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INSTITUTE FOR COMMUNITY INCLUSION - UMASS BOSTON
WHAT, WAIT! YOU WANT ME TO TALK ABOUT SEXUALITY?
HEALTHY RELATIONSHIP BOUNDARIES ARE IMPORTANT FOR EVERYONE
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Live captioner standing by.

>> People are starting to enter the webinar room. Welcome. We are just getting our last minute bits together here while we prepare to begin. I just got it started because I saw people were waiting to get into the room. So I will give a quick welcome and let you get started.

So welcome, everyone. My name is Rebecca Lazo, I'm the knowledge translation association for Think College. Hold on, I forgot to start the recording. We will take a human break here for a second. So anyone not familiar with Think College we are a national organization dedicated to developing expanding and improving inclusive higher education for intellectual disability. We also provide technical assistance. We produce a lot of resources and promote post secondary opportunities for students with intellectual disabilities whenever possible. I'm happy today to introduce our webinar. What, wait, you want me to talk about sexuality. Healthy relationship boundaries are important for everyone. This webinar is presented by Katherine McLaughlin of elevated training. I speak for all of us when I say thank you for being here today. Anyone new to Zoom which I'm not sure anyone is new to Zoom any more, if this is your first time with Zoom you should be able to hover over the screen to see a black bar on the bottom allow you to chat or ask a question. And to be

able to take our polls when they come up. If you have any questions throughout the webinar, feel free to use the chat, use the Q&A. I can provide some technical assistance. Catherine has built in times throughout our webinar to answer questions. And there will be some time at the end. So unless it's really critical to a very specific thing that she is saying at that time, we will hold questions until she is ready.

As you know because I said so the webinar is being recorded. Also available today if you would like to access are the live captioning. I put a URL in the chat box that you can click on to get live captions. If anyone would like to follow along with handout or access any other handouts, Catherine provided a couple of different things and we are doing a new one pager for each webinar that we produce or that we share. That is posted as well on this Think College link I just shared.

I think.

Maybe we will do this first poll before we begin with and this will help Catherine to see who is here today. If everyone that is here could take this poll quickly and let us know if you have attended a Think College webinar before and who you are. How you would describe your role or what your perspective is today. That will help all of us to know who is here if anyone feels moved to say hello in the chat box, you can do that as well.

Okay, Catherine, do you want to say hello while people are taking the poll and I will close that out

>> So I am Catherine. I have been a sexual trainer for 25 years and I have a specialty in talking about sexuality with people with intellectual and developmental disabilities. As Rebecca mentioned I own a small business, elevated training and we provide education and resources to self-advocates, parents, staff, professionals around addressing sexuality I created a curriculum -- I will tell you more things at the end. I have a curriculum that I use with people with disabilities and it's a comprehensive curriculum with a lot of different lessons in it. But just to tell you, doing these webinars, I always enjoy them because I get a sense of what's on people's minds. And, you know, it's nice to attend them because you can kind of relax and listen and grab some new ideas or thoughts from these webinars so it's great to be here. I'm going to share these results so we

can see who is here today. Looks like mostly folks from higher ed programs or higher ed institutions and then some faculty and parents. And I will be here if anyone needs anything and otherwise we will turn it over to Catherine.

>> Thank you, Rebecca. So what I'm planning to focus on today is healthy boundaries and people that I worked with that are part of the Think College program talk about some of these as being issues around being on a college campus and how do you help people have healthy relationships and understand boundaries and those sorts of things. So we will focus on that. When -- the title is what way you want -- what, wait, you want me to talk about sexuality? And just to define it first because when we ever -- whenever we hear sexuality, we think it means intercourse or sex immediately and that's a piece of it but not all of it. So I'm talking about sexuality means that it really is about intimacy connection and belonging. It's about relationships both friendships and sexual relationships. It's about how we feel about our gender, our gender identity and our sexual orientation. It's about how we feel about others and ourselves and how we relate to others and ourselves. And it's about sexual expression and behavior as well. So a lot of people that I work with end up calling their sexuality education relationship education because it really is about relationships and yourself and how do you interact with others and that's a piece of it but not all of it. So it's a total of who we are, what we believe and what we feel and how we respond. Our sexuality is a big part of who we are.

So some of my work as I mentioned creating this curriculum is I have done a lot of work with self-advocates and in particular Green Mountain self-advocates in Vermont. And when I first started doing this work, I asked them, why do you want and need to learn about sexuality? Why should we create a curriculum and provide classes. And this is what they said. So we can learn to have healthy relationships. So we aren't lonely. So we are able to make informed choices. So we can pick the right person. For help with the toughest part of the relationship making it last. So we can be safe. Because we all have desires and needs and that's okay. And so people know their rights. So we can be sexual self-advocates and not just self-advocates. And a lot of the self-advocates say that it's easier to be a general self-advocate to advocate for getting your own apartment or attending a Think College program or getting a job. When they bring up relationships or sexuality and wanting to date or wanting privacy, they get a different kind of a reaction. And so

the curriculum and a lot of what I focus on is being a sexual self-advocate. How do you do that.

Green Mountain self-advocates define it -- they have a longer definition but in general it's speaking up for yourself sexually. Getting information. Like finding out about sexuality and relationships. Taking a stand. Saying to whom ever this is my choice. Stating your sexual limits and desires with your partner, respecting others, limits and desires. Starting to do what you want with relationships. And I think the general population we assume that eventually everyone will be in some kind of a relationship down the road. Maybe not everybody, but we sort of assume that most people will. And there might be a disagreement between parents and kids about when that should start, but in general people look at their children and think of them as sexual beings that are going to be in relationships at some point. But for people with disabilities there is often not that same assumption and it's actually the reverse. The assumption is that they won't be in a relationship.

Sexual self-advocacy is twofold. One, speaking up for wanting to be in a relationship or wanting privacy or wanting to take a sexuality education class. But also within a relationship. How do you speak up for yourself as well. So it's sort of two parts. Where we don't see it that way so much when we are talking about the general population. So that's just some thoughts about why it's important and then what sexual self-advocacy is and what -- this is like a focus is going to be in the next hour and I will -- like Rebecca said, I will stop about a third of the way through and see if there are any particular questions and another third and then at the end we will have time for questions as well.

So we are going to start off by discussing the benefits of providing sexuality education. And also we will look at tips and tools for answering questions. So even if you aren't teaching a sexuality education class, a lot of people in higher ed and in high schools get questions from people with disabilities about sexuality so how can you answer questions. And then we will talk about some activities that I use and these could be used one-on-one or teaching a group. But just some different kinds of activities and how to focus that people tend to be -- can be sexually healthy and also as I'm sure you know there are some negative consequences of not getting sexuality education so we are trying to avoid that as well.

This first chat question, if you don't mind writing in the chat box, like, what are you seeing are some of the consequences of a lack of sexual education for people with intellectual and developmental disabilities. What are some of the things you are seeing because there is a lack of education? So I will give you a minute to throw out some ideas.

>> There are some people, good.

>> Very vulnerable to attention from their preferred sex. Confusion between friends and boyfriend. Unexpected pregnancy. Sure. Yeah. So that vulnerability and maybe not understanding different kinds of relationships. Not being able to recognize when something may be abuse. Absolutely. Discomfort around the topic. Misunderstanding of what things mean. So a lot of sort of negative consequences about because of the lack of sexuality education.

What about this next chat box? I didn't mean to move that. Why do you believe this is important? With a benefits have you seen when people do have information about sexuality with developmental disabilities. Have you seen positive things when people do learn more self-advocacy. Absolutely. Being able to speak up for what you want and need. May consent to something when they didn't mean to. Knowing more what we are consenting to. Talking freely about issues going on. You see people getting more comfortable with the topic and talking about it. Yeah. Yup.

So what we are going to look at next is just a poll and this, Rebecca will bring the poll up. These are two questions. They look similar but are different. What is the primary message that you received from society. Medical or your parents. Around sexuality. And then the second one is, what is the primary message you think people with intellectual developmental disabilities receive? So first is what did you receive growing up? And then what do you think they received. And there is a poll so there are different options. So you can click on whichever one feels closest to the message you received. So give that a minute or so to load up. Give it a little more time because there is still some more coming in.

So I think we are pretty close. A couple more coming in. But you can really see sort of in general a lot of people receive negative messages about sexuality. You can see you will be taken

advantage of if you don't talk about it. There are more positive messages. It's saying here that 56% of the people said they actually had a positive message about it being natural and a healthy part of one's life. And then when we look at people with developmental disabilities there is much more of the negative and really like you are not a sexual being so very similar to what I was talking about earlier, that message of you don't need this information. We are not going to give you this information. Or also being really fearful, too. And you are going to be taken advantage of. And you shouldn't talk about it. This isn't for you. So you can see sort of that difference that people without -- I mean, some of you may have disability yourself, but sort of that difference between the general population and then people with intellectual and developmental disabilities. There is just a real difference in the messages that we receive.

Thank you all for participating in that. So we did that. And the poll. And I will start off with giving you a few tips talking about sexuality. And in general one of the things that I think is really helpful for anyone but in particular people with disabilities is giving positive messages. Not the ones that you checked off like you aren't a sexual being and you don't need this and you will get taken advantage of. That fear stuff. So we can give positive messages and many people with disabilities experience those messages as really like the first time they've gotten positive messages and like, wow, I am a sexual being? Wow. And they are very impactful. So giving positive messages.

I think another thing is using inclusive language so our language matches the variety of sexual orientations that there are. Gender identities. So we might say things like partner versus boyfriend girlfriend. And sort of assume heterosexuality. So being inclusive. Also makes your response much more effective and many people with disabilities or without who are considered a sexual minority feel invisible oftentimes when the topic of sexual comes up. The more we can be inclusive in our language, the more it will be including everyone.

You don't have to know all of the answers. It's okay to look things up. We put a lot of pressure on ourselves to know a lot about this topic so it's okay not to know it all. It's okay to feel embarrassed. Half of the group felt that they got positive messages, but I think the other half it was much more sort of don't talk about it. Sorts of messages. So it's okay if you feel uncomfortable. Many of us didn't have good role models

around us. It's okay to answer questions later if you are in a place where it's a public place and it's a private topic and you need to look something up like I mentioned earlier. And then you also want to be sure to just give facts and not our values and opinions about things, but to really help people with developmental disabilities figure out what they think is right for them and what their values are. So I often say we give facts and a range of opinions. So I might say something like, some people think this and some people think this. What do you think? I'm not telling my values but I'm giving some options that people can say, oh, yeah, I believe this one or I'm somewhere in between.

Of course, I'm sure you know we want to be concrete and that means that we have to be very, very detailed. And sometimes really graphic as well in our sexuality education so we are clear that people understand what we are saying. Somebody mentioned in the chat earlier like sometimes the terminology, people don't know the terms. And so being really clear about what the terms mean is really important. A lot of reputation as you know is a useful tool. Working with this population. And then also the media, we can use the media. It's here to stay so how do we talk about sexuality and use it as a tool? I give this example there is one soap opera support group that was held at a developmental disability agency and that's how they -- they watched soap operas and talked about relationships afterwards. Sometimes even using something that's not the person so they don't have to talk personally necessarily, but like a scenario outside of themselves as a way to learn. Especially a sensitive topic like this.

Those are tips and then what I would like to do, too, is break it down by the types of questions you might get. So if you get factual how to kinds of questions you can answer one way. If you get values and opinions you can answer another way and then you might get personal questions as well. So we will talk about the facts how you answer factual questions.

Before we do that, the values piece, what we want to do is give it back to them. Not say, yeah, no, you shouldn't have sex now. Well, what do you think? What would be important to you to feel ready to have sex? What do you mean by having those kinds of conversations. We are really rolling it back to them. Personal questions we want to create the professional boundary and say that's personal information. And sex is private. But we can also sort of make an assumption or say something along the

lines of, sometimes when people ask personal questions they are just kind of curious like how often do people have sex or something like that. You can say is that what you are learning about? Do you have questions about this? And it gets it away from you. But keeps the conversation going.

I will show you a model that's helpful to use in answering questions about sexuality. And I say this to parents and also professionals that you can use this model. When I was talking earlier about values, that's really for professionals. Parents can tell their values all they want. You don't have to hold back on your values. It's important to share your values with your children. So just to make that distinction there. This model is used for both, professionals and parents.

So the first thing you want to do if you get a question is reassure a person it's a good question to ask. So, you know, that's a good question and gives a positive message. You find out what the person thinks or is asking. So maybe it's -- what do you mean by that? Or where did you hear that? You are doing a needs assessment. Or what do you think that is. It helps you kind of get the context around the question and why they might be asking and what they might already know. It gives you a little bit of time to sort of know what you want to say as well. And then the next piece is decide what message you want to give. It might be something like it's normal for that to happen. A lot of people have questions. It's okay to be curious. Whatever the message is that you want to give about that. And then you answer the question simply using -- it says correct vocabulary. I would say medical terminology so that people know the medical terminology. It empowers people to know what their body parts are. And what all of the things mean. They are less vulnerable when they have more information. So we also then want to encourage the person to give us feedback so we can say that makes sense or tell me what I just told you to kind of check for learning.

So that's just a tool that you can use and my experience when I share this with parents and professionals is this is useful because you slow down a little bit and you are giving positive messages and it's okay to say, you know, I don't know and I will get back to you and that's absolutely okay. You know, as a complicated question. Let me think about it and I will get back to you.

That's a tool for answering questions. But a lot of what I want to talk about is teaching healthy boundaries. And before we start that, I want to see if there are any questions so far on that model and talking about sexuality. Anything that you -- anything that you -- questions at this point or I can just keep going.

>> Catherine, we are have one question. Someone is saying that she is concerned about her daughter misunderstanding sort of where the status of a relationship when she is in one. Sometimes there is a huge difference in the understanding of what is being discussed. My daughter and her boyfriend had not kissed. She told her typical friends they were going to do it. She didn't understand that when they were warning her not to get pregnant and telling her not to do it. So the question is, how do you convey -- how do you talk to a person with disabilities to make sure they are talking about the same thing. So when the two people in the relationship or when their peers are talking with them, it sounds like this mother would like to know if you have advice on how to make sure everyone is talking about the same thing when they say "it" or having -- things like that.

>> Yeah. I mean, I think really talking about the different sexual behaviors that two people can do together. And being clear about what those are. Kissing. When people put their lips together and kiss and maybe they use their tongue. Touching each other's bodies is another way that people are sexual with another partner. You can talk about oral, anal, vaginal sex and be clear about what those all mean and probably when people say "do it," they usually mean vaginal sex so the penis goes into the vagina. It could mean something else. I think in this case it did mean that because they were talking about pregnancy. So then you can talk about the different sexual behaviors and you can always say, you don't have to do any of these. There is no rule that you have to do all of this. You get to decide what's right for you. But vaginal sex you could get pregnant and then you could say and the other, oral, vaginal, you can get a sexually transmitted infection. And it's being really honest about all of these different behaviors. And as a parent, you can put in your values, too around some of these behaviors and what you believe part of a healthy relationship for when somebody might be ready for this as well. Hopefully that answers your question somewhat. Ask more if it didn't.

So just really talking about healthy boundaries. So how to

speak up if others are violating your boundaries or bothering you. How do we speak up as individuals when someone is crossing that line. And then also how do you avoid violating other's boundaries and bothering them? I know stories of a young man in a higher education program that has a crush on someone and then follows them around campus all the time. And gets accused of stalking. So how do we know what's okay and not okay to do when we feel an attraction to someone as well.

We will start off really looking at what are the different types of relationships that there are and how you relate to each type. How do you touch in those relationships. What kind of information do you share in those relationships. So really start seeing the boundary -- the healthy boundaries. What are the different relationships and how do you touch people in those as well as what you talk about with them.

So often I will say, you can say this to your own child or someone you are working with that relationships are between two people. Sometimes you talk to one another and interact. We talk and interact differently depending on the relationship. And I might ask can anyone name a different type -- a different types of relationships. And people will say, oh, like my sister. Okay, like family. And a teacher. Yup. Exactly. A professional. And people will give me ideas. Then I will put them into these different types of relationships. You might be familiar with the circles, sort of the similar idea around -- your purple space is you and then there are people that are close family and friends that are the next level. And then you hug them and then a little further out are casual friends and acquaintances. It's very concrete the circles program and this is a similar kind of approach.

So I use photos and talk about, well, what kind of a relationship is this? And how do you know? I might show this. And say, of all of those relationships, what kind of relationship do you think this is? Why do you think it? How can you tell? Just explore, yes, they are close and they look comfy and safe and they seem to really care about each other. They are smiling. Those are ways that tell us that they are really close and they are literally really close by the way they are touching.

Then the next one might be a picture like this. This is casual friends. This would be some of the students in your classes. You are part of a group and there is something called

an acquaintance. You know them, but you don't know them really well like close family and friends. So they are more casual friends. Part of your classes.

And then another important role is helping professionals because there are stories of people with intellectual disabilities were lost in a park around where I live and people were calling out this young boy's name trying to find him and he was lost and he didn't answer because they were strangers. So just making sure we know there are people that we don't necessarily know that can help us. And that's different than a stranger.

And then strangers. They aren't looking at each other. How do we know? They aren't looking at each other. They are pretty far apart. Not interacting. Where they are sitting. And so those are the different kinds of relationships and then this last one is a sexual romantic relationship. So this is one that they are a couple. They are romantic probably, perhaps. Sexual we don't know to what degree, but they are definitely in a sexual romantic relationship. You can see him kissing her right now. Those are the different kinds of relationships. Then it's like, who do you know in these different relationships. Being clear the -- they are not friends, not helping professionals. You wouldn't ask out a helping professional. And then we also move into the different types of talk and touch related to these. Let me pull up -- I'm going to pull up the handout that came with this as well. So this handout -- screen sharing has stopped. Let me share my screen again.S. Just to point this out, this is one of the handouts that I provided. So close family and friends you hug and people can identify who those people are in our lives. And we talk about public and private topics. Private topics only in a private place. You wouldn't talk about them in the grocery store which is a public place. And we can talk to our mom. Our really good friends about private things and then we will talk about what that means. Casual friends and family we high-five. We fist bump. We shake their hands. And we talk about public things.

Healthy professionals, same kind of touch. But we talk about public things unless we are with a doctor or nurse and in a closed exam room. A lot of times private things are about our bodies. They might be about sexual things. And those are something you can talk to close -- your close family member or maybe a close, close friend or a helping professional.

Strangers, there is no touching between stranger and you talk about public topics. And then romantic sexual relationships you can kiss. You can hold hands and there are a lot of different ways that people are sexual with one another when they are in a sexual romantic relationship which you always need to get permission from the person. You also talk about public and private things so you can talk about public things and public and private places and just private things in private places. That's another person you might talk about private things with. A partner.

So that's a useful tool and I do have on my website a -- a bunch of videos that you can use as well of the different types of relationships. So let me move back to the PowerPoint.

Another important topic is privacy. So this is when -- so what is public and what is private? Public is when other people are there or might be there. It's a place where people go in and out and there are certain ways of speaking and touch that are okay to do in public but not all. So I just showed you that handout. So we are talking about public places, private places and public ways we talk and public -- and in public and ways we talk in private as well. I'm going to bring up another handout that I also included. And this is really just looking at different kinds of -- like is what public and what is private so you can find out -- like what are public things you know about. You can ask your child. Ask someone you are working with. I'm really clear that Facebook, Instagram, and Twitter are all public places. Even though we talk about privacy settings --

>> Sorry to interrupt, your screen is think is frozen because we are still looking at that handout, that first handout you were showing us. So you may -- you may need to stop sharing.

>> I will do that again, okay, hold on. Maybe people have this one already as well. Here we go. This should work. Do you see it now? Public and private?

>> Yes.

>> Great. So here is public. You can talk about that. What are things you can talk about in public. Greeting people. Weather, work, public events, movies. Those are public things to talk about. And the way you touch in public, our hand shakes, brief

hugs with friends, family or sweethearts, holding hands, high-fives and public ways of touching. And then private we've got where you are alone and no one can come in and out and the doors closed. So usually it's your bedroom. Or your bathroom at home. And also talking about individual phones and computers can be private as well. And that's right, I was saying even though there is privacy settings on Facebook and Instagram, they are still public a lot of people can see them. They never really go away.

Then examples of private ways of speaking. So it might be talking about sex or sexy talk, private information about yourself, your family, your friends. So those are private topics. And how we touch really depends on the person. If they are by themselves or with a partner in private. There are different ways that you touch. All of these things that you do in private, you don't want to do in public.

All right, I'm going to pull up this again and show you a few photos and then I'm going to go through the slides.

So we already talked about this one, can you see the screen now, the public and private PowerPoint?

>> No.

>> No.

>> I still see that handout you were showing me.

>> I don't know what the deal about that. Here we go again. All right, I'm back. Is that all right now?

>> Looks good.

>> I'm done jumping around now. Just wanted to make sure you saw those handouts and you can use those in talking to your children or someone else that you are working with. I use different pictures, is this public or private. What if the only one that's a bus driver and you are way in the back and you can't see you, isn't that private? Nope, this is public. So just different photos of places and whether they are public or private. And this is another one. Well, what if it's dark, no one can really see you. You are in the back of the last aisle and you can make out with somebody back there. And touch their parts and

everything. And it's like, nope, this is still a public place. Because people come in and out and the lights can come -- and people come in with flashlights. So it's still public.

This one is trickier. She is in a bathing suit and where can you be in a bathing suit? You can be -- it looks like maybe her back yard. Or a park. So it might be okay there. But definitely a bathing suit at a swimming pool or the beach, that's okay. But you wouldn't wear a bathing suit to the grocery store. Some of those are gray area in different ways of dressing.

Then I went through this with a handout. And what's okay to talk about in public. What happens when we talk about private things in public. Just some questions. And then I think one important question is what about kissing? Is it okay to kiss in public. And sort of the general rule is sort of a quick peck. And I will say to people like what do we say when people are really kissing like, deep kissing with their tongues in a public place. We -- people will immediately say, get a room. That's what people say. Why don't you get a room. And what they are saying is, you need to go into a private place. This is not public behavior. And then kind of going through these as well around public and private, these questions and you have the power point and then I already went through the handout for you.

I'm going to do a few more slides and then we will save a little bit of time for questions. Actually, any questions at this point? I see something in the chat box so I can see. We did the -- okay, great. Any questions at this point.

So here is a scenario you can use when you are talking about public and private topics and how do you -- what's going on here? Why is this person uncomfortable? So that's in the PowerPoint as well. And you can use that as a scenario and then you can ask these questions. Why do you think Ashley is uncomfortable? What Isabella doing that isn't okay? Why is that not okay? And have conversations about this interaction. So really what it is one person is uncomfortable and can't speak up and the other one is asking a lot of personal and private questions and they are in the workplace. So this could be a scenario to use when talking about these topics.

Then friendships is very important to figure out how do you know when somebody is a friend. So if we have casual friends, when do they become close friends? And what's the difference?

And a lot of times it's about trust and what you feel comfortable telling them and talking with them about so some of your casual friends might become close friends. There are a lot of ways to talk about how do you become friends with people and how do you let people know you want to be friends. Then I use that as, okay, so then you have friends and then.

We want to become friends and then if you are interested in that in a sexual romantic way and you move in to -- you might take the next step.

I will talk about the different types -- different steps. So you are feeling interested. Say you have some friends and there is somebody that you really have -- you have a crush on them or you feel like you have sexual feelings about them or when they are around you feel nervous and your heart pounds a little harder. So you are starting to feel interested in somebody. And so really making sure that people are clear about who it's okay to maybe ask out on a date or ask for their phone number or something. So if it's someone of the same gender and I talk about every state now people can get married of the same gender and the same sex. So it's okay. It's just more whether someone is interested in someone of the same sex or not. That would be okay. Again, using facts like people are in relationships with the same gender. One out of ten one could say. People are gay, lesbian, bisexual. So that's the fact. One out of ten people. So it does happen so that could be an option. Someone already in a relationship. And this is always one that people disagree about. Well, no, it's not a good idea and they might get mad at you but it's more of a values question. Do you think that's okay or not. Most people end up on the no because they are in a relationship and they are not available. But not always. Some people say, well, I met my boy friend when -- so, it's more of a values piece.

What about someone who said they aren't interested and they said no. So that would be another person that would not be an option because they said no and we need to accept that gracefully. You could ask for one other -- do you want to go out with me? No. Do you want to have coffee? No, then you need to let it go. So a paid support person would not be an option and also a child or someone under 18, kind of depends on your state laws regarding consent. So it might be under 16, depending on how old the person is. So you kind of have to know what your state consent laws are, too.

So once we feel interested and we realize this could work, this person. They aren't in a relationship. They haven't said no and they aren't a paid support person and not someone under 18. Okay, so maybe I will start to move things to the next level. So this is the piece on -- you know, what is flirting and how do you know it's working and that's an important skill to teach because similar to what I had mentioned about the person who was following this girl around on campus or young woman and chart -- and thought of her as stalking flirting can become harassment pretty easily as well so being clear about what that means so we will talk about what that means just briefly.

So flirting might be you look really nice. I like your shirt. It's nice seeing you here. Saying something. Maybe smiling or winking. Some people wink at someone to let them know they like them. Or they are interested in them and look them in the eyes a little longer. So there are ways to kind of let people know but it's very subtle. So sometimes people don't pick up on it. Or sometimes people don't understand what you are doing and might not like it. So how do you know it's working? They smile back. They giggle. They are enjoying it. How do you know it isn't working. They look away. They don't talk to you. They look really uncomfortable. And sometimes people with disabilities ask me, what if you are nervous about flirting or something somebody out or how do you get to know someone when you are nervous? We talk about practicing. Just saying hi to somebody. And just making sure it's respectful because it could be seen as harassment.

An example is staring at a person's breasts is not respectful. You look at them in the eyes and talk to them.

And then body language and I know that some people with intellectual disabilities struggle with really reading body language. So spending time on the different kinds of emotions and having people try to guess what the body is telling you. So if I look away and what is my body telling you. I'm uncomfortable. I'm shy, afraid. If I look you right in the eyes and smile and then what is my body telling you? That I'm interested. I'm confident. This isn't making me uncomfortable. So that's another piece of learning about healthy boundaries.

Talking on the phone. What are the topic to discuss when you are talking on the phone with someone or texting someone. And then this whole thing about how many times a day is okay to

call someone and I sort of give rules. Like a general rule is once a day or once every other day. If you don't hear back, you don't call again that day. Many people have said that when they are working with someone with a disability they might call five, ten times a day. You call once and then how early can you call or text somebody. Or how late. I say a general rule is no later than 9:00 at night unless they told you it's okay, and not earlier than 9:00 in the morning are sort of general rules. It might be different for different people, but that seems like a safe bet that somewhere around there.

We want to know how often and then maybe how do you ask someone out to join you in a group activity. Or then ask out on a date as well. So trying to show ways that you take steps to get to know people. Just because you like someone and you feel sexual feelings for them, doesn't mean you follow them around. It means that you want to get to know them so you have to figure out how you can get to know them. And then you might ask them out on a date and then have the conversations about who should pay for it. What should happen as well. And then also what if someone says you can't date and then how do you speak up for yourself and say, but I want to date. Whether it's your parent is worried about you. Or another person saying you shouldn't date. It's not safe for you. How do you speak up? And advocate for your desire to be in a relationship.

And then just general speaking up. And I feel like this is a big, big topic. Big issue for people with intellectual and developmental disabilities. I do an activity and one of my classes a name tag activity where I say my name is Katherine and it's my body and I decide what's right for me and I will put it here on this side and then -- and we go, all right, good job and then the next week I might say, I'm the teacher and I think you should put it over here. And usually people with disabilities start to move it over. Now one is, you are supposed to listen to the teacher. But around this name tag I say, you get to decide. As long as we can see it so you know your name, you get to decide. This is yours and really helping people have those opportunities to make choices about their own bodies like what to wear and those sorts of things so they start to learn body autonomy. That it's their body and they get to decide and this is just on different skills. I call it speaking up for yourself rather than assertive. How do you speak up and here are some different ways to speak up. So you can have people practice speaking up around where they put their name tag, or any sort of

situation where they can say no, I want it here, not here. It's my body. I get to decide. I think it's empowering as well for people to really say it's my body and I get to decide.

So that's what I had prepared at this point and then I just thought I would open it up for questions and then I will tell you about a couple of resources that I have that you might be interested in or also some resources on my website. So any questions at this point about talking about this topic. I can start to share the resources with you if people are thinking of questions. So I will just wait and see if any come up. But if you are interested, I have an e-news letter that I send out every couple of weeks and I send out articles and tips and tools and all kinds of things and also information about upcoming events. So if you go to my website you can sign up for that e-news letter. And you can unsubscribe any time. A lot of people like to get information and new activities and things like that. So that's an option.

I also have an on-line or a face-to-face three day certificate program where you become a sexuality educator and trainer for people with intellectual and developmental disabilities and I had a few people from Think College program come and you receive free curriculum. The one I mentioned before for teaching classes for people with developmental disabilities, working with parents and teaching -- and doing parent workshop and staff training as well.

So let me see, there is something in the chat. My link. Great. So those are the -- let me tell you one last -- a few other things. Also I have two on-line courses that you might be interested in as well. One is staff training and I think it's six modules and you learn similar like how to answer questions, how do you respond to behaviors, all about human sexual development, how do we manage our values. So what I normally do in one day training is on-line as well.

I also have a parent on-line training, too. And some agencies or schools and I think one of the Think College programs bought the parent one and then offered it to all of the parents in their program so they had something, some help around how do you talk about this with your child. Those are some other resources to tell you about.

Was there a question in the Q&A?

>> I was just chatting. So one of the parents wants to know if your parent training, so she asked -- she said she is reluctant to talk too much about private activities because I don't want to plant too many seeds but ignorance is not always bliss. Not sure how to approach. So she is asking if your parent training does address this.

>> And I mean, I think -- yeah, we often worry that we are going to give ideas and it really doesn't. And what we do know is parent child communication, having that open discussion actually in the general population actually makes people wait to be sexual and if they are sexual more likely to use protection. So we know that parent child communication is very positive and it doesn't give people ideas and they see a lot and lots of things in the media and I'm always saying to parents. If we don't teach healthy sexuality, someone else like television it will teach unhealthy sexuality. So I would encourage you to talk about what all of these topics and what you think about them, too, as far as what you think is important in a relationship before you are sexual with someone. I know it's uncomfortable like a lot of us didn't have positive messages, but people with intellectual and developmental disabilities can handle the information and are able to make better choices when they have more information, like you said, ignorance is not bliss.

Any other questions at this time? Got a few more minutes. And I wanted to tell you, too, on my website there are free resources as well so I've got some different articles and tools for those videos that I mentioned that go with that handout on the different types of relationships. There is a couple of articles on for parents and also there is one pornography because a lot of times people want to talk about that, especially parents like what are the kind of messages we want to give around pornography and all of that. So there are other information on the website and you can just download, print those things off. And use that as getting more content.

Any other questions at this point?

>> Or if anyone has anything to share or what you found and found effective where you are.

>> Absolutely.

>> And some familiar names in the attendance list.

>> Yeah.

>> Definitely a challenging topic. In fact, Anna Ward was on the call and I see she had to get off. She did a presentation along with someone else at the annual project director's meeting this summer about sort of generally talking about healthy relationships and body awareness and relationships -- not training, but -- we don't have the PowerPoint from that, but was able to attend for a little bit. So --

>> Great.

>> I think she is at Appalachian State.

>> I know that -- I mean, I think a lot of people in the Think College programs are really noticing, wow, the lack of sexuality education from the schools, from the high schools, and wanting to really try to fill that and make sure that people have the skills and the knowledge they need so that they can be on campus and have healthy relationships. It's definitely a hot topic right now, I think.

Anything else?

>> Well, no one has any questions, I definitely want to make sure to have time to say thank you to Katherine for being here and sharing the PowerPoint and the handouts with us. I have posted the link to those handouts and you will get it by e-mail in a day or so. The recording of this webinar will be posted -- hopefully by tomorrow morning I would say so if you would like to share this with anyone or go back and see it again that's fine. So thanks, everyone -- oh, you know what? There is one last poll. Sorry. If you --

>> And I put my e-mail in the chat box, too, so people can contact me and if you have a question, if you think of something, I'm available through e-mail.

>> So if the people that are here wouldn't mind taking this quick poll about our webinar, just helps us to be prepared in the future, know what topics and presentations are most useful to our audience, that would be fantastic. Thank you. So thanks to everybody for being here today and thanks to Katherine,

appreciate your time and sharing with us.

>> No problem. Thanks for having me.

>> I will stop the recording. Thanks, everyone.