

# Worksheet 3.1:

## Preparation – motivation and knowledge

Answering these questions will help you consider what type of intervention might be helpful, and begin to think about content.

1. Why are you considering a sex and relationships intervention for this person?
2. What does the person think about doing this work?
3. What is the person's current knowledge about sex and relationships?  
(Consider formal assessments identified in **Chapter Eight: Useful Resources**).
4. Which areas is the person keen to learn more about?
5. What might be the impact of this intervention on the person?
6. Are there risks associated with the person's sexual behaviour, or with undertaking this intervention? If risks are identified, please consider professional input to conduct a risk assessment.
7. Is now a good time to start this work?

# Worksheet 3.2a:

## A learning contract (example)

Name of client: James

Name of educator: Siobhan

<b>What are we working on together?</b>	James wants to talk about not having a girlfriend and how he might get one.
<b>When are we going to meet?</b>	Wednesdays 2pm-3pm
<b>How many times will we meet?</b>	Six times
<b>Where will we meet?</b>	In Oak House, in Siobhan's office
<b>What happens if I do not want to come or cannot get there?</b>	James or his mum must ring 0122.... You can leave a message or speak to the receptionist who will tell Siobhan.
<b>What are we going to do in the sessions?</b>	<ul style="list-style-type: none"> <li>▶ We will talk</li> <li>▶ James will talk about how he is feeling</li> <li>▶ We may talk about things which have happened in the last week</li> <li>▶ James will learn new things about sex and relationships</li> <li>▶ Sometimes James might fill in a questionnaire</li> <li>▶ Siobhan will help James if he needs it</li> </ul>
<b>What are the rules we have agreed?</b>	<ul style="list-style-type: none"> <li>▶ James and Siobhan arrive on time</li> <li>▶ James tries to talk about how he is feeling</li> <li>▶ James does not use his mobile phone in the session</li> <li>▶ If James gets upset, he can leave the room. James must try and come back into the room.</li> </ul>
<b>These sessions are private between James and Siobhan. This means that no one else will know what we have talked about.</b>	<p><b>Except:</b></p> <ul style="list-style-type: none"> <li>▶ James tells Siobhan somebody is harming him, or has in the past</li> <li>▶ James tells Siobhan he wants to harm somebody or has harmed somebody</li> <li>▶ If James wants to tell his mum some of the things he has talked about</li> <li>▶ If James and Siobhan agree to tell somebody about something they have talked about.</li> </ul>

# Worksheet 3.2b:

## A learning contract (template)

Name of client:

Name of educator:

<b>What are we working on together?</b>	
<b>When are we going to meet?</b>	
<b>How many times will we meet?</b>	
<b>Where will we meet?</b>	
<b>What happens if I do not want to come or cannot get there?</b>	
<b>What are we going to do in the sessions?</b>	
<b>What are the rules we have agreed?</b>	

## **Worksheet 3.3: Individual session rules (example)**

**These are the rules I have agreed with my sex and relationships educator:**

I will try to come to every session.

I will turn up on time.

If I cannot come or will be late I can call them on .....

I will tell my educator if I do not understand something.

I will tell my educator if I need to have a break.

I will tell my educator if I think someone is getting to get hurt or get in trouble.

# Worksheet 3.4: Gathering information to help plan a sex and relationships intervention

Every person is different.

Consider what you know about the person's strengths and difficulties. This may be information supplied through assessment from professionals as well as your own experience and observations. This information will be important when planning a sex and relationships intervention.

## General intellectual abilities

If they have been formally assessed, what is the level of their intellectual disability?

In general, what are their areas of strength and in which areas do they find learning more difficult?

## Thinking skills

### Abstract reasoning

Are there particular sayings or areas that should be avoided, for example, not liking certain words or struggling with certain types of humour?

### Stimulus discrimination

What distracts them?

What are the best settings for them to learn in?

### Memory

What are their memory skills like?

What is the best way to help them remember things?

### Executive functioning

What is their planning like – are there strategies in place to help manage this, e.g. breaking tasks down into smaller parts?

## Feeling skills

### Emotions

How do they express different emotions?

### Sensory issues

Are there sensory sensitivities which they find challenging?

### Communication

Types of communication they use (please tick and make notes):

▶ Verbal

- ▶ Written
- ▶ Visual
- ▶ Pictures
- ▶ Objects
- ▶ Signing (e.g. Makaton/Signalong)
- ▶ Gestures
- ▶ Other:.....

Where are the biggest communication challenges?

How can you adapt your communication to help the person understand you and the work?

Can/do they use any technology to support their learning?

### **Concentration**

How long can they focus for?

Based on this, how long do you think your sessions should last?

# Worksheet 4.1: Keeping safe and private

## What is private?



What you say in your sex and relationships sessions is **private**.

That means that the person helping you will not talk to other people about what you say.

Sometimes the people helping you have a **supervisor**.

They talk to their supervisor about their work so they can help them do a good job.

The supervisor will not talk to other people about what your helper has said.

Your helper will take **notes** about the sessions and keep these **safe**.

## When would your educator talk to others?



If the person helping you is worried about **you being hurt** or **hurting someone else** they will have to tell other people.

Your helper will talk to you about this first. This is called **safeguarding**.

**Safeguarding** means making sure you are safe from **abuse** and **neglect**.

It can help you to be **independent** and **make choices**

**Abuse** is when someone **hurts you** or **treats you badly**. **Abuse** is always **wrong**.

## Different types of abuse

There are different **types of abuse**:

**Physical** – when someone hurts you, for example by hitting or kicking you.

**Sexual** – when someone touches your body or private parts in ways you do not want.

**Emotional** – when people talk to you in unkind ways (e.g. swearing at you, shouting at you).

**Financial** – when someone takes money or things that belong to you.

**Neglect** – this is when people who are supposed to help you don't look after you properly.

# Worksheet 4.2: My session plan

Name:

Educator name:

My sessions will be on ..... at .....

	Settling in
	What are we talking about today?
	Learning about the topic
	Quiz – what have I remembered?
	Practice – showing what I have learned
	Home tasks
	End of the session



# Worksheet 4.3: Topics check list

Name:

Educator name:

Date:

Topics that could be covered:

The basics		
Topics	✓	To be covered in which session?
Ageing and development		
Body parts		
Functions of body		
Menstruation		
Wet dreams		
Personal care and appearance		
Sex terminology		
What is sex?		
Intercourse and the mechanics of sex		
What is masturbation?		
How to masturbate		
Where it is appropriate to masturbate		
Having a family		
Reproduction and conception		
Birth		
How to get help when pregnant		
Normalising sex		
Sexual positions		
How to participate and enjoy sex		
What are sexual feelings?		
Recognising when sex is painful or not enjoyable		
Contraception		
Sexually transmitted diseases		
Maintaining own physical health		
Gender identity		
Sexual orientation		

Topics	✓	To be covered in which session?
Sexual preferences		
Unusual sexual arousal and preferences		
Unusual arousals (e.g. unusual ways of masturbating)		
Explore any sensory issues relating to masturbation		
Sensory issues relating to condom use (e.g. ways of dealing with the rubber smell)		
Other.....		

<b>Relationships, behaviours, and social interactions</b>		
Topics	✓	To be covered in which session?
Friends		
Dating partners		
Boyfriend/girlfriend		
Professional		
Who you are allowed to have sex with?		
Appropriate and inappropriate behaviours in different relationships		
Power dynamics in relationships		
Interpersonal space		
Good and bad touch		
Partner consent		
Own consent and making informed choices		
Good and bad touch		
Assertiveness/saying 'no'		
Recognising what sexual abuse is		
Where to get help for sexual abuse/exploitation		
How to identify and avoid exploitation		
Reducing 'controlling' behaviours		
Appropriate communication with others		
Dealing with rejection		
Accepting no as an answer		
Ending relationships		
How to make friends		

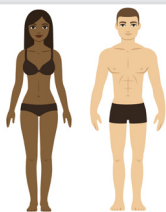



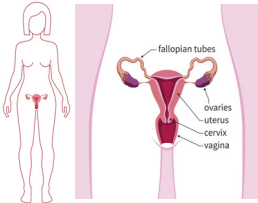

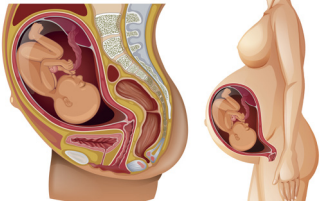
Topics	✓	To be covered in which session?
Conversation skills		
How to negotiate more intimate contact with others		
Understanding other people's perspectives		
Problem solving in relationships		
Interpreting body language and non-verbal communication		
Recognising other people's emotions		
Appropriate/inappropriate behaviours in different situations		
Public and private spaces		
Negative consequences of behaviours		
Impact of behaviours on others		
Impact of behaviours on self		
Sex and the law (legal implications)		
Coping skills and managing difficult emotions (e.g. anger, anxiety)		
Recognising own emotions		
Managing own impulsive behaviours		
Phones and texting		
Internet		
Social media e.g. Facebook, Instagram, Snapchat, etc.		
Other.....		

# Worksheet 5.1a: Sex and relationships education – visual timetable (example)

Name: Kiran

Educator: Adrian

Date: 10th February 2019

Session	Topic	Done ✓
One		Body parts
Two		Relationships
Three		Feelings
Four		Good and bad touch
Five		Reproduction
Six		Contraception
Seven		Pregnancy

# Worksheet 5.1b: Sex and relationships education – visual timetable (template)

Name:

Educator:

Date:

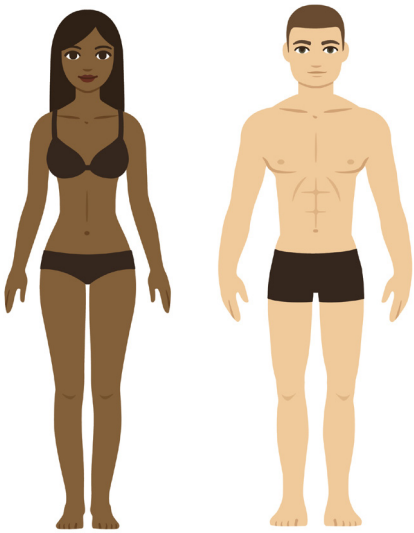

Session	Topic	Done ✓

# Worksheet 5.2a: 'Now and next' communication aid (example)

You may like to cut out and laminate this 'now and next' communication aid. Find a selection of pictures relevant to the topic you are teaching, so the person knows what you will be talking about 'now' and 'next'. Once the 'now' topic has been discussed, remove the picture, and move the 'next' topic to the 'now' box. You may like to stick Velcro to the back of the pictures and onto the now and next chart, so they do not fall off.

## Sex and relationships education

Name: Jessica

Now	Next
 <p data-bbox="443 1361 603 1404">Body parts</p>	 <p data-bbox="1018 1361 1216 1404">Relationships</p>

# Worksheet 5.2b: 'Now and next' communication aid (template)

## Sex and relationships education

Name:

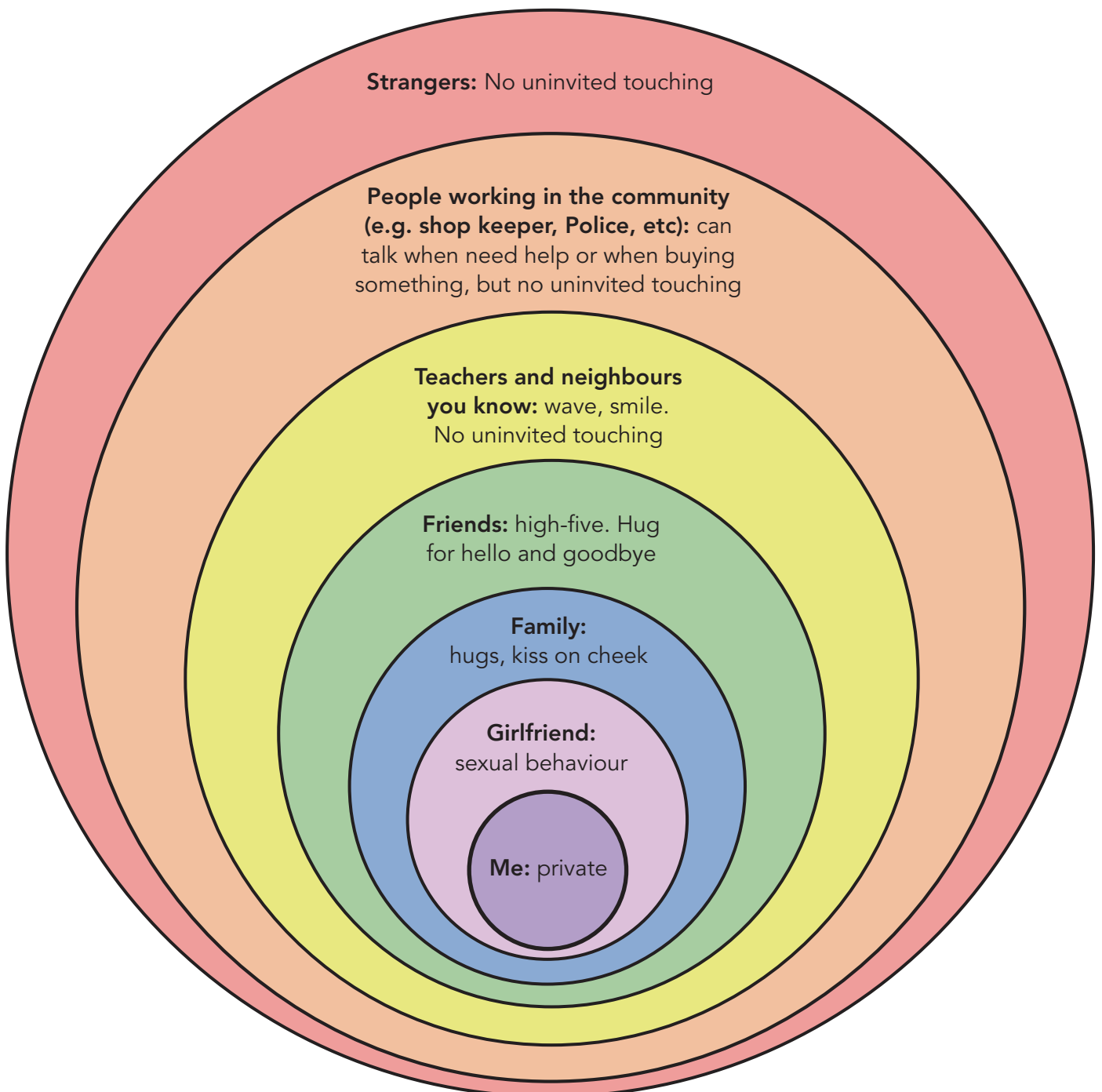
Now	Next

# Worksheet 5.3a: 'Circles of intimacy' (example)

Name: Lilly

These are the most important people in your life.

In different relationships, there are different behaviours.



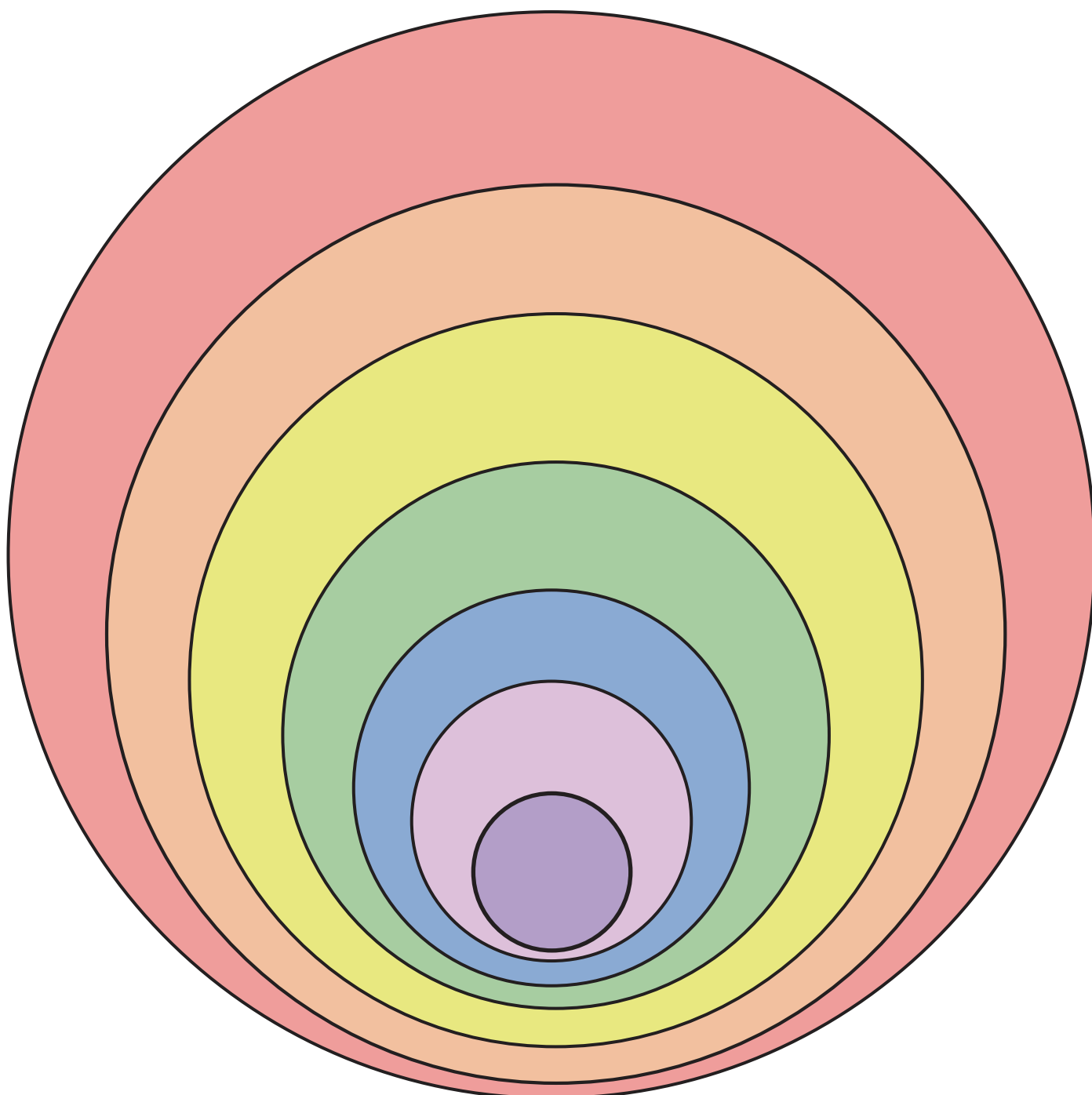


## Worksheet 5.3b: 'Circles of intimacy' (template)

Name:

These are the most important people in your life.

In different relationships, there are different behaviours.



# Worksheet 5.4a: Social Story™ (example)

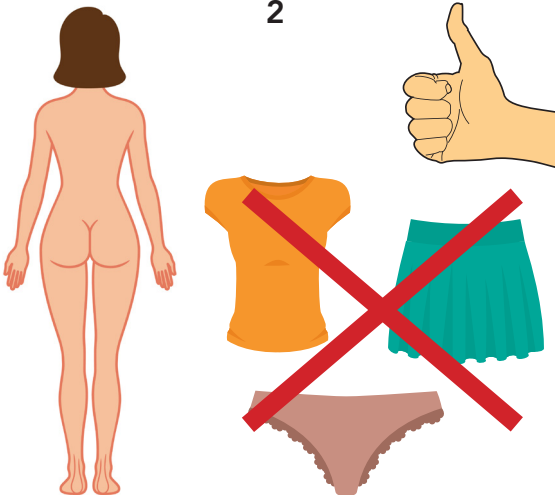
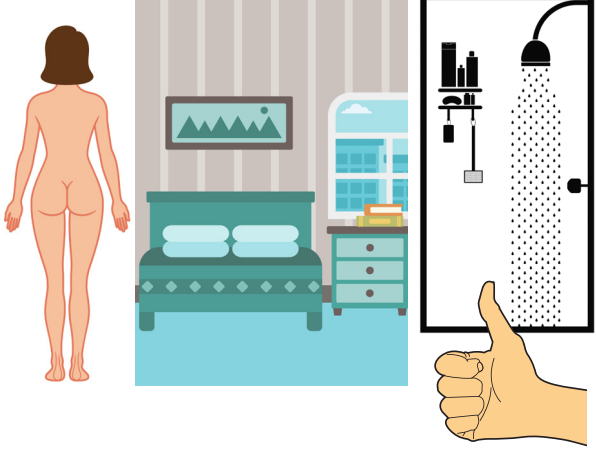
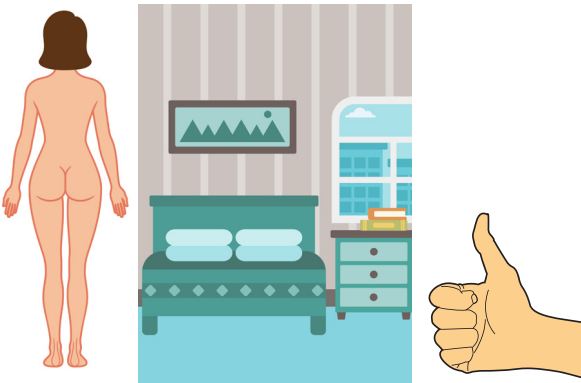
When making a Social Story™ you may want to put a picture and sentence per page.

When reading through the story, go through one page at a time. You may want to break this down over time, rather than going through the whole story in one go.

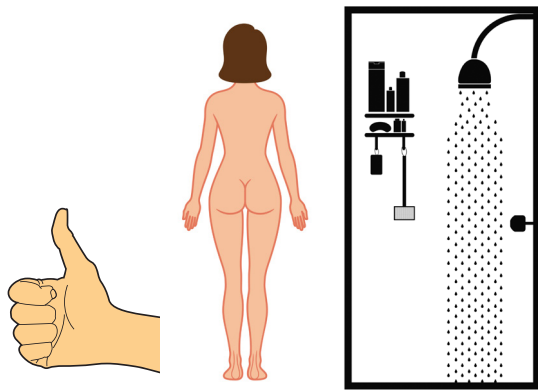
Point to the picture as you read each page.

To check the person's understanding, you can ask them to tell you what is in the picture, who's who, and what is happening. You may then want to ask more specific questions, about how the characters feel, what they are doing, and so forth. For more resources on how to develop Social Stories™ see Chapter Eight.

This Social Story™ was written for a fictional person called 'Millie' who lives in a residential home, who often walked around her shared residential home naked. As she did not understand the rules about where she could be naked, this Social Story™ was written with her, and her care staff read through it with her to remind her of the social rules about being naked.

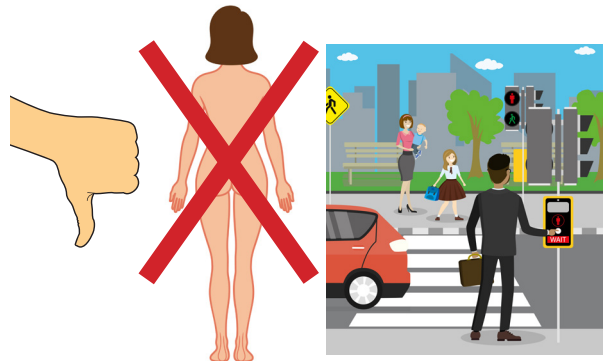
<p>1</p> <p><b>Millie's Social Story</b></p> <p><b>Where is it ok for me to be naked?</b></p>	<p>2</p> 
<p>3</p>  <p><b>I can be naked in private places.</b></p>	<p>4</p>  <p><b>I can be naked in my bedroom when I am on my own.</b></p>

5



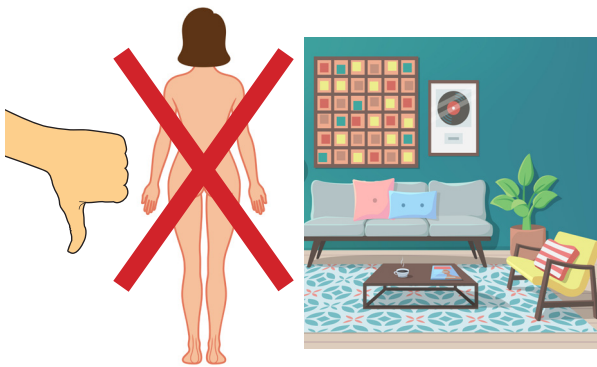
I **can** be **naked** in the **bathroom** when I have a **shower** or a **bath**.

6



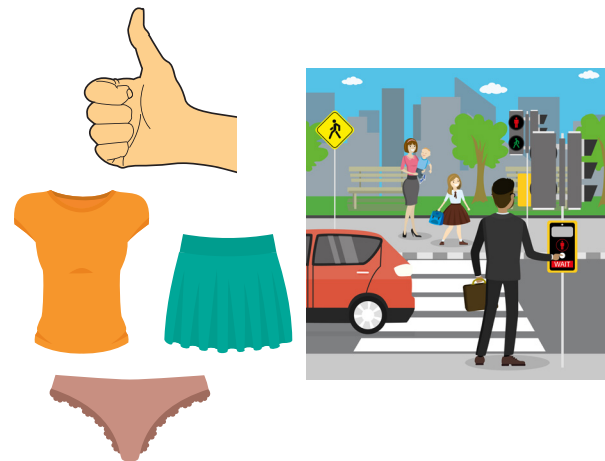
I **cannot** be **naked** in **public places** where there are **other people**.

7



I **cannot** be **naked** in **public rooms**, such as the **lounge** or **kitchen**.

8



I must **wear clothes** in **public places**.

# Worksheet 5.4b: Developing a Social Story™




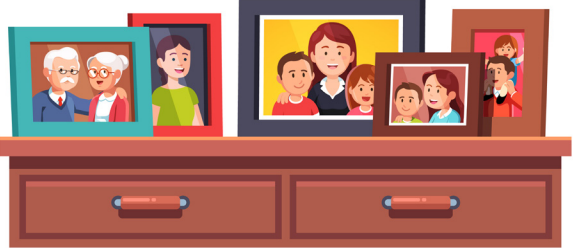

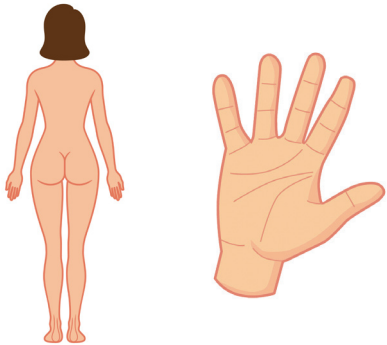
Questions to consider and answer before developing a Social Story™ for someone.

<b>Topic:</b>
<b>What</b> is the story about? What social situation is it regarding?
<b>Specific information for the social situation in the story:</b>
<b>Where</b> does the situation occur?
<b>What</b> is it about? What happens in the situation?
<b>Who</b> does the story concern? Who does the social situation occur with?
<b>When</b> does the situation occur?
<b>How often</b> does the situation occur?
<b>Why</b> is the story needed?
<b>Who</b> is the best person to write this story?
<b>How often</b> should the story be shared or read with the person?
<b>Who</b> will the story be shared with?

# Worksheet 6.1a: Session summary sheet (example)

## Summary of Linda's session

Today we talked about: **public** and **private** spaces

Public	Private
	
<p>Important things to remember: <b>Public places</b></p>	<p>Important things to remember: <b>Private places</b></p>
<ul style="list-style-type: none"> <li>▶ where anyone can go</li> <li>▶ lots of people I do not know</li> </ul> 	<ul style="list-style-type: none"> <li>▶ where only <b>you</b> and <b>your family</b> can go</li> <li>▶ <b>people you do not know</b> should <b>not</b> be in your private place, unless you have <b>invited</b> them.</li> </ul> 
<p>In <b>public</b> places you can:</p>	<p>In <b>private</b> places you can:</p>
<p>Keep your <b>clothes on</b></p> <p>Do <b>not</b> touch yourself</p> 	<p>Undress</p> <p>Touch yourself</p> 

Examples of public places

School



Outside



Shops

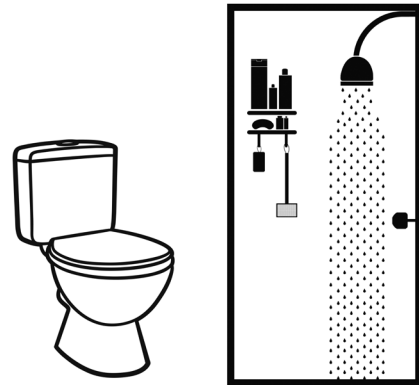


Examples of private places

Bedroom



Bathroom



# **Worksheet 6.1b: Session summary sheet (template)**

## **Summary of session**

**Date:**

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**Today we talked about:**

**Important things to remember**

# Worksheet 6.2: Person's system and involvement

## Who will help me and how?

Name:

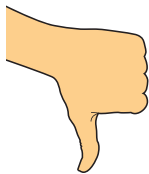
Date:

**I would like other people to help me (point or circle):**

Yes



No



**Who I would like to help me?**

e.g. family members, carers

**What will they do to help me?**

e.g. remind me of what I have learnt outside of my sessions, join my sessions, look at my summary sheets with me, speak to parents or carers without me there



## Worksheet 6.3: Anticipate, practice and review (template)

Here, a specific event might be coming up which may present some challenges for the person. The educator and the person can agree what might be challenging, generate a plan of action, practice how that might go, and then review after the event. If necessary this process can be repeated to take the issue onto the next step, or if the first plan did not work.

What is the event?

What might go well?

What might be difficult or go wrong?

What do we want to happen?

How can we make this happen?

How can we practise before the event?

How will we know it went well?

When will we talk about how it went?

# Worksheet 6.4: Analysis and experimentation

You might use this as a guide when you want to help a person to review and understand a particular event that has already happened. This might be particularly helpful for repeated behaviours that are inappropriate or not going so well.

Did anything go well?

What did not go well?

How do we know it is a problem?

**e.g. other people are upset, someone got into trouble**

What else could we try?

For each idea think about the good things you could try and any problems.

**Good things:**

**Problems:**

Pick the best things you could try:

How can we try this out?

When will we talk about how it went?