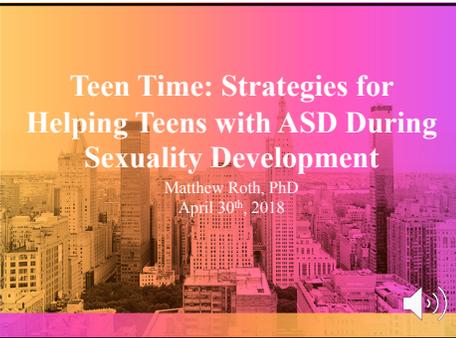




Teen Time: Strategies for Helping Teens with ASD During Sexuality Development

Matthew Roth, PhD
April 30th, 2018




Today

- Define sexuality
- Review what we know about sexuality development and Autism Spectrum Disorder
- Explore unanswered questions
- Introduce sexuality education



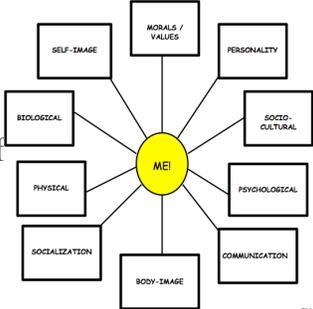

What Comes to Mind...

When you see this word:

Sexuality




The Dimensions of Human Sexuality




Sexuality Defined

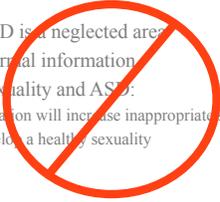
“The sexual knowledge, beliefs, attitudes, values, and behaviors of individuals. Its various dimensions involve the anatomy, physiology, and biochemistry of the sexual response system; identity, orientation, roles, and personality; and thoughts, feelings, and relationships. Sexuality is influenced by ethical, spiritual, cultural, and moral concerns.”

The Sexuality Information and Education Council of the United States (SIECUS), 2004




Lack of Research

- Sexuality in ASD is a neglected area
- Relying on informal information
- Myths about sexuality and ASD:
 - Sexuality education will increase inappropriate sexual behavior
 - Unable to develop a healthy sexuality




Milestones PSYCHOLOGY | **The List**

- Knowledge of Sexuality, Sexual attitudes, Sexual interests, Sexual behavior, Public vs. private behavior, Experience, Body Changes, Hygiene, Self-image, Friendships, Bullying, Dating, Stalking, Gender Identity, Sexual Orientation, Abuse, Sexual Obsessions, Boundaries



Milestones PSYCHOLOGY | **Body Changes**

- Adolescents with ASD mature physically according to developmental timelines
- Society expects teens to take care of body, teens with ASD may not get this
- ASD teens had adequate knowledge but poor practice
- Cognitive barriers to hygiene
- Sensory issues can lead to poor hygiene




Milestones PSYCHOLOGY | **Videos**

Howcast

How to Wash Your Face

Cleaning and moisturizing your face are the components of good skin care. Here's a simple routine to help you always get your best skin forward.




Milestones PSYCHOLOGY | **Task Analysis**

Brushing Teeth

- Pick up the toothbrush
- Wet the brush
- Take the cap off the tube
- Put paste on the brush
- Brush the outside of the bottom row of teeth
- Brush the outside of the top row of teeth
- Brush the biting surface of the top row of teeth
- Brush the biting surface of the bottom row of teeth
- Brush the inside surface of the bottom row of teeth
- Brush the inside surface of the top row of teeth
- Spit
- Fill cup with water
- Rinse teeth with water
- Spit
- Rinse the brush
- Replace the brush in the holder
- Wipe mouth
- Screw cap back on tube




Milestones PSYCHOLOGY | **Routines**

| Evening | How Many Minutes? | Time |
|---------------------|-------------------|---------|
| Start Doing Hygiene | | 9:05 |
| Trim nails | 5 minutes | 9:05 |
| Comb hair | 5 minutes | 9:10 |
| Brush teeth | 5 minutes | 9:15 |
| Floss teeth | 5 minutes | 9:20 |
| Shave face | 10 minutes | 9:25 |
| Wash face | 5 minutes | 9:35 |
| Watch T.V. | 10 minutes | 9:40 |
| Read | 10 minutes | 9:50 |
| Go to bed | | 10:00PM |



Milestones PSYCHOLOGY | **Sexual Behaviors**

- Few privacy behaviors?
- Inappropriate touching of self and others/disrobing
- Problems with self pleasure
- Improperly labeled as “sexual deviant”




Milestones PSYCHOLOGY | **Public Versus Private**



KITCHEN
Private Place Public Place



DOCTOR'S EXAMINATION ROOM
Private Place Public Place



Milestones PSYCHOLOGY | **Boundaries**

- Internal and External Boundaries

Rigid



Loose



Milestones PSYCHOLOGY | **Personal Space**






Milestones PSYCHOLOGY | **Line Crossing**

What is suspected...

- Perspective taking deficits
- Sexual frustration/desires
- Tendency to exhibit private sexual behavior in public
- Intense interests in other individuals, and sexual preoccupations (RRBs)



HOWEVER...

- Social isolation
- Difficulty deceiving others, and
- Rule governance, law abidance



Milestones PSYCHOLOGY | **Stalking**

- Touching someone inappropriately
- Making inappropriate comments
- Monitoring one's activity
- Following others
- Pursuing them in a threatening manner
- Making threats against others and themselves.
- Pursued a potential partner longer even when there was no response or negative response from the potential partner




Milestones PSYCHOLOGY | **Touching**

It's generally okay to touch somebody's arm.
TRUE FALSE

It's generally okay to touch somebody's head or face.
TRUE FALSE




Milestones PSYCHOLOGY | **Boundary Circles**

The diagram consists of five concentric circles with the following labels from the center outwards:

- ME!** (Center)
- Family**: Mom, Dad, brother, sister
- Friend**
- Teacher**
- Stranger** (Outermost circle)

Below the circles, there are two rows of actions:

- Row 1: Hug, kiss
- Row 2: Shake hands, high five

Shake hands, wave

Milestones PSYCHOLOGY | **A 5 Is Against the Law!**

Social Boundaries: Straight Up!
An honest guide for teens and young adults

Karl Dunne Buratt

2008 ASL LITERARY BOOK OF THE YEAR

Activity: Here is an example of how Robert's reader might look. This is a good thing to discuss with your parents or teachers, or in a small social skills group.

- 1 **Against the law:** Making comments about a girl's outfit. They will never see your profile and unless you tell them it is OK.
- 2 **Some people might think:** She is too young to be wearing that, which is against the law and so on.
- 3 **Starting on a girl that one the railroad over talking to her:** This is not very nice and might make the girl uncomfortable. Don't give the girl a hard time. If you are not sure if it is OK, ask your teacher or parent for help.
- 4 **Looking out of your way to follow a girl in the hallway:** Some people might think: She is too young to be wearing that, which is against the law and so on.
- 5 **Walking in the aisle across from the girl you like:** Talking to her is not against the law. It is OK to talk to her. If you are not sure if it is OK, ask your teacher or parent for help.
- 6 **Just talking to the girl you like freely and smiling:** You can say "Hi" if you see her outside of school.

Milestones PSYCHOLOGY | **Urinal Game**

A person is standing at the first urinal on the left. A speech bubble above them says "Hi".

Milestones PSYCHOLOGY | **Urinal Game**

Two people are standing at the first and second urinals. A speech bubble above the person at the second urinal says "Hi".

Milestones PSYCHOLOGY | **Urinal Game**

Two people are standing at the first and second urinals. A speech bubble above the person at the second urinal says "Hi".

Milestones PSYCHOLOGY | **Urinal Game**

A person is standing at the first urinal on the left. A speech bubble above them says "Hi?".

 **Victimization**

- Limited amount of studies but indicate at least as likely to more likely in ASD population.
- Communication limitations
- Potential signs of victimization
 - Increased aggression
 - Increased self-injury
 - Social withdrawal
 - Over activity
 - Sleep disturbances
 - Appetite disturbances
 - Increased repetitive behavior
 - Decreased self-care



 **Why Do We Think So?**

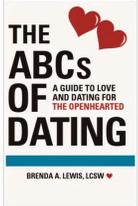
- Interpreting social cues
- Pragmatics problems (i.e., deception)
- Unquestioning compliance
- Reliance of others
- Social isolation
- Lack of information

WE THINK?



 **Dating**

- High interest in dating
- Less sources of information
- Less knowledge of dating
- Lower relationship history
- Less intimate experiences




 **Sexuality Education**

- Teens with ASD have the potential to live healthy sexual lives, express their sexuality, make autonomous sexual decisions, form own attitudes, and develop healthy relationships
- All persons have a right to sexuality education and opportunities for healthy sexual expression
- Sexuality education can promote adult health by
 - Providing information about sexuality
 - Providing an opportunity to question, explore and examine their sexual attitudes
 - Helping to develop relationships and interpersonal skills
 - Help foster responsibility and develop safety skills



 **If I Had My Way...**

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Body changes during puberty • Hygiene • Boundaries, personal rights of self and others, personal space • Defining public versus private places, behaviors, and conversations • Masturbation • Attraction, knowing | <p>when you feel attracted to someone, signs someone may be attracted to you</p> <ul style="list-style-type: none"> • Approaching and talking to someone you are interested in • Knowing when you are ready to date • Basic dating • Safety (abuse prevention, bullying) • Behaviors that may | <p>"cross the line" and make others uncomfortable or feel threatened unintentionally and legal issues related to those</p> <ul style="list-style-type: none"> • *Aware of ASD diagnosis |
|--|--|--|



 **Questions?**

THANK YOU

