



**Saturday, August 3, 2019**

**Breakout Session B7 • 1:30-2:30 pm • Grand Ballroom A/B**

## **Sex Hormones, Puberty and Teaching Safe Sexuality**

**Kasee Stratton, PhD, Mississippi State University**

**Jeremy Kirk, MD, FRCPCH, FRCP, Birmingham Women's and  
Children's Hospital UK**

### **Presenter Information**

Dr. Kasee Stratton is an assistant professor in School Psychology at Mississippi State University, as well as a licensed psychologist and nationally certified school psychologist. Dr. Stratton has been involved with the CHARGE community and conducting research for 15 years and is the director of the Bulldog CHARGE Syndrome Research Lab at Mississippi State University. Dr. Stratton's clinical work has been with children and adolescents with a wide range of developmental disabilities and significant behavioral concerns. She is currently the Co-Director of the Autism and Developmental Disabilities Clinic at Mississippi State University where she supervises and provides services from an applied behavior analytic perspective enhancing skills (i.e. communication, social, behavioral, adaptive skills) and minimizing problem behaviors.

Prof. Jeremy Kirk is a Consultant Pediatric Endocrinologist at Birmingham Women's and Children's Hospital, with a special interest in growth and pubertal disorders. He has published chapters in the US and German CHARGE books as well as online resources in the UK. Jeremy has been the Medical Advisor to the UK CHARGE Syndrome Family Group and has organized a number of national conferences. Jeremy also established the first UK national pediatric and also adult multidisciplinary CHARGE clinics in Birmingham, plus national screening for CHD7.

### **Presentation Abstract**

All you ever wanted to know about sex hormones, preparing for puberty, and sexuality in CHARGE! Prof. Kirk will cover the current and potential future therapies to optimize puberty and also prevent long-term issues, such as osteoporosis. Dr. Stratton will present on the development of sexuality from identifying body parts to preparing for masturbation. Specific resources will be provided to guide educators, parents, and other professionals navigating sexuality from a young age through puberty.

### **Learning Objectives**

- Participants will leave having gained knowledge of the broad topic of puberty and also sexuality and that teaching begins very young.
- Participants will gain knowledge in the direct teaching of body parts, modesty, independent showering, preparing for menstruation, and preparing for masturbation.
- Participants will leave with skills to teach their child about puberty and safe behaviors.

# Teaching Safe Sexuality

Kasee K. Stratton, Ph.D., NCSP  
Associate Professor, Licensed Psychologist  
Director, TK Martin Center for Technology and Disability  
Mississippi State University

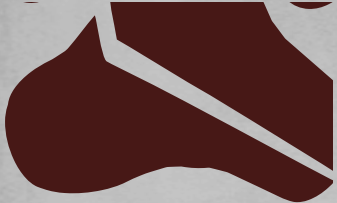


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# BULLDOG CHARGE SYNDROME RESEARCH LAB



## RESEARCH OPPORTUNITY!

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# Sexuality

Sexuality education with learners with ASD is often regarded as a “problem because it is not an issue, or is an issue because it is seen as a problem.” (Koller, 2000, p. 126).



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# Where do we begin? And WHY?

*“Not teaching a child about sexuality and how to express natural urges in a safe and appropriate manner denies a big part of what is essentially human.”* (Moss & Blaha, 2001).

Embarrassing moment or teaching moment



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# Education is necessary

- Do NOT learn incidentally about sexuality issues.
- Misinformation from peers
- Parents nervous/reluctant to have conversation
- Inadequate school-based instruction



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# Importance

- Enter adulthood behind with sexuality knowledge
  - Communication gap
    - Idioms, innuendos
  - Modeling loss
- Lack basic sexual information
  - Gap between hearing and Deaf college students—widest gap with anatomy and physiology

Swartz (1993)



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# Importance?

- 2-4 times higher for sexual abuse
- Often repeated and will go unreported (Stinson, Christian, & Dotson, 2002)

References: National Center for Abuse and Neglect

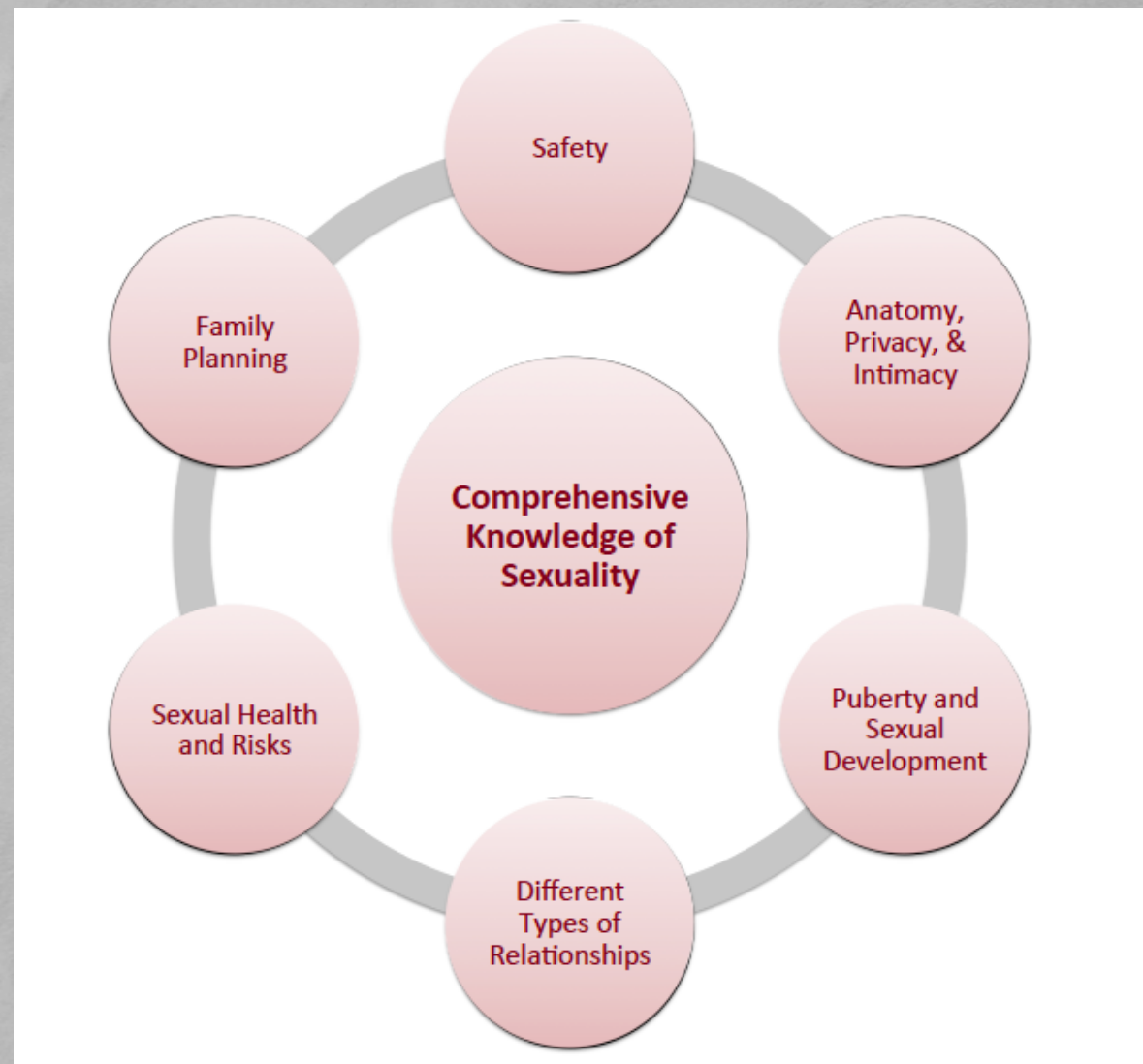


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# Goals

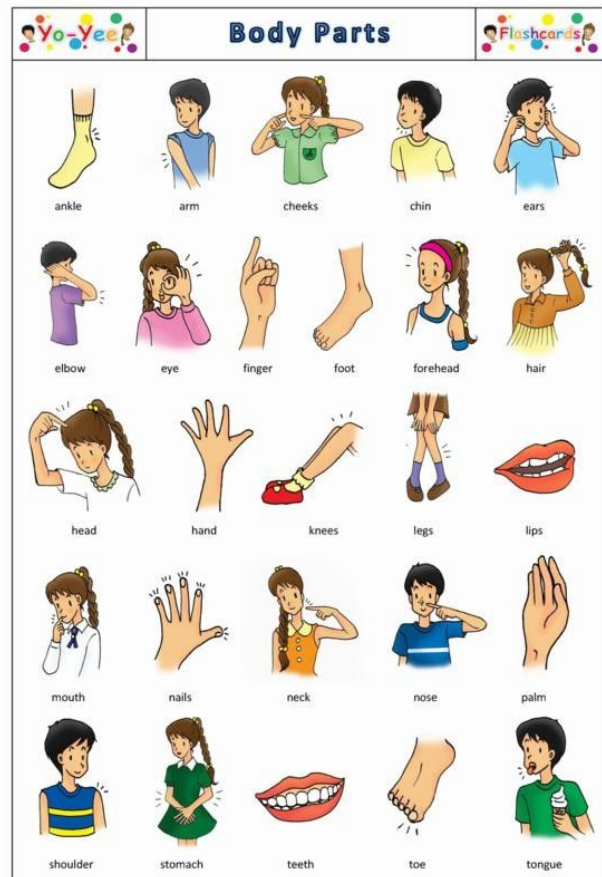
- Begin teaching EARLY!
  - 6 month
  - 1 year
  - 5 year
- 
- Is the location (environment) appropriate?



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# Knowing my body



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# Body Parts

- Use daily teaching when appropriate
- Begin Early
- Be Specific
- *Recommendations:*
  - Books
  - Bathtime
  - Mr. Potato Head
  - Photo and body practice

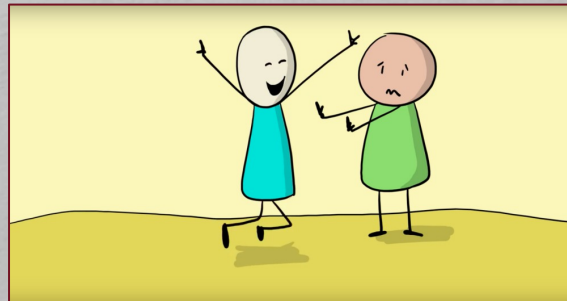


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# Establishing Personal Boundaries



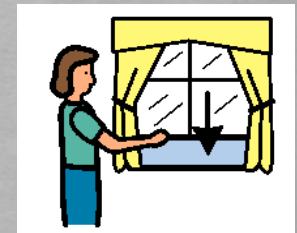
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# Personal Boundaries

- Establish a pattern of behavior.
  - More difficult to change highly established behaviors
  - Identify examples of safe and not safe hands
- Model Modesty
  - REQUIRE modesty from teachers, physicians, etc.
  - Opportunities for practice
  - Teach for the environment
  - Be explicit



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# Boundaries

- Should be familiar with staff, teachers, etc.
- Discuss areas of the body that are safe to touch to identify others
  - Forearm, hands, back
- Discuss boundaries of staff with your child
  - e.g., Assist during toileting and no other time
- Practice identifying private vs. public places



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# Establishing Boundaries

- State specific people who can see the child without clothing
- Who can assist with baths?
- Examples of private and not-private
- Prep for physical examinations



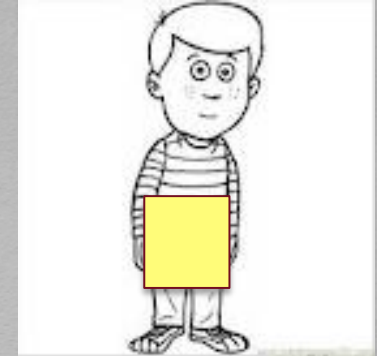
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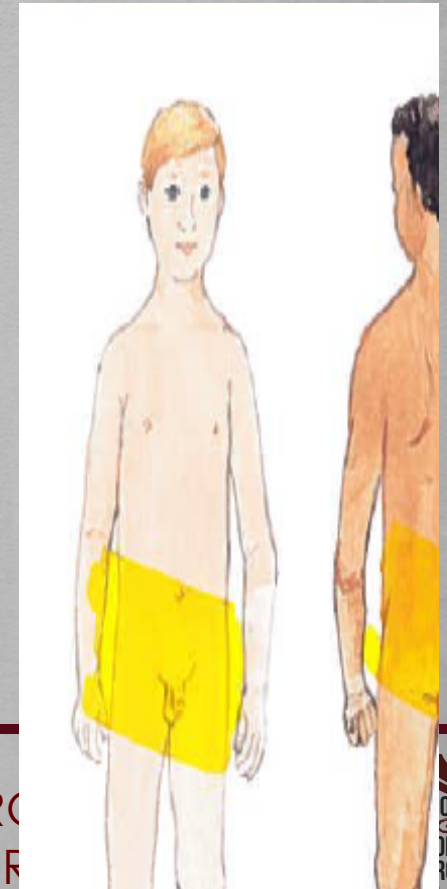




# Safe Hands



- Use a consistent vocabulary
- Forewarn your educators
- Perseverative touch; redirect when able and address with a formal behavior plan





# Hugging Social Story



All About Hugs



Hugs feel good!



Hugs are a way to show love



Hugs are a way to show concern



Hugs make me feel happy!



Is it okay to hug anyone when I feel like it?



What is the rule?



The rule is NO! First I must ask



Ask: Can I give you a hug, please?



Wait for the answer Yes or No



It is okay to hug Mom or Dad



Is it okay to hug at school?



No hugging at school



I DO NOT HUG my friends



I DO NOT HUG my teachers



I respect personal space



I CAN wave or say hi



I CAN high five



I CAN shake hands



Good! Now I know what to do



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# Kissing Social Story

			
Who Can I Kiss?	Kissing is touching	I can kiss my Mom	I can kiss my Dad
			
No kissing at school	I will not kiss my teachers	I will not kiss my friends	I will not kiss the girls at school
			
When I kiss people at school, they get mad at me	When I kiss people at school, they get upset	I need to respect personal space	I need to show I can be a good friend
			
Some touches are okay at school	I can high five	Or I can wave and say hi	I can tap someone on the shoulder
			
I can shake hands	I will follow the "no-kissing" rule at school	I will do my best to follow the rules	I feel proud when I do my best

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# Personal Boundaries

- How do introduce yourself to others
- Cultural expectations
- Place out hand
  - “Count down” handshake
- New Settings
- **Age-Appropriate**



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# Hygiene and Personal Care



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# Hygiene and Personal Care

*“A critical component of social and sexual maturity is attaining independence in basic self-care tasks.” -AAP*

- Intervention Options: direct instruction, formalized cues, and reinforcement system
- Hygiene Kits (shower, shaving, dental, wash face, morning routine)
- Clothing and Hair: Acceptable to peers, age, socially appropriate?
- Add to your child's yearly goals at school



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# Showering/Bathing

- Assistance- *Did you ask for permission?*
- Use of and amount of soap
- Forgotten parts
  - Neck
  - Back
  - Feet



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# MENSTRUATION



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# Menstruation

- Sanitary Pad Compliance
  - Practice, Practice, Practice!
  - Visual scripts (placement and changing)
  - Reinforcement
    - Hygiene
- Choices
  - Sanitary pad type
- Add to IEP



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# Menstruation

- Prepping for School
- Medications
- Keep record of periods



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baby



Once, I was a baby.

little girl



Then, I was a little girl.

big girl

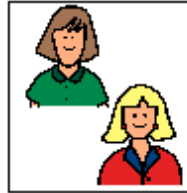


Now, I'm a big girl.

woman



Soon, I will be a woman.



Big girls and women have a period that comes once each month.



When I have my period, I will see blood on my underwear.



I will need to wear a sanitary pad inside my underwear so that blood does not get on my clothing.

7 days

When I have my period, the blood flow will last about 5 - 7 days.



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I will need to change my pad several times during the day.



I will go to the bathroom, wrap the dirty pad in toilet paper, and put it in the trash.



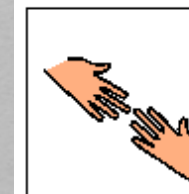
I will put a new, clean pad on my underwear.



If I start my period at home, I can tell Mom or Dad.



They will go to the bathroom with me.



At home, my Mom and Dad will help me.



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# Examinations

- The American Academy of Pediatrics supports having a trusted caregiver present for examinations if the individual provides consent to do so (Murphy & Ellis, 2006)



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# MASTURBATION



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# Masturbation

- Prerequisite Skill #1:
  - Does your child understand the concept of “wait”?  
“Later when we get home”
- Prerequisite Skill #2:
  - Teach public versus private



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# Masturbation

- LOCATION, LOCATION, LOCATION
- Use of anatomical models
  - Redirects; Use of a timer
  - Social Story; Visual Script
  - Reinforcement Systems!
  - Be cautious of items used for humping
  - Gentle touch



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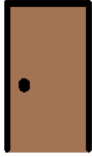
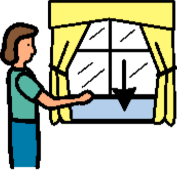


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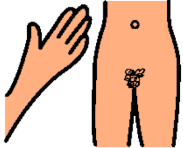


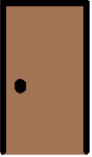
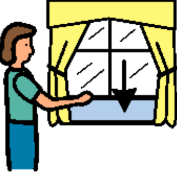
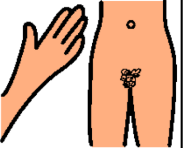





# Masturbation



						
<b>Private Time</b>	<b>Go to Bedroom</b>	<b>Ask siblings to leave</b>	<b>Close the door</b>	<b>Close the curtain</b>	<b>Touch gently</b>	<b>Wash hands</b>

						
<b>Private Time</b>	<b>Go to Bedroom</b>	<b>Ask siblings to leave</b>	<b>Close the door</b>	<b>Close the curtain</b>	<b>Touch gently</b>	<b>Wash hands</b>



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# Nocturnal Emissions

- Commonly begins between the ages of 13 and 17
- Make connection to other changes
  - Hair growth, growing taller
- Preparation for independence
  - Changing sheets, cleaning



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# Sex Education?



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# Sex Education

- Education and intervention for sexuality allows the individual to knowledgeable to make informed decisions to promote sexual identity and sexual safety (Getch et al, 2001)
- Consult with your IEP team early



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# Final Notes

- Begin education early
- Physicians and educators must know that sexuality education is primary part of your child's goals
- Instructional strategies may require the use of concrete materials and tactual exploration.



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# Resources

- OHOA: Sexuality Module
- Moss and Blaha Sexuality Education
  - <http://documents.nationaldb.org/products/sex-ed.pdf>

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