

Consent & Boundaries: Tools for Empowerment

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**Temple
University**

College of Education
and Human Development

Institute on Disabilities

Facilitator



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Who We Are

Institute on Disabilities

We are Pennsylvania's University Center for Excellence in Developmental Disabilities (UCEDD). We provide:

- Education
- Research
- Services

with and for people with disabilities throughout the lifespan.

Healthy Sexuality Project

Sexuality education for people with disabilities, families, and professionals.

- Group & One-to-One Education
- Professional Training
- Technical Assistance
- Research
- PA Disability and Sexuality Network



Group Agreements

Note: We are going to talk about consent, boundaries, and healthy relationships today. This includes content on sexuality, disability, and safety.

- Please take care of yourself and take a break if you need it.
- Respect our differences

Agenda

1. Introduction
2. Foundations: Consent & Boundaries
3. Tools for Practice
4. Boundaries Dice Activity
5. Q&A, Survey, & Resources
6. Discussion





Foundations

Consent and Boundaries



Disability Models



Medical Model

Change the individual.

Focus on curing/eliminating disability.

Medical community are the experts in the disability experience.

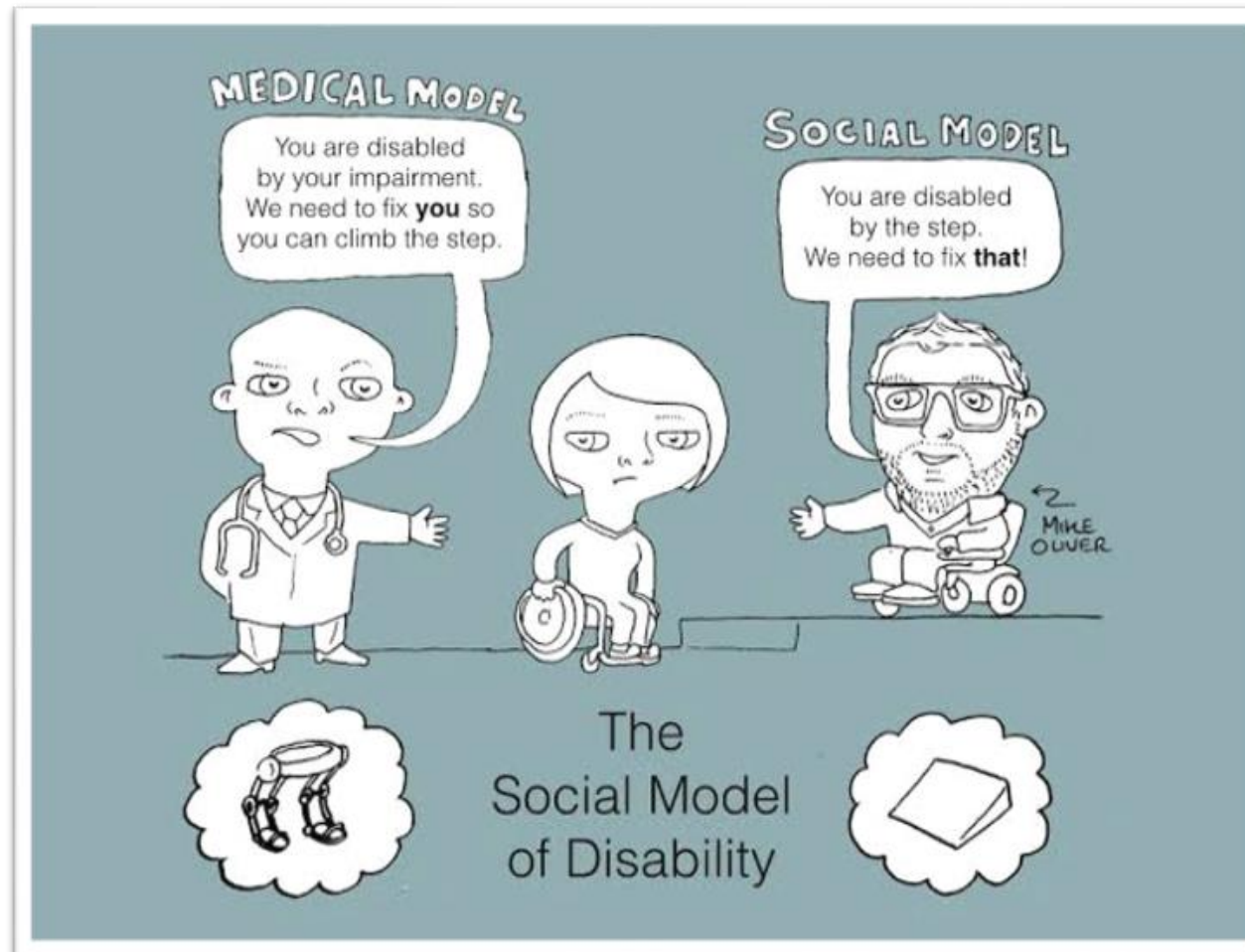
Social Model

Change the system and environment, not the person.

Celebrate disability identity

Acknowledges disabled wisdom

Accessibility is a human right.



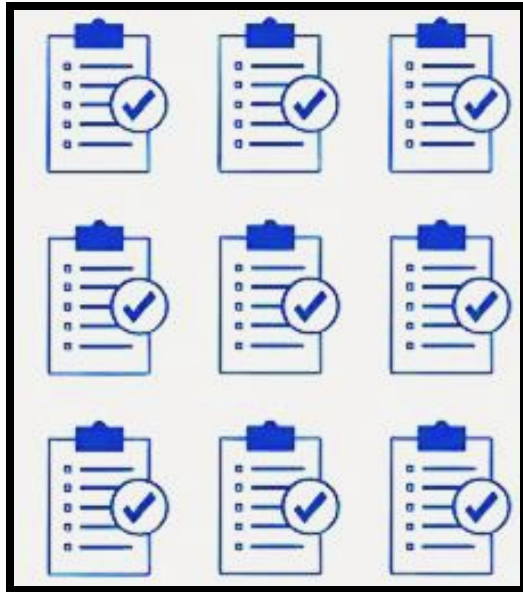
Source: Dr. Linda Graham from X

10 Principles of Disability Justice (Sins Invalid)

- **INTERSECTIONALITY.** “We do not live single issue lives” – Audre Lorde. Ableism, coupled with white supremacy, supported by capitalism, underscored by heteropatriarchy, has rendered the vast majority of the world “invalid.”
- **LEADERSHIP OF THOSE MOST IMPACTED.** “We are led by those who most know these systems.” –Aurora Levins Morales
- **ANTI-CAPITALIST POLITIC.** In an economy that sees land and humans as components of profit, we are anti-capitalist by the nature of having non-conforming body/minds.
- **COMMITMENT TO CROSS-MOVEMENT ORGANIZING.** Shifting how social justice movements understand disability and contextualize ableism, disability justice lends itself to politics of alliance.
- **RECOGNIZING WHOLENESS.** People have inherent worth outside of commodity relations and capitalist notions of productivity. Each person is full of history and life experience.
- **SUSTAINABILITY.** We pace ourselves, individually and collectively, to be sustained long term. Our embodied experiences guide us toward ongoing justice and liberation.
- **COMMITMENT TO CROSS-DISABILITY SOLIDARITY.** We honor the insights and participation of all of our community members, knowing that isolation undermines collective liberation.
- **INTERDEPENDENCE.** We meet each others’ needs as we build toward liberation, knowing that state solutions inevitably extend into further control over lives.
- **COLLECTIVE ACCESS.** As brown, black and queer-bodied disabled people we bring flexibility and creative nuance that go beyond able-bodied/minded normativity, to be in community with each other.
- **COLLECTIVE LIBERATION.** No body or mind can be left behind – only moving together can we accomplish the revolution we require.

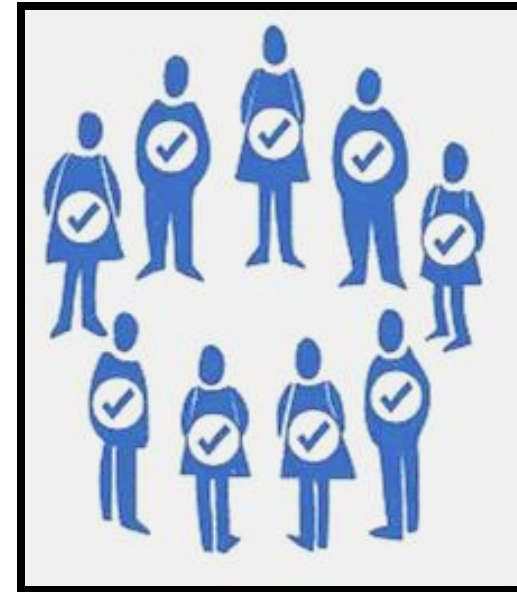
Compliance vs. Consent Culture

Compliance Culture



- Follow directions
- Respect authority
- Little to no say over body, routine, relationships

Consent Culture



- Freedom to say 'yes' / 'no' without negative impact
- Respect and empowerment
- Bodily autonomy



Consent Culture vs. Capacity to Consent

Consent is for everyone.

Consent & Boundaries for AAC Users

Slide Adapted from Hali Strickler, M.A., CCC-SLP



Considerations for Learners with Communication Disabilities



- Language needed to talk to about sexual health can be **abstract & decontextualized**
- People using AAC devices may not have access to the words needed to participate in sex ed curriculums
 - AAC devices often require customizations to include sexual health vocabulary (including body parts)
- Access to sexual health vocabulary allows for social connection, expression of identity, personal resilience, & safeguarding (identifying, differentiating, & reporting instances of abuse, harassment, etc.)

Slide by Hali Strickler, M.A., CCC-SLP

Create opportunities to practice consent

- Daily routine
- Physical touch
- Ways to spend time
- Setting goals:
 - [Supported Decision Making PA](#)



Strategies for Teaching Consent- AAC Users

Slide by Hali Strickler, M.A., CCC-SLP

- Introductory concepts
 - Saying "stop"
 - Yes v. No
 - Me & mine v. You & Yours
- Incorporating specific sexual health concepts:
 - Explicit teaching/direct instruction may be needed
 - Role playing saying "stop" or "no"
 - Scenario examples & practice
 - **WHO** can touch/do **WHAT** and **WHEN**?
 - Example: Giving consent to a doctor touching private body parts during an exam
 - Example: Saying no to a classmate trying to kiss you in the hallway at school

Activities to Practice Consent

High Fives



Photos



Consent Definition

NOUN

permission for something to happen or agreement to do something.

Example: You ask someone to hold your hand, and they say yes. They gave you consent.

VERB

give permission for something to happen.

Example: Your friend asks if you want to hang out tomorrow. After deciding if you want to do so, you consent by saying "yes."

Practice saying...

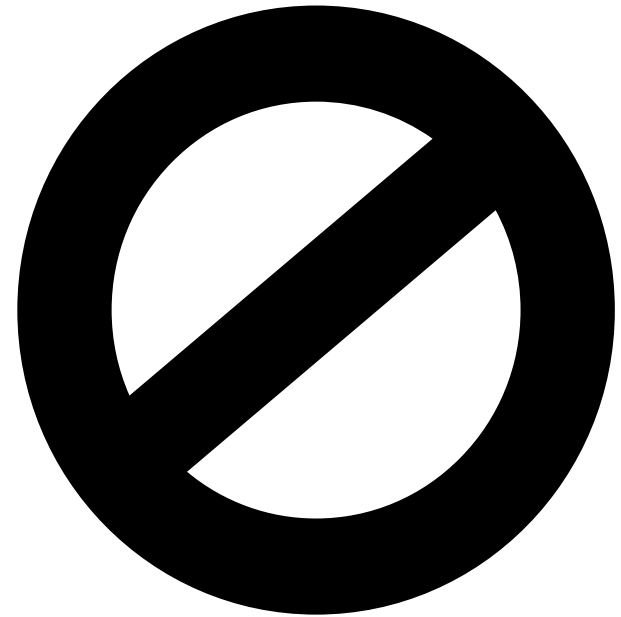
"It's your body...

and you get to decide what is
right for you."



Let's Say No

Let's practice
saying NO
together!



Let's Say Yes

Let's practice
saying YES
together!

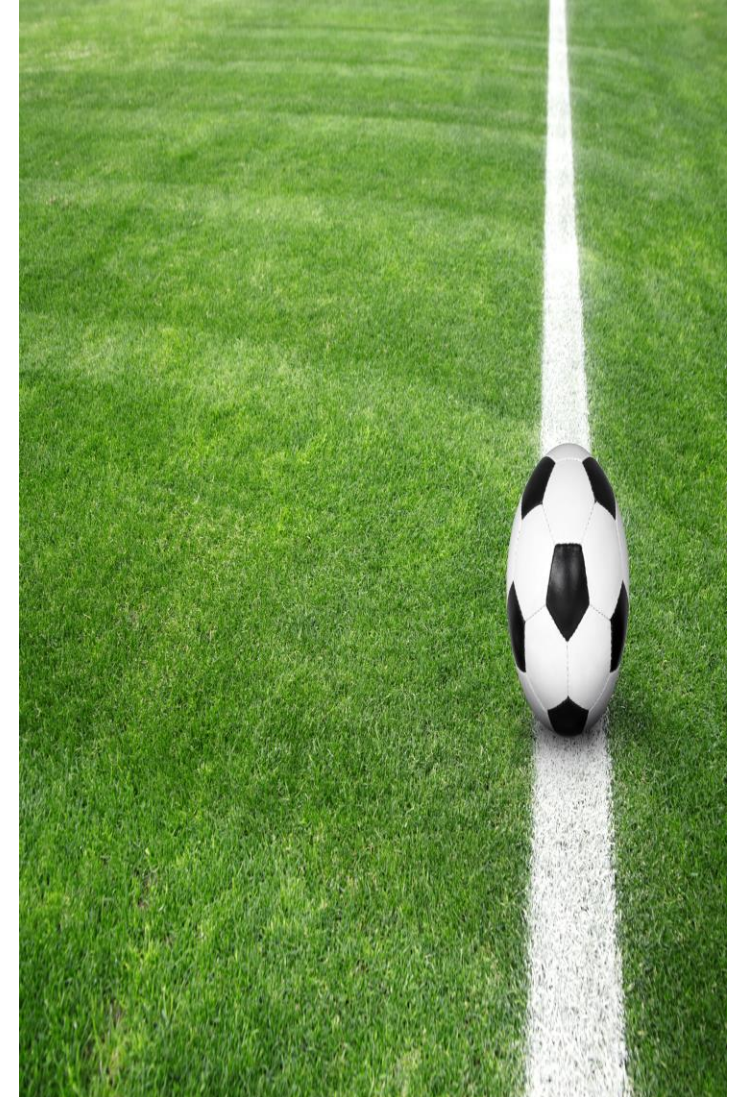


Boundaries: Definition

NOUN

A line that marks the limits of an area; a dividing line.

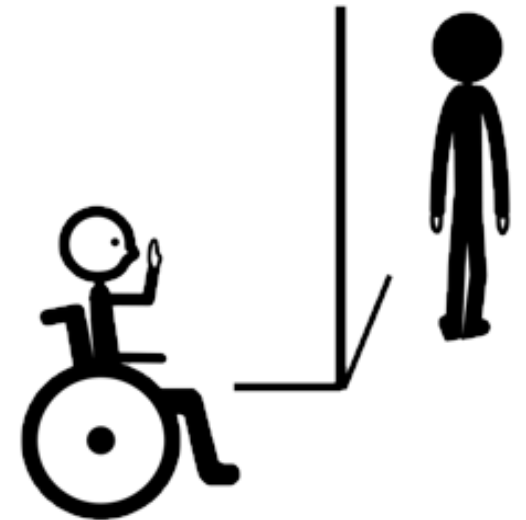
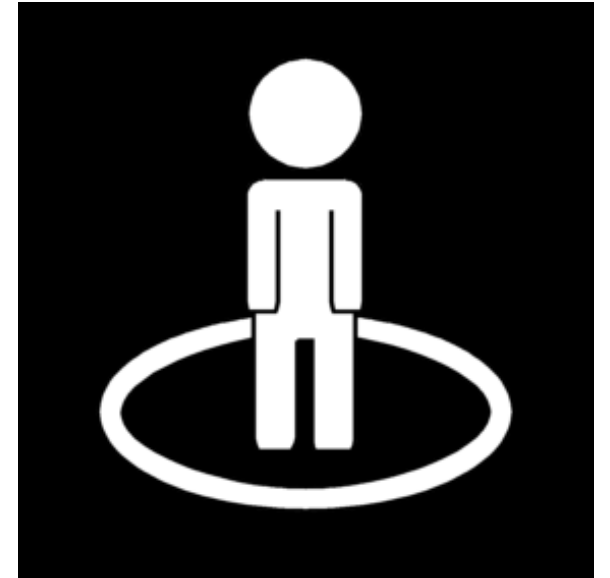
Boundaries are rules that we develop to keep ourselves safe, comfortable, and able to meet our own goals.



Boundaries Definition: Plain Language

Boundaries are rules.

We have boundaries to keep us
safe, comfortable and happy.

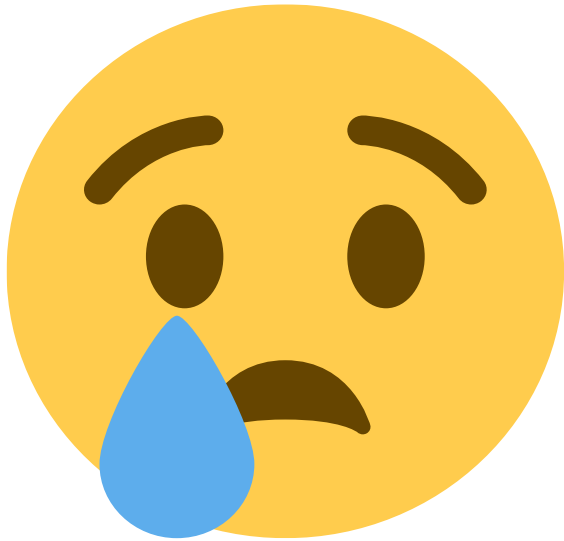


Boundaries: Key Learning Concepts

1. Types of relationships
2. Interoception: Figuring out one's own boundaries
3. Communicating boundaries
4. Disappointment & rejection
5. What to do when boundaries are crossed



Examples of Boundaries



I do not talk to people if they are yelling at me.



I do not hug unless I feel like it. I need you to ask before touching me.

More Examples of Boundaries



This is my student, Shawn. They are working on boundaries. Please ask before you push their wheelchair.



I am an adult and I do not feel like taking a shower today.

Videos on Boundaries

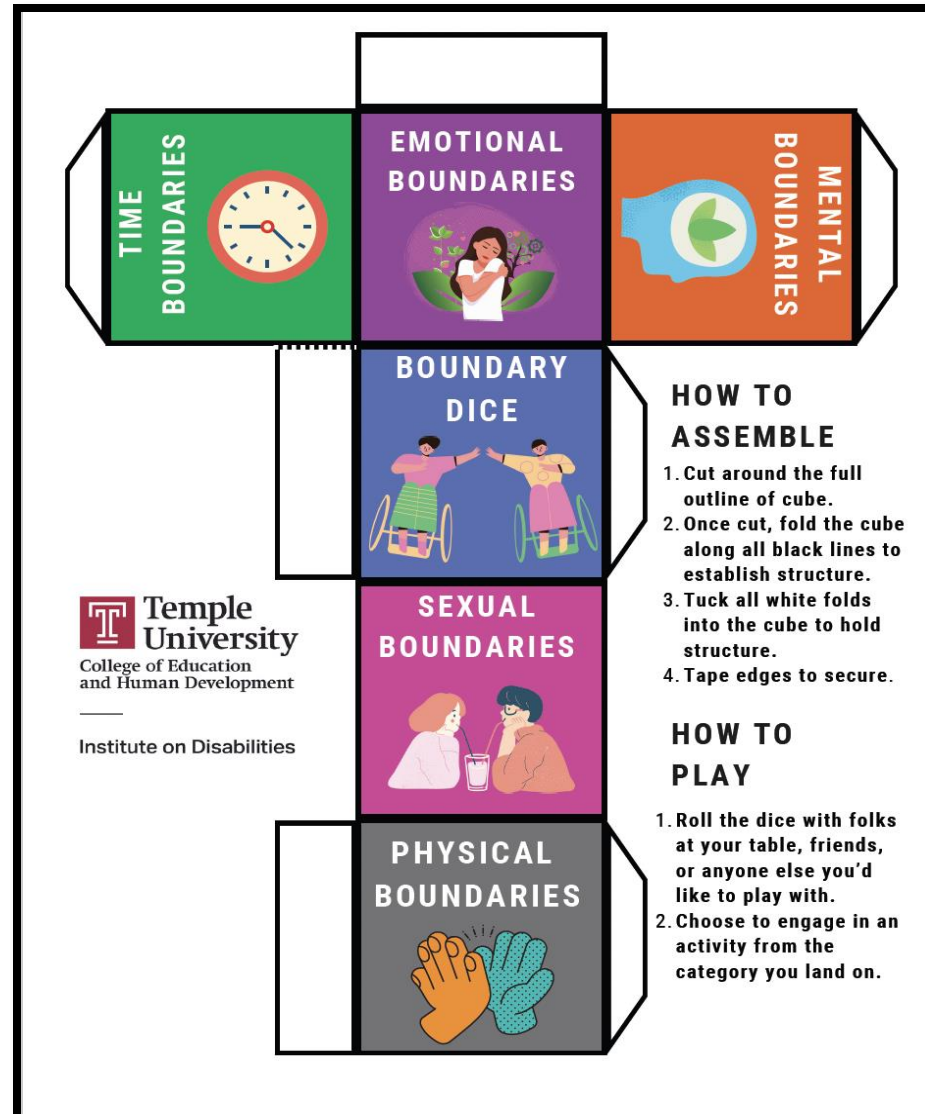
Setting & Respecting Boundaries



Learning how to handle rejection



Boundaries Dice Activity



Boundaries Dice Questions

LET'S PRACTICE BOUNDARIES!

Share only what you're comfortable with.

- **TIME:** Keep routines & take care of ourselves.
- **EMOTIONAL:** Respect feelings for ourselves and others.
- **MENTAL:** Free to make your own choices and disagree with others
- **SEXUAL:** Feel empowered to ask for consent, to say "yes" or "no"
- **PHYSICAL:** Always ask before touching others & Tell others if you do not want to be touched.

Time Boundaries



Take 5 minutes in your day to do something relaxing for yourself.

It's ok to tell someone, "I'm sorry, but I don't have time to talk right now." Try it!

In your own words, practice asking a friend, "Do you have time to talk? or hang out?"

Emotional Boundaries



Take 3 deep breaths. How do you feel?

What is one thing that helps you calm down when you feel upset? How can you ask for help to get it?

If someone is angry or upset at you or near you, how does it feel? How can you ask for space if you need it?

Mental Boundaries



What is one thing that you do that is just because you want to do it?

We all have our own opinions and it's ok to disagree with others. Do you agree?

Think of a time when you disagreed with someone. How did you communicate during your disagreement?

Sexual Boundaries



Privacy is important. What is an example of a private place where you could be sexual?

How do you say "yes" or "no" to someone who might want to be romantic, sexual, or go on a date?

How do you know if you want to be romantic or sexual with someone?

Physical Boundaries



Do you like physical touch from a trusted person in your life? What kind of touch feels OK to you?

How do you like to greet a new person? Do you like to shake hands, fist bump?

With a partner, practice asking for a high five, fist bump, or handshake. Now switch, and practice saying "no" or "yes".



Dice Activity: Instructions

You each get one dice and list of questions.

1. In a small group, decide who will roll the dice first.
2. Roll the dice. What type of boundary did you land on?
 - If you want to choose a new category, you can roll again.
 - If you want help, let us know! We will come around to each group.
3. Then choose a question or activity from the category that you land on.
4. Answer the question or do the activity.
 - You don't have to share out loud.
5. Take turns and enjoy!

Physical Boundaries

- Do you like physical touch from a trusted person?
- What kind of touch feels ok to you?
- How do you like to greet a new person? Do you like to shake hands, fist bump?

LET'S PRACTICE BOUNDARIES!

Physical Boundaries



Do you like physical touch from a trusted person in your life?



yes



no

What kind of touch feels OK to you?



hug



kiss on the
cheek



fist bump



pat on the
back



caregiver
helping
with daily
things



high five

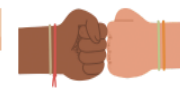


something
else

How do you like to greet a new person? Do you like to shake hands, fist bump?



shake hands



fist bump



high five



wave



something
else

Emotional Boundaries

- Take 3 deep breaths. How do you feel?
- What is one thing that helps you calm down when you feel upset?
- If someone is angry or upset at you or near you, how do you feel?
- How can you ask for time alone if you need it?

LET'S PRACTICE BOUNDARIES!

Emotional Boundaries



Take 3 deep breaths. How do you feel?



happy



sad



mad



relaxed



stressed



scared



something
else

What is one thing that helps you calm down when you feel upset?



talk about it



eat a snack



take a break



go for a walk



something
else

If someone is angry or upset at you or near you, how do you feel?



happy



sad



mad



relaxed



stressed



scared



something
else

How can you ask for space if you need it?



talk about it



move away



gesture or sign



something
else

Time Boundaries

- What is relaxing for you?
- It's ok to tell someone NO if you don't have time.
- Practice asking a friend, "Can we talk?"

Time Boundaries



Take 5 minutes in your day to do something relaxing for yourself.

It's ok to tell someone, "I'm sorry, but I don't have time to talk right now."

Try it!

In your own words, practice asking a friend, "Do you have time to talk? or hang out?"

Mental Boundaries

- What is one thing that you can do just because you want to do it?
- We all have our own opinions and it's ok to disagree with others. Do you agree?
- Think of a time when you disagreed with someone. How did you communicate during your disagreement?

LET'S PRACTICE BOUNDARIES!

Mental Boundaries



What is one thing that you do that is just because you want to do it?



play
sports



watch
tv/movies



read



relax



play
games



art



something
else

We all have our own opinions and it's ok to disagree with others. Do you agree?



agree

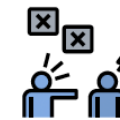


disagree

Think of a time when you disagreed with someone. How did you communicate during your disagreement?



talk



argue

Sexual Boundaries

- Privacy is important. What is an example of a private place where you could be sexual?
- How do you say "yes" or "no" to someone who might be romantic, sexual, or go on a date?
- How do you know if you want to be romantic or sexual with someone?

LET'S PRACTICE BOUNDARIES!

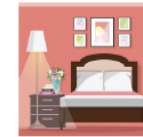
Sexual Boundaries



Privacy is important. What is an example of a private place where you could be sexual?



home



bedroom

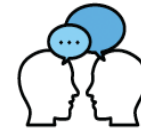


bathroom



somewhere
else

How do you say "yes" or "no" to someone who might be romantic, sexual, or go on a date?



talk about it



move away



gesture or sign



something
else

How do you know if you want to be romantic or sexual with someone?



internal
feelings



body signals



something
else

Thank You!

Contact Information:

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College of Education
and Human Development

Institute on Disabilities



Q&A & Feedback

Questions?

Please fill out our feedback survey:

<https://forms.cloud.microsoft/r/pxkBcQFtZd>

Feedback Survey: Consent and
Boundaries: Tools for
Empowerment





Resources

Setting Goals: Charting the LifeCourse

What tools do you use for
setting goals?

One idea:
The Social Support Star

Example:
Social and Spirituality Support
Options



INTEGRATED SUPPORTS STAR | SOCIAL AND SPIRITUALITY

Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support social and spirituality



Crisis and Violence Support

Hotlines & Finding Support

- National Sexual Violence Resource Center (NSVRC)
- National Deaf Domestic Violence Hotline
- ChildLine: Suspected child abuse
- 988 Text and Chat Line
- Disability Rights PA

LGBTQIA+ Support

- The Trevor Project | For Young LGBTQ Lives
- Trans Lifeline





Resource Hubs

- Disability-inclusive Sexual Health Network (DSHN)
- HUB - Healthy Understanding of Our Bodies
- Elevatus Training - Trainings and Resources
- Planned Parenthood
- Looking for a specific resource? Email: iodhsp@temple.edu

Videos on Consent

- [Consent: Sex Ed for People with IDD](#)
- [Consent: Sexuality and People with Developmental Disabilities](#)
- [Consent is Classic](#)
- [Consent for Kids \(Animated\)](#)
- [Amaze.org](#)
- [Consent and Kids with Disabilities](#)



Consent Social Story

Be Safe: Consensual Touch Social Story — PAAutism.org

Consent is when I give permission to touch my body.



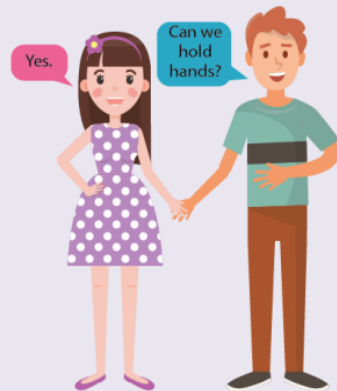
People should ask permission before they touch my body.



I give consent when I say "yes."



If someone wants to hold hands or kiss, I can say "yes" if I want to.



If I do not want someone to touch me, I can say "no." I do not give consent for them to touch me.



If I say "yes" but change my mind, I can say "no." That person should stop touching me.



This campaign promotes the idea of body autonomy for individuals with disabilities. ASERT has partnered with researchers at the National Crime Victims Research and Treatment Center at the Medical University of South Carolina to develop resources for the Be Safe campaign.

The Autism Services, Education, Resources and Training (ASERT) Collaborative is a statewide initiative funded by the Bureau of Autism Services, PA Department of Human Services.

Try this technique when answering questions about sexuality and relationships

- Watch for your first reaction. Try to stay neutral at first.
- Say "That's a good question..."
 - Fact based (How are babies made?)
 - Age-appropriate answers
 - younger children will need short quick explanations.
 - Older children/teens may need more detail
 - Simply answer if you know the answer.
 - Look up the answer and tell them later if you do not know.

- Am I normal type questions (Is it normal that I....?):
 - Answer by saying "Good question..."
 - It is interesting you are asking me that question, please tell me more.
 - I didn't know you were feeling this way, thank you for asking me.
 - "You are normal because everyone is an individual and is on their own journey."
 - The answer really depends on your values.

Resources: From Disabled Communities

- **Disabled and Here** – disability-led effort to provide inclusive free stock images
- **Self Advocates United as 1** – PA Self-Advocate organization
- **"In My Voice: Sexual Self-Advocacy"** -- Short video produced by the Sexuality and Disability Consortium (SDC)
- **Our Lives, Our Choices, Our Rights** -- The Rainbow Support Group Guidebook for LGBTQ+ Intellectual and Developmental Disabilities
- **Sex Ed for People with I/DD Series** -- Video series sponsored by National Council on Independent Living
- **Sins Invalid** -- Disability justice performance project that centers people of color, queers, nonbinary and trans people with disabilities.
- **Disability Pride PA** -- To celebrate the pride that the disability community feels



Reading – LGBTQ+ Inclusive

- Queerly Autistic: The Ultimate Guide for LGBTQIA+ Teens on the Spectrum By Erin Ekins
- LGBTQ: The Survival Guide for Lesbian, Gay, Bisexual, Transgender, and Questioning Teens By Kelly Huegel Madrone
- The Every Body Book: The LGBTQ+ Inclusive Guide for Kids About Sex, Gender, Bodies, and Families By Rachel E. Simon and Noah Grigni
- Trans Bodies Trans Selves: A Resource by and for Transgender Communities by Laura Erickson-Schroth



Consent Reading List

Articles

- SBRPSIG: "The Culture of Consent with Individuals with IDD"
- PCAR: "Adults with IDD: Capacity to Consent"
- Elevatus Training, LLC. "Can You Be a Vegetarian and Work at McDonalds? Managing Values and Attitudes as Professionals"

Books

- Consent (for Kids!): Boundaries, Respect, and Being in Charge of YOU By Rachel Brian
- Sexuality for All Abilities: Teaching and Discussing Sexual Health in Special Education By Katie Thune, Molly Gage
- Silverberg, Cory. What Makes a Baby, Sex is a Funny Word, and You Know, Sex.
<https://www.corysilverberg.com/books>
 - Great books to help start a conversation about bodies, relationships, and sexuality with learners at different stages.
- A Quick and Easy Guide to Sex and Disability By A. Andrews
- The Ultimate Guide to Sex and Disability By Cory Silverberg, Miriam Kaufman
- Queerly Autistic: The Ultimate Guide for LGBTQIA+ Teens on the Spectrum By Erin Ekins