

Developing and Implementing • A Personal Safety Curriculum for Children With Developmental Disabilities

Building a World We All Want to Live In

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A woman with long brown hair, wearing a black top, is leaning over a young girl with long reddish-brown hair, wearing a pink shirt. They are in a classroom setting. The woman is looking at something the child is holding. In the background, there is a door with a "SAFE SPACE" sign and a "BE A PROBLEM" sign. A "NO BICYCLE ZONE" sign is also visible on the door. There are shelves with various items and a desk with papers and a tissue box.

What is the world like
for

a child with developmental disabilities?

What is a Developmental Disability?

A diverse **group of severe chronic conditions:**

1. mental or physical impairment
 - or combination of mental and physical impairments
2. manifested before the individual attains age 22
3. likely to continue indefinitely

What is a Developmental Disability?

4. substantial functional limitations
in three or more areas of major life activity:
 - self-care
 - receptive and expressive language
 - learning
 - mobility
 - self-direction
 - capacity for independent living
 - economic self-sufficiency

What is a Developmental Disability?

5. individual's need for a combination and sequence of:
 - special, interdisciplinary, or generic services
 - individualized supports
 - other forms of assistance

that are **lifelong** or **extended duration**
and
individually planned and coordinated

Developmental Disabilities

Developmental disabilities may include:

- cerebral palsy
- limited vision
- language and speech disorders
- mental retardation
- pervasive developmental disorders such as autism

Note: proposed changes to the DSM-V (*Diagnostic and Statistical Manual*) **replace PDD with ASD (Autistic Spectrum Disorder)**

Understanding what it is like to live in a world with a developmental disability

- Different personal history
 - What is it like living in their own body?
 - Cognitively process information differently
 - Difficulty with abstraction
 - Verbal behavior
 - Motor issues
- Empathy is very difficult to have when you live a very different life

Understanding what it is like to live in a world with a developmental disability

- Taught respect for authority
- Taught not to say no
- Lack of autonomy due to care giving
- Not taught boundaries and/or unsure of boundaries due to care giving
- Lack of sexual education or knowledge
- Perps can be peers... *Please do not make the common assumption that victims become offenders*

Understanding what it is like to live in a world with a developmental disability

- Individuals with developmental disabilities are abused in huge numbers
 - Statistics show the **abusers are trusted and well known to the victim**
- Sexually abused victims with developmental disabilities
 - Victims tend **not** to get support

Incidence of Abuse



Incidence of Sexual Abuse

- Individuals with developmental disabilities are sexually assaulted at rates **much higher** than other populations.
 - Children with developmental disabilities are at **twice the risk** of sexual abuse compared to children without disabilities (Crosse, Kaye, & Ratnofsky, 1993).
 - Children with communication disorders were **more likely to be physically and sexually abused** (Sullivan & Knutson, 1998).

Incidence of Sexual Abuse

- Children with disabilities are **3.14 times more likely to be sexually abused than others** (Sullivan, 2001).

Significance?

1 in 7 boys...16% x 3.14 = 50.24%

1 in 4 girls...25% x 3.14 = 78.5%

In Crisis? Get help 24 hours a day.

Linea directa de 24 horas, apoyo en crisis, se da información y se remite.

Call 1-800-675-6900

All services are **free** and **confidential**
to victims, family and friends.

[Get Help Now](#)



Education

We offer personal safety educational programs to [children](#) and [teens](#), [parents](#) and [teachers](#), [older adults](#), and individuals with disabilities in schools, community centers and professional settings in

Advocacy

NOVA is an advocate for victims and victims' rights. We provide [legal support](#) and [accompaniment](#) to all criminal justice proceedings. We speak in support of victims and victims' rights on the local, state and national

Counseling

NOVA provides absolute [free one-on-one short-term counseling](#) to help victims, their families and significant others to identify and work through their thoughts and feelings surrounding the

2006 NOVA identified the need

- teachers and personnel with most contact with children with developmental disabilities
 - recognize abuse when it occurs
 - encourage reporting of victimizations

>>>>> **the more reports of crime**
- the more allied professionals of criminal justice system must be prepared to adequately treat victims
 - with respect and understanding of the needs of individuals with developmental disabilities

- May 2006 – NOVA **one day training to professionals**
 - understanding the needs and issues of children with developmental disabilities who are victimized
 - techniques for proper investigations
 - SANE nurses
 - DA/ADA's
 - law enforcement
 - victim advocates
 - CYS
- October 2006 - May 2007 – NOVA **one day training to teachers and personnel** grant from PCCD (Pennsylvania Commission on Crime and Delinquency)
 - to increase knowledge of victimization issues and reporting
 - teachers
 - school counselors
 - staff who work with children with developmental disabilities

2006

Need



Curriculum Beginnings

Unable to find:

- an existing, victim-centered personal safety curriculum
 - specialized for children with developmental disabilities

NOVA responded by developing the

- ***Children With Developmental Disabilities*** curriculum for children ages 7 to 12

Curriculum Focus

Building upon more than a quarter century of experience as prevention practitioners to participants of all ages, including individuals with physical and cognitive disabilities, NOVA chose children with autism spectrum disorder as the curriculum's focus.

This addressed the growing incidence of:

- Autism Spectrum Disorder
- allows curriculum adaptability for other populations with developmental disabilities, such as children with mental retardation

Development

- 2007** *Children With Developmental Disabilities* curriculum
- North Penn Community Foundation Grant
 - developed curriculum
 - piloted 2007-2008 academic school year

Funding

Leadership that knows how to write and obtain grants.

- North Penn Community Foundation
- Claneil Foundation
- Fourjay Foundation
- Independence Foundation
- Inglis Foundation
- DCED – State Senator O’Neill
- CVS Caremark
- Doylestown Rotary
- Direct Appeal



• children with autism spectrum disorder

Autism Spectrum Disorder

- A complex and varying array of behavioral excesses and deficits
- A spectrum of behaviors
- Characterized by:
 - Social communication deficits
 - Fixated interests and repetitive behaviors

Autism

- Difficulty with communication
 - Delayed or lack of spoken language
 - Trouble sustaining conversation
 - Stereotyped, respective, or idiosyncratic language
- Language is impaired in the social sense
 - Pragmatic implications
 - Personal space
 - Reciprocity in conversations
 - Lack of varied, spontaneous, make-believe play

Autism

- Difficulty with social interaction
 - Nonverbal:
 - eye gaze
 - facial expression
 - body postures
 - Peer relationships
 - “Joint attention”
 - Social/emotional reciprocity

Autism

- Restricted, repetitive or stereotyped behaviors, activities, and interests
 - Intense focus on restricted interests
 - Nonfunctional routines or rituals; inflexibility
 - Repetitive motor mannerisms (i.e. hand/finger flapping)
 - Preoccupation with parts of objects
- Ancillary characteristics
 - Sensory issues
 - Feeding problems
 - Motor issues

Asperger's Syndrome

- At the mildest and highest functioning end of the Autistic Spectrum
 - It is characterized by difficulties with:
 - Social relatedness and social skills
 - Pragmatic or social language
 - Repetitive and perseverative behaviors
 - Limited, but intense range of interests


People with Asperger's Syndrome have at least average (and sometimes very high) IQ levels.

Children With Developmental Disabilities Curriculum



A blue folder is shown with several educational cards attached. The cards feature yellow emojis and text related to body safety and personal boundaries. One card has a hand pointing to an emoji's head and the text "It's all my body!". Another card says "I can say 'No' to Not OK Touches". A third card reads "Personal Safety" and "My Body belongs From the top of my head To the tips of my toes It's my body!". There are also cards with phrases like "Touches that are not safe are Not OK" and "Just Right Sp". The name "JAKE" is written on several of the cards in blue ink.


JAKE
JAKE
It's all my body!


I can say "No" to Not OK Touches

Personal Safety
JAKE
My Body belongs
From the top of my head
To the tips of my toes
It's my body!


Touches that are not safe are Not OK


Just Right Sp


SAFE

Collaboration

Collaboration and partnership with skilled and compassionate people for credible and reliable information

Advisory Committee

- Bucks County Intermediate Unit #22
- Pennridge School District
- Central Bucks School District
- KenCrest Services
- Bucks County Association for Retarded Citizens
- Lenape Valley Foundation

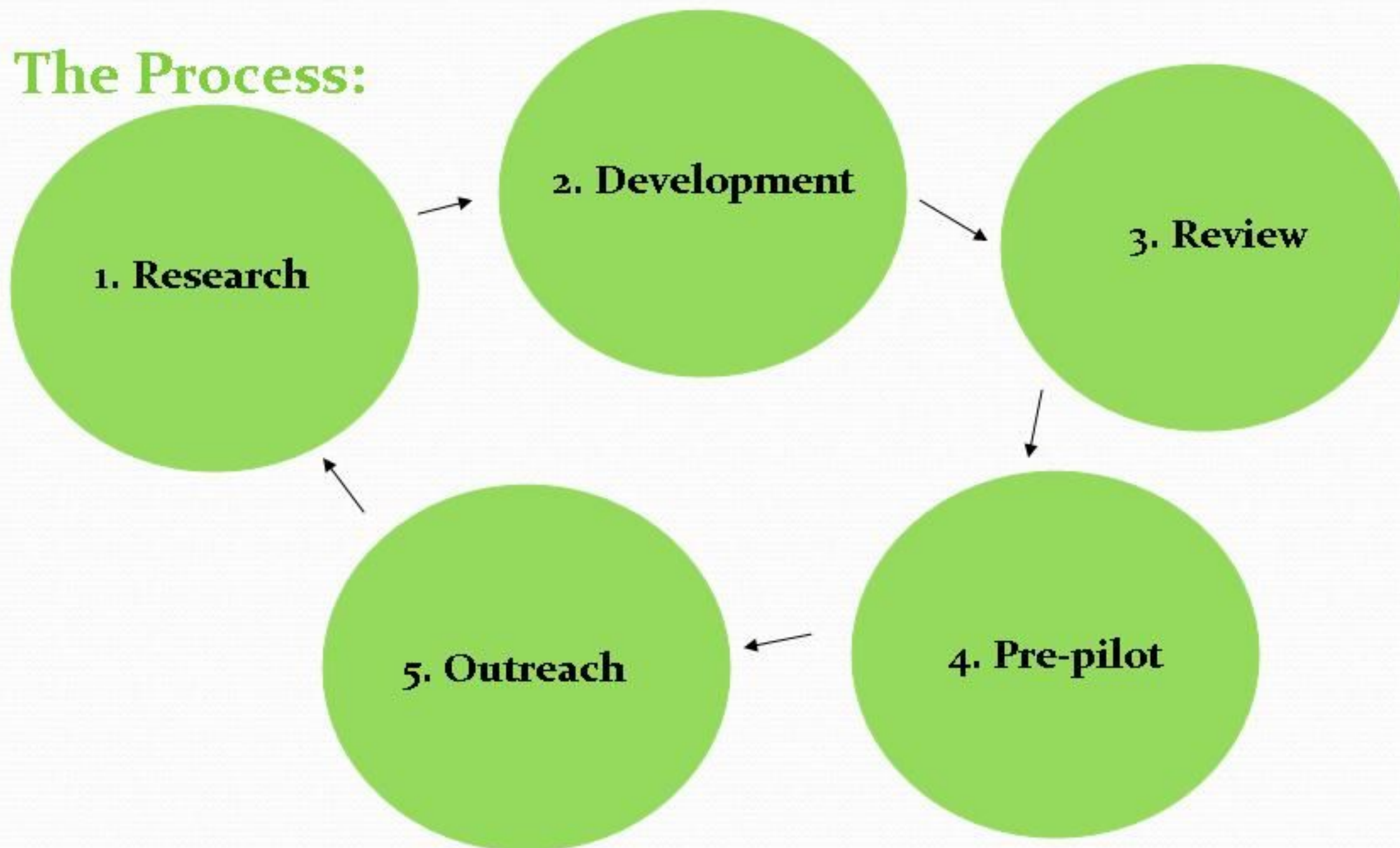
Curriculum Beginnings

The Process:

- Classroom Observations
- Advisory Committee
- Curriculum Development

Curriculum Development

The Process:



Curriculum Development ● Research

- What might be challenging for children with autism spectrum disorder?
 - Abstract or conceptual thinking
 - Listening skills
 - Taking another's perspective
 - Flexibility
 - Inconsistency

Curriculum Development ● Research

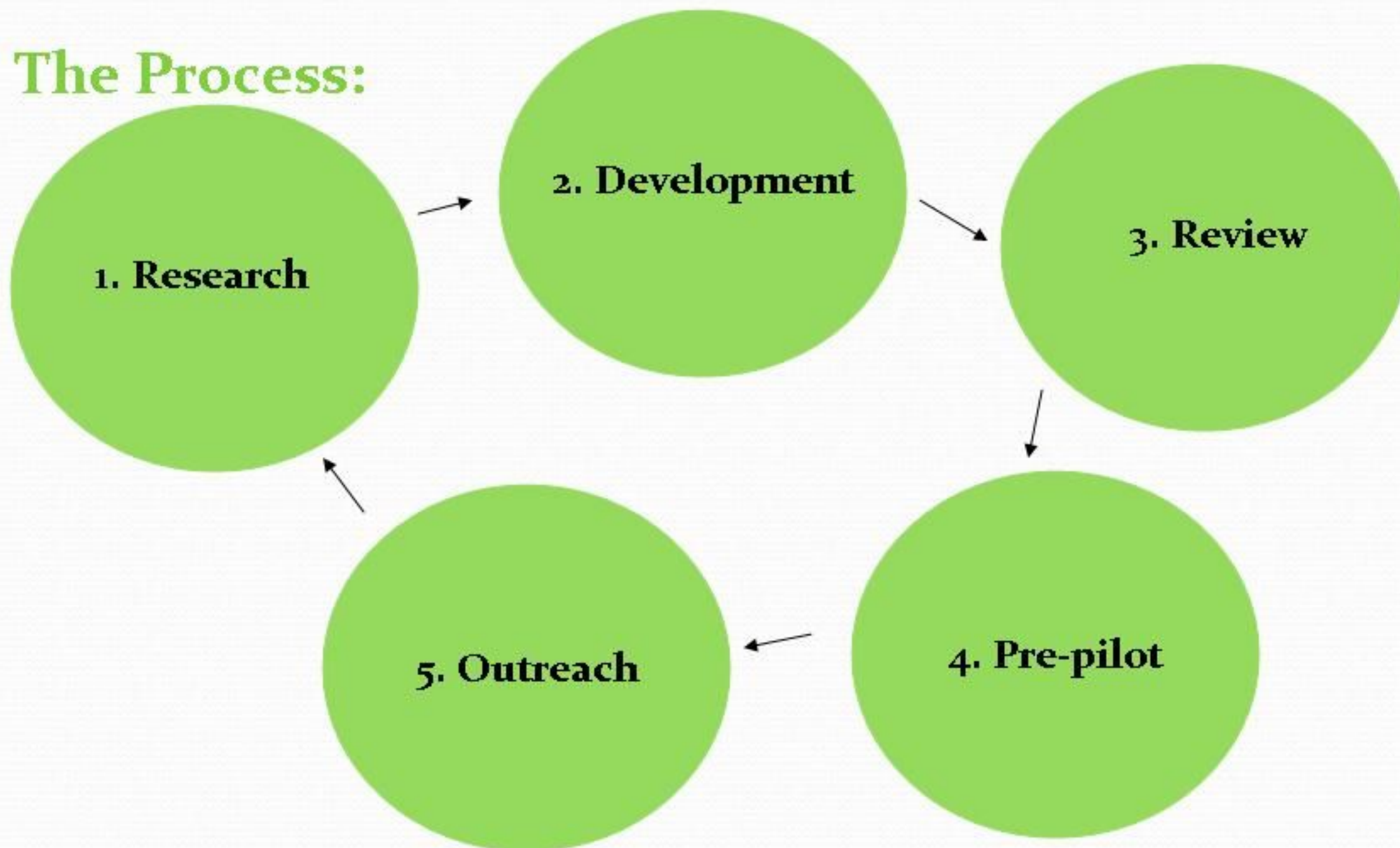
- Peer-reviewed empirical articles
- Well respected journals
- Electronic searches
- Published curricula

Children With Developmental Disabilities ● Curriculum Development Concepts

- Multiple presentations
- Continued exposure to concepts
 - For them to be:
 - Understood
 - Internalized
 - Transferred to natural settings

Curriculum Development

The Process:



Curriculum Development ●

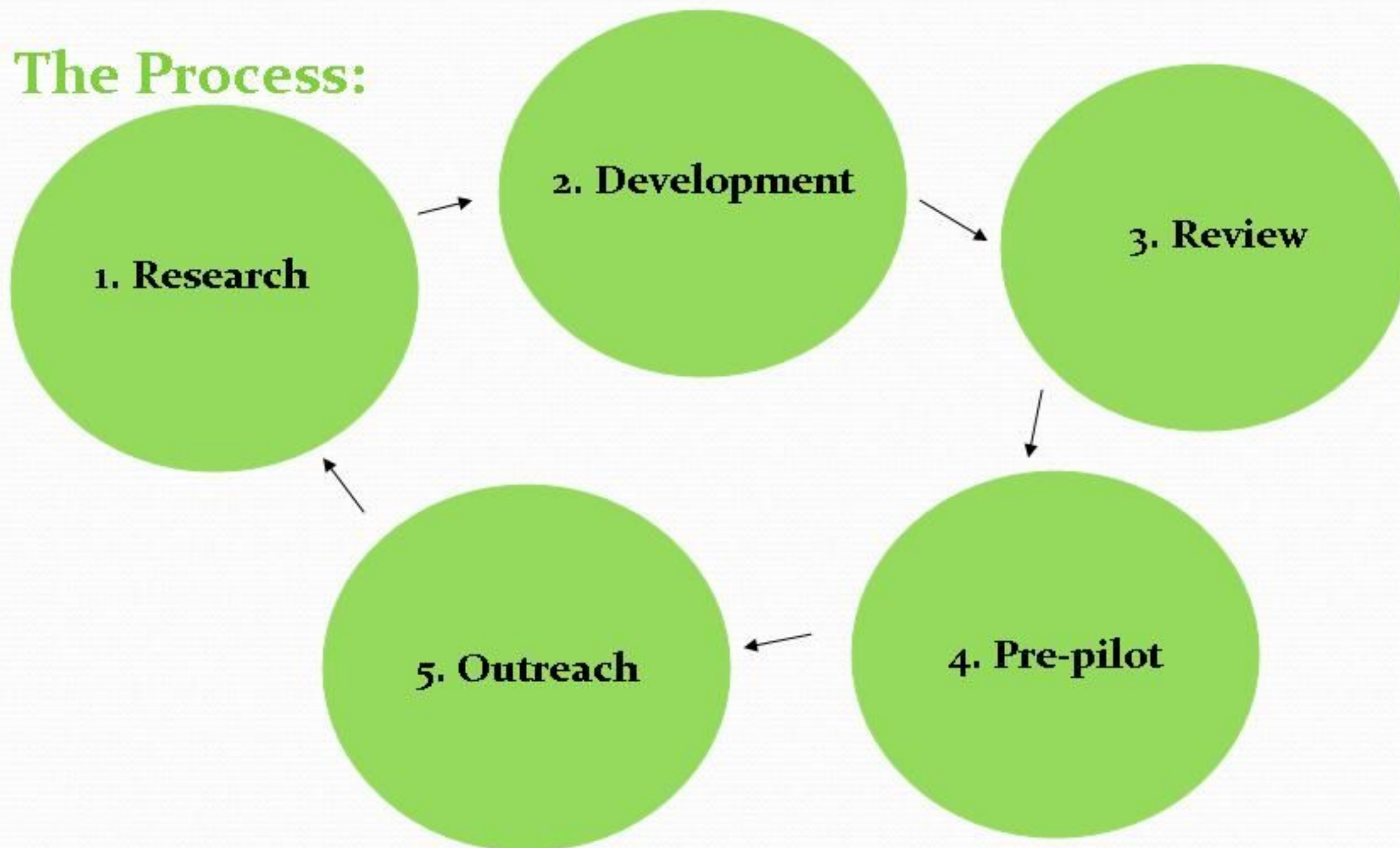
- Direct Instruction
- Allows teacher to give immediate and effective feedback
- Provides clear instruction to the teacher
 - Specific and organized curriculum
 - Includes sequential skill introduction, repeated practice, and systematic fading of support and detailed procedures for teacher-student interactions
 - Clear and explicit instruction
 - Sequence of instruction
 - Prerequisite skills are taught before the strategy/rule
 - Teach examples consistent with the rule before teaching exceptions to the rule
- Let's talk about the teacher/facilitator/presenter!

Curriculum Development ●

- Well defined, coherent teaching curriculum
 - Age-appropriate
 - Chronologically
 - Cognitively

Curriculum Development

The Process:



Curriculum Goals

- Student program
 - 11 sessions, outcome measured
 - Group 1 and Group 2
- respect for one's body
- appropriate boundaries
- recognition of sexual abuse or exploitation
- right to non-compliance
- victim response to sexual abuse or exploitation
- promotion of healthy behaviors
- ways to seek help

Transitions from a contrived setting to a natural setting

Transitions from a contrived setting to a natural setting

Curriculum Goals

Active involvement of staff , parents, family members

- Teacher program (single session)
 - program overview
 - collaboration
 - learning about students' strengths and challenges
- Parent program (single session)
 - program overview
 - partnership

Transitions from a contrived setting to a natural setting

Transitions from a contrived setting to a natural setting

Classroom Teacher Meeting

- About students: concepts they can grasp?
- Data collection
- Positive behavioral support
- Involving the educational team
- Extension activities
- Placement of materials: posters, student's work, etc
- Language that works best
- Parent meeting
- Parent letter
- Scheduling programs

Student Curriculum Content

Group 1
Group 2

- All About Me
- Just Right Space
- It's All My Body
- OK Touches
- Not OK Touches
- Ways To Say No
- Public and Private Places
- Telling Someone
- Talking About Touching
- Celebration

Student Curriculum Content

Group 1
Group 2

- Overview
- Group 1 or Group 2
- Key Terms
- Scope
- Sequence



Overview: Safe touches are the focus of Lesson 4. Students need to differentiate between a hurting and harmful touches and to understand the reason for rules about touching. The concept of good or bad touching can be difficult for a child to understand. To introduce the safety rule about safe touches, this lesson will focus on concrete examples about OK touches. Students will associate feelings with safe touches that are OK touches.

Group 1

Objectives:

- Students will understand the concept of touching
- Students will learn about safe touches
- Students will express feelings associated with safe touches
- Students will learn that safe touches are OK touches
- Students will learn the rules concerning how and when someone may appropriately give an OK touch to another person
- Students will learn the importance of asking first before giving or receiving an OK touch

Key Terms: safe, touch, OK, ask first, help, clean, healthy, reason

Scope:

1. Presenters are reintroduced, rules reviewed
2. Review previous lesson
3. Reinforce *Just Right Space* rule
4. Reinforce concepts of public and private parts of our body
5. Introduce touching
6. Introduce safety rules about our bodies
7. Concepts of OK touches are reinforced with a stuffed animal named Chester
8. Students complete an activity to reinforce understanding of concept

Sequence:

Re-introduction of the curriculum



- Presenters reintroduce themselves
- Greet each student by name in a round robin fashion



Review My Private Part: *"Between my knees and my nose where my bathing suit goes."*

- Focus that there are only a few people who may see or touch their private body part.
- Establish who some of those people are and take time to process responses with each student in the group.



Activity: My Body Belongs to Me - introduce poster in classroom

*My body belongs to me.
From the top of my head
To the tip of my toes
It's my body and I like it!*



Introduce "Chester", a stuffed toy cat. Explain that even though Chester is not a real cat, he helps teach the safety rules.

Ask student: "Do you know who Chester's body belongs to?" Reinforce Chester's body belongs to him. **Ask student:** "Who does your body belong to?"

- Chester's body belongs to Chester and your body belongs to you!

Begin stroking Chester.

Ask student: "Do you see I am touching Chester? How do you think this makes Chester feel? Responses may include: happy, warm, like a safe, and good.

How would Chester let me know that he likes this touch? Responses may include: purr or snuggle next to me.

Chester says this is an OK touch because it makes Chester feel safe. We call touches that make us feel safe, OK touches.

- When saying OK touch with the students, facilitator should nod his/her head and make the OK hand sign. Review with students.



Activity: Ask students if they would like to give Chester an OK touch. Allow students to self select participating. Reinforce that they can decide if they want to give Chester an OK touch because each student is in charge of his/her own body.

- As each student gives Chester an OK touch, reinforce how that makes Chester feel.
- If/when a student declines to give an OK touch, validate that the student is in charge of his/her own body and gets to decide if he/she wants to give Chester an OK touch.

Not OK Touches



Celebration





FAUST



Flexibility

Between my knees and my nose,
Where my bathing suit goes
Are my private parts.

Sequence



Varied Predictability



Varied Predictability



Repetition



sp
towards time/snack

dismiss

PRIVATE

Ask First



Resourcefulness

NOVA

Stuck on a word?

Say the beginning sound and read the rest of the sentence.

Look for little words in big words

Look for pic



Collaboration

Curriculum Materials

VARIETY

suitable strategies

suitable materials

- Including activities tailored to individual's strengths:
 - Concrete examples
 - Visuals and tactile experiences
 - Social stories
 - Social navigation
 - Interactive games
 - Skill Practice

Social Stories

Social Story - No OK Touch

Lesson 3



This is Janie.
An older person touched her on a private part of her body for no good reason. It was a NOT OK touch.



This made Janie feel sad and angry.
Janie thought about who she could tell.



Janie thought about telling her aunt.

Social Story - No OK Touch

Lesson 3



Janie thought about telling her friends.



Janie thought about telling her grandfather.



Janie thought about telling the police.

Social Navigation



Visual and Tactile Experiences

draw a picture

count to ten

squish clay

write about it

sing a song

talk about it

say the alphabet

bounce a ball

walk away

dance

Ten ways to cool off when you're mad!

barrassed

BECAUSE

0 1 2 3 4 5 6 7 8 9 10

Skill Practice

Chart

A vertical chart with a downward-pointing arrow and four small portraits of people, likely representing a social skills or behavior chart.

unpack morning work
morning mtg
LN
D-4
Nova
lunch
recess
math
me/snack pack up

TOUCHMATH TOUCHPOINTS

A poster titled 'TOUCHMATH TOUCHPOINTS' showing numbers 0 through 9. Each number is accompanied by colored dots and arrows indicating the correct stroke order and touchpoints for writing the number.

A small calendar or schedule card with a grid and some text, possibly for a specific day or week.

April

A large calendar for the month of April, showing dates and possibly some activities or events.



Activities

- Classroom activities
- Extension (take home) activities

Measuring – body torsos

People cookies

Cut and paste

Song

Rhyme

Popsicle sticks

Activity sheets

Safe Tree

Mirror Imagery

Simon Says

Picture books

Skill Practice

Social Stories

Stickers

What if?

NOVA store

Puppets

Video Modeling

Teaching in the context of fun activities where skills are best targeted.

Interactive Games



Interactive Games

- Non competitive

Ways to Say No Game

Think Talk Listen Game

Piggy Bank

Jeopardy Game

Apples to Oranges

Thumbs Up – Thumbs Down



Curriculum Application

individual

classroom

home





SAFE SPACE



11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120

MATH ROCKS!

Subtract
• difference
• left

Add
• altogether
• in all

even numbers
end in 0 2 4 6 8
odd numbers
end in 1 3 5 7 9

Congruent =
same size and
shape

2



DRIVE
YOU
NUTS

Benefits of Community Awareness

Networking

New collaborations

Enhanced opportunities

Professional
Colleagues

- Schools
- Families
- Residential & Day
Communities

Professional
writer

Community

Entities

Public Awareness

Outreach

New entities



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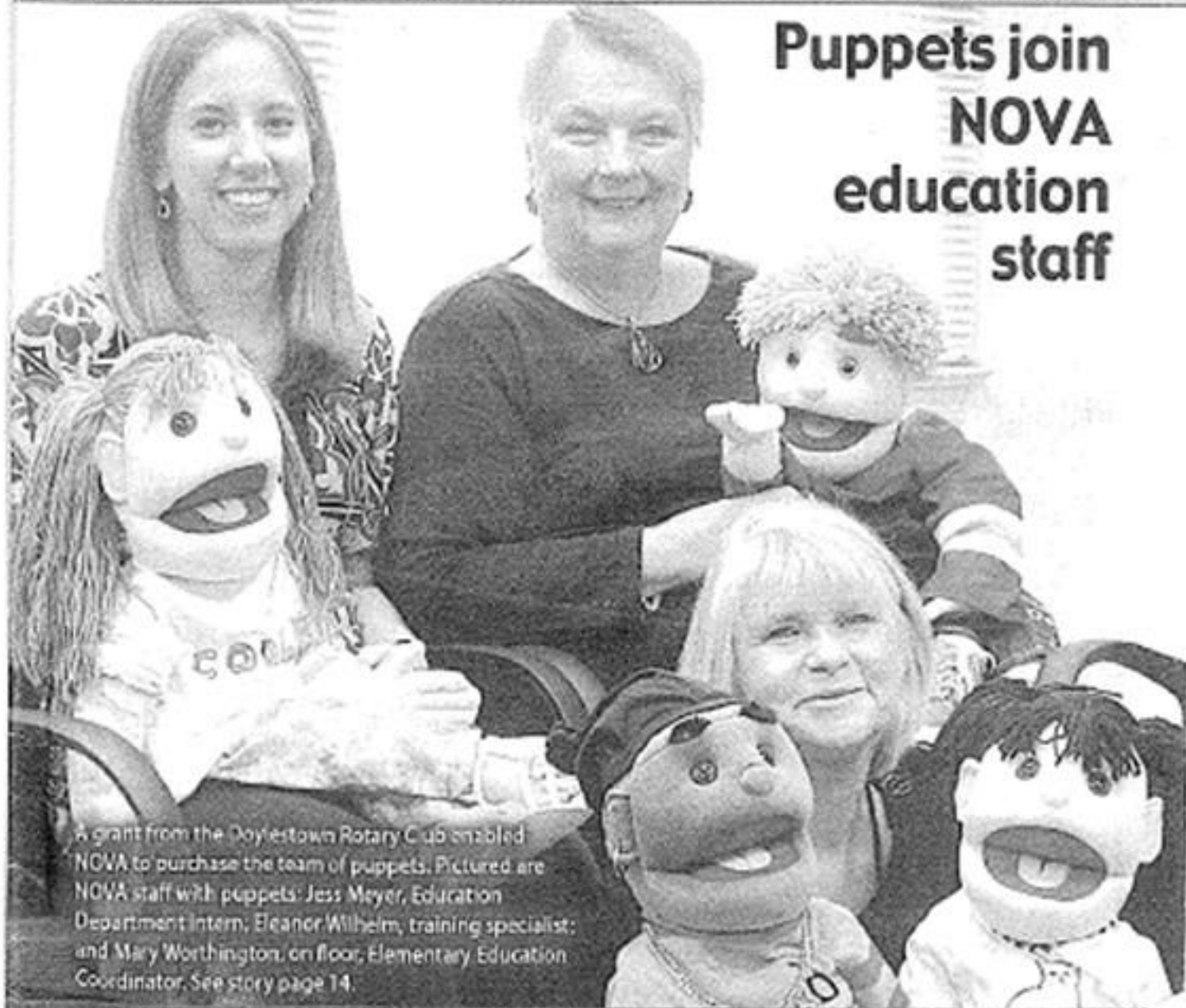
DOYLESTOWN OBSERVER

TIMES PUBLISHING NEWSPAPERS, INC.

All the "Good News" that's fit to print!

www.timespub.com

Puppets join NOVA education staff



A grant from the Doylestown Rotary Club enabled NOVA to purchase the team of puppets. Pictured are NOVA staff with puppets: Jess Meyer, Education Department intern; Eleanor Wilhelm, training specialist; and Mary Worthington, on floor, Elementary Education Coordinator. See story page 14.

YOUR HOMETOWN PAPER MAILED TO 15,632 DOYLESTOWN ADDRESSES

Family follow-up

Dear family member,

We have been talking about personal safety in your child's classroom.

We want your child to feel comfortable talking about this topic and hope that you will encourage your child to talk about personal safety at home, too.

Here are some ways you can help:

- Reinforce with your child that his/her body belongs to him/her.
- Encourage your child to let someone know if he/she feels someone is about to hurt him/her.
- Remind your child it is not safe to keep secrets about a not OK touch.

If you have any questions or concerns, please feel to call name of contact at phone or contact by email e-mail address.

With regards,

Lessons Learned

- Bear
- The Wheel
- Cognitive development range
- Kindergarten class

Successes

- Opportunities that a multi-session program presents
- Disclosures
- Primary Prevention
- Outcomes measured
- Teacher satisfaction questionnaire
- Connections with the community

Successes

School Faust BCIU gd 2, 3	Student #1 2 nd time	Student #2 2 nd time	Student #3 2 nd time	Student #4	Student #5	Student #6	Student #7
3-19-10 6-15-10							
1. Just right space sitting	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Body ownership	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
3. Teacher Touch - hug	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Presenter Touch - hug	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. School bathroom - not OK look	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
6. If someone hurt you, what would you do?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
7. Public Place Example	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
8. Private place example	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
9. Keep a secret about OK touch?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>	

“The program just keeps getting better. This is my third year and hope to continue for many more. Thank you!”

R. K., Autistic Support Teacher
Grade Level 4, 5, 6
Central Bucks School District
4-21-10

Next Steps



• **Preschool and Kindergarten** •

• **Middle School and High School** •



“We don’t have a disease, so we can’t be ‘cured’.
This is just the way we are.”

Jack Thomas, a student with Asperger’s Syndrome,
New York Times
December, 2004,

Join us in ***Building a World We All Want To Live In!***



Thank you!

- Mary Worthington
- Mary Richter



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