



Healthy Relationships & Sexuality

**Community Integration, Individual Choice and
Supporting Individuals to Develop & Maintain Relationships**



1. Understand your role as a staff relating to a participant's sexual health, personal relationships and their sexuality.
2. Introduce UCP's guidelines on sexuality and personal relationships.
3. Develop and learn strategies to encourage healthy relationships and mitigate risk.

Training Objectives:

ISSUE DATE
April 13, 2018

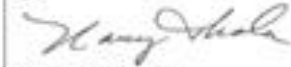
EFFECTIVE DATE
April 13, 2018

NUMBER
00-18-01

SUBJECT

Guidelines Concerning Sexual Health, Personal Relationships, and Sexuality

BY



Nancy Thaler,
Deputy Secretary for Developmental Programs

Background Information:

Office of Developmental Programs

SCOPE:

Individuals and Families
Administrative Entity Administrators or Directors
County Mental Health/Intellectual Disability Program Administrators or Directors
Supports Coordination Organization Administrators or Directors
Providers of Targeted Support Management
Providers of Consolidated, Person/Family Directed Support, Community Living, and Adult Autism Waiver Services
Providers of Adult Community Autism Program Services

PURPOSE:

The purpose of this bulletin is to distribute "Sexual Health, Personal Relationships, and Sexuality Guidelines" and encourage provider agencies to develop policies consistent with the Guidelines.

BACKGROUND:

In 2016, the Office of Developmental Programs contracted with the Institute on Disabilities at Temple University to form a cross-system, statewide committee of individuals with disabilities, professionals, family members, provider organizations, educators, medical professionals, and direct care staff to review and update the Department's Guidelines Concerning Sexuality, which were distributed in 1996. The committee has developed "Sexual Health, Personal Relationships and Sexuality Guidelines" to support the sexual health and relationships of individuals with disabilities.

UCP Central PA's Sexual Health, Personal Relationships, and Sexuality Guidelines

Sexual Health, Personal Relationships, and Sexuality Guidelines

Guideline

It is the philosophy of United Cerebral Palsy of Central PA that program participants who are supported by UCP have the right to pursue personal relationships, their sexuality and experience a life that is no different than that of individuals without disabilities, without being neglected, exploited, or abused.

Purpose

To establish guidelines that support and promote choice in sexual health, personal relationships, and sexuality that embody the concept and principles established in Everyday Lives.

1. Provide an environment that supports choice in sexual health, personal relationships, and sexuality; that respects privacy; and where personal choices related to sexuality are treated with dignity and respect.

For these guidelines sexual health is defined as the experience of the ongoing process of physical, psychological and social-cultural well-being related to sexuality. Sexual health is evidenced in the free and responsible expressions of sexual capabilities that foster harmonious personal and social wellness, enriching individual and social life.

In our model, personal relationships refer to close connections between people, formed by emotional bonds and interactions. These bonds often grow from and are strengthened by mutual experiences. Relationships are not static; they are continually evolving, and to fully enjoy and benefit from them we need skills, information, inspiration, practice, and social support.

Sexuality is defined as integral part of the personality of everyone: man, woman and child. It's a basic need and an aspect of being human.

2. Provide accessible and appropriate education, information, and resources that address sexual health, personal relationships, and sexuality needs to program participants.

Evaluation and Assessment

- UCP will complete a questionnaire of participants sexuality (initially and annually) using the General Knowledge Questionnaire which will identify their overall knowledge, awareness and interest in relationships and sexuality. This general questionnaire will be completed by either the Program Specialist, Program Supervisor or Manager for each service area to include residential, CPS, Employment, and Home and Community Services. Depending upon the results of this questionnaire additional assessments may be recommended.

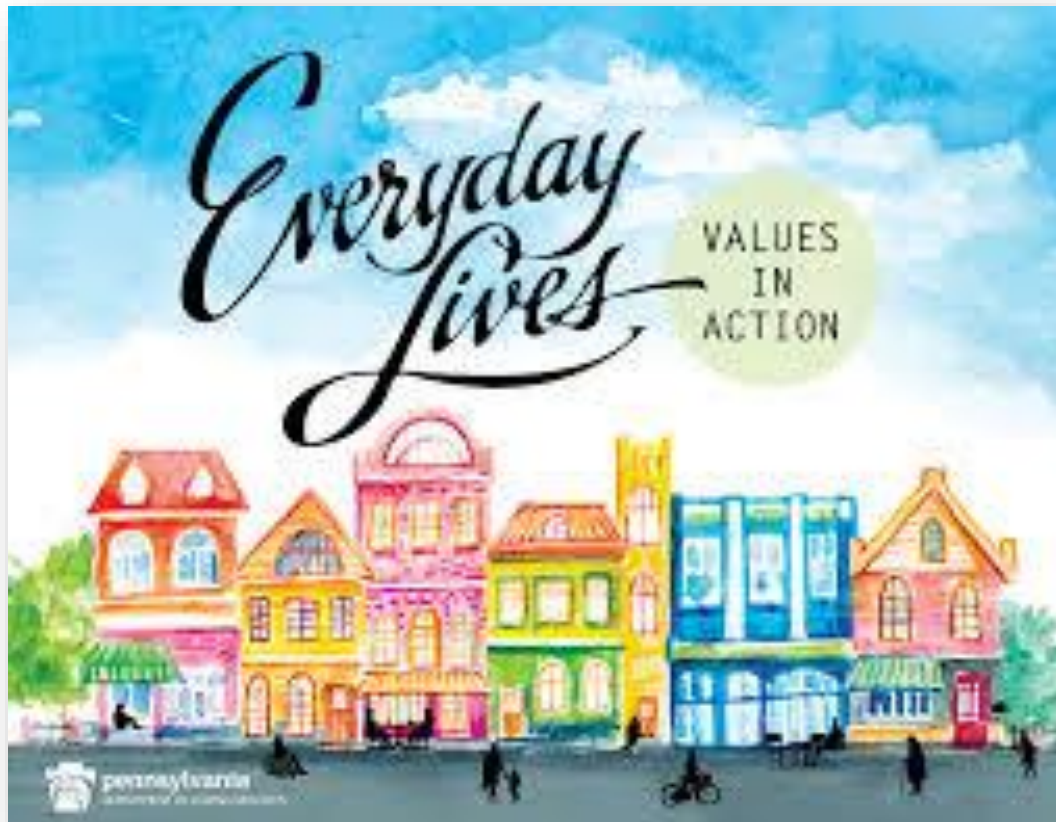
*UCP Central PA
General
Relationship
Questionnaire*

Assessment used to evaluate understanding of sex-related topics, including:

- Anatomy & Physiology
- Sexual intercourse
- Masturbation
- Pregnancy/contraception
- STD's
- Sexuality

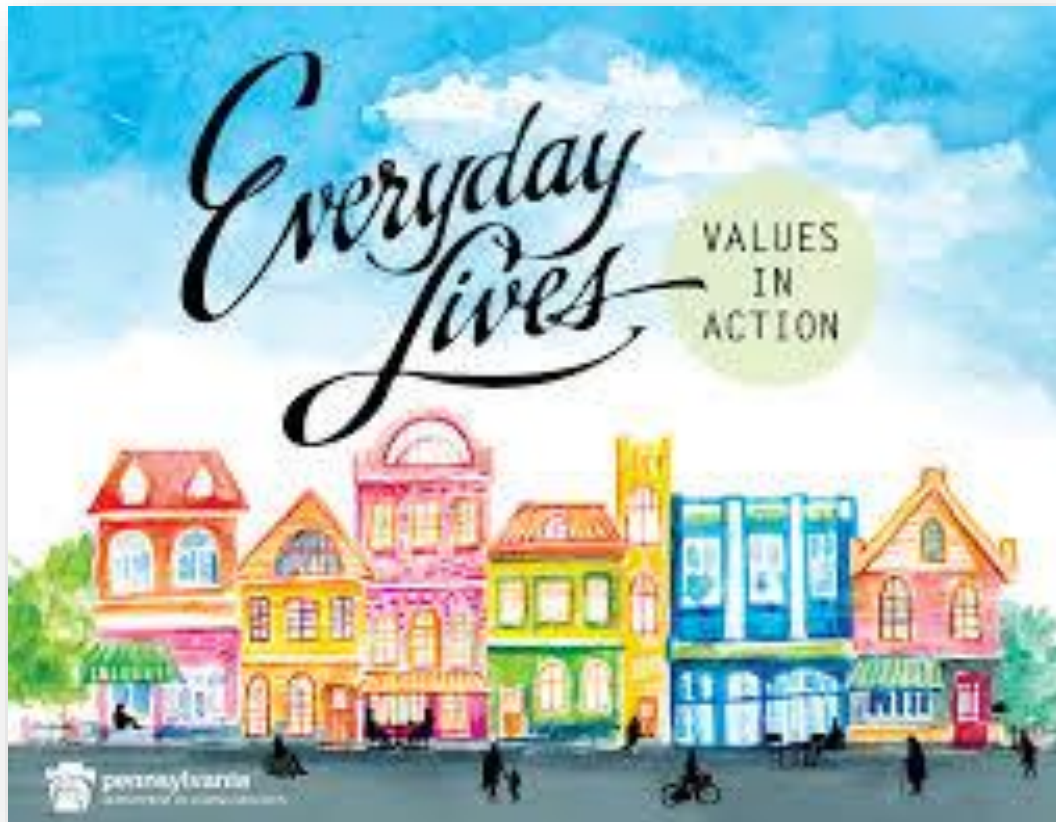
Results used to develop educational opportunities for participants, based on their knowledge, to protect from misinformation, exploitation or abuse. The results will also be used to promote and assist the participant in establishing their sexual wellness.

Everyday Lives Values as They Apply to Sexual Health, Personal Relationships, and Sexuality



- Individuals with disabilities have the right...*
- ☞ to privacy when accessing supports and have the right to have information about their personal relationships remain private unless they consent to a disclosure.
 - ☞ to enjoy relationships and to express their sexuality in a safe manner.
 - ☞ to have their sexual health and personal relationships supported by knowledgeable provider agency staff and a knowledgeable Individual Support Plan team.

Everyday Lives Values as They Apply to Sexual Health, Personal Relationships, and Sexuality



Individuals with disabilities...

- ☞ are sexual human beings with their own cultural, religious/fait, ethnic, and family values.
- ☞ have the right to enjoy their personal relationships and sexuality in a safe, consensual, and legal manner, while respecting the rights of others.
- ☞ have the same basic rights as individuals without disabilities to self-identify their gender, sexual orientation, and sexual preferences.
- ☞ have the right to accessible and appropriate education, information, and resources that address their individual personal relationships, sexual health, and sexuality needs.



*What we do not acknowledge,
we cannot change...*

- People with disabilities have had their sexuality denied, punished, and abused throughout history.
- Society is often uncomfortable with the sexuality of people with disabilities.
- Feeling uncomfortable may be present within us.
- Prejudices are not easy to see when you have them.

Sexual Bill of Rights



https://www.youtube.com/watch?v=zX8z_5kXLGo

FACT VS. MYTH



1. People with disabilities are sexual and express their sexuality like anyone else.
2. All people need love, intimacy, acceptance, and companionship.
3. People living with disabilities can have real sex.
4. Even if a participant is with someone all the time, there is still risk.
5. Abuse can take place between peers or by staff or others in isolated environments.
6. Most abuse is committed by a person familiar to the victim.
7. Education is key to promoting healthy sexual behavior.
8. Teaching about sexuality does NOT promote promiscuity.

ACTIVITY BREAK

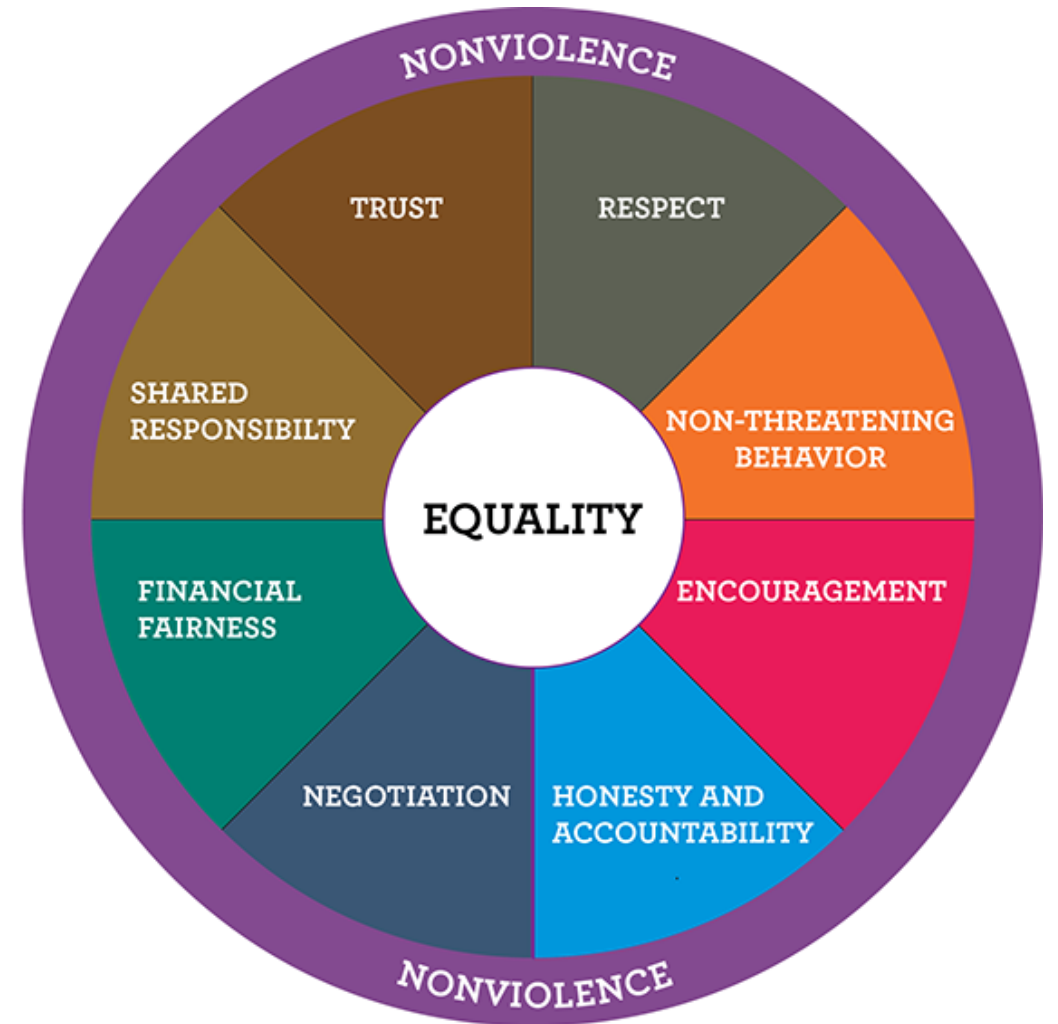
Question: *What skills do people need to possess to have a healthy and happy social life?*

Activity: Working with a partner, list as many answers as possible in 3 minutes. Have someone take notes to report out.



A Healthy Relationship is...

- Free from abuse and victimization
- One with choice and control
- One which allows you to pursue your vision
- Balanced – me-/you-/us-time
- Allows you to be an individual and be yourself
- Having people who care about you and not just for you
- Reciprocal Roles



Increase opportunities for an *Everyday Life* & *Healthy Relationships* by:



Will our ideas reinforce old patterns of isolation, rejection, powerlessness, and poor reputations?

Moving away from a past characterized by:

- ▶ Isolation, seclusion, and separation by location, activities and schedule
- ▶ Rejection, loneliness, always on the outside, ignored
- ▶ Old stories, negative reputations, labels; negative self-fulfilling prophecies
- ▶ Limited voice, restriction, lack of representation, no power
- ▶ Unproductive, severely ignored, undeveloped; no resources, low expectations

THE FIVE ACCOMPLISHMENTS PROVIDE A GUIDE FOR THE DEVELOPMENT OF A PERSONAL VISION

By John O'Brien and Connie Lyle O'Brien
The five accomplishments provide a framework for assessing our ideas about the future.

Increasing opportunity in these five areas of life is clearly the intended outcome of the Personal Futures Plan process.

Will our choices lead to relationships, dignity, choice, real contribution, and inclusion in community life?

Moving toward daily experiences which include:

- ▶ **COMMUNITY PRESENCE:** How can we increase the presence of a person in local community life?
- ▶ **COMMUNITY PARTICIPATION:** How can we expand and deepen people's relationships?
- ▶ **ENCOURAGING VALUED SOCIAL ROLES:** How can we enhance the reputation people have and increase the number of valued ways people can contribute?
- ▶ **PROMOTING CHOICE:** How can we help people have more control and choice in life?
- ▶ **SUPPORTING CONTRIBUTION:** How can we assist people to develop more competencies?

Gaining
**Valued Social
Roles**
&
Developing
**Healthy
Relationships**
*takes time
(& social skills)!*

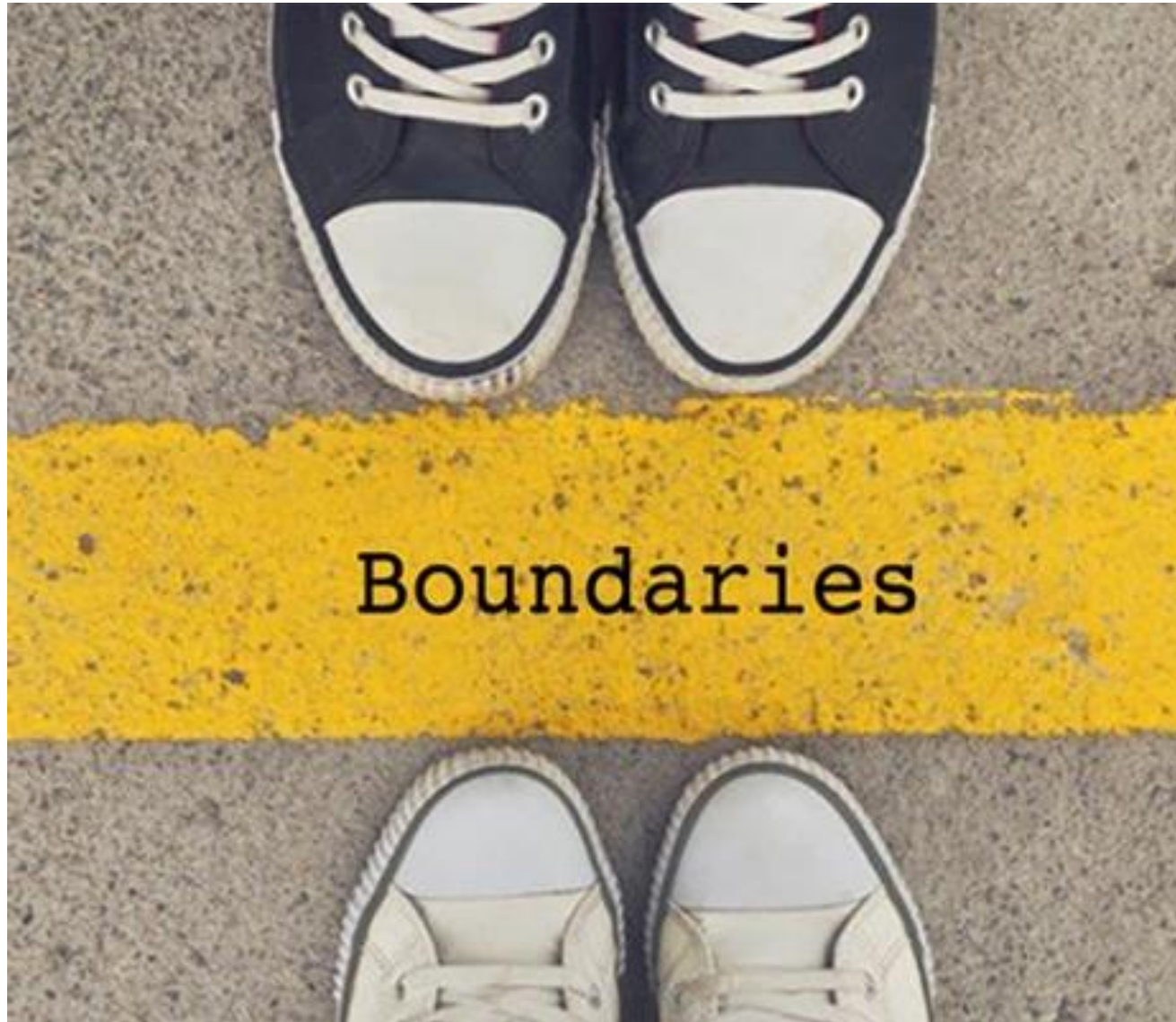
40 hours with someone = “casual friend”

90 hours = “friend”

200 hours = “close friend”

Acquaintanceships flip over to friendship 3-9 weeks after people first meet each other.

If you haven't hit friendship status within 3 months after meeting, you likely never will.



Skill Development

- Is it safer to teach it?*
- Model and teach boundaries, social graces, interpersonal skills
- Grooming & self-care
- Private vs. public
- Be clear, concrete, consistent and communicate with dignity and respect
- Only intervene when there is cause to intervene

Victimization Awareness



- May not understand healthy relationships
- May need a friend
- Too eager to please
- May not recognize situation as a crime
- Have limitations in communications



Define
'friend'

ACTIVITY BREAK

Small Group Discussion

- Review the scenario with your group.
- You have 10 minutes to discuss possible ways to address the situation.
- Assign a note taker to report out.



National Alliance for Direct Support Professionals (NADSP) – Relationships

As a DSP, I pledge I will assist the people I support to develop and maintain relationships. Furthermore, as a DSP, I will:

- I pledge I will advocate with the people I support when they do not have opportunities to build and maintain relationships.
- I pledge I will recognize the importance of maintaining reciprocal relationships and proactively facilitate relationships between the people I support, their family and friends.
- I pledge I will assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- I pledge I will separate my personal beliefs and expectations regarding relationships (including sexual relationships) from those of the people I support based on their personal preferences. If I am unable to separate my own beliefs and preferences in a given situation, I will remove myself from the situation and seek the assistance of a qualified coworker.
- I pledge I will refrain from expressing negative views, harsh judgments, and stereotyping of people close to those I support.

Summary & Conclusion

It is the responsibility of all UCP employees to be aware of the sexual health, personal relationships, and sexuality guidelines established.

- **Key take away #1** – Assess participants knowledge and interest in various areas of sexuality and desire to have meaningful healthy relationships.
- **Key take away #2** – Educate participants on basic sexuality and promote positive relationship development.
- **Key take away #3** – Monitor participants for any red flags and remember to:
 - ✓ RECOGNIZE
 - ✓ RESPOND
 - ✓ ELEVATE

When you see, hear or think something doesn't seem right remember to err on the side of safety and report to your supervisor!

*Thank you for your
participation!*

Resources

ODP Everyday Lives

UCP's Sexual Health, Personal Relationships, and
Sexuality Guideline

UCP's General Relationship Questionnaire

Open Futures Learning – Sexuality and
Relationships module

ODP bulletins - **00-18-01** and **21-020**

Sexual Bill of Rights

https://www.youtube.com/watch?v=zX8z_5kXLG
[o](#)

THE ART OF
TEACHING

IS THE ART OF
ASSISTING
DISCOVERY

MARK VAN DOREN