

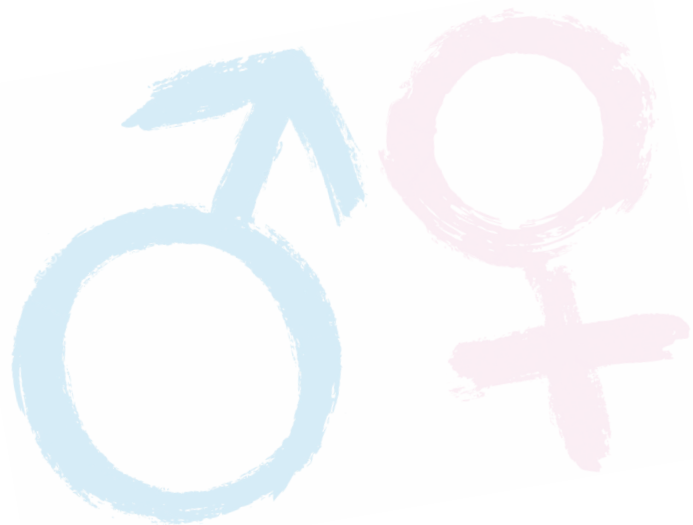
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Sexuality Education Needs Assessment Checklist (SENAC)



- Body Awareness
- Personal & Genital Hygiene
- Relationships and Healthy Boundaries
- Risk Management
- Marriage and Contraception



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Sexuality Education Needs Assessment Checklist (SENAC)

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Important Notice

This checklist is prepared by the Department of Special Education, NIEPID as part of the research project “Sexuality Education Package for Persons with Intellectual Disabilities”. This can be used by educators and instructors for assessing the learning needs of adolescents and young adults with intellectual disabilities so that appropriate sexuality education can be given to them. As it is a delicate and culture sensitive topic, some of the activities and concepts discussed may not be relevant and appropriate to your student. Please use your own discretion to select culture specific activities if need be. Instructional guide & pictorial guide for parents & teachers and persons with intellectual disabilities is also developed as part of this project. It is recommended to use all the three books for imparting basic sexuality education to people with ID. Some of the images used are downloaded from clipart/pinrest and google images and belong to their rightful owners. All inquiries and feedback regarding this checklist and manual should be addressed to dseniepid@gmail.com. The content can be modified and used for educational training purpose but not for any commercial gain.

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FOREWORD

Sexuality Education for persons with intellectual disabilities is often ignored and overlooked. This is in part due to the prejudice that people with intellectual disabilities are asexual or over sexual and should have their sexuality and fertility controlled due to their limitations. Comprehensive, accurate, and inclusive sexuality education is a key component of ensuring the safety of persons with intellectual disabilities. Sexuality Education for persons with intellectual disabilities is most delicate and sensitive topic. Providing needed information at an early age can break down stereotypes and ensure that people with intellectual disabilities can lead stress free life and can have significant impacts on their lives. The United Nations for Convention on the Rights of Persons with Disabilities (UNCRPD) in Article 23 recognizes the importance of sexuality education to fulfilling sexual and reproductive rights, noting that “[t]he rights of persons with disabilities ... to have access to age-appropriate information, reproductive and family planning education are recognized, and the means necessary to enable them to exercise these rights are provided.”

Sexuality education is a means to empower all persons with intellectual disabilities, and particularly women and girls, to protect themselves from sexual abuse, exploitation and unwanted pregnancies and STIs such as HIV/AIDS. It also encompasses knowledge about oneself, his or her own gender identity and roles, development of a positive concept of self, menstrual & genital hygiene, interpersonal relationships, understanding about one's own rights, reproductive system, marriage and contraception. Individuals with intellectual disabilities experience difficulty in interpreting behavioural cues within their social environments. The challenges in providing accurate information regarding sexual hygiene and appropriate socio-cultural practices are difficult and overwhelming. Parents and teachers play important role in educating their children and students about sexuality education and it is possible only when they are well aware of it. The need of the hour is to provide appropriate and scientifically accurate information to Parents and professionals who are working with persons with intellectual disabilities. NIEPID is coming out with a series of books in this direction. Firstly, an assessment checklist to identify the various training needs in children and young adults with intellectual disabilities, an instructional guide for parents, teachers and caregivers and a pictorial guide to teach essential skills.

This guide provides a valuable window on information about sexuality aspects and covers the necessary components from gender identification, genital hygiene, puberty changes, menstrual hygiene management, good touch -bad touch, detecting unwanted situations and keeping them safe from sexual exploitation and marriage and contraception.

The activities suggested can guide the parent, caregiver or educator to start with the initial training. These activities are intended to be delivered by parents, caregivers and educators of students with intellectual disabilities, so that young people with ID are presented with appropriate and accurate information about growing up, changes during puberty, menstruation, masturbation, sexual abuse, appropriate social skills and so on. With this kind of information, both parents and teachers can impart sexuality education with enthusiasm, tenacity, and dedication in a simple manner.

The assessment checklist, pictorial guide and instructional guide will be of substantial use for assessment, as training material and as a teaching guide for parents, teachers, caregivers and other professionals for use in both school and home setting. This is just a beginning and we believe in improvement with ever changing methods. If there are any suggestions, we may be advised of the same.



(B.V. Ram Kumar)

Director(Offg), NIEPID

PREFACE

It is very important that all children and youth irrespective of disability, severity level and gender receive training on sexuality. Very often Sexuality is misinterpreted as having sexual intimacy and contact. However, it is not so. Sexuality is about understanding being male, female, how we grow and change over years, how one views the changes happening in the bodies and hygiene practices followed, knowing personal space and boundaries, understanding and maintaining relationships and how we reproduce. Young people with intellectual disabilities have deficits in general cognitive abilities such as reasoning, problem solving, planning, abstract thinking, communication & Social skills, life skills and academic learning. Due to these deficits, they are often at greater risk for being sexually abused. It is proved by research that through systematic and consistent training people with intellectual disabilities have the ability to receive, comprehend, recall and retain information.

Students with intellectual disabilities benefit from Sexuality Education that teaches acceptable social skills and behaviours, hygiene habits, attitudes and values. Sexuality Education is vital and should provide essential inputs on growing up, hygiene management, gender roles, expression of emotions, privacy, reproductive system, understanding relationships and prevention of exploitation and abuse. Students with intellectual disabilities need additional support to comprehend these aspects which are essential for leading a fulfilling and independent life. As parents, caregivers, educators and professionals the wellbeing and safety of people with intellectual disabilities needs to be considered at all the times. With proper training people with intellectual disabilities can integrate the information received and can relate to it to one's situation by predicting the risks. Hence it is important to provide them appropriate sexuality education and prepare them to lead a safe and fulfilling life. In order to teach relevant sexuality skills and behaviours, it is important to assess the current level of understanding and performance of the student. An individual's abilities, behaviours are of vital importance in developing appropriate Sexuality Education program. Assessment of abilities, skills, behaviours and values are very essential and should form an integral part of skill training. Often educators express hesitation and lack of appropriate tools and resources as a major reason for not being able to teach their students relevant sexuality skills. In order to fill this gap, we made an attempt to develop this assessment tool.

Sexuality Education Needs Assessment Checklist (SENAC) is prepared in two segments: Segment - I for adolescents and segment – II for adults with intellectual disabilities. The use of SENAC allows to identify the learning needs, concerning sexual behaviours which are inappropriate which in turn helps in planning an appropriate sexuality education program for young people with intellectual disabilities. This tool was developed in consultation with special educators, vocational instructors, psychologists, parents and caregivers managing people with intellectual disabilities. The tool consists of two checklists (Segment-I and II) and checklist of concerning sexual behaviours, sample pictures, illustrations and drawings which can be used during the assessment process.

We will be happy if the users can send their feedback on the utility of the tool and suggestions for improvement.

R. Shilpa Manogna

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We express our sincere thanks to Department of Empowerment of Persons with Disabilities, MSJE, Govt. of India for approving and funding this project without which we would not be able to see this assessment tool.

I would like to place my sincere thanks to Shri. B.V. Ram Kumar, Director (Offg.), NIEPID for his continuous encouragement and support who believed in the research team to accomplish this task. Without his guidance this would not have been possible.

I would like to express my sincere thanks to all the special schools and vocational training centers for permitting us to conduct the study and their support, encouragement in implementing the sexuality education program in their schools. Gratitude for the support received from the partnering schools and their management committees is acknowledged with deep appreciation.

I thank all the persons with intellectual disabilities and their parents for their cooperation and participation in the study through whom we learnt and improved our professional skills to prepare this tool.

I extend my heartfelt gratitude to Late B. Surya Prakasam, Statistical Officer, NIEPID, Secunderabad for the continuous support and guidance in statistical analysis.

I would like to extend my sincere gratitude to all the administrative staff of NIEPID, who guided through all the financial and administrative procedures. My sincere thanks to all my colleagues, professionals and friends who supported us and gave their valuable suggestions.

Above all, I thank Almighty God for his constant love, unending grace and continuous support throughout my life.

R. Shilpa Manogna



Introduction

Sexuality Education for persons with intellectual disabilities is most delicate and sensitive topic which is often surrounded by myths and misconceptions. Very few young people with Intellectual Disabilities receive adequate training and preparation in this regard. Persons with Intellectual Disabilities grow and develop physically as any other person without disability. There may be delay in sexuality development and maturation but the stages of development are same. There is a need for them to know basic information on the physiological and psycho-social, emotional changes that happen as they are growing up. Sexuality education encompasses knowledge about oneself, his or her own gender identity and roles, development of a positive concept of self, menstrual & genital hygiene, interpersonal relationships, understanding about one's own rights, reproductive system, marriage and contraception. Sexuality education starts early in childhood and progresses through adolescence and adulthood. Sexuality education provided to young people with ID should be age-appropriate, culturally relevant, and scientifically accurate information.

Human sexuality refers to sexual thoughts, feelings and behaviours. It can be considered as physical expression, self-image, emotional development, social circumstances, sensuality, spirituality and personal identity (World Health Organisation, 2006). Sexuality represents a central aspect of what it is to be human, and in order to comprehend and explore sexuality, people with intellectual disabilities, additional support is often required to understand relationships and to again knowledge about various aspects of sexuality.

Although many researchers have started to emphasise the importance on appropriate sexuality education, research studies have shown that people with intellectual disabilities are often marginalised and typically have limited or no access to suitable sexuality education across various settings, including at school and at home (Barron, Hassiotis, & Banes, 2004). These factors have negatively affected people with intellectual disabilities in gender identity, friendships, self-esteem, body image and awareness, emotional growth, and social behaviour (American Association on Intellectual and Developmental Disabilities, 2013) and have prevented the development of appropriate socio-sexual knowledge.

Due to lack of information and education on basics of sexuality, many a times people with intellectual disabilities often are prone for coercion, sexual abuse and exploitation, unintended pregnancy and sexually transmitted infections. Parents and educators often express their concerns with regard to skill deficits in menstrual hygiene management, masturbation, sexual abuse, inappropriate social behaviours, marriage etc., Often parents and teachers use a silent approach and disapprove open discussion of sexual matters with their children. Because of silence and embarrassment, often many young people with intellectual disability enter adulthood faced with conflicting and confusing messages about sexuality and gender.



Development of Sexuality Education Needs Assessment Checklist (SENAC)

Before imparting any intervention to people with intellectual disabilities, it is important to assess their current level of performance which calls for a need to have an assessment tool. Assessment can be considered the systematic collection, review, and use of information about educational programs and services undertaken for the purpose of quality improvement, planning, and decision-making about or for an individual. In order to provide an appropriate and culturally relevant sexuality education to young people with intellectual disabilities, it is important to assess the current levels of awareness, knowledge and skills. Upon careful review of current assessment tools for persons with intellectual disabilities, it was observed that there are many indigenous tools available for functional, behavioural and vocational assessment. Some of the most widely used tools are Functional Assessment Checklist for programming (FACP), Behavioural Assessment Scale for Indian Children (BASIC -MR), Behavioural Assessment Scale for Adult Living (BASAL-MR), Curriculum Guidelines for schools of Madras developmental programming system (MDPS), Portage Guide, Aarambh package for preschool assessment, Upanayan checklist for Early intervention programme, Vocational Assessment and Programming System (VAPS).

These tools focus on assessing the current levels in motor domains, pre academic concepts, self care skills, social-communication skills, functional academics, recreational skills, pre vocational & vocational skills and assessment of problem behaviours among persons with intellectual disabilities. These assessment tools consisted of very few items on sexuality and inappropriate socio-sexual behaviours. In view of the absence of an exclusive assessment and programming tool, the present checklist was developed to assess the learning needs of adolescents and young adults with intellectual disabilities for providing appropriate sexuality educational training.

Before development of the tool, the research team has extensively done the review of existing checklists and related literature and prepared an item pool of 189 items. The items were age appropriately arranged into two checklists with five domains in each checklist.

- a) SENAC Segment-I (Adolescent Version) for the age group between 11-17 yrs. and
- b) SENAC Segment -II (Adult Version) for the age group between 18-35 yrs.

The SENAC – Segment -I consisted on 85 items and SENAC – Segment -II consisted of 104 items. The assessment checklist was given to a panel of 25 experts with extensive experience in the field of intellectual disability. The panel included persons from several specialists such as rehabilitation and clinical psychologists, special educators, child psychologists, occupational therapists, speech therapist, Vocational instructors and also parents having adolescents and adults with intellectual disability.

The panel of experts have validated the checklists and suggested to delete and modify few items which were not age appropriate, non-observable and culturally controversial. A total of 65 items and 59 items with more than 80 % agreement were retained in SENAC-1 and SENAC – II respectively. The suggested changes were incorporated and the checklist was given for second validation.



After the second validation, the checklist consisted of 60 and 55 items in SENAC Segment-I and SENAC segment -II respectively. The panel of experts agreed: —

- that the 5 assessment domains of both segments were relevant for assessment and planning training program with regard to basic sexuality education for persons with ID.
- the items were observable and measurable
- that the items were worded clearly in simple language.
- And that the items were arranged in logical sequence in each domain.

All the items are considered to be basic and essential which occur on a regular basis in the routine lives of each individual with ID. The initial tool was pilot tested on ten individuals with ID from each segment. The tool was tried out on 6 males (3 boys and 3 adults) and 4 females (2 girls and 2 adults). Items which were ambiguous, repeated and non-functional were removed. After the initial try out certain items which were practically not feasible to assess through direct testing, observation and interview were deleted. The final tool consisted of 50 items each in Segment -I SENAC -Adolescent version and segment -II SENAC –Adult version.

Field testing:

Field testing was done in 10 partnering schools who agreed to be part of this research project. However, after initial teacher training and parent orientation program 2 schools dropped out of the project. The details are given below.

Table 1 : Area wise details of Partnering Schools

| Sl.No | AREA | Type of Locality |
|-------|-----------------------------|------------------|
| 1. | Kukatpally, Hyderabad | Urban |
| 2. | Begumpet, Hyderabad | Urban |
| 3. | Kharkhana, Secunderabad | Urban |
| 4. | Bowenpally, Secunderabad | Urban |
| 5. | Moulali, Hyderabad | Urban |
| 6. | Bowenpally, Hyderabad | Urban |
| 7. | Yacharum, Greater Hyderabad | Rural |
| 8. | Manchala, Greater Hyderabad | Rural |
| 9. | Vijayawada, Hyderabad | Semi-Urban |
| 10. | Warangal, Hyderabad | Semi-Urban |



A total of 125 (56 adolescents for Segment -I and 69 young adults with ID for Segment -II) clients from the partnering schools were assessed using checklists. Segment -I was administered on 56 adolescents with ID out of which 40 were male and 16 were female. Majority of the adolescents 53.6% were diagnosed as having mild ID, followed by moderate ID (25%) and severe ID (21.4%). The demographic details of children with ID in Segment – 1 (11-17 yrs) is given in table -2.

Table 2 : Demographic details of participants in Segment -I **N=56**

| Variable | n | % |
|-----------------------------|----|------|
| <i>Gender</i> | | |
| Male | 40 | 71.4 |
| Female | 16 | 28.6 |
| <i>Diagnosis</i> | | |
| Mild ID | 30 | 53.6 |
| Moderate ID | 14 | 25.0 |
| Severe ID | 12 | 21.4 |
| <i>Associated Condition</i> | | |
| Present | 28 | 50 |
| Absent | 28 | 50 |

Segment -II was administered on a total of 69 adults with ID out of which 44 (63.8%) were males and 25(36.2%) were females. Majority of the adults were diagnosed as having mild ID (40.6%) , followed by moderate ID (43.5%) and severe ID (15.9%). The demographic details of Persons with ID in Segment – II (18-35 yrs) is given in table- 3.

Table 3 : Demographic details of participants in Segment -II **N=69**

| Variable | n | % |
|-----------------------------|----|------|
| <i>Gender</i> | | |
| Male | 44 | 63.8 |
| Female | 25 | 36.2 |
| <i>Diagnosis</i> | | |
| Mild ID | 28 | 40.6 |
| Moderate ID | 30 | 43.5 |
| Severe ID | 11 | 15.9 |
| <i>Associated Condition</i> | | |
| Present | 18 | 26.1 |
| Absent | 51 | 73.9 |



Reliability:

Reliability refers to a consistency of the measure. A correlation coefficient is generally used to assess the degree of reliability. A high positive reliability is seen if a test is reliable. Test-retest reliability and inter-rater reliability was established. The Cronbach alpha reliability coefficient of SENAC – segment -I (Adolescent Version) was found to be 0.94 and SENAC- Segment -II (Adult Version) was found to be 0.85. The interrater reliability was also established for both segments i.e., Child version and Adult Version. Two independent raters assessed 10 persons with ID from each segment separately. The results showed high degrees of positive correlation between two assessments of persons with ID. The interrater reliability for SENAC- Segment- I - Adolescent version and SENAC – Segment -II Adult version is 0.95 and 0.93 respectively. Test- re-test reliability was established which is found to be 0.91 for SENAC- Segment- I Child version and 0.95 for SENAC – Segment -II Adult version. The reliability details are given in table-4.

Table 4 : Reliability Details

| S.No. | Assessment Checklist | Cronbach's Alpha Reliability | Test -Retest Reliability | Inter-rater Reliability |
|-------|-----------------------------------|------------------------------|--------------------------|-------------------------|
| 1. | SENAC – Segment - I (11-17 yrs.) | 0.94 | 0.91 | 0.95 |
| 2. | SENAC – Segment - II (18-35 yrs.) | 0.85 | 0.95 | 0.93 |

Validity:

Content validity was established by giving the checklist to 25 professionals who have more than five years of experience in working with people with intellectual disabilities. The professionals were asked to rate the relevance of each item in the checklist as appropriate 2, somewhat appropriate 1 and not appropriate 0. They were also asked to suggest other items for the checklist which may have been omitted or not included which are important. The expert responses were reviewed and summarised. The research team addressed items that did not belong as well as reassignment of the items to another domain. The content validity index of individual items (I-CVI) ranged between 0.82 to 1.00 showing high content validity.

Content

The SENAC -I and SENAC -II consists of two sections. Section -1 covers checklist for Sexuality skill behaviours and Section-2 covers the checklist of Concerning Sexual Behaviours which is common for both SENAC adolescent and adult version. SENAC Segment -I Section-1 consists of 50 items divided into 5 domains namely Body Awareness, Personal Care & Hygiene, Relationships, Healthy Boundaries & Risk Management. SENAC Segment-II section-1 consists of 50 items divided into 5 domains namely Body Awareness, Personal care & Hygiene Management, Healthy Boundaries, Risk Management and Marriage, Fertilization & Contraception. The description of domains is given below:

- **Body Awareness:** Body awareness is the ability to recognize visible and private parts of the body and the changes that happen during puberty and as they are growing up. Body awareness helps to understand how to relate to objects and people at home, at school and outdoors. This domain contains items related to gender identification and body changes during puberty and awareness regarding both visible and private parts of the body.



- ▶ **Personal care & Hygiene Management:** Personal Care skills are the basic self-care activities of bathing, dressing, personal hygiene and grooming. Good hygiene includes thoroughly and regularly washing one's body especially private parts of the body and genitals. This domain contains items related to personal menstrual hygiene management, genital hygiene and other grooming and hygiene skills essential for independency. Separate items for boys and girls are given for this domain.
- ▶ **Relationships:** Relationships refers to the association, interaction and bond between two or more people. There are many different types of relationships. This domain contains items related to identification and maintenance of relationships and expression of his / her feelings, emotions, distress in different situations.
- ▶ **Healthy Boundaries:** Identifying healthy boundaries is very essential for every human being for protecting themselves. This domain contains items related to advanced social skills, differentiation between good and bad touch and so on.
- ▶ **Risk Management:** The ability to understand and communicate effectively one's own needs to others is very important in managing the risk. This domain contains items related to identification of risky situations and items related to response to prevention of abuse.
- ▶ **Marriage, Fertilization and Contraception:** Sexuality education helps in improving the knowledge and foster positive attitudes towards sexual and reproductive health in the society. This domain contains items related to marriage, fertilization, contraceptive methods and voluntary consent and sterilization.

The checklist contains basic sexuality skills that are very essential and which normally occur in the routine life. The items in the checklist are arranged in developmental sequence. The checklist also aids to plan an appropriate intervention programme for training in basic sexuality skills. The number of items in each domain in both the assessment checklists is explained in table 5 and 6.

Table 5 : Domains and Number of Items in SENAC – Segment-I
(Adolescent Version)

| Sl.No | Domains | No of Items |
|-------|---|-------------|
| 1. | Body awareness | 10 |
| 2. | Personal Care & Hygiene Management (Separate Items for Boys and Girls) | 12 |
| 3. | Relationships, | 09 |
| 4. | Healthy Boundaries | 07 |
| 5. | Risk management | 12 |
| | Total no of Items | 50 |



**Table 6 : Domains and Number of Items in SENAC – Segment-II
(Adult Version)**

| Sl.No | Domains | No of Items |
|-------|---|-------------|
| 1. | Body awareness | 08 |
| 2. | Personal Care & Hygiene Management (Separate Items for Boys and Girls) | 12 |
| 3. | Healthy Boundaries | 09 |
| 4. | Risk management | 08 |
| 5. | Marriage, Fertilization & Contraception | 13 |
| | Total no of Items | 50 |

Scoring

For the ease of calculating, the following scoring pattern is used while using the checklist for assessing the individuals with ID.

- 0 Dependent; (person is not performing the activity/skill even when assistance is given).
- 1 Needs Physical Prompt; (when person performs the skill/activity with the help if physical prompt).
- 2 Needs Gestural Prompt; (when a person/student needs gestural prompt to perform the activity).
- 3 Needs Verbal Prompt; (when a person/student needs verbal assistance perform the skill/activity).
- 4 Independent; (When a student/person performs the skill/activity without any assistance on his/her own).
- NE No Exposure; (it is marked when the item is relevant and suitable for the child and has the capability to learn but was never exposed to training).
- NA Not Applicable; (it is marked when a particular item is not suitable for training to a specific student. It may due to severity level, culture and family beliefs or for any other appropriate reason).

It is suggested that teachers use direct testing and observation method wherever feasible and interview the parents/care givers/siblings and students/persons with ID if the child is verbal. The maximum score one can obtain is 200. Based the assessment scores in each domain the educators can select appropriate sexuality educational goals and plan to provide necessary training in the essential skills which the student/person with ID lacks. A list of pictures/illustrations and drawings which can be used during the assessment process are also possible given in this book.



Section -2 Checklist of Concerning Sexual Behaviours

It is observed in the literature and it is also observed that majority of individuals with intellectual disabilities may engage in inappropriate Socio-sexual behaviours such as touching their genitals, exposing their genitals, using/speaking dirty words and masturbating publicly. Sexual behaviour can be of a concern and considered as problematic when it is developmentally inappropriate, socially and culturally unacceptable or involves harm to other children. It can also be a problem if the family does not consider the behaviour normal or acceptable. Behaviours that are public, disruptive and continue in spite of efforts to stop them, or bother or hurt other children are most likely to require help from trained psychologist and other concerned professionals.

Section -2 of the SENAC tool consists of a checklist to assess various concerning sexual behaviours observed among adolescents and adults with ID which require immediate attention. By identifying such concerning sexual behaviours, parents and teachers can seek the professional help of psychologists in planning an appropriate behaviour management plan to reduce the problem sexual behaviours. The Concerning sexual behaviours checklist consist of 23 items.

The following scoring key is used:

- 0 Never; (If the behaviour is never observed in the person)
- 1 Rarely; (If the behaviour is seen once or twice but not consistently)
- 2 Sometimes; (If the behaviour is observed once in a while)
- 3 Very Often;;(If a behaviour is observed frequently)
- 4 Always; (if a behaviour is observed on a regular basis very frequently)

The checklist for assessing concerning Sexual behaviours is attached.



General Instructions for Administering

Dear Users, please read the following instructions carefully before starting the assessment.

1. The assessment tool is for individuals with intellectual disabilities.
2. The assessment tool is for two different age ranges. Segment-I-Adolescent Version for 11-17 years old and the other is Segment-II-Adult version for 18-35 years old.
3. Use any one checklist for one individual assessment.
4. Complete the required details about the client in the Demographic sheet.
5. Arrange all the testing material well in advance.
6. Complete the assessment for all domains.
7. Scoring key is on the bottom of each page of the checklist. Scoring key is based on rating depending on the level of support required to perform the item/activity. Use the scoring key as described in the manual.
8. Informants could be teachers, parents, caregivers, siblings, friends and others who are associated with the client.
9. Information could be collected through direct testing, observation and interviews of significant people/ informants.
10. Administer Section -2 i.e., checklist of concerning sexual behaviours.
11. Please make a note of significant observations or any inappropriate behaviour observed during the assessment process.
12. Do the scoring and calculate the percentage and summarise the assessment data.
13. The assessment leads to identifying the learning needs of the client for sexuality education. After assessment, based on the needs identified, plan a program for imparting appropriate sexuality education to your students/clients with ID.

Testing time:

It takes 60-90 minutes on an average to complete the assessment for one individual depending on the level of disability and age. It can be done in one session. If need be more sessions can be taken to collect the accurate information.



“Sexuality Education Needs Assessment Checklist (SENAC)” Segment-I-Adolescent Version (11-17 Yrs)

SECTION - A

| Sl. No | ITEMS | Scores | | | Remarks |
|---|---|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| Domain I: Body Awareness | | | | | |
| 1 | Names boy and girl in the picture | | | | |
| 2 | Differentiates man and woman in the picture | | | | |
| 3 | Names any five visible body parts of a man when dressed | | | | |
| 4 | Names any five visible body parts of a woman when dressed | | | | |
| 5 | Names accessories worn by men (tie, belt, bracelet, watch) | | | | |
| 6 | Names accessories worn by women (bindi, bangles, hair band, anklets) | | | | |
| 7 | Identifies physical changes of the body (such as pimples, development of chest, increase in height& weight) | | | | |
| 8 | Identifies hair growth on face (beard / moustache) | | | | |
| 9 | Identifies hair growth (under armpit / pubic hair) | | | | |
| 10 | Names two gender specific private body parts {penis, testicles (male) / breast, vagina (female)} | | | | |
| Domain II: Personal Care & Hygiene Management | | | | | |
| A. For Males | | | | | |
| 11 | Names the innerwear (banyan &cut drawer) | | | | |
| 12 | Identifies wash room of specific gender | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|--------|---|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 13 | Seeks gender appropriate help for toilets / bathing / changing dress | | | | |
| 14 | Shaves his beard | | | | |
| 15 | Maintains cleanliness of armpit and genitals | | | | |
| 16 | Wears washed / cleaned undergarments | | | | |
| 17 | Maintains privacy (while using toilets /bathing / changing dress / during masturbation) | | | | |
| 18 | Identifies the stains on clothes during wet dreams / masturbation | | | | |
| 19 | Cleans the genitals with water / tissue paper / cloth after wet dream / masturbation | | | | |
| 20 | Changes his clothes after wet dreams/ masturbation | | | | |
| 21 | Changes soiled bed sheets after wet dreams / masturbation | | | | |
| 22 | Washes hands with soap after masturbation | | | | |

B. For Females

| | | | | | |
|----|---|--|--|--|--|
| 11 | Names the inner wear (bra, panty & dress petty coat) | | | | |
| 12 | Identifies wash room of specific gender | | | | |
| 13 | Seeks gender appropriate help for toilets / bathing / changing dress /changing pads | | | | |
| 14 | Maintains privacy (while using toilets / bathing / changing dress / changing pads) | | | | |
| 15 | Maintains cleanliness of armpit and genitals | | | | |
| 16 | Wears washed / cleaned undergarments | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|----------------------------------|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 17 | Identifies the onset of menstruation (symptoms like stomach pain / back pain / nausea sensation / bleeding through vagina) | | | | |
| 18 | Identifies the stains on clothes during menstruation | | | | |
| 19 | Changes clothes / bed sheets during menstruation if stains occurs | | | | |
| 20 | Uses appropriate sanitary pads | | | | |
| 21 | Disposes the used pads by wrapping properly in a paper | | | | |
| 22 | Washes hands with soap after changing a sanitary pad | | | | |
| Domain III: Relationships | | | | | |
| 23 | Differentiates family members and strangers | | | | |
| 24 | Shares important events and information with family members | | | | |
| 25 | Attends birthday parties / religious gatherings / outing with family members | | | | |
| 26 | Attends birthday parties / religious gatherings / outings with teacher and friends | | | | |
| 27 | Takes care of family members during illness | | | | |
| 28 | Uses courtesy words such as thank you, please, sorry with family members | | | | |
| 29 | Uses courtesy words such as thank you, please, sorry with teacher and friends | | | | |
| 30 | Expresses distress when in trouble | | | | |
| 31 | Says 'No' firmly (e.g., No, I don't want to come, No. I don't want to eat/drink, No I don't want to play) | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|-------------------------------|---|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| Domain IV: Healthy Boundaries | | | | | |
| 32 | Differentiates between public and private places | | | | |
| 33 | Differentiates between public and private behaviours | | | | |
| 34 | Enters into others room by knocking door and taking permission | | | | |
| 35 | Maintains appropriate distance with opposite gender during conversations | | | | |
| 36 | Avoids disclosing personal information to others | | | | |
| 37 | Differentiates 'Good touch' and 'bad touch' | | | | |
| 38 | Avoids going out with strangers/untrusted adults when alone | | | | |
| Domain V: Risk Management | | | | | |
| 39 | Recognizes common gestures like shake hands / blessings / patting / physical proximity / hugging by familiar person | | | | |
| 40 | Opposes when someone comes closer without consent | | | | |
| 41 | Opposes when someone kisses without consent | | | | |
| 42 | Opposes when someone hugs uncomfortably | | | | |
| 43 | Opposes when someone touches private parts | | | | |
| 44 | Says “No” to sexual talk / activity | | | | |
| 45 | Rejects unwanted sexual advances | | | | |
| 46 | Screams / shouts when in danger | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|--------|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 47 | Reports verbally / gesturally to parents / siblings / guardian when abused by others | | | | |
| 48 | Reports verbally / gesturally to teachers / care taker when abused by others | | | | |
| 49 | Reports verbally / gesturally to friends when abused by others | | | | |
| 50 | Calls child help line number'1098'/100 when in danger | | | | |

Scoring Key:

- 0 Dependent
- 1 Physical Prompt
- 2 Gestural Prompt
- 3 Verbal Prompt
- 4 Independent
- NE No Exposure
- NA Not Applicable



“Sexuality Education Needs Assessment Checklist (SENAC)” Segment-II-Adult Version (18-35 Yrs)

SECTION - A

| Sl. No | ITEMS | Scores | | | Remarks |
|--------------------------|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| Domain I: Body Awareness | | | | | |
| 1 | Differentiates between man and women | | | | |
| 2 | Identifies physical changes of the body (such as pimples, development of chest, increase in height & weight) | | | | |
| 3 | Identifies secondary hair growth on visible parts (beard / moustache / on arms / around legs) | | | | |
| 4 | Identifies secondary hair growth on private parts (on chest / under armpit / pubic hair) | | | | |
| 5 | Shows more concern about body image, looks and clothes | | | | |
| 6 | Names penis, testicles of a man in the picture {in case of male} | | | | |
| 7 | Names breast, vagina of a woman in the picture {in case of female} | | | | |
| 8 | Identifies seminal discharge / vaginal discharge | | | | |

Domain II: Personal Care & Hygiene Management

A. For Males

| | | | | | |
|----|--|--|--|--|--|
| 9 | Maintains privacy during toileting / bathing / changing dress / masturbation | | | | |
| 10 | Shaves beard | | | | |
| 11 | Maintains cleanliness of armpit and genitals | | | | |
| 12 | Applies powder / fungal anti-septic cream around the pubic region during infection | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|--------|---|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 13 | Identifies the stains on clothes during wet dreams / masturbation | | | | |
| 14 | Cleans the genitals with water / tissue paper / cloth after masturbation | | | | |
| 15 | Changes clothes after masturbation / wet dreams | | | | |
| 16 | Changes bed sheets after masturbation / wet dreams | | | | |
| 17 | Cleans seminal fluid fallen on the floor after masturbation | | | | |
| 18 | Washes hands with soap after masturbation | | | | |
| 19 | Shaves his hair growth under armpit, pubic hair periodically (once in three months) | | | | |
| 20 | Washes under garments | | | | |

B. For Females

| | | | | | |
|----|---|--|--|--|--|
| 9 | Maintains privacy during toileting / bathing / changing dress / menstruation | | | | |
| 10 | Maintains cleanliness of armpit and genitals | | | | |
| 11 | Applies powder / fungal antiseptic cream around the pubic region during infection | | | | |
| 12 | Identifies the stains on clothes during vaginal discharge / menstruation | | | | |
| 13 | Washes genitals after vaginal discharge | | | | |
| 14 | Changes clothes / bed sheets during menstruation if stains occur | | | | |
| 15 | Uses appropriate sanitary pads during menstruation | | | | |
| 16 | Changes pad after every 5 hours of duration to avoid infection | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|---------------------------------------|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 17 | Disposes the used pads appropriately | | | | |
| 18 | Washes hands with soap after changing a sanitary pad | | | | |
| 19 | Shaves her hair growth under armpit, pubic hair periodically (once in three months) | | | | |
| 20 | Washes under garments | | | | |
| Domain III: Healthy Boundaries | | | | | |
| 21 | Differentiates between positive hug and sexualized hug | | | | |
| 22 | Maintains physical distance while interacting with familiar persons | | | | |
| 23 | Maintains physical distance while interacting with strangers | | | | |
| 24 | Avoids going out with strangers | | | | |
| 25 | Avoids going out with untrusted familiar persons alone | | | | |
| 26 | Escapes (runs away) when someone touches / hugs uncomfortably | | | | |
| 27 | Refuses to touch others body parts | | | | |
| 28 | Stays away from situations that are uncomfortable (being bullied / sexually harassed/ being alone with untrusted people) | | | | |
| 29 | Says 'No' firmly (such as not accepting sweets / gifts from strangers, going out) | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|---|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| Domain IV: Risk Management | | | | | |
| 30 | Identifies inappropriate gestures like staring at body parts / sexual remarks by others | | | | |
| 31 | Protests when someone comes closer without consent | | | | |
| 32 | Defends self when private body parts are touched by others | | | | |
| 33 | Interacts with strangers only in the presence of family members | | | | |
| 34 | Screams / shouts when in danger (unwanted touch, molestation, physical abuse) | | | | |
| 35 | Reports to parents/ caregivers when abused by others | | | | |
| 36 | Tells to teachers /friends peers when abused by others | | | | |
| 37 | Seeks help or assistance from trusted adults (House hold chores, personal activities, at times of arguments, support for child rearing etc) | | | | |
| Domain V: Marriage, Fertilization & Contraception | | | | | |
| 38 | Attends social gatherings with family members (such as engagement functions / marriage functions / cradle ceremonies etc.,) | | | | |
| 39 | Tells responsibilities of wife & husband in a marriage (E.g.: House hold Chores, providing basic needs, financial management, taking care of needs of spouse, etc) | | | | |
| 40 | Gives voluntary consent for sexual intimacy or contact with the spouse | | | | |



| Sl. No | ITEMS | Scores | | | Remarks |
|--------|--|-----------|----------|------------------|---------|
| | | Base Line | Mid Term | Final Evaluation | |
| 41 | Tells the consequence of sexual intimacy/contact (eg: it results in pregnancy or child formation) | | | | |
| 42 | Initiates for sexual intimacy with the spouse. | | | | |
| 43 | Tells duration of pregnancy or gestation period | | | | |
| 44 | Tells that babies are born from mother's womb and vagina | | | | |
| 45 | Takes prescribed medicines regularly during illness / pregnancy | | | | |
| 46 | Identifies methods of birth control / contraception | | | | |
| 47 | Uses contraceptive methods (pills / condoms) | | | | |
| 48 | Tells the purpose of sterilization | | | | |
| 49 | Gives voluntary consent about sterilization process (vasectomy / tubectomy) | | | | |
| 50 | Seeks medical consultation along with the family members/spouse (in case of infections / STD's / pregnancy / gynaecology issues etc.,) | | | | |

Scoring Key:

- 0 Dependent
- 1 Physical Prompt
- 2 Gestural Prompt
- 3 Verbal Prompt
- 4 Independent
- NE No Exposure
- NA Not Applicable



Checklist of Concerning Sexual Behaviours

SECTION - B

| Sl. No | ITEMS | Score | Remarks |
|---------------------------------|---|-------|---------|
| Domain I: Body Awareness | | | |
| 1. | Spends more time in looking at intimate pictures in magazines / posters | | |
| 2. | Shows excessive interest to watch intimate scenes in the movies / serials | | |
| 3. | Constantly stares / gazes at opposite gender | | |
| 4. | Initiates intimate talk with friends / others | | |
| 5. | Comes closer / falls frequently on opposite gender while interacting | | |
| 6. | Makes inappropriate gestures such as eye winking / kissing | | |
| 7. | Peeps secretly when somebody is taking bath / changing dress | | |
| 8. | Enters into others room without knocking the door | | |
| 9. | Touches same gender inappropriately | | |
| 10. | Fondles opposite gender | | |
| 11. | Hugs others inappropriately (same gender / opposite gender) in public | | |
| 12. | Kisses opposite gender in public | | |
| 13. | Touches own private body parts in the public | | |
| 14. | Rubs / Touches their own genitals in public | | |
| 15. | Undresses self in front of others | | |
| 16. | Shows his / her genitals, private parts to others | | |
| 17. | Masturbates publicly | | |
| 18. | Uses sexualized language / jokes with their peer group | | |
| 19. | Shares naked pictures / indecent videos with others | | |
| 20. | Sits / lies on the lap of members of opposite gender in public | | |



| Sl. No | ITEMS | Score | Remarks |
|---------------------------------|--|-------|---------|
| Domain I: Body Awareness | | | |
| 21. | Insists on sleeping with others | | |
| 22. | Goes out without informing parents / care takers with friends / known people | | |
| 23. | Goes out without informing parents / care takers with strangers | | |
| 24. | Any other | | |

Scoring Key:

- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Very Often
- 4 Always



List of Suggested Assessment Materials

| Sl. No | Material | Domain |
|--------|--|---|
| 1. | Dolls related to Boy and a Girl, Anatomical dolls male and female, picture cards of girl/boy, Man, Woman. Tie, belt, bracelet, watch, Bindi, bangles, hair band, anklets Pictures showing beard / moustache, hair under armpit / pubic hair Drawings/Pictures showing penis, testicles Drawings/Pictures showing breast, vagina | Body Awareness |
| 2. | Banyan & cut-drawer Flash cards related to He, She toilet /washrooms Shaving kit, Bra, panty & petty coat Sanitary pads Soap, shampoo, after shave lotion etc | Personal Care & Hygiene Management |
| 3. | Pictures/ Picture cards of family members, teacher Picture cards related to birthday parties/ festivals, marriages First Aid kit Picture cards depicting Safe Touch, Unsafe touch Antiseptic Cream, Neosporin powder | Relationships |
| 4. | Flash cards related to public places, (Living room, School, classroom, Library, temple, bus stand, market etc) Private Places (Bedroom, Washroom) Flash cards related to public behaviours (Playing, eating, doing homework etc) private behaviours (Using washroom, Changing dress, bathing etc) Flash cards related to different types of hug Flash cards related to familiar persons and strangers | Healthy Boundaries |
| 5. | Picture cards, Photographs related to engagement, marriage, cradle ceremony etc., Picture cards related to intimate relationship between husband and wife. Picture cards/photographs related to pregnant woman. Picture cards/ Drawings of Pills/ Condoms. | Marriage, Fertilization & Contraception |

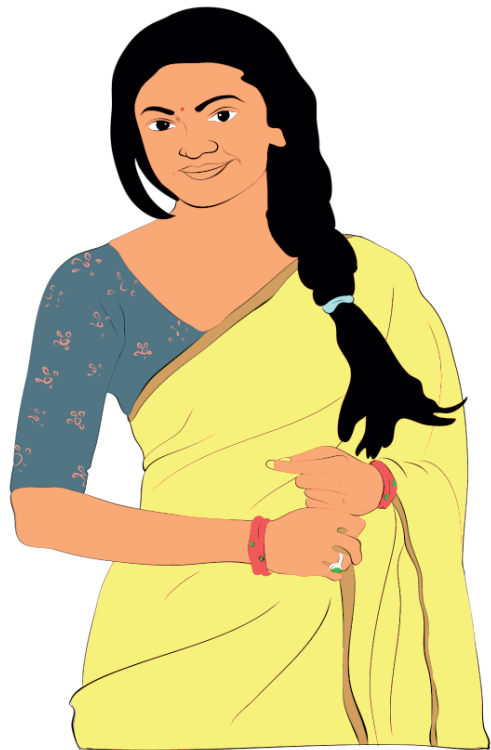
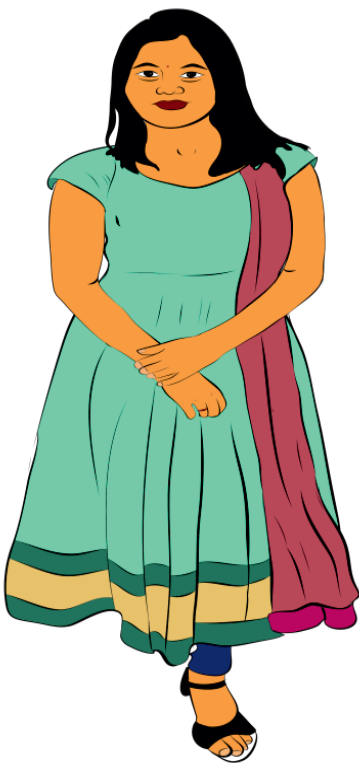
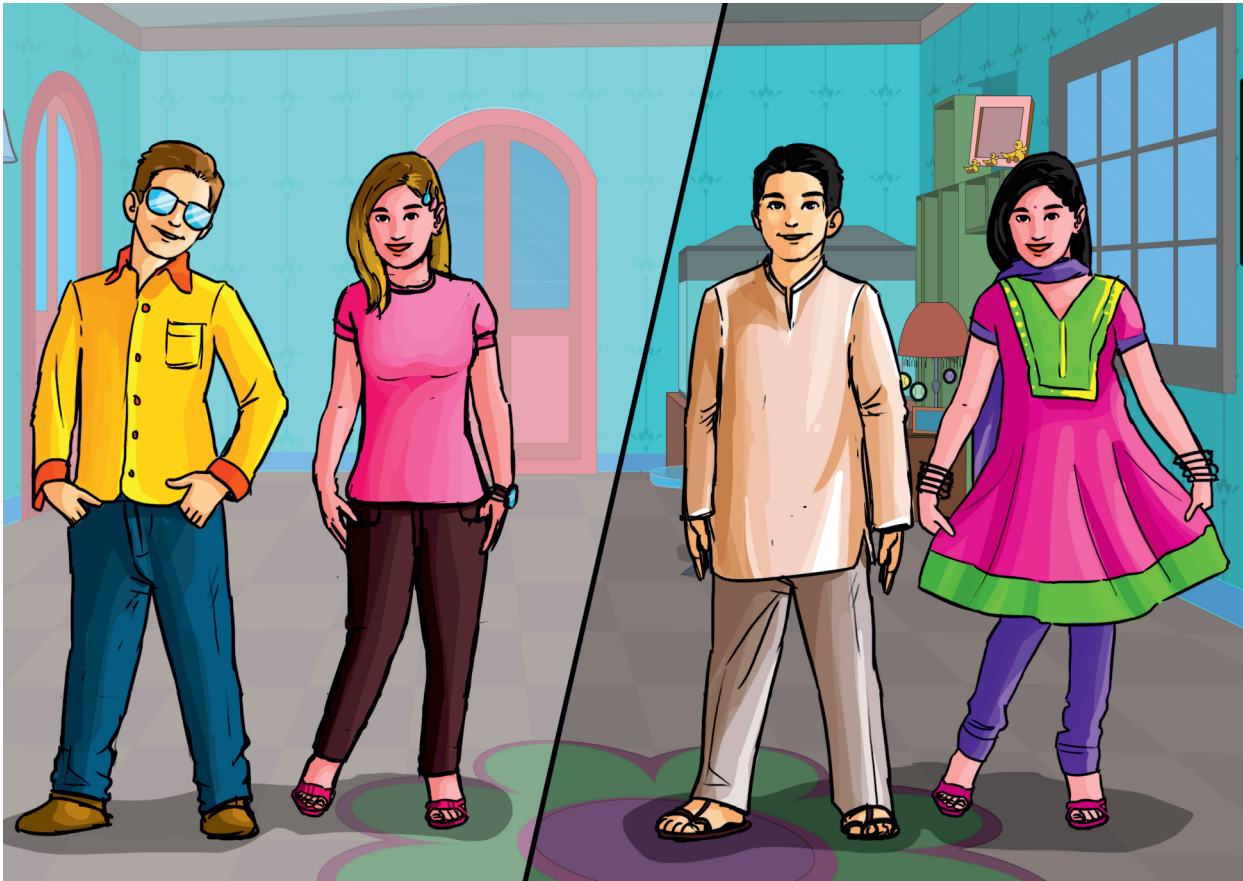


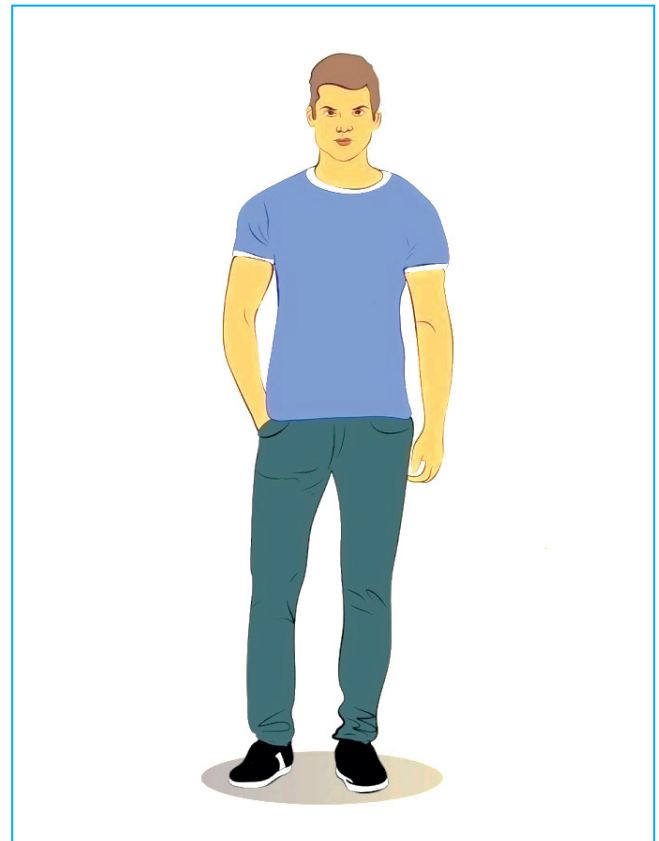
Sample Pictures / Drawings and illustrations

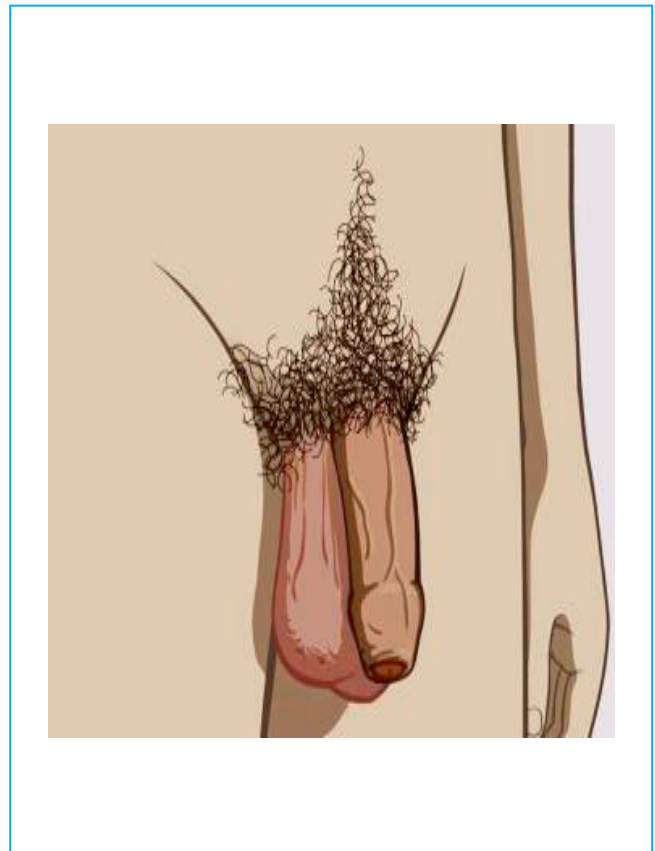
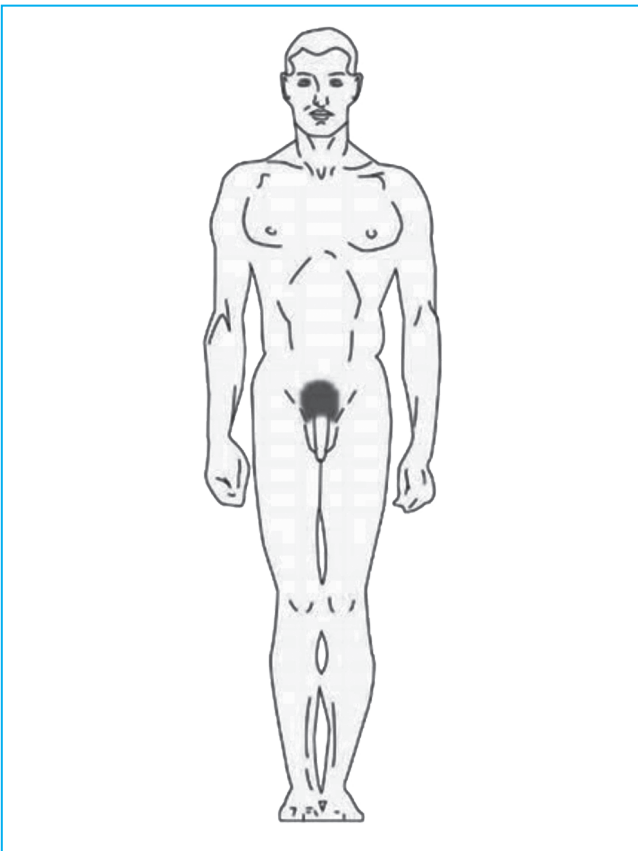
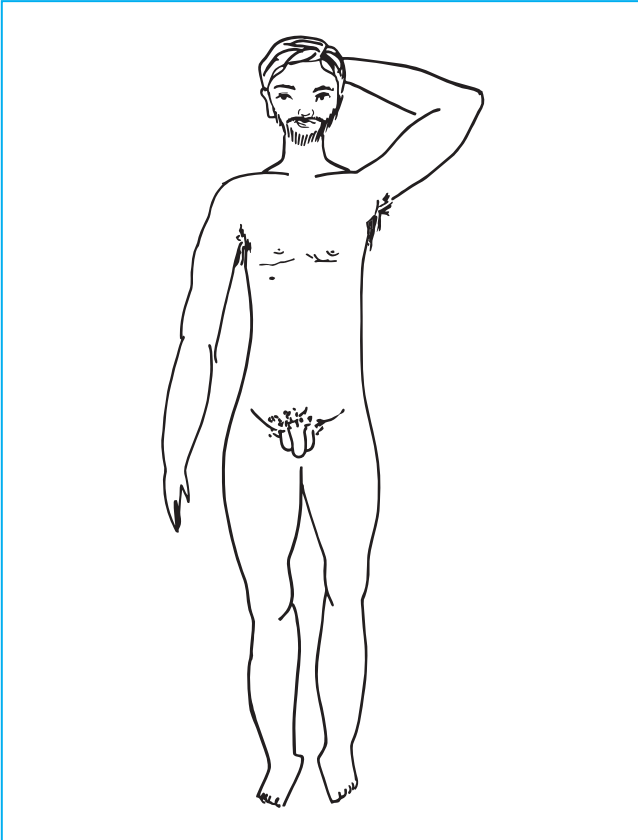
Certain pictures, drawings and photographs are given below which can be used during the assessment process. These are only sample picture cards. Use them with your own discretion. We encourage you to make flash cards/picture cards on your own to suit your student.

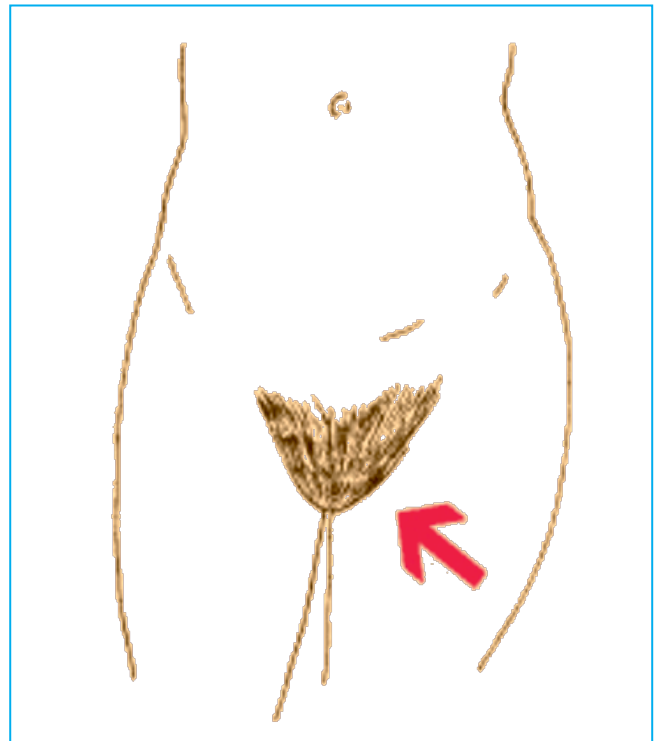
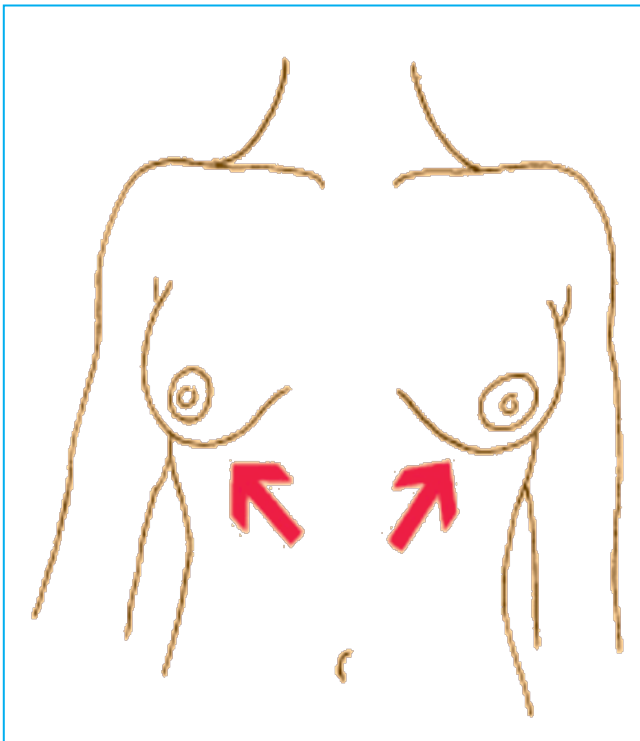
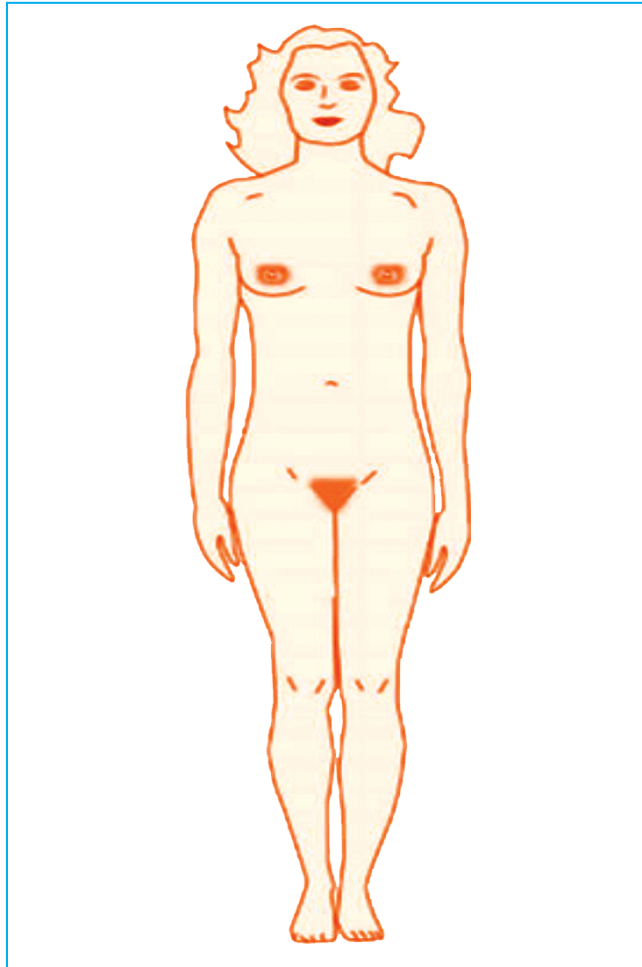
DOMAIN - I





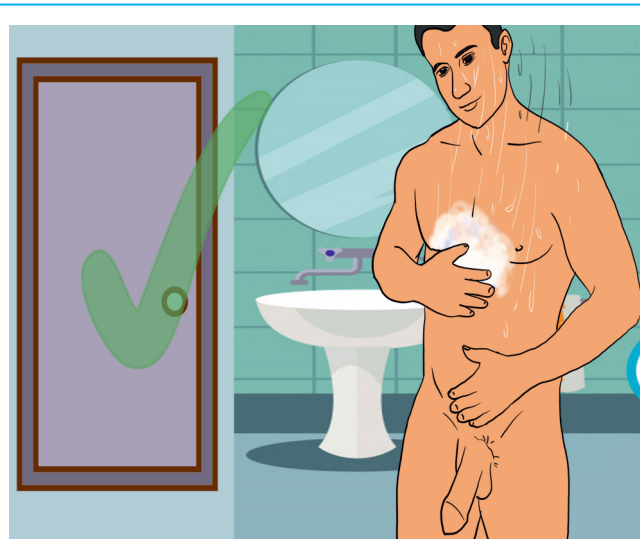






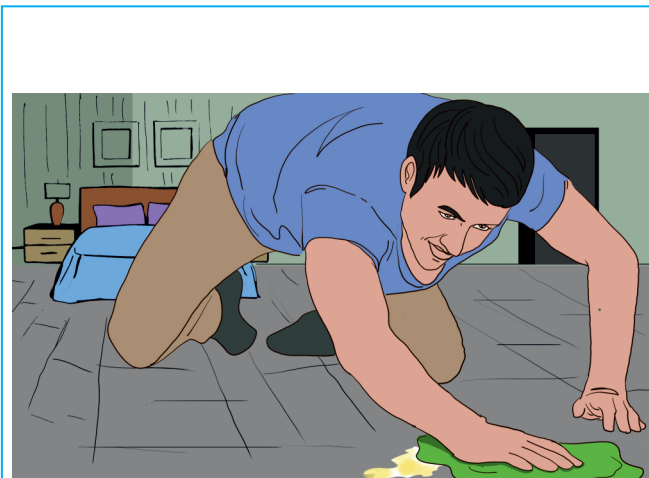
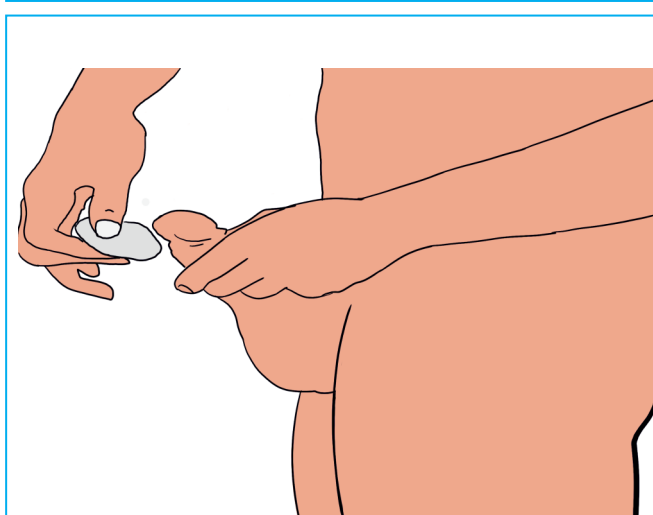
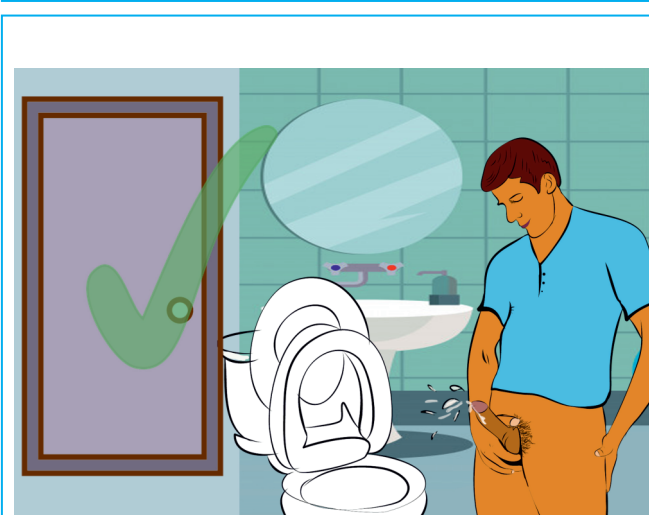
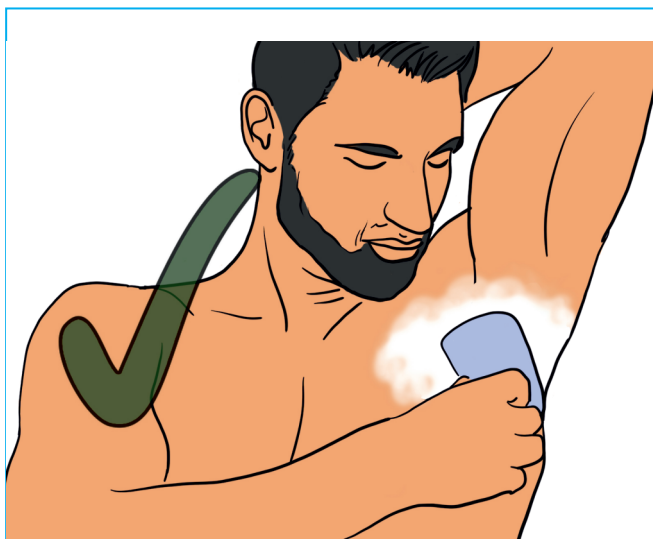


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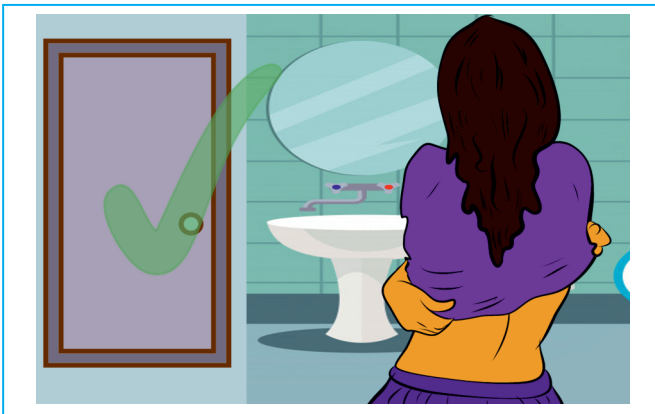
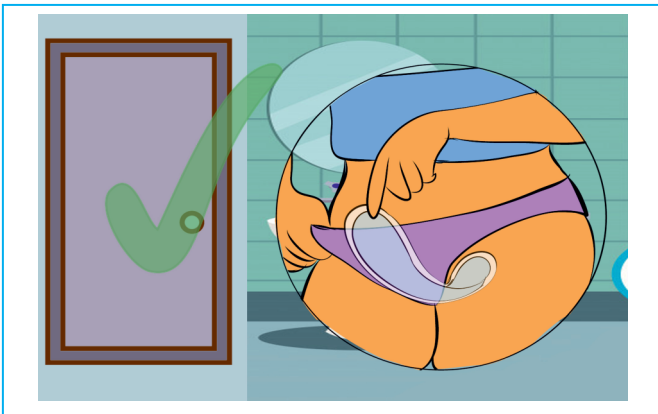
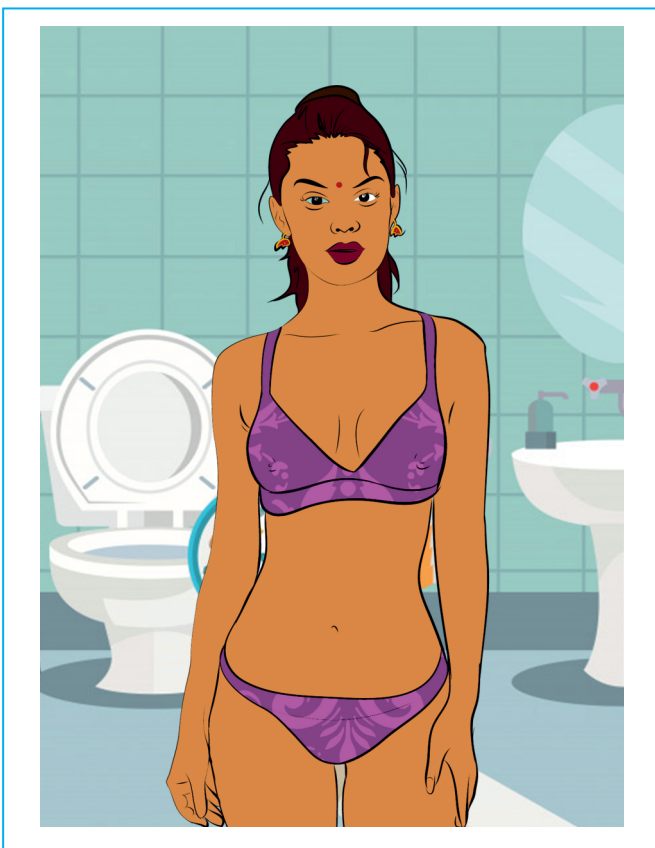


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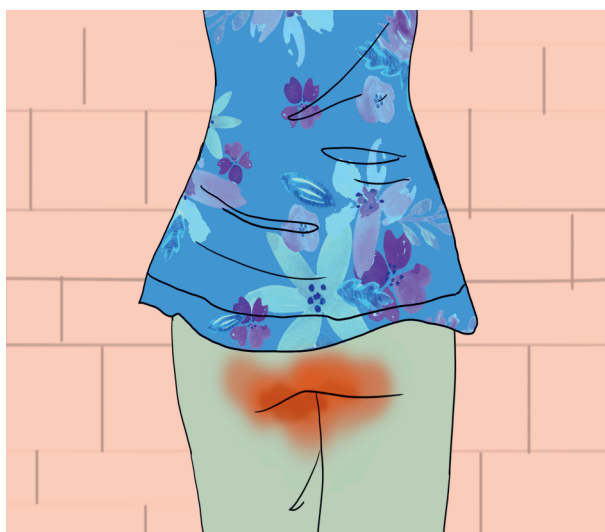
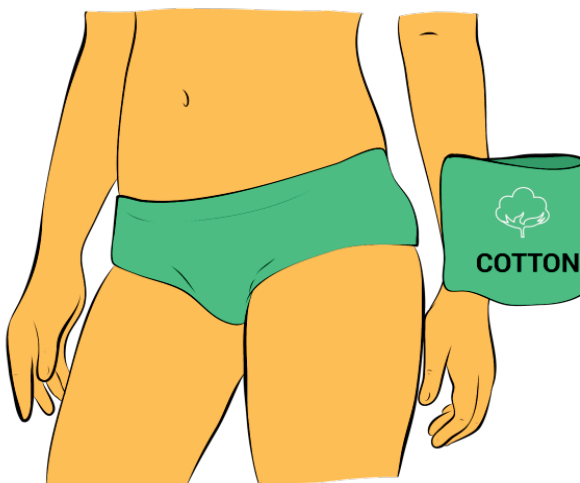


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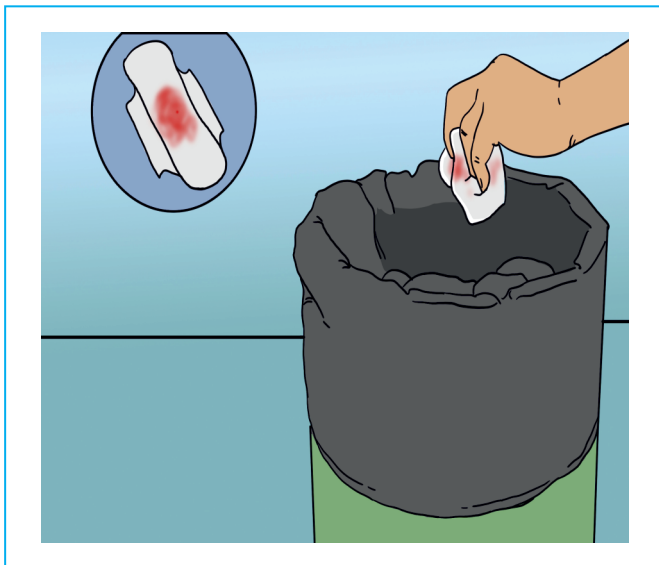
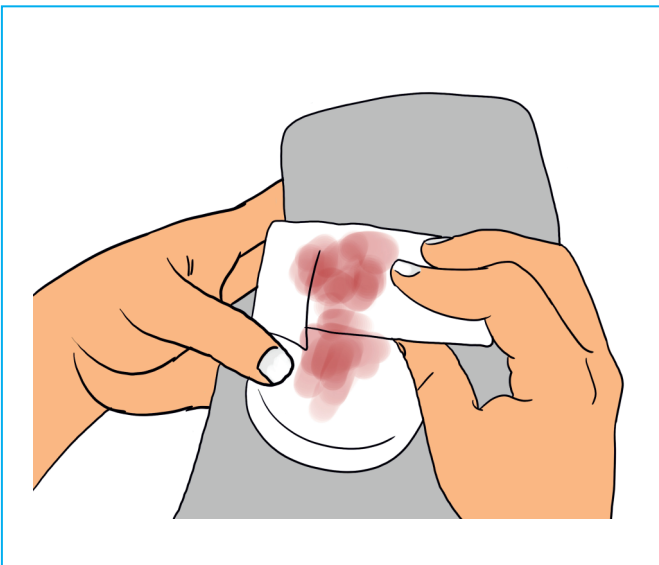
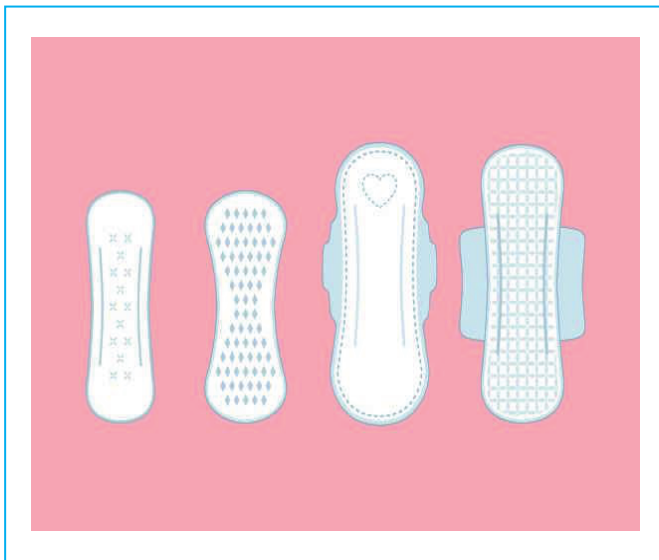
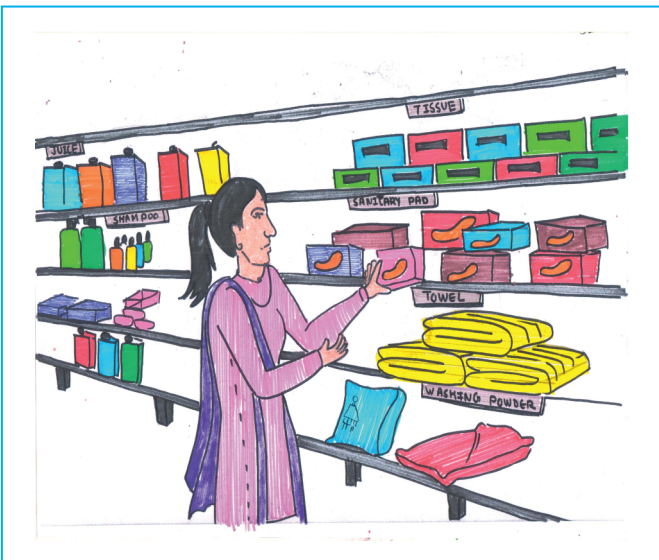
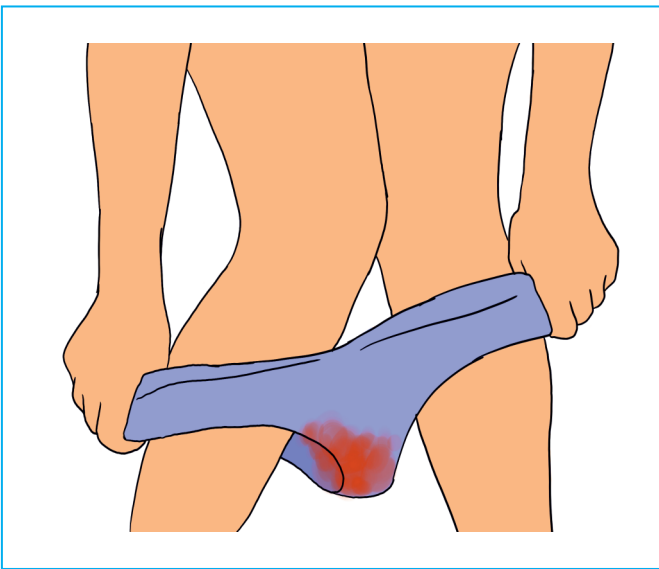


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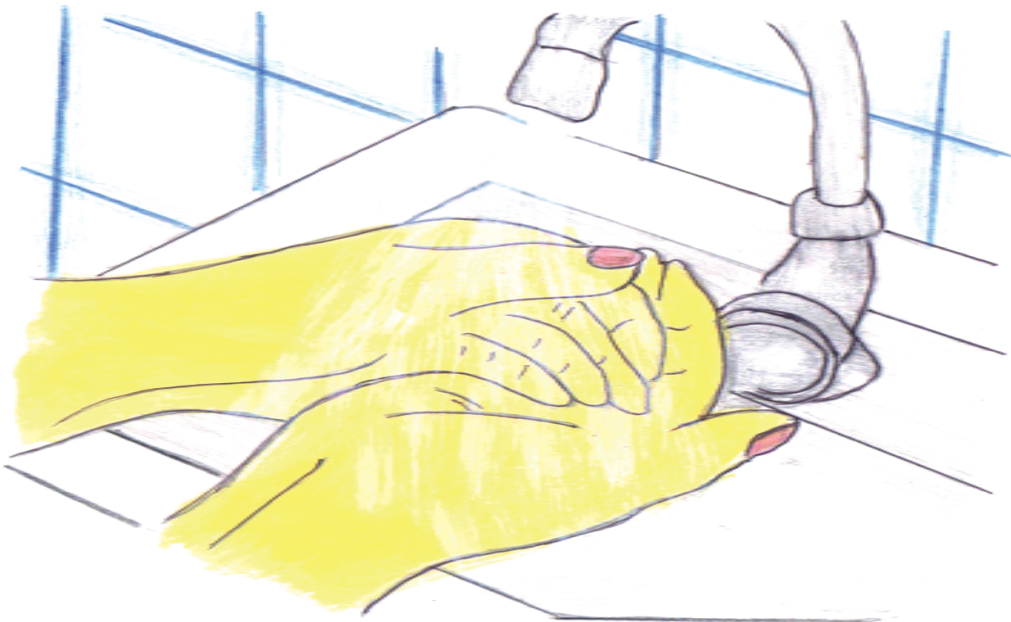
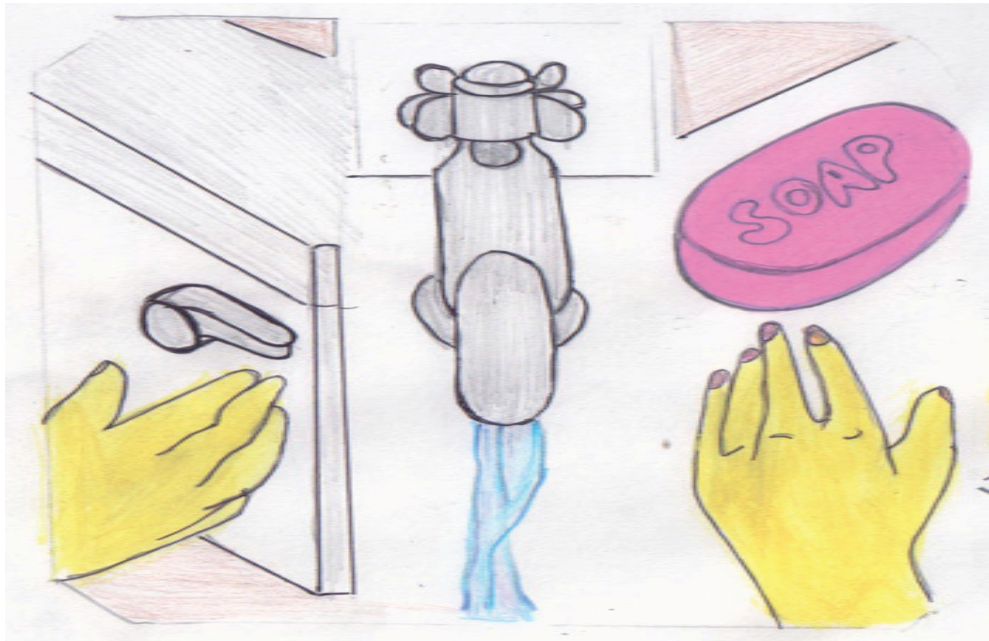


DOMAIN - II





DOMAIN - II & III





DOMAIN - III





DOMAIN - III & IV





DOMAIN - III & IV





DOMAIN - IV & V





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