The academics still have little grasp of the problems the autistic adult faces, instead of focusing 90% of their attention on the child under the age of twelve. The attitude is almost Freudian, in that after age twelve the person almost becomes a non-person, prompting one to ask “What next?”

Melissa Bee, October 12th, 1999
Reason #1 For Education & Support: Sexual Abuse

- Abuse: Children with developmental disabilities are abused 2-3 times more than non-disabled children.
- 68-80% of developmentally disabled females are sexually molested or raped by age 18.
- 30-70% of developmentally disabled males are sexually molested or raped by age 18.
- 49% of developmentally disabled individuals who are sexually abused will experience 10 or more abusive incidents in their lifetimes.
- 15,000-19,000 individuals with developmental disabilities are raped each year.

Sexuality Education:

Increases the likelihood that individuals with disabilities will either have the skills to stay safe, or will be more likely to report victimization after it occurs.

Who Should Do “The Talk?”

- Optimum for young people: 75% family & 25% agency or school
- Every family, school or agency is different
- Ideally, it is best to have at least one caregiver involved.
- Best candidate
- For Schools: Co-Teaching & “Guidance Classroom”
- How to deal with discomfort
- “The talk” fallacy

“Safe” Sexuality Subjects

- Self-Esteem: May Include Education About Disabilities
- Puberty: Dealing With Body & Feeling Changes
- Abuse Prevention
- Relationships
- Social Skills

Key Concepts

Body Awareness & Terminology: Teach correct names for body parts, including genitalia. Three types of language: "Adult" or "Scientific", "Baby-talk", & "Street"

Public & Private*: Body parts, locations, clothing, behavior & subject matter


Key Concepts: PUBERTY

*Crucial*: Educate About Puberty BEFORE IT STARTS!!!!!!!!!!!!!!

Key Concepts: Abuse Prevention

Replace "stranger danger" with being wary of "strange behavior".

Teach the various forms of sexual abuse.

There are people in the world (even familiar people) who do hurtful or inappropriate things.

Basics: Differences between good, bad and mixed-up/sexual/secret touches.

Rules for sexual touches.

Most Important Possession: Body Ownership.


Key Concepts For Girls: Body Changes & Menses

Educate on typical body changes for girls (e.g. breast development, hair, acne, body odor).

Most girls with A.S.D.’s accept menstruation in a matter of fact manner.

Teach the beauty of becoming a woman. When menstruation first occurs, it should be celebrated.

Talk about and prepare them for the sight of blood.

Prior to menstruation, teach and practice how to use sanitary products. For those with significant tactile sensitivities, use a systematic desensitization approach.

Encourage use of calendars and changing schedules.

Suggest a “road trip” to their local drug store for personal hygiene supplies.

Key Concepts For Boys: Body Changes, Erections, & Wet Dreams

Educate on typical body changes for boys (e.g. height and muscle development, hair, acne, body odor, voice changes).

Teach boys that as they enter puberty, their genitals will start to change and behave differently. Emphasize the normalcy of this!!

Prepare boys for spontaneous erections and wet dreams.

While emphasizing the positive aspects of these changes (How cool, you are becoming a man!), don’t forget to offer "Erection Management Strategies" when appropriate.

Suggest a “road trip” to their local drug store for personal hygiene supplies.

Key Concepts: Abuse Prevention

Age appropriate ways of showing affection to others.*

"No, Go, Tell"**

Teach how to be assertive, and to say “No!” to authority figures.*

Role-play possible scenarios during which they can say “No!”.*

Encourage them to “walk with pride”. *

### Key Concepts: Social Skills

- Emphasize good grooming and hygiene*.
- Provide as many opportunities to socialize as possible*.
- Help to develop hobbies and interests*.
- Teach basic social skills: eye contact, listening, greeting others, and appropriate topics of conversation.
- Teach more advanced social skills: perspective taking, inside/outside thoughts, dealing with rejection, conflict resolution, and reading body language.
- Be patient! Social skill development can take years of observation, discussion, practice, and constructive feedback.


### Key Concepts: Relationships

- Self-Esteem: How can you have a good relationship with others, when you don’t have one with yourself?
- Types of relationships and appropriate behaviors for each category
- 3 Rules of Healthy Relationships* 
- Reciprocity: 2-way street
- Friendships: Can be practice for romantic relationships. How can you be a good boyfriend/girlfriend if you don’t know how to be a good friend?
- Staircase Analogy: Gradual progression of intimacy
- Relationship Checklist: How close are you really?


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### Relationship Staircase: Intimacy

*Pictures reproduced from Young Adult Institute (YAI) Sexuality Series
* Pictures reproduced from Circles (Chapman & Hirsch)

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### Relationship Checklist & “The Road to Relationships”

- Do they smile at me?
- Do they know my name?
- Do they say hello when they see me?
- Do they talk to me for a few minutes at a time?
- Do they ask me questions about myself?
- Do they compliment me/use nice words?
- Do they listen to me when I talk?
- Do they help me when I’m upset?
- Do they stand up for me?
- Do they respect me (e.g. no name calling/put-downs)?
- Do they know when their birthday is?
- Do they know how many brothers and sisters they have?
- Do they know their favorite color?
- Do they know their favorite food?
- Do they know their favorite band/song?
- Do they give me their phone number or e-mail address?
- Do they call me/text me?
- Do they invite me to do things/go places with them?
- Have I been invited to their house?

1 Check = 1 Brick (1 Step for Person, 1 Space for Car, etc.)

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### The Search: Finding Companionship

- The Internet: Benefits & Pitfalls
- Vulnerability & Rejection
- Difficulties with: Initiation, Follow-up, Attention & Intimacy
- Small Steps to Intimacy: “Associate” – Friend – Romantic Partner
- F.Y.I.: The legal age of consent in Pennsylvania is **16 years**! (with less than 4 years age gap between the 16 year old and their partner).
- Autism does not have to stop individuals from forming loving relationships. They just need to approach relationships in a different way.
Other Concepts to Teach: Dating
- Discuss all the details we might take for granted.
- How to discern others’ motivations for involvement.
- Sexual decision making & the right to refuse or say “no” to sexual activities.
- Re-introduce the concept of “the bases”.
- Use role-plays and practice dates to teach skills.
- Advance preparation
- Review personal safety skills.

Other Concepts To Teach: Masturbation
- Terminology: “private touching”
- Try to be as neutral as possible, emphasizing that masturbation can be very normal and natural (it is also normal and natural to choose not to masturbate!).
- Stress privacy or appropriate times and locations to masturbate.
- May benefit from a “private time” schedule.
- In many cases, teach masturbation is not an option.
- May require a targeted behavioral intervention, or simply keeping hands busy/redirection to activities involving motion.

Other Concepts To Teach: Intercourse/Reproduction
- Not always necessary or appropriate to teach.
- Initially, give a very basic explanation of intercourse & add information over time.
- Loving sex is something that is done in private, between two consenting adults.
- Emphasize the importance of delaying sexual intercourse until they are mature enough and emotionally and financially able to deal with the many responsibilities/consequences.
- Ask individuals to share their own or their families’ values.
- Got Pictures?: Male sperm + Female egg = Baby

Other Key Concepts: Sexual Orientation & Lifestyle Choices
- Adult Sexual Orientation: Is something that a person is or has, rather than something that they have chosen.
- Give a very simple definition.
- Emphasize how small this component is when considering “the bigger picture” of who the person is and what they are about.
- Other Lifestyle Choices: Some people date, some don’t. Some have sexual relationships, some chose abstinence. Some people never get married or have children. All lifestyle choices have equal value and deserve equal respect.

Use “Teachable Moments”
- “Teachable Moments” are when your person asks a question or mentions something they have heard about sexuality. These moments can also occur when a TV show, movie, song, book, newspaper, magazine, or anything else in the environment presents a sexual scenario that interests or confuses them. Use these moments to share information or teach values and beliefs.
**Tips for Communicating**
- Find out what your person knows or does not know, and use this as a starting point.
- Be mindful of location*.
- Use a calm matter of fact tone*.
- Use "private voice" when discussing sexuality issues*.
- Repeat key information often.
- Communicate with others about what you are working on, and assist your person in identifying other appropriate individuals with whom they can discuss sexuality issues.


**Advice for Teaching**
- Be proactive.
- Social topics are just as important as the sexual, (e.g. social skills, personal boundaries, relationships) with emphasis on social reciprocity.
- Use a variety of teaching mediums and approaches*.
- Break down more involved tasks into steps*.
- From the start of training, teach the correct steps to a routine.
- Focus on the more practical application of information (logical vs. biological)*.

*Maurer, L. (1996)

**The 6 Rules of Presentation**: 
- Simple
- Visual
- Individualized
- Repetitive
- Fun
- Concrete

*Maurer, L. (1996)

**Educational Activities & Interventions**

**Nifty Teaching Techniques**
- Any & Everything: Picture Sorts & Collages
- Self-Esteem, Public & Private, Hygiene, Abuse Prevention: Body Charts
- Social Presentation: Video Self-Monitoring
- Rating Scales of Interest/Feelings, Safe & Unsafe Sexual Behavior: Thermometers
- Any & Everything: Graphic Organizers

**Graphic Organizers: Self-Esteem & Social Issues**

Friends
- Like arms of the scale though
- Special times together
- Inside each other's phases
- Treat each other with kindness
- Compromise
More Nifty Teaching Techniques

- Social Skills & Abuse Prevention: Role-Plays
- Any & Everything: Homemade Books, Social Stories* & Comic Strip Conversations*
- Social Skills & Abuse Prevention: Circles Charts**
- Conversation Skills: Communication Balls***
- Any & Everything: Anatomically Correct Dolls

** Champagne & Walker-Hirsch (1986-1993)

Even More Nifty Teaching Techniques

- Social Skills/Connecting With Others: Ball of Yarn
- Puberty & Hormones: Milk, Dawn & Food Coloring
- Self-Esteem: Pride Poster
- Social Skills: Compliment & Conversation Circles
- Components of Sexuality: Ice Cream Sundaes

Addressing Problematic Sexual Behaviors

- Behavioral
- Partner Selection
- Inappropriate Courtship
- Sexual Knowledge
- Medical
- Learning History
- Sensory

Problem Behavior: Masturbation

- Distinguish between fiddling and discomfort.
- Attitude: Be as neutral as possible! Emphasize the right time and place.
- Boredom?
- Use of private time schedules, lubricant, or visual cues.
- Options for teaching of “proper technique”: illustrations, social stories, anatomically correct dolls*, anatomic models, aids, or instructional video** (especially for those who become self-injurious or appear frustrated).

* Teach-A-Bodies

Hierarchy: Masturbation Training

- When appropriate, work with families and/or residence to establish a visual “private time schedule”.
- When appropriate, supply individual with lubricant, explaining it is for use during “private time”.
- Meet with individual. Present illustrations of same sex persons masturbating, in conjunction with verbal explanation regarding technique.
- Meet with individual. Use illustrations and anatomical model in conjunction with verbal explanation of technique.
- Meet with individual. Use anatomically correct dolls to demonstrate appropriate masturbatory technique, in conjunction with verbal explanation.
- When appropriate, supply masturbatory aids such as body pillows, magazines, collages of sexually stimulating pictures, vibrating pillows, masturbation pumps, or vibrators. Explain safe usage of such aids.
- Meet with individual. Arrange for multiple viewings (when necessary) of instructional masturbation movies “Handmade Love”* for males, or “Fingertips”* for females. Viewings should occur in the individual’s bedroom or the private location where masturbation will be allowed to occur. Trainer may need to supply a verbal explanation while simultaneously viewing the tape to reinforce principles.
- For individuals with more significant challenges, consider use of ABA type approach (preferably done with relatively unfamiliar trainer) to teach more successful masturbatory techniques. Shape up steps one at a time (e.g. “Pull pants and underwear down”, “Put fingers around penis”, “Pull pants down”, “Put fingers around penis”, “Rub up and down, up and down”.)
### Problem Behavior: Fascinations, Obsessions, & Rituals (Oh My.....)

- **Staring**: 3 x 3 Rule (Three - 3 Second Looks)
- **Relationships**: Education re: maintaining a balance between their lives/former interests vs. the object of their desire is helpful. Stalking and/or obsessing on people can be an issue (even more than your average person in love or in a new relationship).
- **When They Become Maladaptive**: Think: Socially Appropriate Alternative?
- **Difficulty With Stopping**: May need to initially go cold turkey, and then gradually add time allowed to "feed" the interest.
- **Childhood Interests Sometimes Become Sexualized**: It's not a far jump from Pokemon – Anime (e.g. Nanobu) – Hentai (sexually explicit or pornographic comics or animation).
- **“Pedophillic” Intent Or Developmental Issues Gone Awry?**: Many individuals with ASD's are more successful with younger peers (who are more accommodating/accepting of their differences). Similar social/emotional functioning and interests – lack of social awareness or understanding - sexual feelings without an appropriate outlet [can] = trouble.

### Problem Behavior: Touching Others

- **Determine the cause**: lack of education, curiosity, deficits in communication or social skills, attention seeking or social isolation?
- **Teach about personal relationships and boundaries.**
- **Teach "touching rules" and possible consequences of inappropriate touching.**
- **Provide advance preparation or coaching when entering certain social situations.**
- **Work with the team to get others to support teaching of appropriate touching.**
- **If it becomes a chronic occurrence, or involves inappropriate targets (e.g. members of the family, young children, or individuals who are lower functioning) consider seeking specialized professional help.**

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Thank You!!!!

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Resource List
Lisa Mitchell, LCSW-R
2009

Curriculums

A Girl's/Boy's Guide to Puberty And Personal Safety. (Marsh Media, 2006). A nice simple curriculum for kids with special needs that you can order in either a boys’ or girls’ version ($149.95 per curriculum-available at www.marshmedia.com), that comes with a teaching guide with reproducible handouts, a DVD to show kids, and color booklets to give each participant. It covers the basics of body changes and reproduction, with a good amount of attention given to touches and public and private.


Education For Adulthood. (Staten Island Mental Health Society, Inc.) A comprehensive curriculum addressing sexuality and transition to adulthood issues for individuals with developmental disabilities. Not many illustrations, but has some nice lesson plans.


Human Sexuality Portfolio. Victoria Livingston & Mary E. Knapp. (Planned Parenthood of Western Washington, 206-328-7715) Not many pictures are provided, but they are simply laid out on large cards.


Personal Space: A Violence Prevention Program for Women. Developed by The Arc of Maryland: phone (410) 974-6021, fax (410)571-9320, e-mail info@thearcmd.org. A great curriculum to use when doing groups for women with developmental disabilities that teaches about personal boundaries, sexuality, relationships, sexual harassment, sexual assault, and domestic violence. Available free-of-charge. You just need to fax or e-mail your name and address.


Books for Parents

A note: Most books are available on www.amazon.com unless otherwise indicated.


Sexuality: Preparing Your Child With Special Needs-How to Develop a Plan for Sex Education and Sexual Abuse Prevention. (MOCSA- Metropolitan Organization to Counter Sexual Assault Developmental Disabilities, Resource Center on Sexuality, 3217 Broadway, Suite 500, Kansas City, MO 64111-2414, (816) 931-4527, ext 232) A nice booklet that is a good start to helping to plan for the services and sexuality education for parents; offered free of charge.

**Books for Children & Adolescents**

**Autism-Asperger’s & Sexuality: Puberty and Beyond.** Jerry and Mary Newport. (Future Horizons, 2002) Written for adolescents and young adults with autism spectrum disorders, by a husband and wife (both on the spectrum themselves), who give advice on how to function in the social environment and get through this difficult period. Pretty high-level reading, but offers some interesting insights for both young people, as well as for parents.

**Bellybuttons Are Navels.** Mark Schoen. (Prometheus Books, 1990) A nice simply, illustrated book for young children that teaches the names for body parts and the differences between boys and girls.

**Caution: Do Not Open Until Puberty!: An introduction to Sexuality for Young Adults With Disabilities.** Rick Enright. (Devinjer House, Sparta, Ontario, 1995, available for purchase through Thames Valley Children’s Centre: (519) 685-8680 or (519) 685-8703). A fun, nicely illustrated book written for young adults with physical disabilities. The reading level may be too advanced for some. [www.tvcc.on.ca](http://www.tvcc.on.ca)

**Changes In You: For Girls.** Peggy C. Siegel. (Family Life Education Associates, 1991) A great illustrated book for girls about body changes and puberty. Reading level may be too high for some individuals.

**Changes In You: For Boys.** Peggy C. Siegel. (Family Life Education Associates, 1991) A great illustrated book for boys about body changes and puberty. Reading level may be too high for some individuals.

**Changes In You & Me: A Book About Puberty Mostly For Girls.** Paulette Bourgeois & Martin Wolfish. (Somerville House Books Ltd., Toronto, Ontario) Comprehensive, with lots of great pictures. May be too wordy for some individuals.

**Changes In You & Me: A Book About Puberty Mostly For Boys.** Paulette Bourgeois & Martin Wolfish. (Somerville House Books Ltd., Toronto, Ontario) Comprehensive, with lots of great pictures. May have too many words for some individuals.

Freaks, Geeks & Asperger Syndrome. Luke Jackson. (Jessica Kingsley Publishers, 2002). Written to be “a user guide to adolescence” by a 13 year old English boy who has been diagnosed with Asperger’s Syndrome, the book offers often fascinating and almost always entertaining insight/advice into a myriad of subjects, including fixations, school, friendships, socialization, bullying and dating. A nice book for young people who have been diagnosed with Asperger’s, as well as their parents.


How Sex Works: A clear, comprehensive guide for teenagers to emotional, physical and sexual maturity. Elizabeth Fenwick & Richard Walker. (Dorling Kindersley Limited, 1994). A nicely illustrated book for teenagers about puberty, relationships and emotions, intercourse, contraception, pregnancy and sexual health. May have too much information on internal organs/reproduction, and the reading level may be too high for some, but overall a nice book for teens.


A Very Touching Book. Jan Hindman. (AlexAndria Associates, Baker City, OR (541) 523-4574: also available through Amazon.com). A great book with funny illustrations that educates on terminology for body parts, good, bad and secret touches.


Where Do Babies Come From? Margaret Sheffield. A fairly simple, nicely illustrated book that talks about difference between males and females, how bodies change as children grow, reproduction, pregnancy and childbirth.


**Books for Developmentally Disabled Adults and/or Their Partners**

An Asperger Marriage. Gisela & Christopher Slater-Walker. (Jessica Kingsley Publishers, 2002). Written by a married couple (the husband has been diagnosed with Asperger’s), this book at times dwells a bit too much in the mundane details of the couple’s day-to-day life, but offers an interesting snapshot of their relationship, conflicts, and resolutions from both the husband and wife’s perspectives.

Asperger Syndrome and Long-Term Relationships. Ashley Stanford. Jessica Kingsley Publishers, 2003). An excellent book on how to successfully navigate intimate relationships when involved with a person with Asperger’s. Written by a researcher and woman married to a man with Asperger’s, the author offers many anecdotal stories from her own life and the lives of others in relationships with individuals with the syndrome, and offers great suggestions on how to make the relationships work.


Dating for Dummies. Dr. Joy Browne. (IDG Books Worldwide, 1997). Try to be forgiving of the title. This book may be especially helpful for adults who have High Functioning Autism or Asperger’s, who are looking to date/make connections with others. It covers everything from increasing self-confidence, improving social skills and physical appearance, interpreting lines, asking others out on date, breaking up, etc.

Life and Love: Positive Strategies for Autistic Adults. Zosia Zaks. (Autism Asperger Publishing Co., 2006). Geared towards high-functioning adults on the spectrum, this book offers many nice “how to” suggestions/concrete strategies re: how to navigate day-to-day challenges (e.g. traveling or shopping), as well as dating, spectrum-non-spectrum relationships, friendships, gender issues and personal safety.

The Other Half of Asperger Syndrome. Maxine C. Aston. (The National Autistic Society, 2001). A great book written by a woman who is a couples’ counselor and also married to a man with Asperger’s Syndrome, it is meant to be “a guide
to living in an intimate relationship with a partner who has Asperger Syndrome”. Although the author does not really write much about her own personal experiences, she draws on research she has done, her experiences as a counselor, and offers some nice concrete suggestions for “neuro-typical” individuals who are in relationships who persons diagnosed with the disorder.


Pretending to be Normal: Living with Asperger’s Syndrome. Liane Holliday Willey. (Jessica Kingsley Publishers, 1999). An excellent book written by a woman with Asperger’s Syndrome. She speaks about her experiences in childhood, adolescence, college, in her marriage and as a parent of 3 children, one of whom also has Asperger’s. At the end, she offers great suggestions for support people, and for person’s with Asperger’s regarding how to deal with college, work, organizing home life, and coping with sensory perception difficulties.

Sex, Sexuality And the Autism Spectrum. Wendy Lawson. (Jessica Kingsley Publishers, 2005). A interesting book with great insights, practically for high functioning persons on the spectrum on sexuality and relationships. Written by a woman who is on the spectrum who was married for 20 years, had four children, and is presently in a same sex relationship, it contains appendixes with cool do-together couple activities such as relationship word searches and crossword puzzles, as well as sexual orientation and sensory profile discussion sheets.

**Resources for Parents & Professionals**

Asperger’s Syndrome And Sexuality: From Adolescence Through Adulthood. Isabelle Henault. (Jessica Kingsley Publishers, 2006). A book which provides socio-sexual insights and a great review of the existing research on AS and sexuality. May be particularly helpful for professionals, as it provides interesting case studies and outlines with reproducible handouts for a series of workshops on sexuality which the author developed for persons with AS.


Great computer software package to use when making visual aides, or social stories. Only criticism is you always need the CD-Rom to access the program.

The Boggs Center. The Elizabeth Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. 335 George Street, P.O. Box 2688, New Brunswick, NJ 08903-2688, phone (732) 235-9310. Has a loaning library for professionals. You just have to pay the cost of shipping materials. The library’s list of materials in not available on-line. You must call and ask to be sent a list.

Comic Strip Conversations. Carol Gray. Available through Amazon.com

James Stanfield Company, PO Box 41058, Santa Barbara, CA 93140, (800) 421-6534., www.stanfield.com/sexed-1.html. Top quality sexuality materials for individuals with developmental disabilities, that are also very expensive.


The New Social Story Book: Illustrated Edition. Carol Gray, September 2000 (Available through Amazon.com). Also check out the following web cite: www.thegraycenter.org/Social_Stories.htm


Socio-Sexual Knowledge and Attitude Test (SSKAT-R) Stimulus Picture Book. Joel R. Wish, Katherine F. McCombs & Barbara Edmonson. (Stoelting, Oakwood Centre: 620 Wheat Lane, Wood Dale Illinois, (630) 860-9700). An assessment tool used by professionals to test socio-sexual knowledge, and to determine whether a developmentally disabled individual is capable of informed consent regarding sexual activities.

Taking Care of Myself: A Hygiene, Puberty, & Personal Curriculum for Young People With Autism. Mary Wrobel. (Future Horizons, 2003). Available for $24.95 at www.futurehorizons-autism.com. A very good book with reproducible social stories and other interventions covering a variety of activities of daily living, puberty, body changes, and touching others. Some of the social stories are a little intolerant in their phrasing and attitude towards sexuality, but they can be adapted as appropriate.

**Videotapes**

Circles: Stop Abuse. Marklyn Champagne. James Stanfield Company
www.stanfield.com

www.diverse-city.org


www.diverse-city.org

Janet’s Got Her Period. Judi Gray. An excellent (but expensive) video for young ladies with developmental disabilities that teaches menses and proper menstrual hygiene. (James Stanfield Company, 1991) www.stanfield.com

parents and professionals that provides an introduction to sexuality and sexuality education for individuals with developmental disabilities.  [www.pdassoc.com](http://www.pdassoc.com)


*A note: all of the YAI tapes are excellent, but are intended to be used by the mental health professional who is teaching a sexuality group.*

**YAI Relationship Series: Tape #1: Differences Between Strangers, Acquaintances, & Friends. Tape #2: Becoming Acquaintances or Friends. Tape:3 Being a Friend.** Perry Samowitz. (YAI, 460 West 34th Street, New York, New York, (212) 563-7474)

**YAI Relationship Series: Tape #1: Starting a Special Relationship, Tape #2: Building a Relationship I Like, Tape #3: Having a Good Relationship.** Perry Samowitz. (YAI, 460 West 34th Street, New York, New York, (212) 563-7474)


**Teen Sexuality.** The Schlessinger Teen Health Series, Grades 7-12. A movie that was not made especially for adolescents with developmental disabilities, but uses understandable language to discuss relationships and how to deal with pressure to engage in sexual relationships.

**Web Cites & Other Resources**

A great web cite for pictures of any kind (e.g. real photos, drawings, icons, etc.): Google Image Search:  [www.google.com/imghp?hl=en&ie=UTF-8](http://www.google.com/imghp?hl=en&ie=UTF-8)

Long Island Gay and Lesbian Youth Inc.: 32 W. Main Street, Bay Shore, (631) 665-2300.  [www.ligaly.com](http://www.ligaly.com)

Parents and Friends of Lesbians and Gays (PFLAG) of Long Island. Plainview, (516) 938-8913  [www.plflagli.org](http://www.plflagli.org)

Talking Book Plus: Suffolk Cooperative Library System. 627 N. Sunrise Service Road, Bellport, NY 11713, (631) 286-1600-voice, (631) 286-4546-tty,
www.litbl.org. A free library service for Suffolk County residents who have visual or physical disabilities that prevent them from being able to see, hold, or handle conventional print books. They provide books in Braille, with large print or on audiocassette, and have a variety of materials on human sexuality topics.


www.austin-safeplace.org: SafePlace, P.O. Box 19454, Austin TX, 78760, (512) 356-1590. Has an extensive disability resource lending library (you can download a list from the internet) that is available to anyone, and free of charge. Patrons need only to play for shipping and handling charges.

www.futurehorizons-autism.com: A cite devoted solely to the sale of publications and materials pertaining to autism spectrum disorders.

www.groups.yahoo.com/group/AS-PEOPLE/: An adult list (over 18) for individuals with Asperger’s Syndrome or Autistic Spectrum Disorder that allow them to connect with one another. It is also open to partners, friends and family of those affected by the Autism Spectrum. They also talk about sexuality and intimacy issues as well.

www.nichcy.org: An amazing web cite that is a conglomeration of information about sexuality and developmental disability. Many extensive bibliographies are posted on this cite as well.

www.parentbookstore.com: A great resource for purchasing materials on parenting individuals with developmental disabilities.

www.positive.org: A web site sponsored by the Coalition for Positive Sexuality that may be helpful for adults with developmental disabilities who have an approximate 6-7th grade reading level or higher. Click on the “just say yes” link, go to “contents” and hit the arrow key, and you will be given links to information on a variety of topics: condom usage, HIV/AIDS, birth control, pregnancy, respect for others, homosexuality, etc. Be advised that some explanations are written in slang language.

www.scn.org/people/autistics/relationships.html. Offers a 13 page article “Autism, Dating and Socialization”, that appears to be written by an individual who is on the spectrum. Some interests perspectives, but be sure to take some of the advice with a grain of salt.

www.sexualhealth.com: Enter “autism” in the search block. You will be provided with links to many advice pages written by Melissa Bee (“Hunnybee”), a clinician and educator who has been diagnosed with Autism, has 2 children with Autism
Spectrum Disorders, and answers commonly encountered problems with excellent reality based suggestions.


www.siecus.org: cite for Sexuality Information and Education Council of the Untied States or www.siecus.org/pubs/biblio/bibs0009.html (for a extensive bibliography on sexuality and disability resource list)

**Dolls and Other Visual Aids**


Shadow Buddies: (888)283-3431 or www.shadowbuddies.org: These are not anatomically correct, but are designed to be dolls “just like me” (they have disabilities) for developmentally disabled children. Dolls with many disabilities are available.

Teach-A-Bodies. P.O. Box 416, Grapevine, Texas, 76099-0416, (888) 228-1314 or (817) 416-9139, fax (817) 416-9139. www.teach-a-bodies.com. Beautifully done anatomically correct dolls that are available in all ages and ethnicities. The dolls come with underwear and clothing. A family of four dolls (2 adults and 2 children) sells for $298.00 plus shipping and handling. Sometimes, slightly imperfect dolls are available at a discounted rate. Anatomically correct paper dolls and puppets are also available for a significantly lower charge.