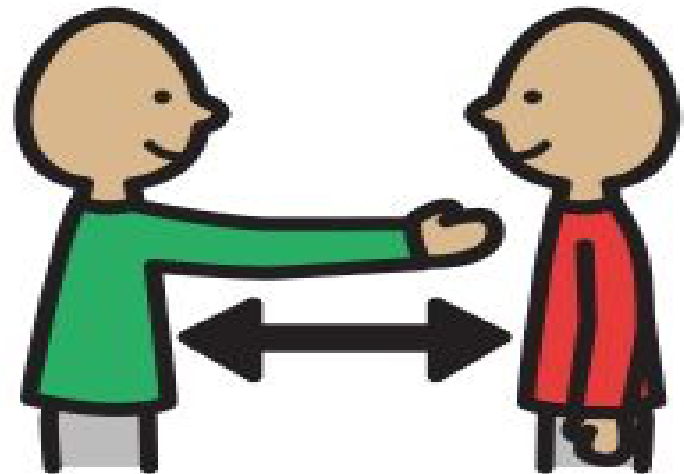




# Boundary

Define it:

A boundary is a line that others cannot cross without your permission.



# Flip Books About Boundaries



# Red/Green Cards

## Green Card

- Healthy
- Okay
- Appropriate
- Safe
- Expected
- Comfortable
- Go
- DO NOT USE: good

## Red Card

- Unhealthy
- Not okay
- Inappropriate
- Unsafe
- Unexpected
- Uncomfortable
- Stop
- DO NOT USE: bad

# Boundaries Flip Books Example Activity

## Discuss and Close

5 MINUTES

Ask the group if the following examples of boundaries are okay or not okay.



**I'm going to ask you if a boundary is okay or not okay. You can use the red/green cards. Green means the boundary is okay, and red means the boundary is not okay.**

Allow participants to hold up the red/green card, use eye gaze, point, or however they communicate. Use the Boundaries Flip Books to ask about a few different boundaries that are very clearly okay or not okay to see if participants understand. Another option is to use the boundaries examples listed below.



**My romantic partner kisses me at school.** (Answer: not okay)

**My classmate smiles at me on the bus.** (Answer: okay)

**My teacher tickles me in private.** (Answer: not okay)

**My friend gives me a high five at home.** (Answer: okay)

# PUBLIC AND PRIVATE LESSON



# Private and Public

- A private place is a place that **belongs to you, when you are alone, and when others cannot see you.**
- A private behavior or action is something that you do when you are by yourself, and it should occur in an appropriate private place.
- A public place is a place where there is more than 1 person, places where you are likely to see other people.
- A public behavior or action is something that you can do when you are with or around other people.

# Private Vs. Public Ex.

Private Places/Behaviors

A large, empty rectangular box with a thin blue border, intended for listing private places or behaviors.

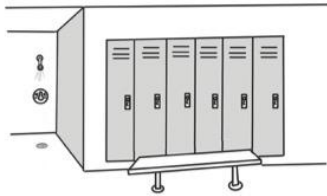
Public Places/Behaviors

A large, empty rectangular box with a thin blue border, intended for listing public places or behaviors.

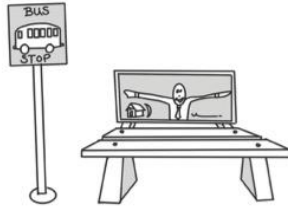
## PUBLIC / PRIVATE PLACES

## PUBLIC / PRIVATE BEHAVIORS

Locker Room



Bus Stop



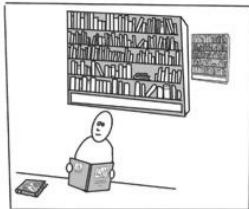
Putting on Makeup



Going to the Bathroom



Library



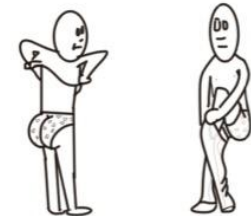
Grocery Store



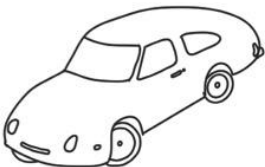
Taking a Bath



Getting Dressed



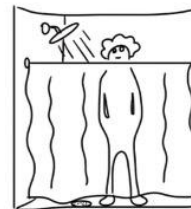
Car



Kitchen



Showering



Shaving





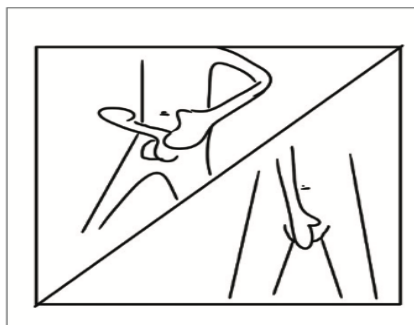
# Safety Rule – Private Behaviors Are for Private Places



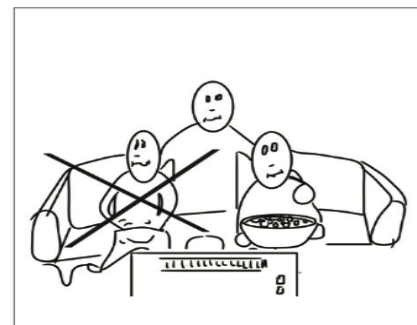
## MASTURBATION SOCIAL STORY



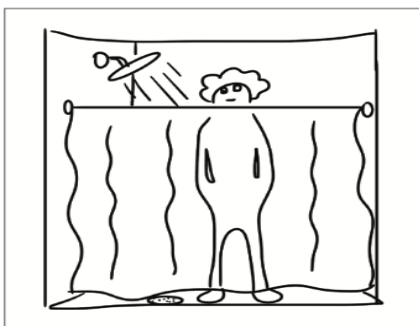
Masturbation is when you touch your body because it feels good.



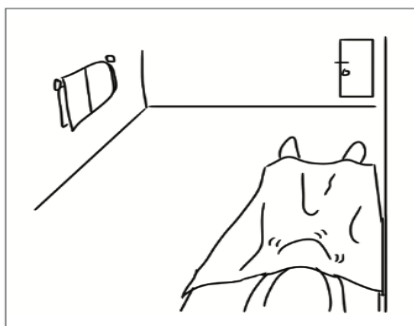
You might touch private parts like your penis or vulva.



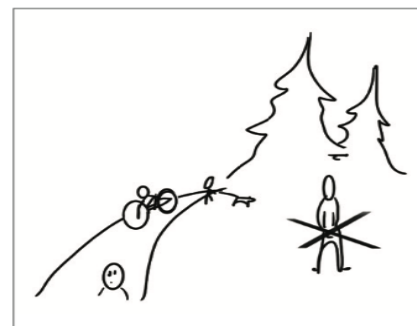
Masturbation is a private activity.



Masturbating is done in a private space.



A private space is somewhere no one can see or hear you.



Masturbating in public spaces is illegal.

# Masturbation

- Use YES/NO Communication Cards to answer questions about masturbation.
- Examples:



**Yes or No? Do you need to be in a private place to masturbate?**

Yes.



**Yes or No? Is a classroom or workplace a private place?**

No.

Yes



No



# PERSONAL SAFETY LESSONS



# Body Rights

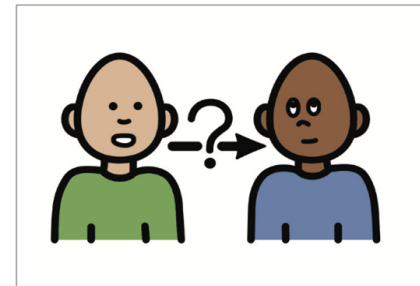
- Define it. **Body Rights:** the rights you have to be in charge of your own body.
- Safety rule: My Body Belongs to Me



# Consent

Define it: **Consent** is when a person agrees to a certain activity or behavior.

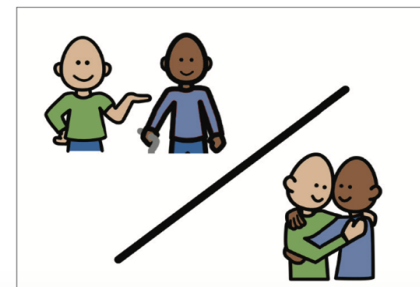
Ask



Listen



Respect



# Get Away And Tell Someone



**I NEED  
SPACE**



# Safety Network

- It is NEVER too late to tell someone if someone makes you feel uncomfortable or unsafe.
- If you tell someone and they don't believe you, tell someone else.
- Try to come up with a list of 3-5 people who are friends, family, or professionals.





# Tips for Social Media Literacy and Online Safety

- Teach the lesson on Social Media Literacy & Online Safety.
- Discuss social media scenarios in ALL lessons.
- The Internet is a PUBLIC place. Use the Safety Video.

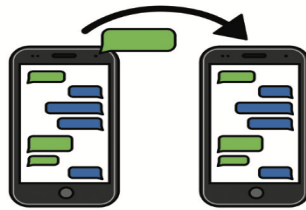
## #ThinkBeforeYouPost

- T** Is it True?
- H** Is it Hurtful?
- I** Is it Illegal?
- N** Is it Necessary?
- K** Is it Kind?

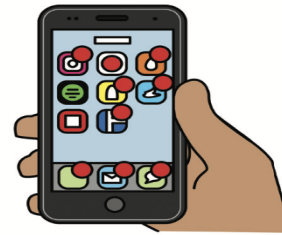


Lots of people communicate using social media. There are many ways that people communicate online. How do you communicate with people online? What do you use?

Text



Messaging Apps



Email



Online Video Games



# ROMANTIC RELATIONSHIPS LESSON



# Romantic Relationships

- Define and discuss: Crushes. Sexual feelings. Dating.
- Talk about rejection and how to move through those feelings.
- One-sided and Two-sided crushes
- Safety Rule – Say No



# CRUSH

A crush is when you have romantic feelings and/or attraction for another person but are not in a romantic relationship with them.



# PUBERTY/ CHANGES AS WE AGE



# Puberty Changes in Me

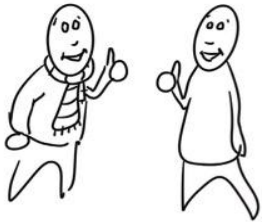
BODY  
(physical)

FEELINGS  
(emotional)

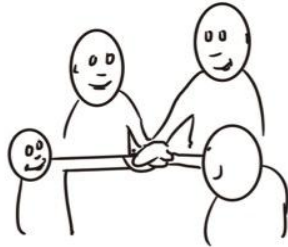
RELATIONSHIPS  
(social)

## PUBERTY CHANGES IN ME

Can become interested in being in a Relationship



Friendship becomes More Important

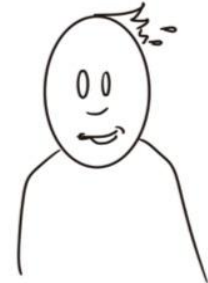


## PUBERTY CHANGES IN ME

Hair Grows on Face



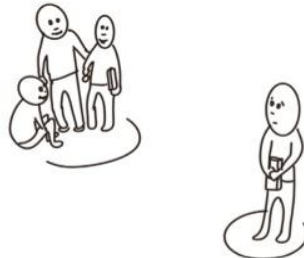
Hair Gets Oily



Sometimes Feel Lonely and Confused



Stronger Feelings of Wanting to be Liked and "Fit In"



Hair Grows in Underarms



Hair Grows on Genitals (pubic hair)

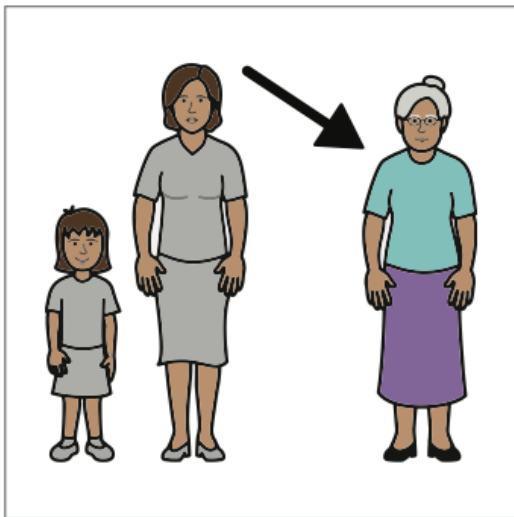




# Changes As We Age



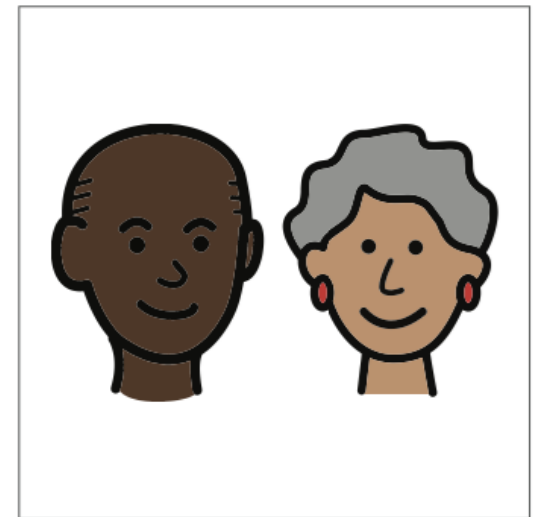
Change is a part of life. Getting older can be something to celebrate. We are going to talk about some changes that happen when we get older.



We change as we get older.



We learn new things about ourselves and the world.



Sometimes we lose our hair, or our hair turns gray.

# Taking care of our body as we age



Talk about concerns you have about getting older with someone you trust.



Eat nourishing food.



You might take hormones, vitamins or medication.



Move your body as you are able each day.



Rest and sleep.



Drink plenty of liquids.



Do activities that make your body feel good.



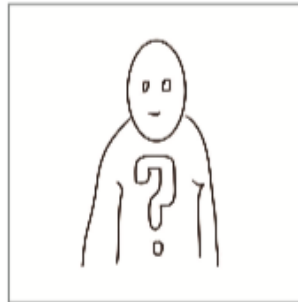
Spend time with people you love and do things you enjoy.

# GENDER AND SEXUAL ORIENTATION LESSONS

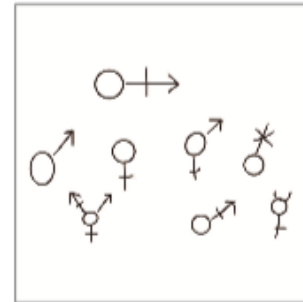


# Gender

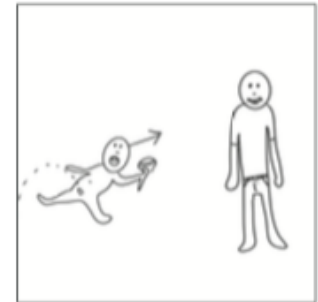
Define it: **Gender** is how a person feels on the inside about being male, female or a different gender. Some people identify as she, he or they. Some people have other ways of identifying.



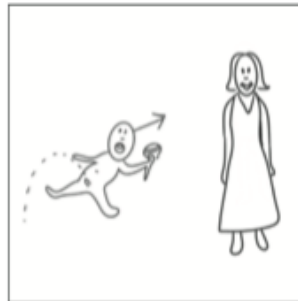
Gender identity is how a person feels inside about their gender.



Some people identify as male, female, transgender, or non-binary.



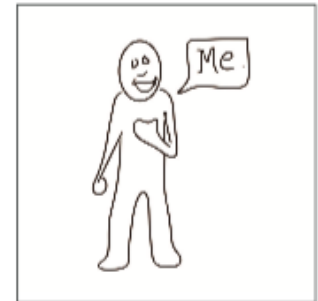
Sometimes a person's gender matches their assigned sex at birth.



Sometimes a person's gender does not match their assigned sex at birth.



Gender expression is how you express yourself to the world.



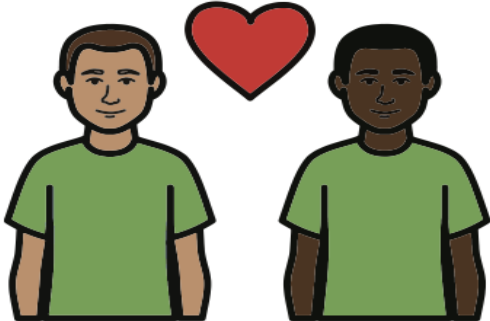
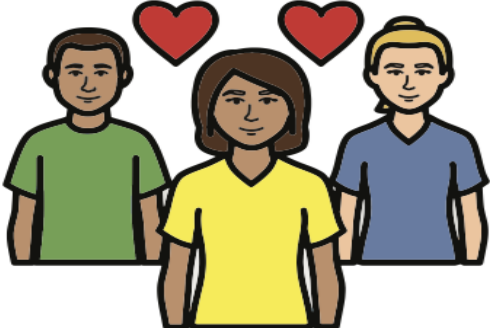
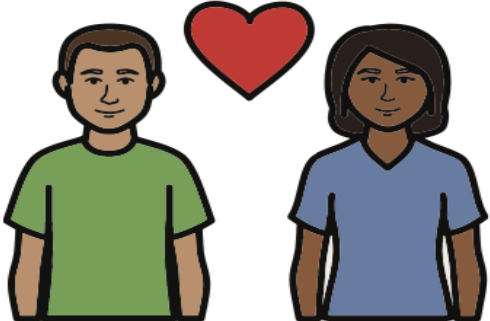
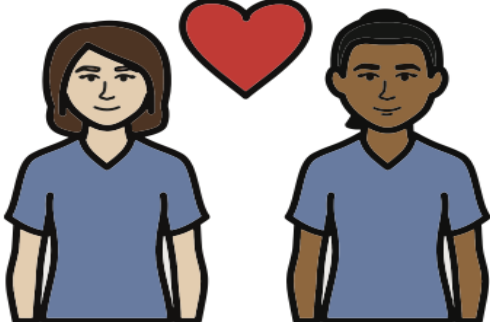


You have the right to choose how you identify.

# Sexual Orientation

**Sexual Orientation** refers to who you are attracted to.  
It can change over time.



# SEXUAL ORIENTATION COMMUNICATION CARD

<p>Gay</p> 	<p>Bisexual / Pansexual</p> 	<p>Heterosexual</p> 
<p>Lesbian</p> 	<p>Queer*</p> 	<p>Asexual</p> 



# Focus Question

- How can you support your LGBTQIA+ participants?
- What are some ways you can help LGBTQIA+ participants feel safe, supported and healthy?



# HUMAN REPRODUCTION, PREGNANCY, AND OUTCOMES OF SEXUAL ACTIVITY LESSONS



# Tips when Teaching These Lessons

- Invite guest teachers in to support or co-teach (school nurse, public health nurse, free clinic, etc).
- Use the SFAA glossary.
- It's okay to answer a question with "I'm not sure, but I will find the answer for you."
- If you are new to teaching about this, it may take time to get comfortable with these topics.

# Human Reproduction

- Private Body Parts Handouts
- Human Reproduction Kahoot
- Pregnancy and Reproduction Video by Amaze
- Play doh activity 😊

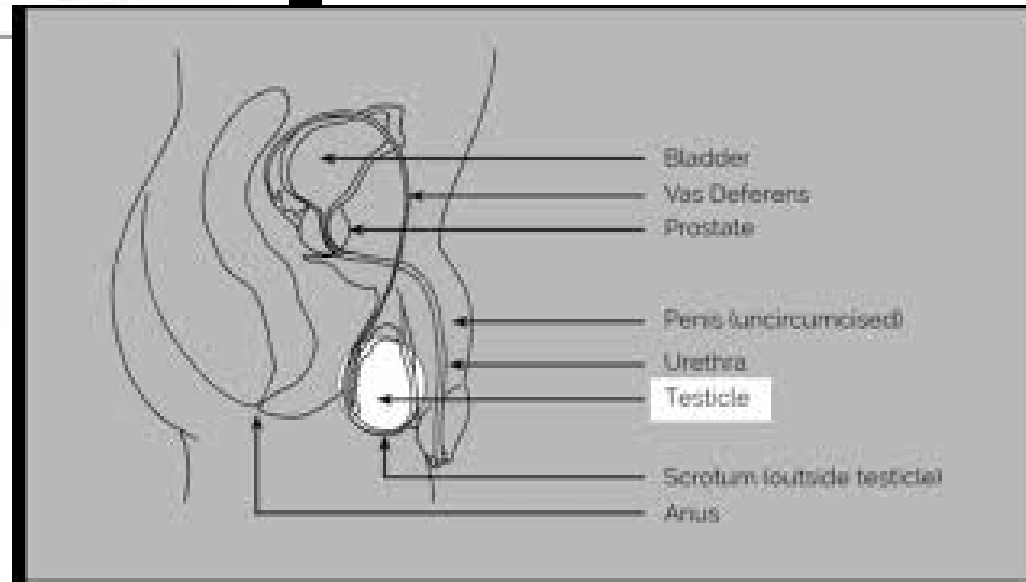


MHW Human Reproduction



Photo Credit: Leah Bauman-Smith

# Private Body Parts Handouts/Videos



# BIRTH CONTROL METHODS CHART

## Hormonal Methods

### THE PILL



Take one pill at the same time every day.

### THE PATCH



Place patch on body and replace every week.

### THE IMPLANT



Have provider insert implant into arm and keep up to 3 years.

### THE SHOT



Get shot from provider every 12 weeks (3 months).

### THE RING



Insert ring into vagina and replace every month.

### IUD (INTRAUTERINE DEVICE)



Have provider insert IUD (intrauterine device) vaginally into uterus and keep for up to 3-6 years.

## Non-Hormonal Methods

### DIAPHRAGM



Insert diaphragm into vagina before vaginal sex. Remove after sex. Use spermicide with diaphragm.

### SPERMICIDE

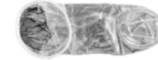


### EXTERNAL CONDOM



Condom should be placed over penis for each sex act.

### INTERNAL CONDOM



Condom should be placed in vagina or anus (depending on what type of sex) before sexual act.

### WITHDRAWAL/ PULL OUT



Remove penis from vagina before ejaculation occurs.

### IUD (INTRAUTERINE DEVICE)



Have provider insert IUD (intrauterine device) vaginally into uterus and keep there for up to 10 years.

### CYCLE BEADS



Not having sex when person with a uterus is able to get pregnant.

### ABSTINENCE

**NO**

Say "No," not having sex.

## Permanent Methods

### VASECTOMY

Schedule appointment with provider to have "tubes" cut to stop sperm from getting to penis.



### TUBAL LIGATION

Schedule appointment with provider to have clips put on female "tubes" to stop egg from getting to uterus.

**Condoms are the only method that can help prevent STIs. We always recommend DUAL PROTECTION!**  
Dual protection is when you use a method to prevent pregnancy AND sexually transmitted infections (STIs).  
DUAL PROTECTION is when you or your partner wear a condom (internal or external) - OR - you or your partner wear a condom (internal or external) AND use a birth control method. Never use two condoms at a time.

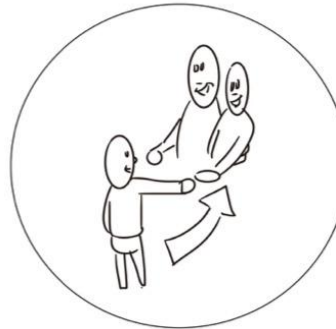
If your birth control method wasn't used correctly or the condom broke talk to your healthcare provider about Emergency Contraception.

# PREGNANCY OPTIONS



## Parenting

Parenting means you will continue the pregnancy, give birth, and keep the child. You will parent and take care of the child. You are in charge of the child's safety and health. You may parent by yourself, with a partner, or have support from others.



## Adoption

Adoption means you will continue the pregnancy, give birth, then give the child to an adoption agency or family. You will not be responsible for caring for the child and give up your parental rights. You may or may not be able to see the child again.

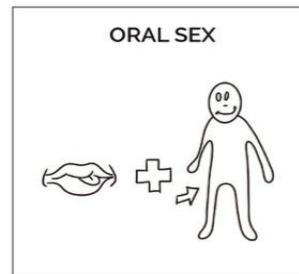


## Abortion

Getting an abortion means the pregnancy will end and you will not give birth to a child. An abortion is a medical procedure or a medication that ends a pregnancy. The form of abortion depends on how far along you are in the pregnancy. You need to work with a doctor to get an abortion. You will need to find out if you have the legal right to an abortion.

# Outcomes Associated with Sexual Activity

- Discuss physical, emotional, mental and social outcomes.
- Include Sexually Transmitted Infections.
- Discuss consent, safety, pregnancy, etc.
- Consider talking about types of sexual activity.



# HIV Activity

Circle the Activities that can Spread HIV



Hugs



Playing Sports



Sex



Holding Hands



Sharing Needles



Breast Feeding or  
Chest Feeding (from  
a person with HIV)



Birth  
(if the birthing  
parent has HIV)



Swimming



# TIPS FOR LEARNERS WITH HIGH NEEDS

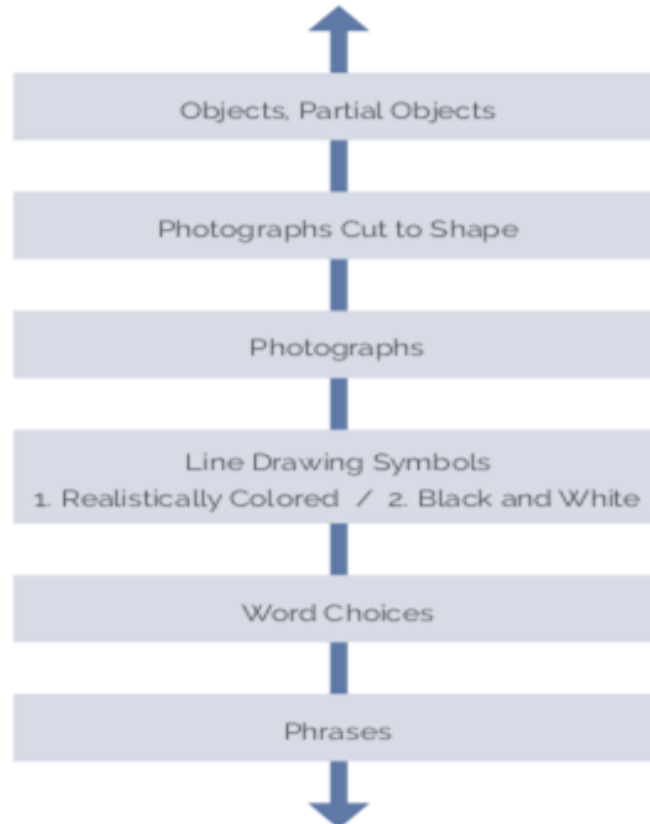


# Key Strategies for Learners with High Needs

- Speak less, wait more, and use visuals.
- Use kinesthetic learning or tactile learning activities.
- Assume ability.
- Make a connection to self.
- Use shared language with all staff, families, etc.
- Communicate with parents/caregivers often.

# Hierarchy of Visual Supports

Most Concrete and Easiest to Understand



Most Abstract and Difficult to Understand

# Visual Supports 1

## Images for Comprehension:

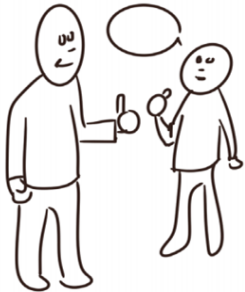
- helps define the concepts being taught.
- are used when teaching lessons.
- include line drawings, photos, etc.
- video supports

## Images for Communication:

- give people a voice for consent, safe boundaries, etc.
- need to be taught.
- can be uploaded into communication device.
- include communication boards or cards.
- are taught during lesson, used after lesson.
- need to be practiced.

# Line Drawings/Photographs

Using Kind Words



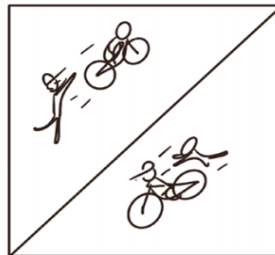
Giving Compliments



Asking for Consent



Taking Turns and Compromising


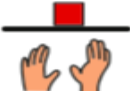









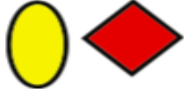

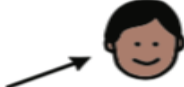





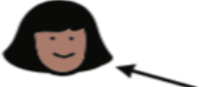


















# Video Supports

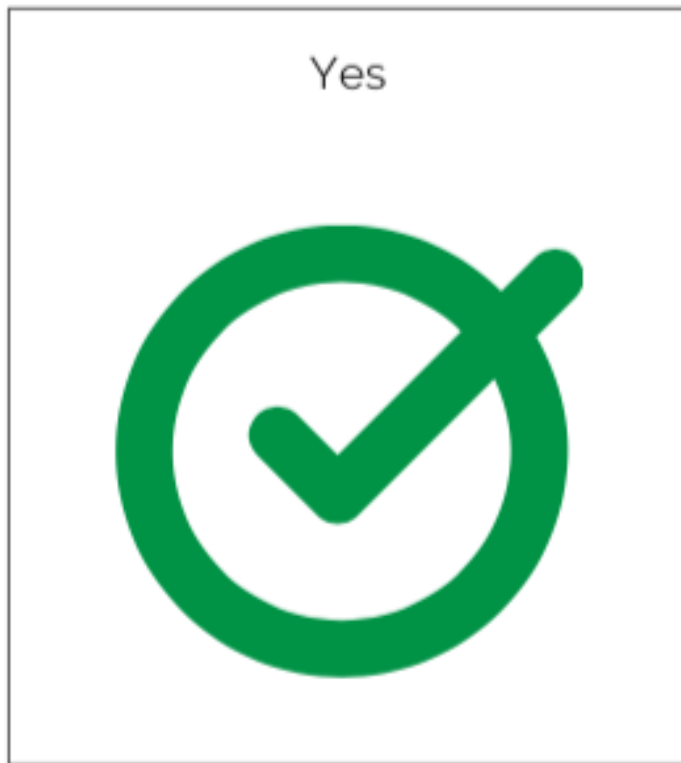


# Communication Boards

## CORE COMMUNICATION BOARD

Like 	Want 	Get 	Make 	Good 	More 
Not 	Go 	Look 	Turn 	Help 	Different 
I 	He 	Open 	Do 	Put 	Same 
You 	She 	That 	Here 	All 	Some 
It 	They 	In 	On 	Can 	Finished 
Where 	What 	Why 	Who 	When 	Stop 

# Communication Cards





# Consent Practice

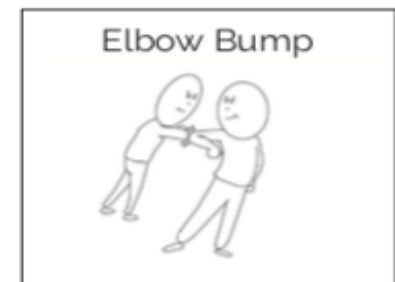
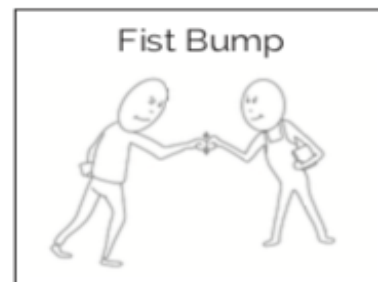
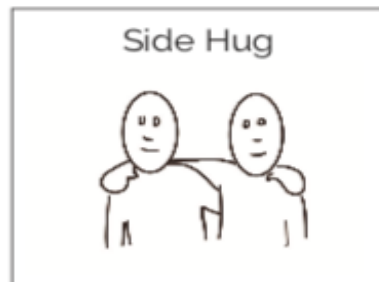
## SENTENCE STARTERS:

Is it ok if I give you a \_\_\_\_\_?

Can I give you a \_\_\_\_\_?

May I give you a \_\_\_\_\_?

## TOUCH OPTIONS



# ANSWERING DIFFICULT QUESTIONS



# Responding to Questions

1. Affirm the learner. “That’s a great question!” or “I get that question all the time!”
2. Identify the motivation and type of question.
3. Correct any misinformation and answer the factual parts of the question.
4. Explore a range of values. “Some people believe \_\_\_\_\_, while other people believe \_\_\_\_\_.”
5. Refrain from stating your own values. (Always think about what/why/how much you share about yourself.)

*Adapted from Foundations: Core Skills Training for Sex Ed presented by Planned Parenthood*

# Underlying Motivations and Types Of Questions

1. Information and/or clarification (getting the facts)
2. Am I normal?
3. “Shock-Value” or “Can I get you?” questions
4. Permission seeking
5. Values based
6. Personal questions

*Adapted from Foundations: Core Skills Training for Sex Ed presented by Planned Parenthood*

# Sample Questions From Students with Developmental Disabilities

How old do you have to be to have sex?

Can I have sex with animals?

Is it normal to masturbate?

Can I kiss people who work with me (PCAs, Paras, etc)?

Lots of different questions about how to get pregnant or how do I know if I am pregnant (there is a lot of confusion about this topic).

Students will often try to ask you personal questions about your own life; such as how did you get pregnant?

# TRAUMA-INFORMED INTERACTIONS



# Tips for Approaching Interactions with a Trauma-informed Lens

- Most people have trauma.
- Acknowledge global trauma.
- Give choices.
- Don't force or get into power struggles.
- Expect the unexpected.
- Use calming strategies.
- Make meaningful connections.
- Be patient.

# Tips for Inclusivity

- Don't make assumptions. Ask people what kind of language and labels they prefer.
- Consider that someone may be approaching a situation from a different mindset than you – culture, religion, language, and more
- Speak up if you notice someone or a perspective being excluded.
- Consider multiple learning styles and abilities.



# MORE SUPPORT



# Minimizing the Risk of Sexual Violence Self-Paced Course

Code: curriculum

\$25



FOR DIRECT SUPPORT PROFESSIONALS:

## MINIMIZING THE RISK OF SEXUAL VIOLENCE

SELF-PACED COURSE



Staff Training: Minimizing the Risk of Sexual Violence

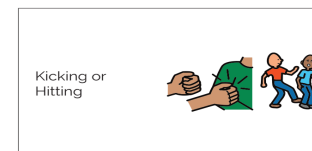
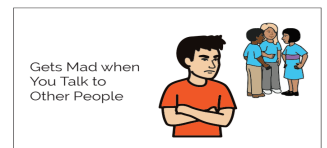
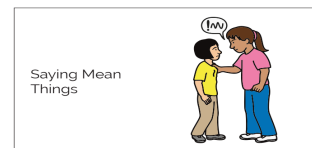
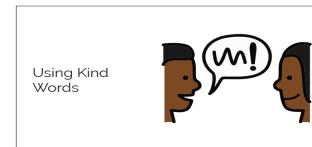
# Self-Paced Courses

- Courses that can be used in the classroom, employment settings or at home with families
- Flexible pricing
- Topics:
  - Healthy Relationships, Boundaries, Safety
  - Puberty
  - Gender & Sexual Orientation
  - Reproductive & Sexual Health

# Open Conversations

- designed for families and schools to teach kids about bodies, boundaries, consent, safety and healthy relationships
- appropriate for preschool-third grade
- coloring pages, activities, social stories

Healthy Behaviors	Unhealthy Behaviors



# Family Discussion Guide and Workbook



FAMILY DISCUSSION GUIDE

# How We Can Support You!

- MHW Newsletter – tips, tools, resources
- Quarterly Educator calls (FREE)
- Quarterly Caregiver calls (FREE)
- Educational Tools in our shop
- Sexuality for All Abilities Book
- Consulting
- Additional Training

**Sign up for our  
newsletter.**



# Reflections

- What is one idea or strategy you learned today that you want to implement?
- What concerns do you have about supporting people with disabilities, and their parents, support staff, etc.?
- What are you excited about or looking forward to?

# QUESTIONS????





# Contact Us! 😊

## **Katie Thune**

Educator, Speaker, Author

[katie@sfaabilities.com](mailto:katie@sfaabilities.com)

[www.madhatterwellness.com](http://www.madhatterwellness.com)

612-524-8364

## **Kim Rossow**

Parent/Caregiver Education Specialist

[kim@sfaabilities.com](mailto:kim@sfaabilities.com)

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