

**PRIVACY TRAINING FOR INDIVIDUALS WITH MENTAL  
DISABILITIES AND TEACHING PROTECTION FROM  
NEGLECT-ABUSE**

**INTENDED  
FOR  
CAREGIVER**

**ACTIVITY  
BOOK**

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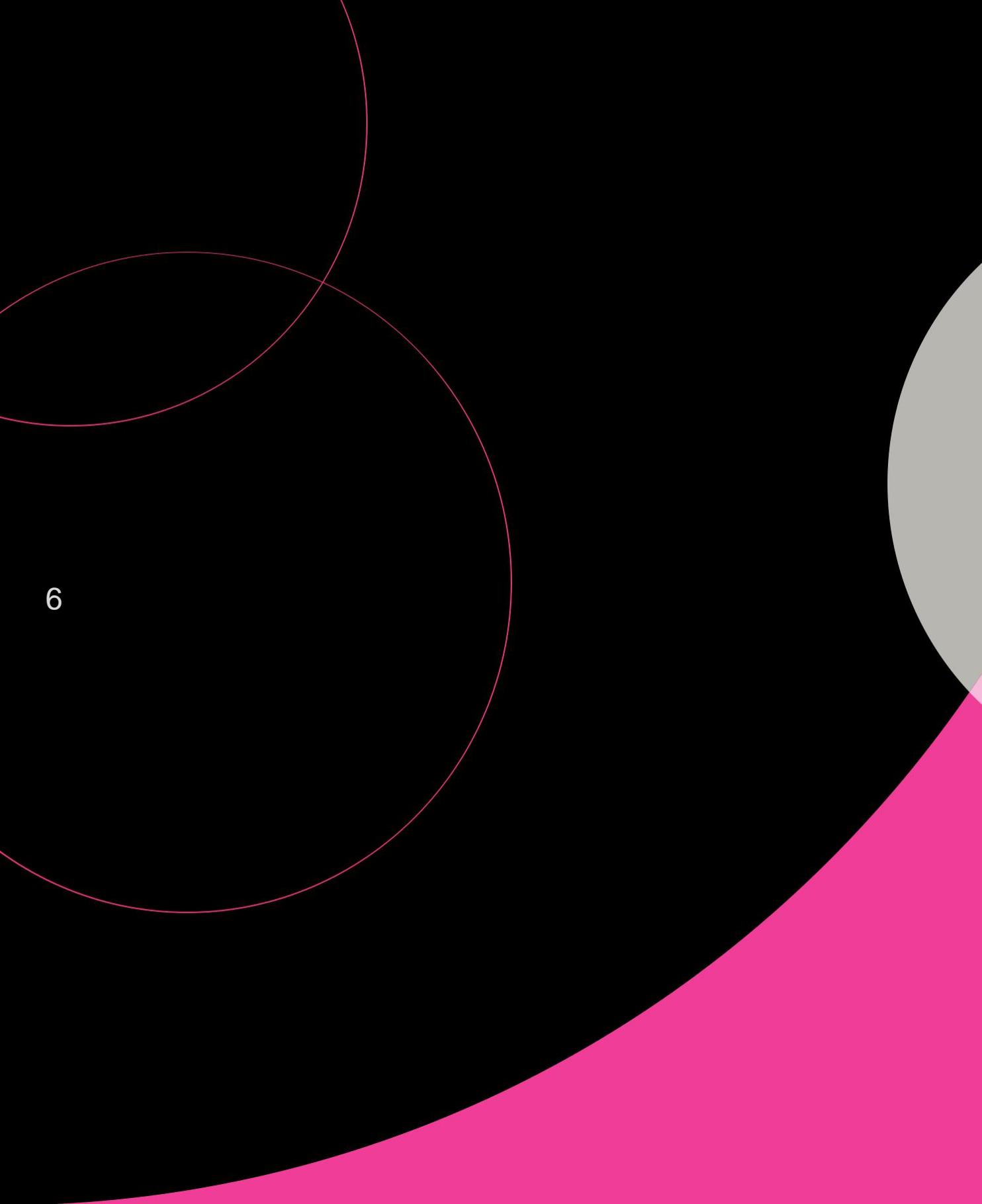
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An abstract graphic design on a black background. It features several overlapping circles: a large light grey circle on the right, a large pink circle on the left, and a smaller pink circle at the top. A thick pink curved shape sweeps across the bottom right corner. The number '6' is printed in white inside the pink circle on the left.

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The background features a vibrant pink color. On the left, there is a large, light green circular shape partially overlapping a black shape. A thin white arc curves across the pink area, with a small white dot on it. To the right, there is a solid black circle.

SEXUAL  
DEVELOPMENT  
STAGES AND  
RELATIONSHIP WITH  
OTHER  
DEVELOPMENT  
AREAS



## 1. SEXUAL DEVELOPMENT STAGES AND RELATIONSHIP WITH OTHER DEVELOPMENT AREAS

Under this title, it is aimed to achieve two types of goals. First of all, it is aimed to give you the knowledge and understanding about the relationship between the stages of sexual development and other areas of development, and secondly, the competence to recognize the changes that occur in the body due to sexual development.

### WHAT CAREGIVERS KNOW

**Objective 1.1** Explains the development areas.

**Objective 1.2** Tells that sexual development is a field of development.

### Developmental Areas and Sexual Development

There are five main areas of development: Physical development, cognitive development, social development, emotional development and sexual development. Physical development includes individuals increasing in weight and lengthening, maturation of the systems that make up the body, small muscle and large muscle development. Cognitive development is about the changes in individuals' mental structure, skills and processes.

Social development addresses the stages of socialization in people's interactions with other people and groups. Emotional development involves the stages of development in which individuals are aware of their own emotions and emotional responses and understand the emotions of others. On the other hand, Sexual development is a development area that includes patterns of change in sexual organs and sexual behaviors.

**Objective 1.3** Defines the stages of sexual development.

**Objective 1.4** Explains the relationship of sexual development with other areas of development.

### Sexual Development Stages

Sexual development process such as emotional development, language development, physical development, moral development of the individual also goes through various stages. According to Freud, the stages of sexual development are as follows:

**Oral period (0-18 months):** The first pleasure area in this period is the mouth. Behaviors such as sucking, chewing, and biting are first oral actions. Basic sense of trust and independent personality develop in this phase. The attitude of the person who takes care of this period plays an important role

**Anal period (18-36 months):** This phase, also known as breech phase. In this phase, the second area pleased is anus. Controlling his stool with the development of his muscles gives the child pleasure. Toilet training is in this period and excessive oppressive or very comfortable attitudes should be avoided.

**Phallic period (36-60 months):** In this period, the pleasure area is the genitals. The child plays with his genitals with the instinct to recognize and control his body. The girl is cared for the mother, and the boy is cared for the father. During this period, children often ask questions. It is important not to be oppressive in this regard, but to answer them patiently.

**Latent period (age 6-11):** Interest in sexual matters declined. The child enjoys playing with his own gender rather than the opposite sex. A boy or girl identity begins to form..

**Genital period (11-18 years):** In this period of adolescence, the child is now aware of his physical change. Their sex drive is increasing. Menstrual bleeding in girls, ejaculation (semen) is seen in boys.

## The Relationship of Sexual Development with Other Developmental Areas

Sexuality is a complex phenomenon with psychological, biological, social, physiological, cultural, moral and religious dimensions. It has a direct relationship with other areas of development. Physical changes in the body during adolescence and increased sexual behaviors show the parallelism between physical development and sexual development. A healthy psychological mood is a prerequisite for displaying sexual behaviors and a healthy sex life. This situation shows that emotional and psychological development area has a direct effect on sexual development. Since it is influenced by social rules and culture, sexual development is also in relation with the field of moral development. For these reasons, supporting all areas of development of the child will contribute to sexual development.

### ACTIVITIES TO BE MADE BY THE CARETAKERS

**Objective 1.5** Explains the changes that occur in the body during the adolescence period.

Teaching Methods and Techniques: Direct Expression

Instructional Materials / Technologies: Human figures showing different developmental stages

## Preparation for Teaching:

- **Is your child ready to learn the skill? / Does the precondition have skills?**

“Does your child know “parts of his body?”, “Can he/she pay attention to what you show and say at least 5 minutes?”, “Can he/she make a meaningful reaction to your questions and instructions?”, “Can he/she imitate you?” If your answer to these questions is "Yes", you can start working on the skill, and if "No", get expert support to acquire the skills that you should know first.

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- **Determining what your child can do / Pre-study evaluation**

When you started talking to your child, take one of his/her childhood photos and said, “How big you are, then you were smaller. Look at your photos and what has changed on your body? Show / Tell.”. If there is a height mirror in the environment, standing next to your child, and ask “How much have you grown, you will get bigger. Our body changes as we grow, do you notice these changes?”. If your child has noticed the changes in their body, you can

start working. If the child is not aware, start the activity by saying “Now we will learn what the changes will be in our body when we grow up with you”.

- **Media editing**

You should make the conversation about changes of your child's body in an environment where you are alone. Turn off audio electronic equipment such as television, radio, telephone. You can choose to sit side by side with your child or L-shaped. You should have his/her favorite foods, drinks, items, etc. to reward your child (they should be kept where the child cannot see). Do not keep the materials that will distract your child in the environment where you will work and do not engage in any other work.

- **Getting attention**

Use one of the remarkable sentences like "You look ready to work, let's get started!", "Yes, we're starting!" You will tell your child, “Today we will learn about the changes in our body with you. Tell your child, “Today we will learn about the changes in our body with

you. Knowing these changes is important for us to get to know our body and to be cleaner and healthier. ” and explain why he/she learned these changes. Then give a short speech about your previous knowledge according to your child's level. If your child can give the correct answers verbally or tell by pointing, ask your child to talk about the issue, or tell them by pointing to try to learn their knowledge about the subject by using questions such as “What are the parts of our body? Do you remember what we learned about our body before? ”. Then say "Yes, we can start working now!" and start the lesson.

### Application:

### Activity 1: I am Aware of the Changes in My Body

Tell your child "You're growing up now, and I realize that." For example, if he was taller, tell him "Look, how tall.". Put the human figures showing different stages of development on the table so that your child can see them. Then according to your child's developmental characteristics, select the listed changes below and tell to your child “when we grow up these happen in our body”.

√ Since the sebaceous glands work hard, pimples increase and black spots appear on the skin.

√ Body folds become obvious.

√ Breasts become evident in women.

√ Male genitals grow.

√ Hair growth increases. The genitals and armpit hair grow longer.

√ In men, beard and mustache appear.

√ The voice changes and thickens in men.

√ Menstrual period begins, vaginal discharge occurs.

√ Men produce sperm and excrete semen from the body.

√ Height increases, weight gain increases.

√ Sweating increases.

√ Muscles develop.

√ In men, a lump appears in the larynx.

Ask him/her “Now you say what changes in our body when it grows will you?”

If your child responds completely, reward your child with something he/she loves. However, if your child does not answer when you ask or responds incorrectly or incompletely, return to the study. At the end of each work, reward your child verbally for working in cooperation with you.

had when we grew up." or "Show the places that will change in our body when we grow up." Take their answers verbally or by pointing and reward the correct answers verbally, but if your child does not answer or respond incorrectly, repeat the study. Use the checklist below to evaluate your child.

### Generalization-Monitoring:

A few days after you stop working, observe your child and check if your child remembers these concepts you have taught while helping your child undress and dress up in

daily routines. If your child remembers the concepts you have taught in the following days and gives the correct answer, reward your child with something he/she loves. However, if your child has forgotten these concepts you taught or answered incorrectly when you ask, return to the study again.

### Evaluation and Assessment:

When evaluating your child, put pictures of men and women depicting different stages of development and say, "Now look at the pictures and tell me what changes our body

## “I am Aware of the Changes in My Body” Checklist

OBSERVED CHANCES		Rating	
		Yes	No
1.	As the sebaceous glands work hard, pimples increase and black spots appear on the skin.		
2.	Body folds are evident.		
3.	Breasts become evident in women.		
4.	Male genitals grow.		
5.	Hair growth increases in men. The genitals and armpit hair grow longer.		
6.	Beard and mustache appear in men.		
7.	In men, the voice changes and thickens.		
8.	Menstrual period begins, vaginal discharge occurs.		
9.	Men produce sperm and excrete the semen from the body.		
10.	Height increases, weight gain increases.		
11.	Sweating increases.		
12.	Muscles develop.		
13.	In men, a lump appears in the larynx.		

### Explanations and Considerations:

When you ask your child about the changes in his body at the beginning of the event, you can get the answer “My pimples came out.” Reinforce your child's response with a positive or a neutral response. For example, tell him/her “Yes, your body is getting oily; you are growing up now.” If your daughter uses the sentences like “I got dirty about menstruation.” Tell her “Your reproductive organs are developing, you are now young.” And change your child's thinking with a positive expression.

Never use expressions such as “dirty”. If your child is in adolescence or pre-adolescence, he/she develops and changes both physically and sexually. The more knowledgeable your child is about these changes, the better and safer they will feel. They will adapt to their body so easily. When giving information, be careful to make sentences that your child can understand. Since your children are more emotional during this period, be sure to tell the changes in your body without embarrassing them and to express that they are normal. Let him/her ask questions.





SUPPORT FOR  
SEXUAL  
DEVELOPMENT AND  
ROLE AND  
RESPONSIBILITIES  
OF CAREGIVERS IN  
THIS PROCESS

## 2. SUPPORT FOR SEXUAL DEVELOPMENT AND ROLE AND RESPONSIBILITIES OF CAREGIVERS IN THIS PROCESS

Under this title, it is aimed to give you information about why you should support your child's sexual development and your roles and responsibilities as caregivers.

### WHAT PEOPLE WHO GIVE CARE TO KNOW

**Objective 2.1** Explains the importance of supporting sexual development.

**Objective 2.2** Tells the results of supporting sexual development.

**Objective 2.3** Explains the roles and responsibilities in supporting sexual development.

### The Importance and Results of Supporting Sexual Development Area

The main objectives of sexual development education; to provide the individual to know and protect his body, to support his/her healthy development and to teach the skills he/she has to do in this process correctly, to develop individual values and to teach appropriate social relationship skills.

General topics should include:

- General area and private area

- Good and bad touch
- Names of body parts
- Personal boundaries / personal space
- Behavior parallel to sexual development / special touch
- Avoiding danger / preventing abuse
- Social skills and building relationships
- Introduction skills
- Personal responsibility and values
- Gaining self-care skills

The sexual development area also has certain phases like other areas of development. At each stage, there are specific behaviors to sexual development that are expected to be displayed by the individual. It should be ensured that the situation or behaviors suitable for the normal course of sexual development are supported by education. It is imperative that situations or behaviors that are displayed inappropriately or hinder the usual process of sexual development are prevented through appropriate training. Although the subjects in sexual development education for individuals in need of special education are very similar to those taught to their peers with normal development, the subject of how this information is taught may differ.

In order to ensure that sexual development education is effective, adults should use appropriate resources for sexual development without waiting for a problematic situation to be taught to teach a certain skill.

## **Roles and Responsibilities in Supporting Sexual Development**

As a caregiver, your most important role and responsibility in this process is to support sexual development correctly by knowing the periods of development and changes in each period. It is important that the right information is transferred to the child by the caregiver at the right time. You can take advantage of the tips below while fulfilling your child's responsibilities to support sexual development.

### **1. It is never too late to talk to your child about their sexual development periods:**

In accordance with the age period, talking to your child about sexual development periods is always beneficial, no matter how old your child is.

**2. Choose the right time and place:** When you are going to talk to your child about sexual education, choose the appropriate time for both of you to talk.

If you don't feel ready to answer the question asked by your child, save some time instead of answering. Tell him/her "I don't know much about this. I will learn and talk to you about this later". After learning how to tell the information about sexual education to your child, definitely share the information he wants to learn with your child. If you don't answer your child's question, know that your child will try to learn this information from other sources.

### **3. You may have to start the conversation:**

If your child has no questions about their sexual development period, do not think they

do not need it. Every child is curious about their development according to their age. Many children do not know how to ask questions about the sexual development period, but this does not mean that they have no questions or concerns. If you want your child to receive correct and healthy information and establish a healthy and positive relationship with you, contact him.

### **4. Make sure you listen more than you speak:**

Listen to your child instead of giving advice by speaking often. Listening helps you to hear about your children's concerns, questions, and reduces the frequent assumptions you make about your children.

We learn from them in what situations they need.

### **5. Giving all the information at once in sexual education is not a correct and healthy approach:**

Sexual education is a broad topic and you cannot give your child all information at once. The important point is that you share information according to your child's developmental period features.

### **6. Observe your child during the day and make every opportunity regarding the sexual development period an educational process:**

The best way to start a discussion is to take advantage of the “teachable moments” from daily activities. When you ask your child if you can talk about topics that include the periods of direct sexual development, he/she will say "no". For example; if you know someone who is pregnant, talking to your child about this is a convenient way. Or; instead of getting excited and panicked when your child is facing a sexual scene while watching TV, make clear and understandable explanations according to your child's age and cognitive level. Turning off the TV or reacting excessively will cause your child to perceive the situation differently and to

create different fictions in his mind. Preschool children are negatively affected by television programs or images related to sexuality they see on the Internet. At this age, children's imagination is wide and they have difficulty in distinguishing dream and reality. So they imitate what they see. Preventing them from accessing technological devices alone should be the first step, safety packages or child locks should be used. If your child has been exposed to negative images despite these steps, you must first learn what he/she understands and thinks. Sexual information that is not suitable for your child's age period always confuses your child. You can start by saying “Let's talk about what you see / watch” and make statements according to your child's cognitive and emotional development level. If you meet this situation with anxiety, you may cause your child to experience feelings such as regret, fear and shame.

### **7. Concrete when you give your child information about the sexual development period:**

Use models with specific anatomical features, three-dimensional models, books, drawings.

### **8. Create opportunities to work in a safe environment:**

Work on topics such as self-care skills,

personal area, and studies that support privacy acquisition, individually with the child. When sharing information about your sexual development period with your child, make sure that the environment is safe and appropriate.

**9. Your child may ask questions that require personal information about you.**

**You may not answer these questions:**

Your child needs to know your personal limits. You should teach your privacy to your child so that he/she can develop his own personal limits.

**10. Simplify your answers to your child's questions:**

Children can ask questions about the subjects they are curious about and sometimes insist on their questions. In this case, use a simple language while answering your child's questions and be patient.

**11. Be aware of your body language:**

Show a calm and understanding attitude when answering your children's questions.

**12. Be patient:** Let your child ask the same questions over and over again.

**13. Adolescents care about and respect their relationships**

Friendships and relationships with the opposite sex are a vital part of young people's life, judgment and criticism can cause disruption of communication with your child. Listen to them; try to understand them, state that you are there when they need it.

**14. Share social values:** Ensure that they acquire values such as self-respect, tolerance, truthfulness, sensitivity and privacy by taking into consideration the beliefs and cultural characteristics of the society and ensure that they gain the right knowledge, skills, attitudes and behaviors by this way.

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THE  
SUPPORTING  
STUDIES FOR  
PRIVACY  
ACQUISITION



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3

### 3. THE SUPPORTING STUDIES FOR PRIVACY ACQUISITION

Under this title, it is aimed to achieve two types of goals. Firstly, it is aimed to give you the knowledge and understanding related to the support privacy acquisition studies, and secondly, it is aimed to give you the competence to intervene to support privacy acquisition.

#### WHAT PEOPLE WHO GIVE CARE TO KNOW

**Objective 3.1** Explains the need for privacy.

**Objective 3.2** Explains the basic roles of primary caregivers in privacy education.

**Objective 3.3** Explains the behaviors that will support the acquisition of privacy.

#### Why is Privacy Necessary?

Individuals with intellectual disabilities act within their own borders and within the borders of others in interacting with their social environment. It is very important to learn these limits in order to interact with the society in every field. Knowing and protecting personal limits comes to the fore with the concept of privacy. Privacy is a multidimensional concept that covers an individual's experiences, beliefs, feelings, thoughts and personal values. The word meaning of privacy is defined as "confidentiality".

There are three basic rules in privacy: inviolability, confidentiality, and covertness. Inviolability refers to the individual's own body being untouchable, confidentiality being a private area of the person, not to share the changes, actions and results related to his body in social environments with others. Covertness, on the other hand, refers to the fact that the body of the individual is not seen by someone else and being physically dressed. Privacy education aims to gain appropriate sexual behavior and aims to protect the child from abuse. For this reason, privacy education is of great importance as the basic security skill of each individual.

#### Basic Roles of Primary Caregivers in Privacy Education

The main roles of people who care for the mentally disabled individual can be listed as follows:

- You can teach body parts and intimate areas from an early age on your child's own body or doll.
- You should teach your child that nobody (except in the trust circle, doctors) should touch these special areas (mouth, genital area, chest in women, butt). You should also tell that nobody can touch him without permission for other physical contacts such as hugging, handshaking, and touching.

You should teach your child to shout "no" to those who try to touch him without permission, saying that he does not want him to touch it. Similarly, you should teach your child that he / she needs permission when touching someone else. (The private area should be defined as mouth, genital organs, chest and butt in women. Genital organs should be taught to the children with medical names as vagina in women, and penis in men. In the case of abuse, teaching the names with the aim of transferring the situation to the competent authorities correctly. Names should not be given through slang or local sayings.). When explaining the special areas to your child, the exceptions of touching the private areas are defined as "Examination to the doctor, parent's help while taking a bath etc." It should be said that it should be touched with permission.

- You should also teach your child to distinguish between good touch and bad touch after completing trust circle work (and how to do good bad touch exercises and the trust circle are included later in the book.)
- Consider the rules of inviolability, confidentiality, and covertness at all stages of the training.

## **Behaviors to Support Privacy Acquisition**

To support the confidentiality acquisition of individuals with intellectual disabilities; privacy skills and interpersonal skills are taught for protection from harassment and abuse. Do not forget that basic privacy skills and social skills should be supported in order for the person to know his / her private areas and to be able to defend himself from dangers by being aware of the external threat. It is also important for your child to be independent while meeting the bathroom and toilet needs, to learn that he / she should not wash the toilet outside the toilet, and to do his personal cleaning.

## **ACTIVITIES TO BE CARRIED OUT BY CARETAKERS**

**Target 3.4** Introduces the individual to the private areas of his body.

**Instructional Methods and Techniques:** Simultaneous teaching.

**Teaching Tools / Instructional Technologies and Materials:** Use the picture of a boy dressed in his pants and a girl with pants and bustier that covered her breasts while working on the skill.



### Preparation for Teaching:

- **Is your child ready to learn the skill? / Does he/she have the precondition skills?**

Does your child respond to your instructions and what you say? Does he/she know the parts of his body? Can he/she pay attention to what you show and say for at least 5 minutes? If your answer to these questions is "Yes", you can start working on the skill. If "No" support your child to get these skills and get expert support.

- **Determining what your child can do / Pre-study evaluation**

Sit with your child in a face-to-face, side-by-side or L-shape. Put the pictures you prepared in front of your child on the table. Ask where the private areas are. If your child can speak, let them say the names of their intimate areas, and if he/she cannot, permit to show the special areas on the picture. Write down your child's answers.

Then give a short speech about your previous knowledge according to your child's level. If your child can give the correct answers verbally or tell by pointing, you can ask some questions to define knowledge level such as "What are the parts of our body? Do you remember what we learned about our body before?"

However, if your child does not have the ability to speak; make explanations about other parts of the body (e.g., head, feet) by showing the human figures in any printed material.

- **Environment arrangement**

Arrange the environment in which you will work according to your child's characteristics. Eliminate the tools and equipment that distract your child. Prepare your child's study materials in advance and keep them with you. Keep the reinforcers you will use in rewarding in a place that your child cannot see.

- **Getting attention**

Use one of the remarkable sentences like "You look ready to work, let's get started!", "Yes, we're starting!" Tell your child, "Today we will learn about our private areas. It is important for us to know our private areas so that we can have a healthier and cleaner body. Also, knowing our private areas is very important for our security. " and explain why you learned these regions. At the same time, Reward verbally your child's attendance behavior in the study by saying "Great! Super! Very good!"

Then start working by saying "Yes, we can start working now!"

**Application:**

**Activity 1: I know my private areas.**

Sit with your child at a comfortable table, facing each other, side by side, or in an L-shape, and say, "Now we will learn about the special areas with you. Let's get started! " Get your child's attention and start working. Put the child pictures you prepared on the table in a way that your child can see easily. Say "Where are our private areas?" and after immediately show the mouth on the picture and say "One of our special areas is our mouth.". Wait Say 3-5 seconds for your child repeats you, "It is our mouth.", When your child says "Our mouth" as the right answer by saying or showing the mouth on the picture, Reward your child by saying "You are awesome! Hi five! ".

### Generalization-Monitoring:

A few days after you stop working, observe your child and check if your child remembers these concepts you have taught while helping your child undress and dress up in daily routines. If your child remembers the concepts you have taught in the following days and gives the correct answer, reward your child with something he/she loves. However, if your child has forgotten these concepts you taught or answered incorrectly when you ask, return to the study again.

### Evaluation and Assessment:

When evaluating your child, put a new picture in front of him/her and say "Where are our special areas?" Get your child's

answers verbally or by pointing out and reward the correct answers verbally, but if your child does not answer or respond incorrectly, repeat

the study. Use the "I Know My Private Areas Registration Form" to evaluate your child.

\* The columns in the form below, which are indicated by numbers, represent the number of studies you will do with your child. The figures given are exemplary only. You can increase or decrease the number of applications before, during or after the study according to your child's learning status. For example, as you can see in the table, do not only evaluate twice and end the process at the end of the application. If you are not sure that your child has learned the skill you are working on, continue working until you learn the skill.

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### "I Know My Private Areas" Registration Form

The child's name and surname:

**Instruction:** Where are our private regions? (This form should be organized by gender)

Target Private Areas	* Before the study			* During the study					* After the study	
	1	2	3	1	2	3	4	5	1	2
1. Mouth										
2. Chest in women										
3. Genital organs										
4. Butt										

\* Increase the number of sessions according to your child's performance. Put the correct (+) in the form for the correct answers, and the (-) sign for the wrong answers.

**Target 3.5** Introduces the individual to privacy areas in different environments.

**Teaching Methods and Techniques:**

Simultaneous teaching

**Instructional Materials / Teaching**

**Technologies and Materials:**

Use the visuals of privacy areas in our book; toilet, bathroom, child's own room, parents' bedroom, the store's trial cabin, the beach's locker cabin and the school's health unit and the pictures of non-privacy areas. Make sure that these images are understandable.

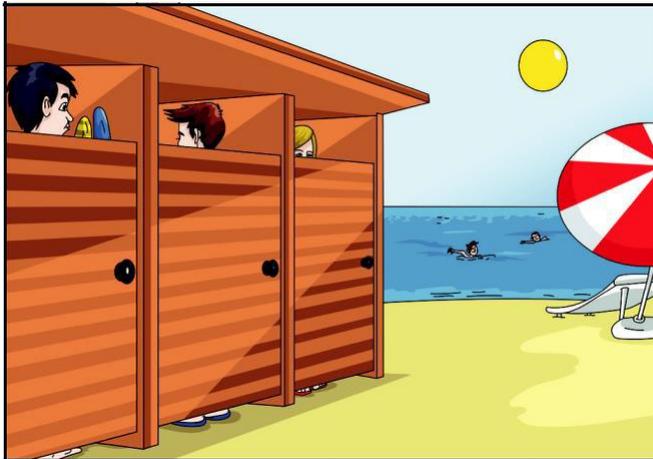
**PRIVACY AREAS**



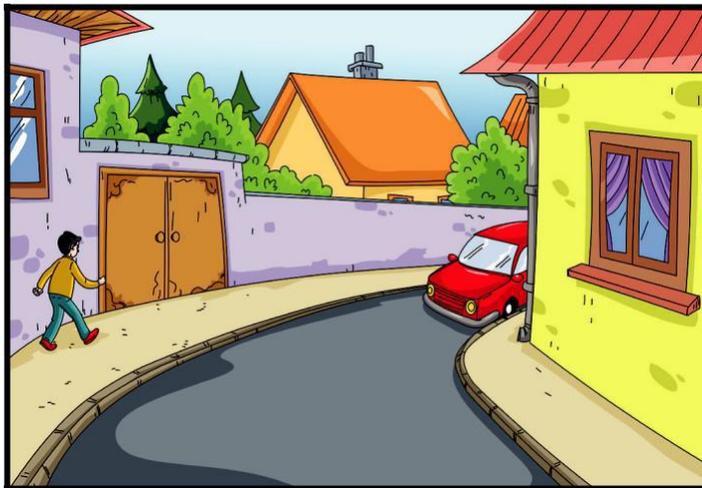
# PRIVACY AREAS



## PRIVACY AREAS



# PRIVACY AREAS



# PRIVACY AREAS



## Preparation for Teaching:

- **Is your child ready to learn the skill? / Does he/she have the precondition skills?**

Does your child respond to your instructions and what you say? Does he/she know the parts of his body? Can he/she pay attention to what you show and say for at least 5 minutes? If your answer to these questions is "Yes", you can start working on the skill. If "No" support your child to get these skills and get expert support.

- **Determining what your child can do /**

### Pre-study evaluation

Sit with your child in a face-to-face, side-by-side or L-shape. Put the image you prepared in front of your child. After explaining to your child what privacy is: "The areas where you can be alone or decide what to do with someone else are called privacy", then ask where "privacy areas" can be. Let your child speak the names of privacy areas if they can speak, and show the images with privacy areas if they cannot speak. For this purpose, use images that belong and do not belong to privacy areas. By putting together an image belonging to the privacy area and an image not belonging to the

privacy area to your child, ask your child "Show the image of the privacy area / Which one is the privacy area?" Record your child's answers by writing on the "I Know Privacy Areas in Different Environments" Registration Form.

- **Environment arrangement**

Arrange the environment in which you will work according to your child's characteristics. Eliminate the tools and equipment that distract your child. Prepare your child's study materials in advance and keep them with you. Keep the reinforcers you will use in rewarding in a place that your child cannot see.

- **Getting attention**

Use one of the remarkable sentences like "You look ready to work, let's get started!", "Yes, we're starting!" Tell your child, "Today we will learn about privacy areas in different environments with you. We need to behave appropriately in the areas of privacy." and explain why he/she will learn these privacy areas. Say that he/she will be safe with learning privacy areas and will learn to respect the lives of others. At the same time, for your child's participation in the study, reward him/her by saying "You are great! Super! Very good!"

After making the necessary explanations, give a short speech about your previous information according to your child's level. If your child can give the correct answers verbally or tell by pointing, ask your child "What are the privacy areas in our home? What are the privacy areas in our school?" to express their opinions. However, if your child cannot speak, make explanations about the areas related to different environments by moving the rooms of your home or showing the pictures in your book. Then start the study by saying "Yes, we can start working now!".

### **Application:**

#### **Activity 1: I know privacy areas in different environments.**

After sitting face to face, side by side, or L with your child, start working after you get his/her attention by saying "Now we will learn about privacy in different environments with you, let's start.". Put the pictures of the toilet, bathroom, the child's own room, the parents' bedroom, the changing room of the store, the changing room on the beach and the health unit of the school on the table so that your child can easily see it. Say "Where are the privacy areas?"

and point at the toilet picture, then say "The toilet is the privacy area." Wait 3-5 seconds for your child to repeat you. When your child answers correctly by saying "Toilet" or points to the toilet picture, reward your child verbally by saying "You are great! Bravo!" Then switch to the other privacy area, "Bathroom". If your child does not answer or respond incorrectly, go to the next privacy area as a model for the correct answer. Repeat the process for all privacy areas. If your child is unable to speak, do studies to recognize images of privacy. For this purpose, you will need images that belong and do not belong to privacy areas. By putting together an image belonging to the privacy area and an image not belonging to the privacy area to your child, ask "Show the image of the privacy area / Which one is the privacy area?". Show the visuals that belong to the privacy area immediately afterwards. Wait 3-5 seconds for your child to respond. Make an appropriate reaction to your child's answer. At the end of the study, , reward your child to work in cooperation with you by saying "How beautiful you worked with me! You're great! ".

### **Generalization-Monitoring:**

After completing the study, observe your child and check by asking your child whether he / she remembers these areas you have taught in

daily routines while visiting a store, at home or at school. Also, ensure that another person in your child's trust circle work with your child on this issue. (For example, ask the child in the circle of trust to ask if he/she remembers these areas when he goes to the mall with a relative). If your child remembers what you taught in the following days and answers correctly, reward your child with something he/she loves. However, if your child responds incorrectly or does not respond to these areas you teach, return to work again.

### Evaluation and Assessment:

Say your child "What are the privacy areas for your child?". If your child cannot speak, by putting together an image of the privacy area and an image that does not belong to the privacy area, tell your child, "Show the image of the privacy area / Which is the privacy area?". Record your child's answers on the "I Know Privacy Areas in Different Environments". If your child answers correctly, reward him verbally.

### "I Know Privacy Areas in Different Environments" Registration Form

Name and surname of the child

**Instruction:** Where are the privacy areas? / Show the image of the privacy area / Which is the privacy area?

Target Privacy Areas	* Before the study			* During the study					* After the study	
	1	2	3	1	2	3	4	5	1	2
1. Toilet										
2. Bathroom										
3. Bedroom										
4. Parents' bedroom										
5. The store's dressing cabin										
6. Beach dressing cabin										
7. Health unit of the school										

\* Increase the number of sessions according to your child's performance. Put the correct (+) in the form for the correct answers, and the (-) sign for the wrong answers.

**Objective 3.6** Conducts studies on appropriate and inappropriate behavior in privacy and non-privacy environments.

**Teaching Methods and Techniques:** Direct Expression

**Instructional Materials / Teaching Technologies and Materials:**

Visual cards of toilet, bathroom, child's own room, parents' bedroom, the changing room on the beach, the changing room of the store and the health unit of the school In the book (You can use the pictures given in the previous event within this event.), images of the behaviors that are appropriate in the privacy and non-privacy environments.

### APPROPRIATE BEHAVIORS IN PRIVACY AREAS

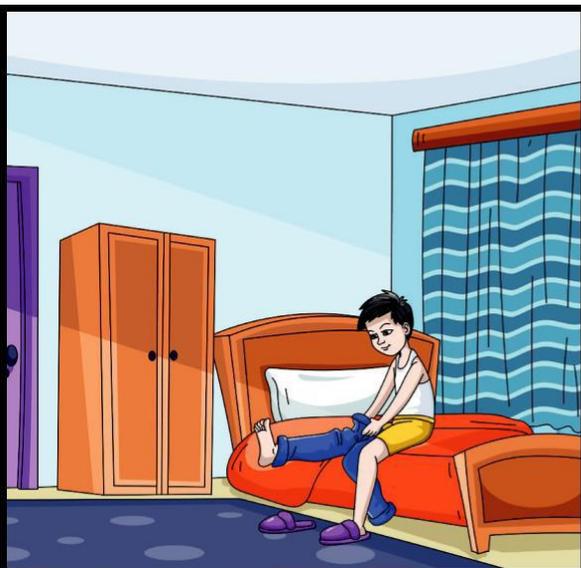
**BATHROOM**



**TOILET**



**CHILDREN'S ROOM**



**BEDROOM**



CHANGING ROOM IN BEACH



HEALTH UNIT



### CHANGING ROOM IN STORE



#### Preparation for Teaching:

- **Is your child ready to learn the skill? / Does he/she have the precondition skills?**

Does your child respond in accordance with your instructions and what you say? “Can he/she pay attention to what you show and say for at least 5 minutes?”, “Can he/she imitate you?”, “Does he/she know the privacy areas?” If your answer to these questions is “Yes”, you can start working on the skill. If “No” support your child to get these skills and get expert support.

- **Determining what your child can do / Pre-study evaluation**

Sit face-to-face, side by side, or L-shaped with your child. Put the image you prepared in front of your child on the table. Ask about the appropriate and inappropriate behaviors displayed in the privacy area and non-privacy areas. For example, you can ask “Can you enter the parents’ bedroom without permission?” as a question. If your child can speak, let him/her tell these behaviors, and if he/she cannot speak, let him/her show it through the picture. Record your child’s answers.

### • Environment arrangement

Arrange the environment in which you will work according to your child's characteristics. Eliminate the tools and equipment that distract your child. Prepare your child's study materials in advance and keep them with you. Keep the reinforcers you will use in rewarding in a place that your child cannot see.

### • Getting attention

Use one of the remarkable sentences like "You look ready to work, let's get started!", "Yes, we're starting!" Say to your child, "Today we will learn about the behaviors that are appropriate and unsuitable for you in privacy.

Explain to your child why they are studying this behavior and what they can gain when they learn this behavior. Make a short speech based on your child's previous knowledge. Please make a statement by saying "We have repeated with you what our privacy areas are (bathroom, toilet, own room, parents' bedroom, dressing room on the beach, changing room in the store, places determined by the school administration). Now we will learn appropriate and inappropriate behavior in these areas. "

### Application:

#### Activity 1: I Learn Appropriate Behaviors in Privacy

Tell your child about the visual cards of the behaviors suitable for privacy in the field of privacy. The behaviors that you need to emphasize are listed below.

- 1. Bath:** It is appropriate to take a shower while in the bathroom, do our body cleaning, touch our private areas and have sexual relaxation, close the door when we enter the bathroom.
- 2. Toilets:** Using the toilet to pee and poop, closing the door when entering the toilet are appropriate behaviors.
- 3. My Own Room:** When the curtains and the door are closed in your own bedroom, it is appropriate to take off and wear your clothes while alone, touch your private areas and exhibit sexual relaxation behaviors.
- 4. Parent's Bedroom:** It is a proper behavior to open the cabinet and drawer in the parents' room with permission.
- 5. Dressing Cabin on the Beach:** When we go to the pool or the sea, it is appropriate to use the changing cabin to change our clothes and changing our clothes after entering the cabin and closing the door.

**6. Store Changing Room:** It is appropriate to use the trial cabinet to try a new dress in the store, and close the door of the trial cabinet when it enters.

### **7. Health unit at school:**

After asking the nurse who is working in the school's health unit to go out and closing the door, it is appropriate to change clothes while we are alone inside. After the explanations, reward your child to work in cooperation with you by saying "How beautiful you worked with me! You're great! ".

Note to caregivers: Caregivers should learn the privacy areas identified by the school management in advance.

Then, "Another event is next." Explain the event by saying: "In this bag, there are visual cards belonging to the behaviors that are appropriate to be done in the privacy areas we have just examined. Now we will draw a card with you. We will tell you what the appropriate behavior is in the card we choose." Take one card out of the bag containing the visual cards. Ask your child about the card: "Look at the picture and tell me the appropriate behavior here/ is this behavior appropriate?" If your child answers the question correctly, reward him. If your child answers or does not answer the question incorrectly, explain what the appropriate behavior is.

## **Activity 2: I Learn Appropriate Behaviors Out of the Privacy Areas**

Tell your child about the visual cards of the behaviors that are appropriate to be done the out of the privacy areas one by one. The behaviors that you need to emphasize are listed below.

**Bathroom:** When bathroom door closed, we must first knock on the door. It is a good behavior not to get inside when there is a sound inside that the bathroom is full.

**Toilet:** When the toilet door is closed, we must first knock on the door. It is a proper behavior not to get inside when there is a sound inside that the toilet is full.

**Parents 'Bedroom:** We should not enter the parents' bedroom with the door closed. It is appropriate to knock on the door and wait for the answer from inside.

**Beach Dressing Cabin:** When we go to the pool or the sea, we must use the dressing cabin to change our clothes. If the door of the cabin is closed, we must first knock on the door. It is a proper behavior not to get inside when there is a sound from inside. If the cabin is full, it is appropriate to wait for the person to come out.

**Store Changing Room:** We must use the changing room to try a new outfit in the store. If the door of the changing room is

closed, we must first knock on the door. It is a proper behavior not to get inside when there is a sound from inside.

**School Health Unit:** We need to knock on the door of the school health unit to use. If there is someone inside, it is appropriate to wait for him to go out.

When using these places, we should get permission and assistance from our teacher. After the explanations, reward your child to work in cooperation with you by saying “How beautiful you worked with me! You're great!”



**SUITABLE BEHAVIOR OUTSIDE OF THE PRIVATE AREAS**

**TOILET**



SUITABLE BEHAVIOR OUTSIDE OF THE PRIVATE AREAS

BATHROOM



BEDROOM



STORE CABIN



### BEACH CABIN



If your child answers the question correctly, reward him. If your child answers or does not answer the question incorrectly, explain what the appropriate behavior is.

### Generalization-Monitoring:

After this study, observe whether your child applies the appropriate and unsuitable behaviors in his / her privacy area and outside. Carry out similar work in different environments and with different people. Your child should be monitored in order not to forget the skills he / she acquired and to determine whether he / she can continue in daily life. If your child cannot behave correctly in daily life after the study is over, return to work.

### HEALTH UNIT İ



### Evaluation and Assessment:

Put 3 of the pictures of the behaviors that are appropriate to be done in the privacy area and 3 of the pictures of the behaviors that are suitable to be done out of the privacy area, and put them in the bag which are include 6 appropriate behaviors' picture in total. Ask your child to take a picture from the bag and say, "What is this behavior / Is this behavior appropriate?" If your child answers correctly, reward your child with something he / she loves.

Then, say "Another event is next." Explain the event by saying: "In this bag, there are visual cards for the behaviors that are appropriate to be done outside the privacy areas we have just examined. Now we will draw a card with you. We will tell you what the appropriate behavior is in the card we choose." Take one card out of the bag. Ask your child about the card coming out of the bag: "Look at the picture and tell me the appropriate behavior here / Is this a behavior appropriate?"

However, if your child cannot answer or respond incorrectly, return to work. To evaluate your child, use the "I Learn

Appropriate Behaviors in the Privacy Area" and "I Learn Appropriate Behaviors Out of the Privacy Area" Registration Form.

### “I Learn the Appropriate Behaviors in the Area of Privacy” Registration Form

Name and surname of the child:

Target stimulus / instruction: What is this behavior? Is this behavior appropriate?

Appropriate Behaviors in the Area of Privacy	Correct answer	Wrong answer	Explanations
<b>1. Bathroom:</b> It is appropriate to take a shower while in the bathroom, do our body cleaning, touch our private areas and engage sexual relaxation, close the door when we enter the bathroom.			
<b>2. Toilet:</b> Using the toilet to pee and poop, closing the door when entering the toilet are appropriate behaviors.			
<b>3. My Own Room:</b> When curtains and doors closed in your own bedroom, it is appropriate to take off and wear your clothes while alone, touch your private areas and exhibit sexual relaxation behaviors.			
<b>4. Parents’ Bedroom:</b> It is a proper behavior to open the cabinet, drawer in the parents' bedroom with permission.			
<b>5. Dressing Cabin on the Beach:</b> When we go to the pool or the sea, it is appropriate to use the dressing cabin to change our clothes, change our clothes after entering the cabin and closing the door.			
<b>6. Store Changing Room:</b> It is appropriate to use the changing room to try a new dress in the store, and close the door of the changing room.			
<b>7. Health unit in school:</b> It is a proper behavior to ask us to go out from the nurse who is working in the school's health unit and to close our door after changing the door.			

## I Learn the Appropriate Behaviors in the Outside of Privacy Area” Registration Form

Name and surname of the child:

**Target stimulus / instruction:** What is this behavior? Is this behavior appropriate?

<b>Appropriate Behaviors in the Outside of Privacy Area</b>	<b>Correct answer</b>	<b>Wrong answer</b>	<b>Explanations</b>
<b>Bathroom:</b> When the door of the bathroom is closed, it is appropriate to knock on the door first, to enter inside when there is no sound inside the bathroom.			
<b>Toilet:</b> It is a proper behavior to knock on the door when the toilet door is closed, to enter inside when there is no sound from the inside that the toilet is full.			
<b>Parents' Bedroom:</b> It is appropriate to not enter the parents' bedroom with the door closed, knock on the door and wait for the answer from inside.			
<b>Dressing Cabin on the Beach:</b> When we go to the pool or the sea, it is a proper behavior to use the changing cabin to change our clothes, to knock the door first if the cabin is closed, and to wait for the person to come out if the cabin is full			
<b>Store Changing Room:</b> It is appropriate to use the trial cabinet to try a new dress in the store, knock on the door if the door of the cabinet is closed, and wait for the person to come out if the cabinet is full.			
<b>School health unit:</b> It is appropriate to knock on the door to use the health unit in the school and wait for it to go out if there is someone inside.			

### Explanations and Considerations:

If your child has another privacy area other than the privacy areas mentioned above, please do similar studies for this privacy area and the appropriate behaviors that should be displayed in this area.

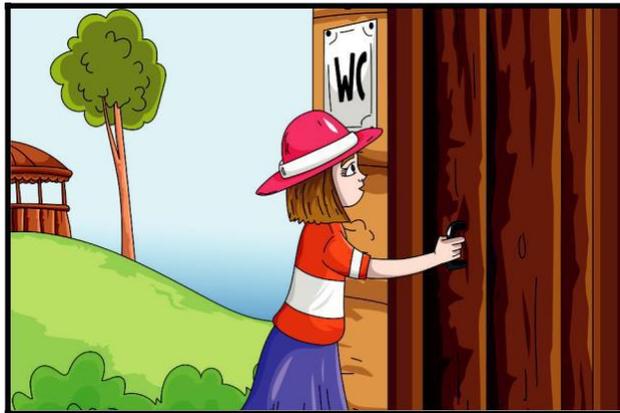
**Goal 3.7** Make study to ensure that the individual respects the privacy of others.

**Instructional Materials / Instructional Technologies and Materials:**

**Instructional Methods and Techniques:**  
Direct expression

Photos / pictures showing toilet, bathroom, child's own room, parents' bedroom, dressing room on the beach, store changing room and school health unit.

**TOILET**



**BATHROOM**



**CHILD'S OWN ROOM**



PARENTS' BEDROOM



DRESSING ROOM ON THE BEACH



STORE CHANGING ROOM



## Preparation for Teaching:

- **Is your child ready to learn the skill? / Does the precondition have skills?**

“Is your child able to distinguish the behaviors that support privacy acquisition, private areas, privacy areas in different environments, appropriate and unsuitable behaviors outside and inside of the privacy areas? ”, “Does he / she pay attention to what you show and say for at least 5 minutes? ” If your answer to these questions is "Yes", you can start working. If "No", do studies to gain your child's behavior and get expert support in this process.

- **Determining what your child can do / Pre-study evaluation**

Work individually with your child. While you study on the target behavior; you can use the pictures of toilet, bathroom, your child's own room, parents' bedroom, dressing cabin on the beach, store trial changing room and the school's health unit that you find from or magazines, newspapers etc.

Make sure that the photos / images you will use for your child are clear. Ask "How should we behave when we want to use ....." by showing the visual prepared about privacy areas to your child.

Record your child's answers on the registration form. Reward him / her for correct answers. If your child cannot speak, use visuals of appropriate and inappropriate behaviors exhibited in the privacy area. Ask “How should we behave when we want to use .....?” by showing pictures. If your child answers correctly, reward them.

## Environment arrangement

Arrange the environment in which you will work according to your child's characteristics. Eliminate the tools and equipment that distract your child. Prepare your child's study materials in advance and keep them with you. Keep the reinforcers you will use in rewarding in a place that your child cannot see.

## • Getting attention

Use one of the remarkable sentences like "You look ready to work, let's get started!", "Yes, we're starting!". Tell your child, "We will learn to respect the private sphere of others with you today.

Respecting the private areas of others is important for us to live more harmoniously in society." as an explanation. In addition, when your child gives correct answers or shows behavior during the study, reward your child by saying "You are great! Congratulations!".

After making the necessary explanations, give a short speech about your previous information according to your child's level. If your child can speak, try to learn about your child's knowledge by asking questions such as "What rooms are there in our house? Who do these rooms belong to? " Can you tell me the rooms in your school?". If your child can not speak, make explanations about the living spaces in different environments by moving the rooms of your home, showing the album of school photos or showing a picture of a school in any printed material.

Then start the study by saying "Yes, we can start studying now!"

## Application:

### Activity 1: I know my private areas; I respect the private areas of others

After sitting properly with your child, start the study by saying "Now we will recognize the private areas with you and find out who's these areas belong to."

1. Photograph of your child's room: Show the photo of your child's room in the album you have prepared. Say "This room is yours, your private space. Now tell me who does this room belong to? " Accept your child's the answer such as "My own." or "Private to me." or take any behavior that shows herself / himself as the correct answer and reward your child with something he /she loves. Pass on to 2. Step: say to your child "When the door of the room is closed, others should come in by knocking on the door." and ask "Let's see now you tell me. How else should someone go in with the door of the room closed? ". If your child says, "You should knock on the door." or knocks on the door with hand, reward your child something he /she likes.

Step 3: Say "Let's play a game with you now." and go to your child's room. Say "Come on, now you enter your room and close the door." Then, when the door of your child's room closed, knock on the door and immediately say, "I'm waiting for you to come in. I'll wait in front of the door until I say get in." Play this game with your child several times and when you knock on the door if your child tells you, "Get in." or "You can enter!", reward your child with something he /she loves, if not, continue to work.

2. Photo of the parents' room: Show your photo of your bedroom in the album you have prepared. Say "This room belongs to the mother and father (the parents who are single-parent, described the room as her/his own room), this room belongs to our private area / mother and father." Ask to your child "Now tell me, this room belongs to who?". Accept the right response of your child verbally or pointing the parent with his hand and reward him / her with something he /she loves.

If your child does not answer or answers incorrectly, continue working. Go to step 2; say "Let's play a game with you." Your child and you go in front of your bedroom door. Say "Now I'm going in. I want you to knock on the door and open the door when I say come in." and enter the room. Make sure your child stays in front of the door. When your child knocks the door for the first time, do not give any answers. But when your child knocks on the door for the second time, say "Come in!". If your child comes in when you go in for a second time, reward your child with something he / she loves. If your child does not react or react incorrectly, return to work.

3. Photo of Toilet: Show the photo of the toilet in the album you have prepared to your child. This toilet is a common private area for parents, you, siblings and guests coming home. Say "Let's play a game with you now" and go to the toilet with your child. Tell your child, "Now I will go to the toilet and close the door and wait for you to knock. If I say "Busy" when you knock on the door, you should not open the door and wait for me to get out of the toilet before you get in." and play the game.

If your child waits when you say "busy" when he / she knocks on the door, reward him / her with something he / she loves. However, if your child opens the door or tries to get inside, even though you say "busy", continue working.

4. Do the same study for other privacy areas, the bathroom, the changing room of the store, the cabin on the beach, and other privacy

areas in the school. When your child behaves correctly, reward him / her with something he / she loves. However, if your child reacts incorrectly or does not give any answers, repeat the study.

### **Generalization-Monitoring:**

After completing the study, observe your child and check whether your child performs these behaviors you teach in daily routines. Do the same work in different environments and with different people. Your child should be monitored in order not to forget the skills he / she acquired and to determine whether he / she can continue in daily life.

If your child cannot behave correctly in daily life after the study, return to work.

### **Evaluation and Assessment::**

Ask to your child "How should we behave when we want to use .....?" by showing the relevant image to your child. If your child cannot speak, put visuals of appropriate and inappropriate behaviors displayed in the privacy area on the table in front of your child and ask "How should we behave when we want to use .....? Show." Submit a guideline suitable for your child's level. Record your child's answers on the "I Know My Private Areas, I Respect Other People's Private Areas" Registration Form. If your child answers correctly, reward him / her verbally. Increase personal privacy areas at home by the number of people (siblings, grandmother, grandfather, guests staying at home, etc.).



## “I Know My Private Areas, I Respect the Private Areas Of Others” Registration Form

Name and surname of the child:

**Instruction:** “How should we behave when we want to use .....?” Show.”

	Right Answers	Wrong Answers	Comments
<b>Appropriate Behaviors in Special Areas</b>			
1. He / She knocks on the door as he /she enters the parents' bedroom.			
2. As he / she enters the toilet, he / she knocks on the door.			
3. As he / she enters the store cabin, he / she knocks on the door.			
4. He / She asks for permission when entering someone else's garden.			
5. He / She knocks on the door as he / she enters the toilet at school.			

### Explanations and Considerations:

If your child has a private area other than the ones mentioned above, please do similar studies on this area and the appropriate behaviors that should be exhibited in this area.



The image features a black background with several overlapping circles of varying sizes, outlined in a thin, light orange line. A large, solid orange shape curves along the bottom and right edges of the frame. A white circular segment is visible on the right side, partially cut off by the edge of the image. The number '54' is printed in white on the left side.

54



SUPPORTING  
INDEPENDENCE  
IN USE OF SELF-  
CARE SKILLS

55

4

#### 4. SUPPORTING INDEPENDENCE IN USE OF SELF-CARE SKILLS

Under this title, it is aimed to achieve two types of goals. Firstly, it is aimed to gain knowledge and understanding about your roles and responsibilities in supporting self-care skills as a caregiver, and secondly, to give the ability to support self-care skills to the individual

#### WHAT PEOPLE WHO GIVE CARE TO KNOW

**Objective 4.1** Explains the roles and responsibilities in providing self-care support.

#### Roles and Responsibilities of Caretaker for Providing Self-Care Support

The main purpose of the education of individuals with intellectual disabilities is to ensure that they fulfill their daily life skills. In this process, there are the roles and responsibilities of the family / caregiver as well as the educators. Children spend most of the day at home with their families / caregivers. Therefore, teaching activities in schools should be supported with the help of families / caregivers, and families should participate in the education of their children.

Roles and responsibilities of caregivers in supporting self-care can be listed as raising awareness of the individual

for self-care, modeling for the self-care skill, creating opportunities to support self-care skills, collaborating with the individual while exhibiting self-care skills, and providing feedback on the individual's performance. Three important factors in terms of self-care skills are inviolability, confidentiality and covertness. Inviolability refers to the fact that the individual's body is untouchable, privacy is the private area of the person, not shared with others about the changes, actions and results related to the body in social environments and the covertness is being dressed and not seeing the body by someone else's. These three factors need to be addressed in roles and responsibilities in the studies related to gaining self-care skills.

#### ACTIVITIES TO BE CARRIED OUT BY CAREERS

**Goal 4.2** Works to gain self-care skills in adolescence.

(Self-care skills consist of many different skills. The teaching process for an example self-care skill is given below.)

**Target behavior:** It gives the individual the ability to wear panties.

**Instructional Methods and Techniques:** Simultaneous Prompting.

## **Instructional Materials / Teaching**

**Technologies and Materials:** One panty for the caregiver and the child. Wear swimsuits, bikini, tights, etc. to cover the intimate areas of the caregiver and child.

### **Preparation for Teaching:**

- **Is your child ready to learn the skill? / Does he / she has the precondition skills?**

Make sure that the privacy areas of you and your child are closed during the work (by wearing bikini, swimwear, tights, etc.) "Can your child respond significantly to instructions and questions?", "Can he / she imitate you?", "Does he / she pay attention to what you show and say for at least 5 minutes?" If no, do studies to bring these behaviors to your child and get expert support in this process.

- **Determining what your child can do / Pre-study evaluation**

Work individually with your child. First, take the "Panties Wearing Skill" Registration Form which includes skill analysis of panties. . " Please say to your child "Put on your panty" as instruction. Write (+) for the correct skill steps and (-) in what they cannot do; in order to

determine the performance of your child.

- **Environment Arrangement**

Carry out the evaluation of your child's learning in an appropriate environment at home. You can use your child's room. Remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room. Provide a quiet working environment. Place the products you will use in accordance with your child's height. Work with your child by standing side by side. If your child is unable to work while standing, you can work by having him sit in the room.

- **Getting attention**

To attract your child's attention by saying "You look ready, let's start." " Please inform your child before the study and say "Only you can see your genital area and only you can touch it. Others may want to touch this area, this is bad touch. We need to wear panties to cover our genital area and to be clean.". Tell your child about the importance of wearing panties for the private genital area to be hygienic and the need to change the panties every day. Then give a short speech about your previous knowledge according to your child's level.

## Application:

### Activity1: I Wear My Panties

Since you will be a model while teaching the skill, make sure that the tools and equipment you will use in the study are two. While working on the skill, both you and your child should be dressed according to the privacy and veiling rule. Practice the ability to wear panties on the outfit. Stand side by side with your child. Draw your child's attention to study by saying "Now let's start wearing panties." and tell him / her to listen carefully and do the same. Then say "Put on your panties." as the main instruction. Say "Get

the panties." as first step skill analysis of your instruction and immediately take your own panties (your private areas should be dressed). Wait 3-5 seconds for your child to get his panties. When your child gets the panties, reward him / her with something he /she likes (crackers, chocolate, game, well done, etc.). If your child doesn't do the skill step or gets it wrong, help him / her to take the panty after saying "Get the panty.". Repeat the same process for all steps in the skill analysis. At the end of each work, reward your child's for collaboration with you. After the teaching process is over, continue working with your child by talking about the visuals related to the ability to wear panties.

You can use the following images to gain the ability to wear panties.

Holds the panties by the waistband .



Turns the panties according to the label of the panties



Pulls the foot towards herself / himself



**Pushes the leg into the leg cavity of the panties**



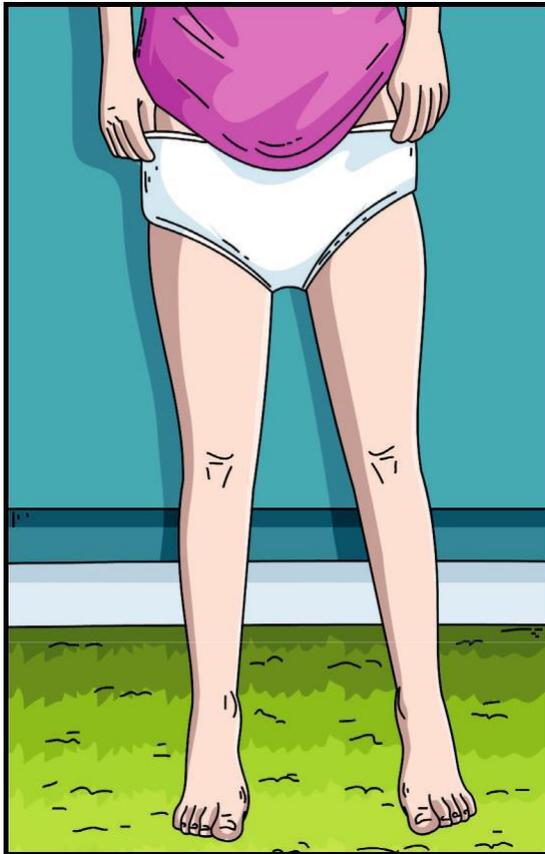
**Pulls the other leg towards herself/himself**



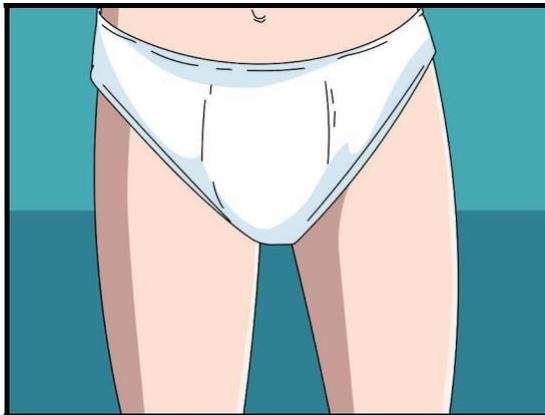
**Pushes the leg into the leg cavity of the panties**



**Pulls the pant from  
the hip protrusion.**



**Places the panties on  
the waist.**



### Generalization-Monitoring:

Work with different types of panties for generalization. Guide your child to perform the ability to wear panties without you, even when the lower of his/her body is naked. Your child should be monitored in order not to forget what he has learned and to determine whether he / she can continue in daily life. Carry out follow-up studies at appropriate intervals (for example, weekly or monthly) in accordance with your child's characteristics and conditions.

### Evaluation and Assessment:

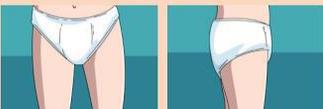
Evaluate your child's performance before starting study, during and after study. When doing this, make the necessary preparations and ask your child "Put on your panty.". Evaluate your child's performance using the example of "Panties Wearing Skill Registration Form".

## "Panties Wearing Skill" Registration Form

Individual's Name-Surname:

Criterion: %100

Target Stimulus / Instruction: Put on your panties.

Skills' Steps	* Pre-Study			* During Study					* After Study		
	1	2	3	1	2	3	4	5	1	2	
Holds the panties by the waistband. 											
Turns the panties according to the label of the panties. 											
Pulls the foot towards herself / himself 											
Pushes the leg into the leg cavity of the panties 											
Pulls the other leg towards herself /himself. 											
Pushes the leg into the leg cavity of the panties. 											
Pulls the pant from the hip protrusion. 											
Places the panties on the waist. 											

### Explanations and Considerations:

If your child has a private area other than the ones mentioned above, please do similar studies on this area and the appropriate behaviors that should be exhibited in this area.

### Explanations and Considerations:

Make sure that the underwear to be used is clean. Have him/her change his/her underwear when he/she wakes up every morning in the daily routine, every time he/she takes a bath, and when any change situation arises (missing his toilet, spilled liquid, etc.). Reward your child for every correct step your child takes during the study. The reward can be anything your child loves. For example; you can support your child with sentences such as "well done, you are super, you are doing very well", you can say that you will do an activity he/she likes at the end of the study or you can reinforce what you have learned by giving a small piece of the food he/she loves.

Use the pictures in the book to make the steps correctly.

**Target Behavior: It gives the individual the ability to take a bath.**

**Instructional Methods and Techniques:**

Simultaneous Prompting

**Instructional Materials / Teaching**

**Technologies and Materials:** One bath towel, shampoo, fiber and shower gel or soap for the caregiver and the child. Wear swimwear, bikini, etc. to cover the intimate areas of the caregiver and child. Target Behavior: It gives the individual the ability to take a bath.

Skill steps are given as examples and in the activity to be held at home by the caregiver,

the skill steps of the ability should be created by getting expert support according to the conditions of bath.

During the implementation of the activity, it is important that the caregiver wears a bikini, swimsuit, and tights to cover the private areas. At the same time, it is important to ensure that the child's private areas are closed in the same way during the acquisition of the skill.

**Preparation for Teaching::**

**• Is your child ready to learn the skill / Do you have the prerequisite skills?**

"Does your child respond significantly to instructions and questions?", "Can he/she imitate you?", "Does he/she pay attention to what you show and say for at least 5 minutes?" If your answer to these questions is "Yes", you can start working. If "No", do studies to gain your child's behavior and get expert support in this process.

**• Determining what your child can do / Pre-study evaluation**

Work individually with your child. First, take the "Bathing Skill Registration Form containing the skill analysis.". Please give the instruction by saying "Take a bath.".

Determine the performance of your child by placing (+) for the skills he/she can do right and (-) for the skills he/she cannot do or do wrong.

Use the pictures in the book to make the steps correctly.

• **Environment Arrangements:**

Perform your study on bathing skills in a suitable environment in your home. You can use the bathroom of your home. Take out the toys and other items that will distract your child in the bathroom. Provide a quiet environment. Place the products you will use in accordance with your child's height. Stand with your child in the process. If your child is unable to stand, you can study by having him sit in the bathroom.

• **Getting attention**

In order to attract your child's attention to the study; say "You look ready, let's start". You can explain by saying "It is necessary for body cleaning, body health and hygiene. If we don't take a bath, we will smell bad. " Please inform your child before the study. Then say to your child, "We should keep our body clean for our health. In order to be clean and healthy, we need to wash our body regularly. ". After these explanations, give a short speech about your previous knowledge according to your child's level. Start working by saying "Yes, we can start working now."

## Application:

### Activity 2: I'm Taking a Bath

Stand side by side with the individual. Then, say "Now we will learn to take a bath." to draw attention. Tell your child to listen carefully and do the same. Then give instructions by saying "Take a bath." Regarding the first step in skill analysis, say "Take off your clothes." and immediately be a model for the first step. Wait 3-5 seconds for your student to perform the same step.

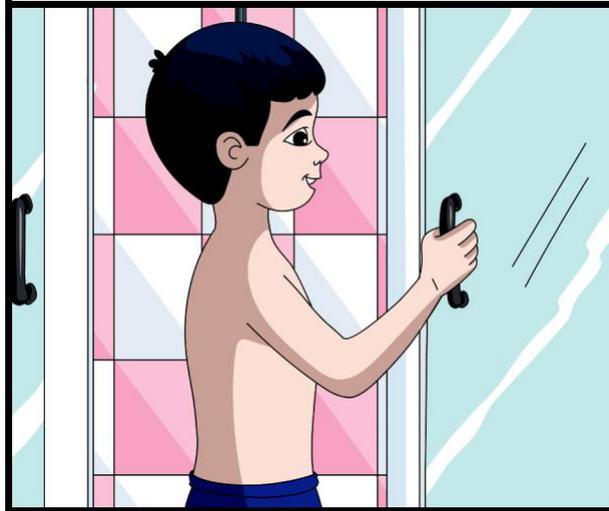
If your student reacts correctly by taking off their clothes properly, reward him/her with something he/she like (crackers, chocolate, games, etc.) or verbally (well done). If the individual cannot react right or remain unresponsive, repeat the instruction and have the individual remove their clothes using a physical tip. Follow the same process for all steps in skill analysis. At the trainings, the individual should study and participate in cooperation. After the teaching process is over, continue studying by talking to the individual on the visuals related to the ability to take a bath.

### Bathing skill steps

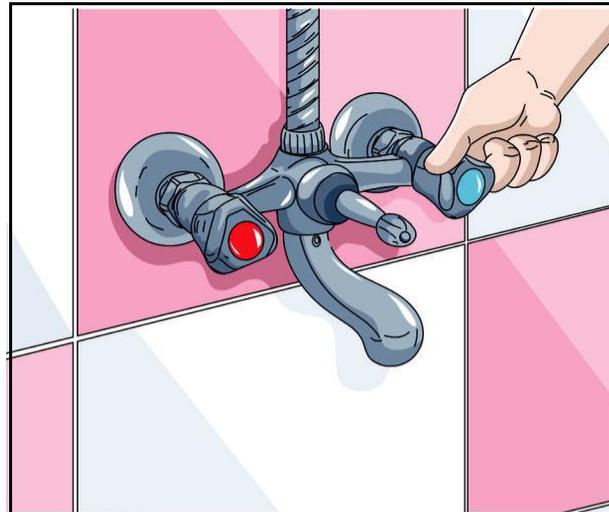
Takes off his/her clothes



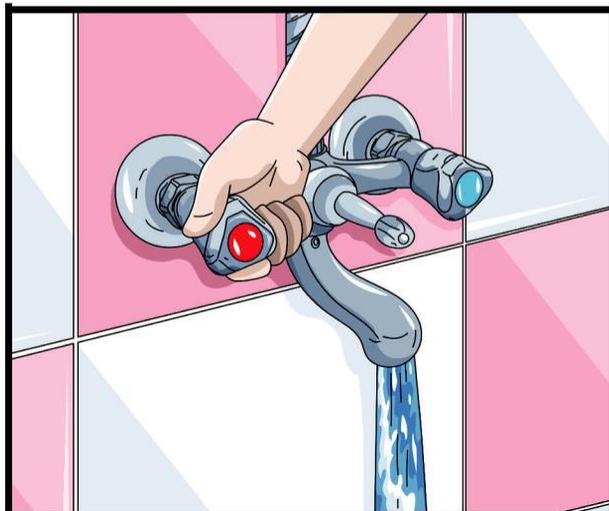
**Enters the area where he/she will take a bath.**



**Opens the tap.**



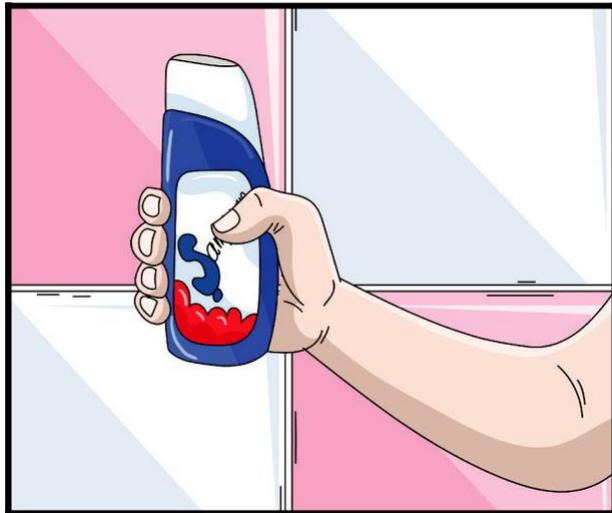
**Adjusts the temperature of the water.**



Wets his/her head



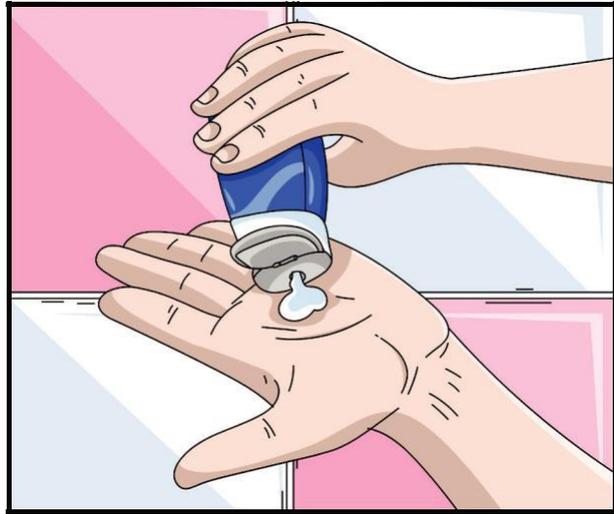
Takes the shampoo  
in her hand.



Opens the lid of the shampoo.



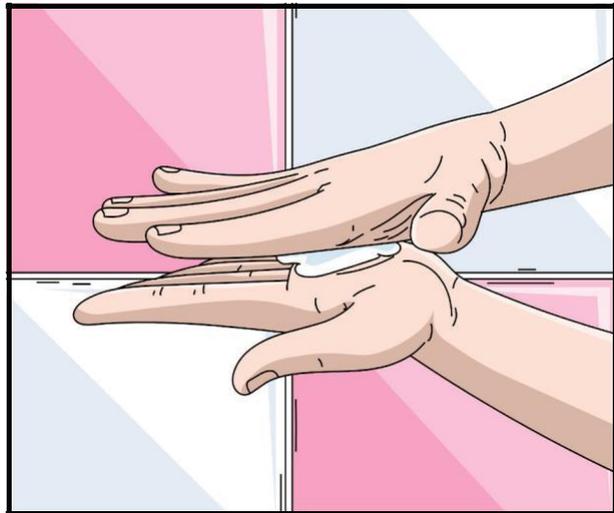
**Pours some of the shampoo into his/her hand.**



**Replaces the shampoo.**



**Spreads the shampoo in both hands.**



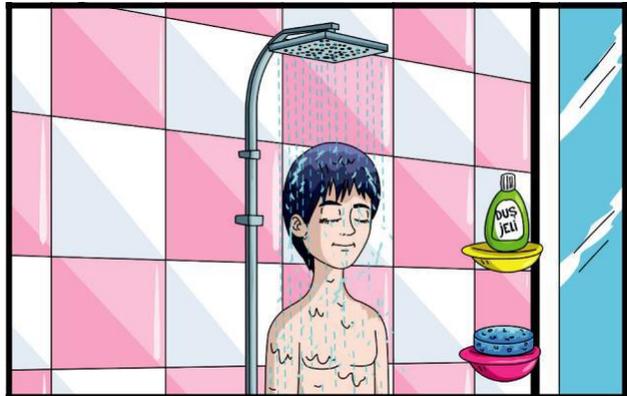
Takes hands to head.



Rubs his/her head with his/her hands and foams the shampoo.



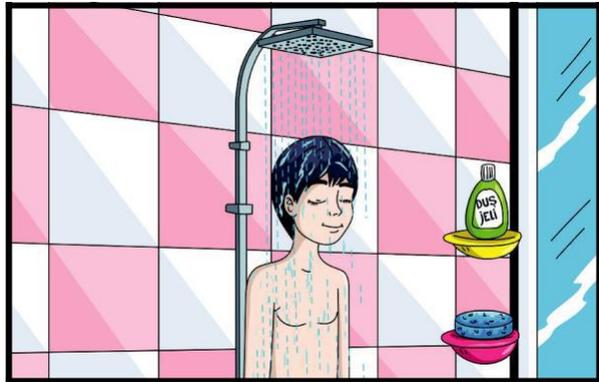
Brings his/head under the shower.



Rubs his/her head with his/her hands and foams the shampoo.



Rinses his/her head.



Wets his/her body.



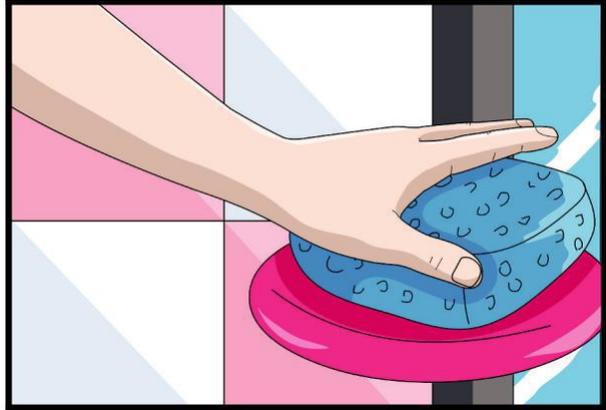
Takes shower gel.



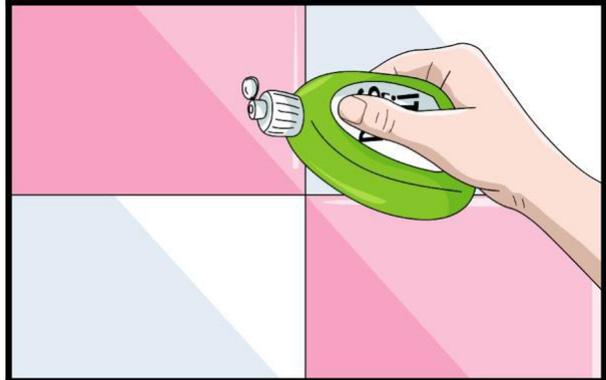
Opens the cover



Takes the fiber in his/her other hand.



Removes the shower gel with its head down.



Pours some of the shower gel.



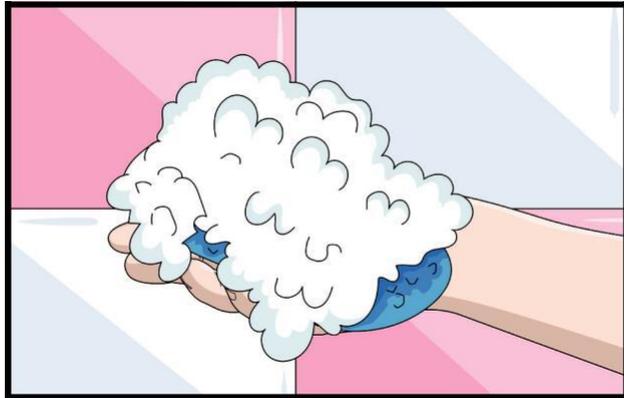
**Puts the shower gel.**



**Scours the fiber.**



**Foams the fiber.**



**Washes the upper part of his/her body with fiber.**



Washes the lower part of his/her body with fiber.



Leaves the fiber.



Goes under the shower.



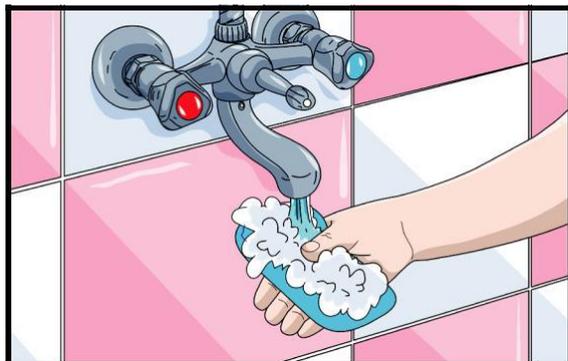
Rinses his/her body.



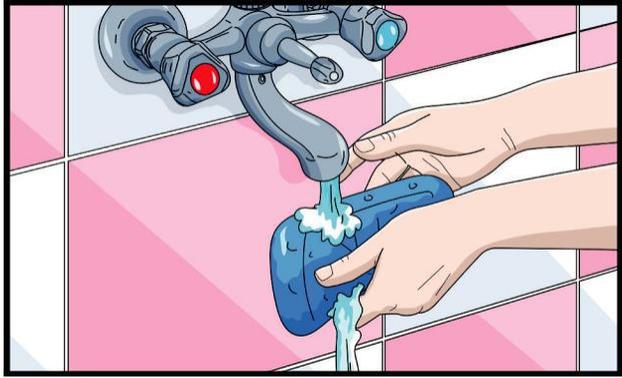
Takes the fiber.



Brings the fiber under water.



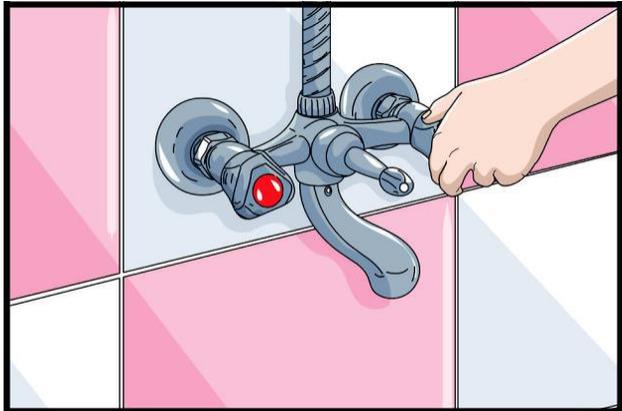
Rinses the fiber.



Replaces the fiber.



Closes the tap.



Gets out of the shower.



Takes the bathrobe.



Wears the bathrobe.



Goes to his/her room to get dressed.







The steps of the skill are exemplary and in the scope of the activity to be carried out by the caregiver at home, the living conditions at home and hair removal skill steps should be created with expert support.

During the implementation of the activity, it is important that the caregiver wears bikini, swimwear, and tights to cover the private areas. At the same time, care should be taken to ensure that the private areas of the individual are covered during the acquisition of the skill.

### Preparation for teaching:

#### • Is your child ready to acquire the skill? / Does he/she have the preliminary skill?

“Does your child respond significantly to instructions and questions?”, “Can he imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is "Yes", you can start working. If "No", do studies to you're your child gain these behavior and get expert support in this process.

#### • Determination of what your child can do Evaluation before the study

Work individually with your child. First take the skill analysis for the hair removal skill.

Instruct your child as “Clean the hair Under the armpit.”

Determine your child’s performance putting a (+) for the Correctly performed skill analysis steps and put a (-) for the wrongly performed steps.

#### • Environmental arrangement

You can perform this skill in the bathroom or in a hygienic closed room. Make sure that the working environment is clean. Depending on the child's condition, practice sitting or standing. If your child is unable to work while standing, you can work by having him sit in the bathroom.

#### • Attraction drawing:

In order to attract your child’s attention to the study, use attention drawing phrases such as “Let's get ready, let's start”. Inform your child prior to the study saying “Hair removal is essential for body health and hygiene. If the hairs are not removed, it causes smells in the body, It may disturb the person’s image.” Depending on your child's level, give a short speech about their previous knowledge. For example, "We need to be clean for our health." If your child can speak, "What should we do to be clean? We've talked about this before. Do you remember?" Ask your child to talk about the subject by asking questions, etc. If your child cannot speak, make explanations using the visuals in the book.

Then start by saying "Yes we can start working now".

- **Application**

- **Activity 3: I am removing the hairs in the body**

While teaching the skill, make sure that the tools and equipment you will use in the study are two. Attract your child's attention to work by saying, "Let's start to clean our hairs now", tell him to listen carefully and do the same. Then present the main directive, "Clean your armpit hairs". For the first step in the skill analysis, submit your directive "Get the clock" and after that you get your clock.

Wait for your child to take the clock for 3 - 5 seconds. Reward your child when he gets the clock. If your child does not do the skill step or makes a mistake, help him get the clock after saying "Take the clock". Repeat the same process for all steps in the skill analysis. At the end of each work, ensure that your child works and participates in cooperation with you. After the teaching process is over, continue working with your student by talking on the visuals related to hair removal skills.

### Steps for hair removal skills

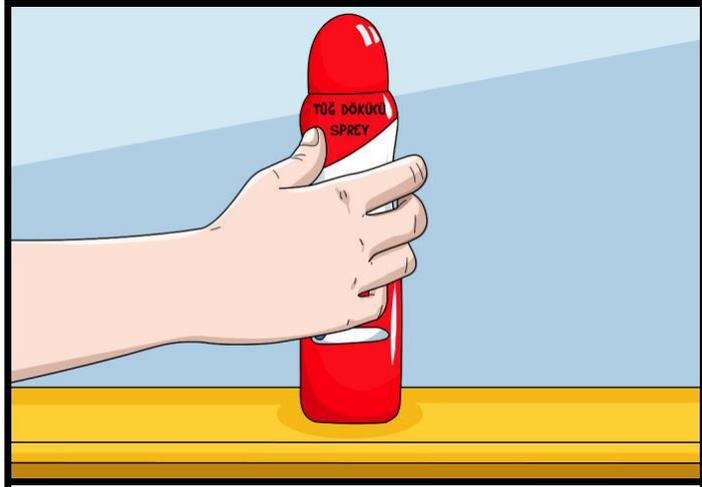
Gets the clock.



Winds up the clock.



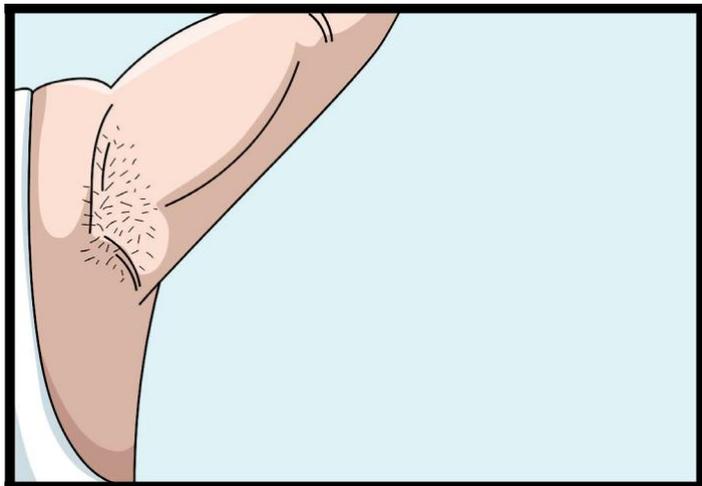
Takes the  
spray.



Opens the cap.



Raises his / her arm  
to clean the armpit.



**Put his / her hand  
on the head.**



**Applies the spray**



**Waits until the clock  
rings. (3 to 5 minutes on  
average)**



**Takes the sponge.**



**Rubs the armpit  
With the sponge to clean the  
foam.**



**Replaces the sponge.**



Takes the clock.



Winds up the clock.



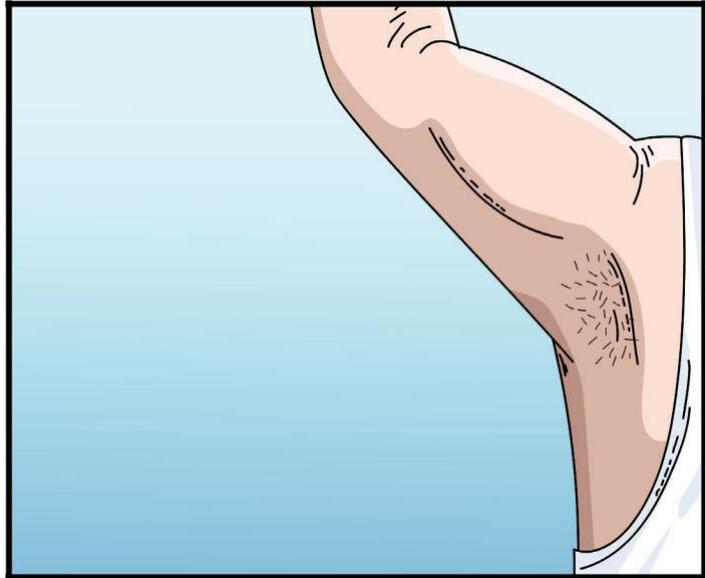
Takes the spray.



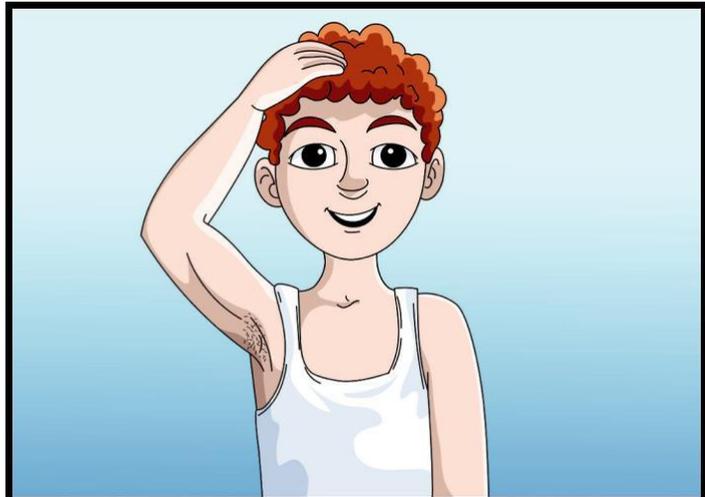
Opens the cap.



Raises the other arm  
To clean the  
armpit.



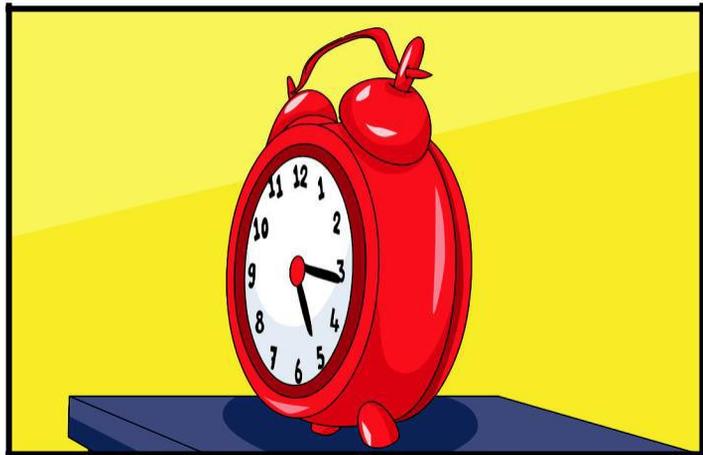
Puts his / her hand on the head.



**Applies the  
spray to the  
armpit of the  
raised arm.**



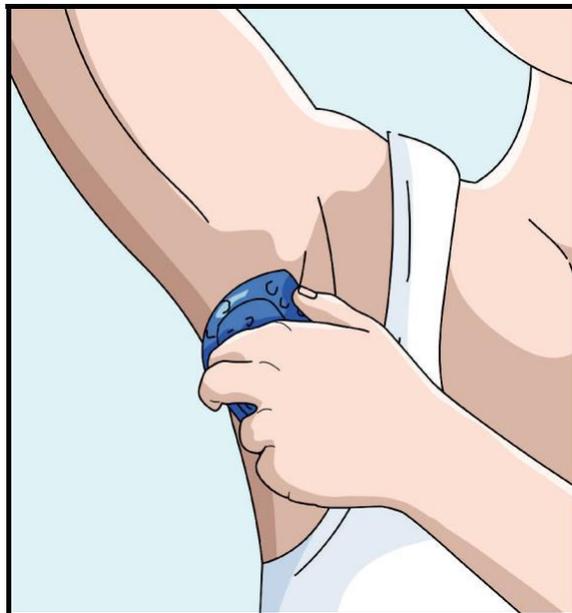
**Waits until the clock  
rings.  
(3 to 5 minutes on  
average)**



**Takes the sponge.**



Cleans the foam on the armpit  
using the sponge.



Throws the sponge in  
the trash.



### Generalization - Monitoring:

You can also work with different sprays or creams. Guide your child to perform the hair removal skill without being with you, with the whole body naked.

Your child should be monitored in order not to forget what he has learned and to determine whether he / she can continue in daily life. Carry out follow-up studies at appropriate intervals (for instance; weekly or monthly) according to your child's characteristics and conditions.

### Measuring and Evaluation:

Evaluate your child's performance before starting work, during and after work. Make the necessary preparations.

Say to your child, "Clean the hair in your ...". Evaluate your child's performance using the example "Hair Removal Skill Records Form".

### "Hair Removal Skill Records Form"

The child's Name and Surname: Criteria:

%100

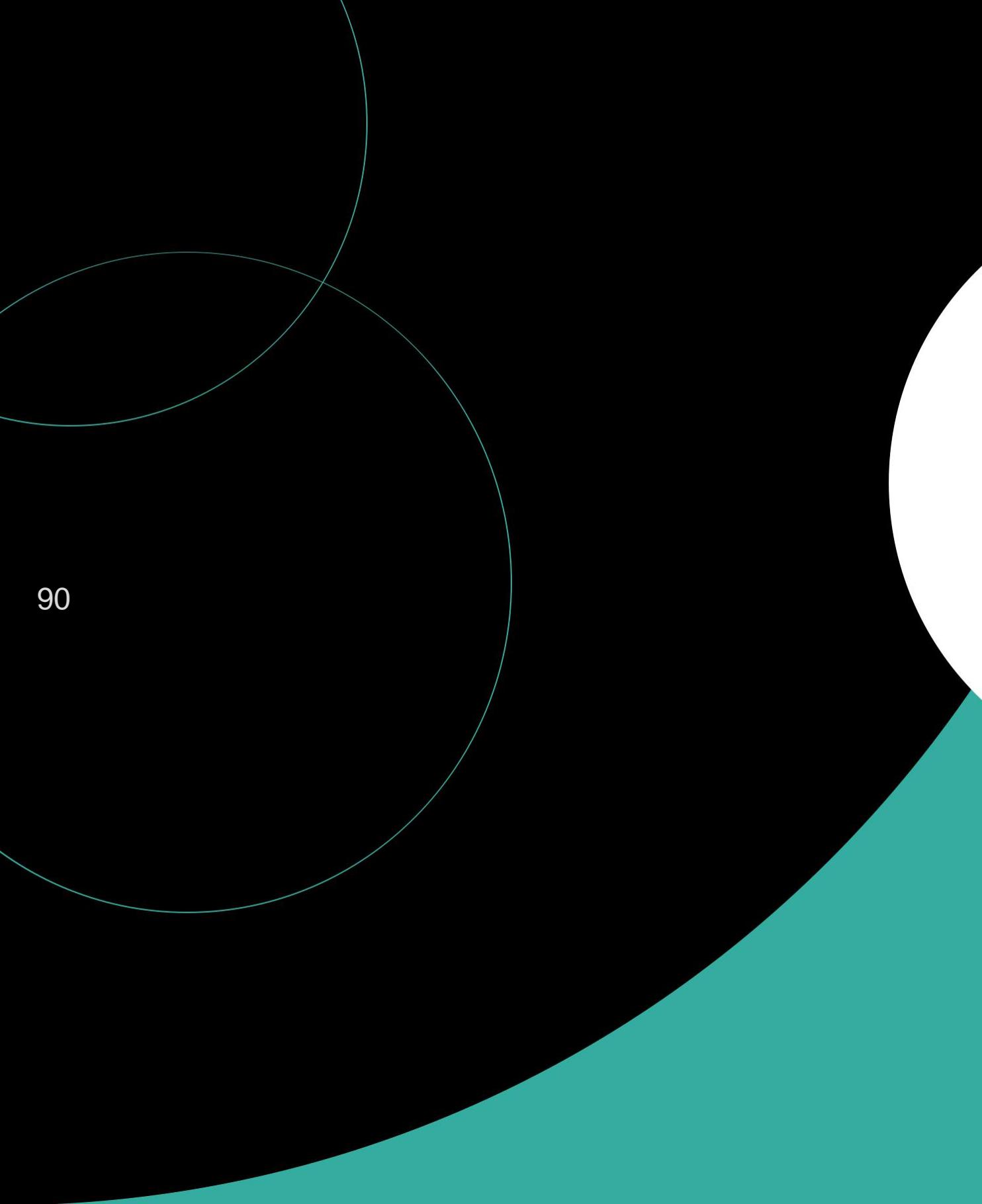
Target stimulant / directive: Clean the hair in your ...".

Skill steps	Before teaching			During teaching					After teaching	
	1	2	3	1	2	3	4	5	1	2
Takes the clock										
Winds up the clock (in accordance with the period stated on the product ).										
Takes the spray.										
Opens the cap.										
Raises the arm to clean the armpit.										
Puts his / her hand on the head.										
Applies the spray to the armpit of the raised arm.										
Waits until the clock rings. (3 to 5 minutes on average)										
Takes the sponge.										
Cleans the foam on the armpit using the sponge.										
Replaces the sponge.										
Takes the clock.										
Winds up the clock.										
Takes the spray.										
Opens the cap.										
Raises the other arm to clean the armpit.										
Puts his / her hand on the head.										
Applies the spray to the armpit of the raised arm.										
Waits until the clock rings. (3 to 5 minutes on average)										
Takes the sponge.										
Cleans the foam on the armpit using the sponge.										
Throws the sponge in the trash.										
<b>Correct reaction before the clue</b>										
<b>Correct reaction after the clue</b>										

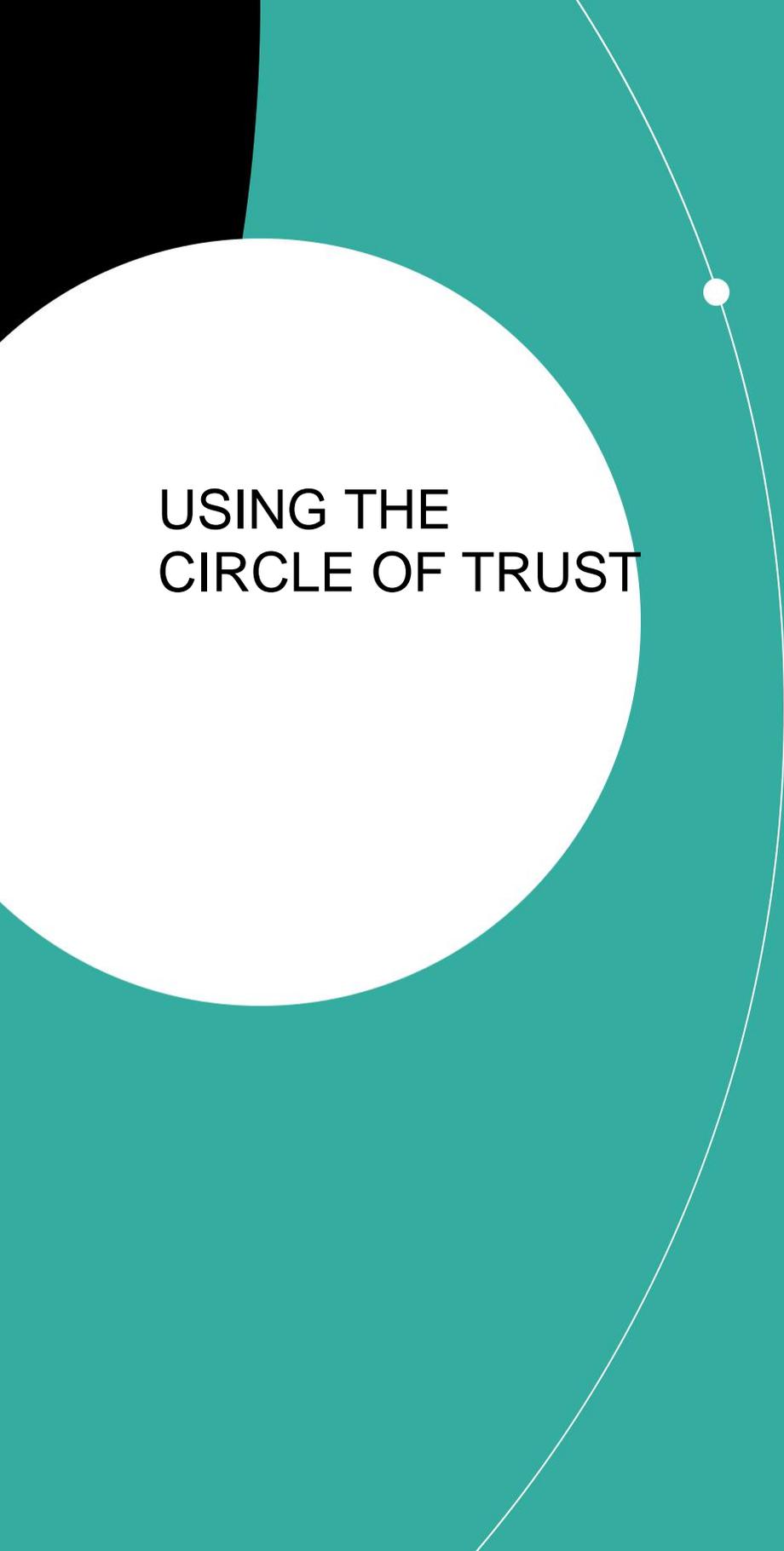
\* Increase the number of sessions depending on your child's performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Do the same routine work for all body parts. The instructions for using the depilatory spray should be read carefully. Before applying the depilatory spray to the armpit, conduct an allergy test on the arm or leg area of the individual. Be careful to use cleaning sponge in this study.

The image features a black background with several overlapping circles. One large circle is on the left, and another smaller one is above it. A third circle is partially visible on the right edge. A teal-colored gradient shape is located at the bottom right corner. The number '90' is printed in white on the left circle.

90



USING THE  
CIRCLE OF TRUST



91

5

## 5. USING THE TRUST CIRCLE

Under this title, it is aimed to achieve two types of goals. Firstly, it is aimed to acquire the knowledge and understanding to create and promote the trust circle, and secondly, to gain the ability to introduce the people in the trust circle and to obtain ways to ask for help.

### THE CAREGIVERS NEED TO KNOW:

**Objective 5.1** Explains how to create the Trust circle.

#### How to create the trust circle?

The trust circle is “distinguishing the foreigners” in short. Decide who will be included in the trust circle for this study first.

The people you want to be in the circle of trust should be one of the people who will guard your child in all circumstances and protect him / her. Determine the number of these people according to your child's disability. Also, the people you choose should volunteer to be in the trust circle. For this, make a preliminary interview with these people. In this meeting, state that “I am working on the safety of my child. If anything happens to us, will you take care of my child and take care of him / her for a while?”. After making an explanation, take photos of these people (2 meters away, in passport style) and print them. Up-to-date photos will ensure that your child will not hesitate

In recognizing those people after looking at the photos. Leave a white space under the photo to write that person's name and proximity. Write this information in bold type, in size 16-18, in capital letters and in bold. For example; AYŞE - MOM. Pressing your photos will help to prevent any wear and tear during the use and the sharpness of the photographs will not deteriorate. Introduce these people as “safe people, familiar people” in your activity. To this end, carry out the activity for 5.2 Target Behavior. Also, in the trust circle study, explain to whom your child will ask for help, what to ask for offers from people outside the trust circle, and to avoid them. In summary, explain that the child should get help from reliable people in the trust circle. After teaching the people to trust, add that they can help when necessary.

### ACTIVITIES TO BE PERFORMED BY THE CARE PROVIDERS

**Objective 5.2** Introduces the circle of trust to the individual.

#### Teaching methods and techniques:

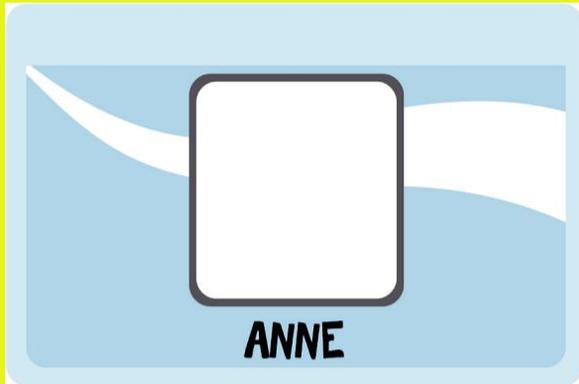
Teaching with simultaneous clues.

#### Instructional materials - Equipment /

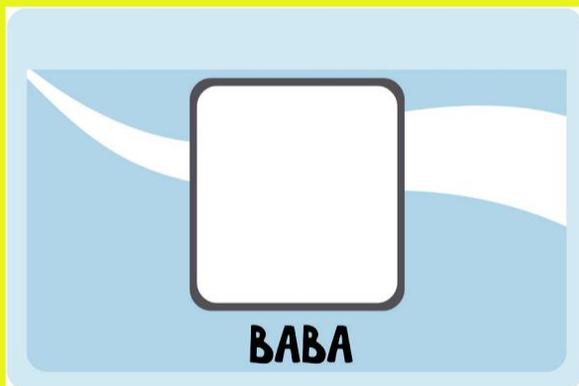
**Teaching Technologies and Materials:** Cards with the affixed photos of people to be included in the circle of trust (Number of cards shall be equal to the number of people in the circle of trust).

Example:

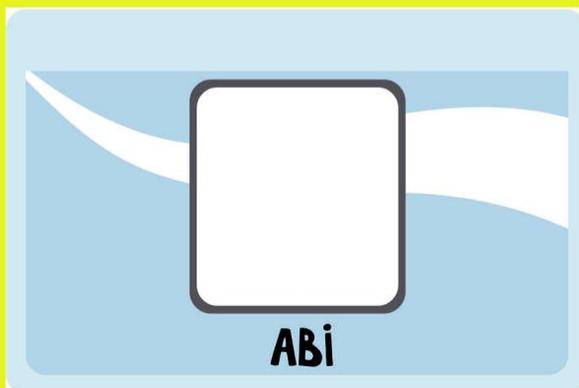
1. Says / shows that Mom is a familiar person.



2. Says / shows that Dad is a familiar person.



3. Says / shows that Brother is a familiar person.



### Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child have small muscle skills?”, “Can he react meaningfully to the instructions and questions?”, “Can he imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is “Yes”, you can start working. If “No”, do studies to make your child acquire these behaviors and get expert support in this process.

- **Identifying your child’s capabilities / Evaluation before the work**

Sit at the table with your child. Start working by saying “Today, we will play the familiar-unfamiliar game with you.” “Now I’m going to put some photos on the table. I want you to look carefully.” Assess your child’s performance. Place 3 visual cards (2 foreigners, 1 familiar) on the table consisting of photographs of people who are in the circle of trust and who are not. Then “Which one is the familiar person?” Ask a question and ask your child to answer. If your child cannot speak, ask him / her to show by touching the cards instead of saying it. Complete the assessment by placing a (+) on the registration form when your child finds and says familiar people in the trust circle, and (-) if he / she cannot find it.

## • Environmental arrangement

During assessment and teaching, carry out assessment and teaching with your child in a suitable environment at home. You can use your child's room or your living room. Take out the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room you work in. Provide a quiet working environment. Check whether the table and chair you use is suitable for your child's height. If your child is unable to work at the desk, you can work on the floor or on your child's bed.

Then give a short speech about your previous knowledge according to your child's level. "You have learned your private areas, let's say the private areas in our body again. The mouth, genital organs, bottom, chest in women are our special areas in our body. You have also learned where to cover and uncover them. Where do we cover and uncover our private areas? In the bathroom, toilet, in our bedroom, in the dressing cabin, right? Who was helping you do these? Mom. So when your mother is sick or not here, who will help you when you think? Here we will find out who will help you now." If your child can speak ask your child questions such as "What is the circle of trust? We have talked about this before. Do you remember?" to make your child share his / her opinions. You can explain the trust circle as "people you want to be with when you need help". Then start by saying "Yes we can start working now".

### Practice:

#### Activity 1: I know people in the circle of trust.

Sit at the table with your child. Pay attention to have two of each photo you will use while

Use attention drawing phrases such as "You seem ready to work, let's get started" to attract your child's attention. Tell your child that there may be times when they need help, that there may be certain people to get help. You can explain this activity to your child saying "You should have a trust circle of people you can trust so that you can feel safe and create a safe environment for yourself. Now we will learn the people in the circle of trust with you".

Teaching this behavior to your child. Place 3 photos (1 familiar, 1 non-familiar people) in front of you and another 3 in front of your child. Give 30 - 40 seconds to your child to examine the photos. Try to draw your child's attention saying "Let's start working with these photos and ask her / him to listen to you carefully, and do the same after you. You can say "Look at me and do the same." Say "Look at the photos. Who is familiar for you?" and show the photo of the familiar person. And read the title of the person written on the photo at the same time such as "mother, father, brother, sister etc." Wait your child for 3 - 5 seconds to show the familiar person's photo. Reward him / her when your child shows the correct photo while doing the work. If your child doesn't show the photo or shows the wrong photo, show the correct photo. Do this study for all people in the trust circle. After completing this work, tell your child, "Tell them who you can trust now." Then say the correct answer. Wait 3-5 seconds for your child to give the correct answer. If your child says the correct answer, reward him / her. If your child doesn't say the answer or says the names of the wrong people, say the correct answer.

If your child is unable to speak, show them by showing them the photos.

### **Generalization - Monitoring:**

Have your child work in different settings (at school, etc.) and with different people (father, mother, sibling, teacher, etc.). For this purpose, you can request support from your child's teachers. Your child should be monitored in order not to forget what he has learned and to determine whether he / she can continue in daily life. After the learning of familiar persons has been realized, perform the monitoring work at certain intervals in accordance with your child's characteristics and conditions, for example weekly or monthly.

### **Measuring and Evaluation:**

Evaluate your child's performance before starting work, during and after work. Make the necessary preparations. Ask your child "Who is the familiar person?" Evaluate your child's performance by using the "People in the Trust Circle - Records Form" example.

## “People in the Circle of Trust” Records Form

Name and Surname of the Student:

Criteria: %100

Target stimulant / directive: Who is the familiar person?

Targeted reactions	Before the study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
1. Says / shows that mother is a familiar person.										
2. Says / shows that father is a familiar person.										
3. Says / shows that brother is a familiar person.										
<b>Number of correct steps</b>										
<b>Percentage of correct steps</b>										

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Increase the steps in the “People in the Trust Circle - Registration Form” by the number of people in the trust circle. Carefully choose the people who will be in the trust circle. It is not necessary to be in the circle of trust even if the person is familiar. In other words, every familiar person may not be included in the trust circle.

That’s why it’s important to get expert support when identifying people in the trust circle. Do not forget that he / she will take care of your child one to one in case of need. Be sure to prepare the photos that you prepare while working with the people in the trust circle, from actual and up-to-date photos taken within 6 months.

In order not to damage these photos, you can press the photo cards and use them. In case you cannot make a press, cut the photo size cardboard and stick the person's photo on the cardboard. You can use the cards for a long time by taping the entire surface. Leave a white line below the person's photographs to write a name tag indicating the person's proximity. On the label, write the person and the degree of closeness. For example; write the word "AYŞE - MOM" with a black pen on the white background under the mother photo. Do this application for all cards. You are informed about the content of the study that you will do in the trust circle. When your child is trying to get to know the trust circle with someone else in the trust circle, give the registration form to the employee. During the study, you can reward your child with every correct behavior.

**Objective 5.3** Conducts studies to ensure that the individual requests help from the individuals in the trust circle when necessary.

The negative and unexpected situations that our children have experienced are mostly out of our knowledge because they cannot express themselves correctly and to the person they should. Our children should be able to express themselves in case of any negative and unexpected situation.

Based on this requirement, we need to teach our children different forms of expression. This Activity is prepared in line with this need.

**Teaching methods and techniques:** Teaching with simultaneous clues.

**Instructional Materials and Equipment / Teaching Technologies and Materials:** Cards with environments where they may need help (park, school service, home, garden, etc.), cards with images of the methods they can use to ask for help. (Screaming child, whistling child, pushing child, talking with someone in the circle of trust, etc.) (pages 116 - 117 - 118)

**Preparation for teaching:**

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

"Does your child have small muscle skills?", "Can he react meaningfully to the instructions and questions?", "Can he imitate you?", "Does he pay attention to what you show and say for at least 5 minutes?" If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process.

- **Determining the abilities of Your child / Evaluation before the study**



Sit at the table with your child. "Tell who you know you can trust from the people you know." Ask the question again and repeat the people in the circle of trust. After this repetition, "Now I'm going to put some pictures on the table. I want you to look carefully." Evaluate your child's performance. Place visual cards on the table stating the areas your child has to share with those who are in the circle of trust and those who do not. Tell your child to choose one of these cards. Explain what unexpected situations might be in the environment on the card chosen by your child. You can replicate these unexpected situations as "If someone you do not trust wants to give you a food or drink", "If someone you do not trust wants to touch you with or without permission". "How do you ask for help from someone you trust when you encounter an unexpected situation?" Ask the question, record your child's correct and incorrect answers on the registration form. If your child is unable to speak, you will need images that are not related to the ways to seek appropriate help.

Present the directive "What should we do to get help? Show me" to your child, you can ask for the correct answer.

- **Environmental arrangement**

Carry out evaluation and teaching activities in a suitable environment at home. You can use the room of your child or the hall of your home. Remove the toys, technological devices (phone, tablet etc.) and other items from the room that will distract your child. Provide a quiet working environment. Check whether the table and chair you are using is suitable for your child's height. If your child is unable to work at the desk, you can work on the floor or on the bed of your child.

- **Attraction drawing**

Use attracting drawing sentences like "You seem to be ready. Let's start" in order to get your child's attention. You should start working by saying "You need to know how to ask for help to feel safe and how to ask for help from the people you trust. Now, after completing the necessary explanations, make a short speech according to your child's level about what they know before.

If your child can speak, ask him / her "In what situations do you need help? We have talked about this before. Do you remember?" to ensure your child talk about it. If your child cannot speak, make explanations using the visuals in the book. Then start by saying "Yes we can start working now".

### Practice:

#### Activity 1: I'm learning the situations that I need help and how to ask for help.

Sit with your child, opposite to each other, side by side or in the shape of L. When teaching this behavior, make sure that there are two images you will use. Put the visuals of the areas where your child is during the day and where there is a possibility of encountering unexpected situations on the table. Allow your child 30-40 seconds to examine the cards. Say "Let's start working with cards now." To draw your child's attention to the study. By looking at the cards one by one, say "Look at the card. Where is here?" and then tell the place seen on the card. Wait 3 - 5 seconds for your child to express. Read the location tag on the card at the same time such as "park, school bus,

home, garden etc.". Then asks your child "What can be the unexpected situations you may encounter in the park?" and wait for your child to respond.

Reward your child for correct answers.

If your child can't answer the question you asked correctly or if she / he doesn't answer at all, give your child some examples of unexpected situations that he / she may encounter in the park "While playing in the park, someone can give you sugar or food. He may offer you to go somewhere else, he may want to touch his private areas" etc. Continue the activity with the question "How do you ask for help from someone you trust when faced with an unexpected situation?".

Immediately after the question, say, "You can show the offending person, you can tell who he is, you can show / say what the person is doing, you can point the direction the person is running." Wait 3 - 5 seconds for your child to say the answer. Reward your child's correct answers during the study process, say the correct answer again when he / she doesn't answer or respond incorrectly.

### Generalization - Monitoring:

When you go to a crowded place such as a wedding, shopping center, market after the study, evaluate whether your child performs your activities in every environment where your child can go, by asking someone who is not familiar. In addition, have your child work with different people in different settings. For this purpose, you can request support from your child's teachers. It should be monitored in order to determine whether your child does not forget what she / he has learned and whether sheh / he can continue in daily life. After learning the unexpected movements and the places where these movements are likely to occur, perform the monitoring study at appropriate intervals, for example weekly or monthly, in accordance with your student's characteristics and conditions.

### Measuring and Evaluation:

Evaluate your child's performance before, during and after the study. Make the necessary preliminary preparations. Ask your child, "How do you ask for help from someone you trust when you encounter an unexpected situation?" Evaluate your child's performance using the example of "Asking for help from people in the trust circle when necessary".



## “Asking for help from people in the trust circle when necessary” Records Form

Name and Surname of the Student:

Criteria: %100

Target stimulant / directive: Show / Say Who is the familiar person?

How do you ask for help from the people you trust in case of unexpected situations? Show / Say.

Targeted reactions	Before the study			During the study				
	1	2	3	1	2	3	4	5
1. Shows / says the people he / she trusts.								
2. Shows / says the disturbing person.								
3. Shows / says who the disturbing person is.								
4. Shows / says what the disturbing person did.								
5. Shows the escaping direction of the disturbing person.								
<b>Number of correct reactions</b>								
<b>Percentage of correct reactions</b>								

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Add different ways of asking for help in the steps in the “Ask for help from the trust circle if necessary” records form. Choose ways to ask for help in detail and to meet the child’s needs.

When preparing images with ways to ask for help, prepare realistic and understandable visuals. In order not to damage the images, you can use the cards by pressing.

The image features a black background with several overlapping circles. One large circle is on the left, and another smaller one is above it. A third circle is partially visible on the right edge. A curved orange shape is at the bottom right. The number '102' is printed in white on the left side.

102



PREVENTION OF  
BAD TOUCH AND  
INTERVENING  
AGAINST  
BAD TOUCH

103

6

## 6. PREVENTION OF BAD TOUCH AND INTERVENING AGAINST BAD TOUCH

Under this title, it is aimed to achieve two types of goals. Firstly, it is aimed to provide the knowledge and understanding about what good and bad touch is, what to do in the face of bad touch, and methods of intervention, and secondly, provide the individual the competence to acquire knowledge and skills to distinguish between good and bad touch and to intervene.

### THE CARE GIVERS NEED TO KNOW:

**Objective 6.1** Defines the good and bad touch.

### What is good and bad touch?

Each individual is responsible for the health and safety of his / her own body. For this reason, we need to teach our children to reject unpermitted contact (being able say no) after untouchableness, asking / giving permission and protection of personal space studies and report such situations (informing people in the circle of trust). Not all behaviors performed by a familiar or unfamiliar person may be well-intentioned. The human body has special regions. Bad touch is the unauthorized touch of others to the body of individuals. Also, even if it is permitted, touching the “chest, bottom, mouth and genital area”, defined as private areas, is always bad touch.

Good touch is that people in the trust circle can touch the body parts outside the individual's private areas if the individual approves. For example, the mother hugs her child with permission, and the father kisses her child on the cheek. While the healthcare professionals make a health-related intervention (if possible in the presence of their family), touching the individual cannot be included in the bad touch.

**Objective 6.2** Lists what should be done if subjected to bad touch.

### What should be done in cases of bad touch?

Distinguishing good-bad touch is also a skill to be studied. Children often give permission to their close friends for touch. For this reason, it would be appropriate to teach children to distinguish between good and bad touch in order to prevent abuse. You should tell your child that this should be told to the familiar people in the trust circle, even if he avoids unpermitted physical contact. When we see the person who has been exposed to unpermitted contact, the first thing we need to do is to ask questions (how do you feel, are you okay) about the feelings of the individual who is exposed to unpermitted touch instead of the event (like how, where, who, etc.). The first thing to do in this process is to make the individual feel safe.

Then you should listen to what the individual tells and believe in him unconditionally. During the sharing of the individual, you should listen to the inpermitted contact without interrupting and saying anything positive or negative. The child who learns to refuse inpermitted contact can apply it only for himself. You should also teach that this rule applies to his friend. You must teach that he must accept the rejection behavior he encounters when he accidentally touches his friend without permission, and thanks his friend for reminding him of the rejection behavior after apologizing. It is very important for you to know and maintain your privacy skills as adults as well as providing them with proper and correct practice. In order to show love to the individual, it may not always be right to touch it any way you want. If your child does not want it, you should not touch it for any reason. If the the intervention is for help or love, it must also be told to the child. For example, if a relative who is in a circle of trust wants to hug and kiss your child during a visit, never force your child if your child does not want this.

**Objective 6.3** Explains the necessary intervention methods for the situations when the individual is subject to bad touch.

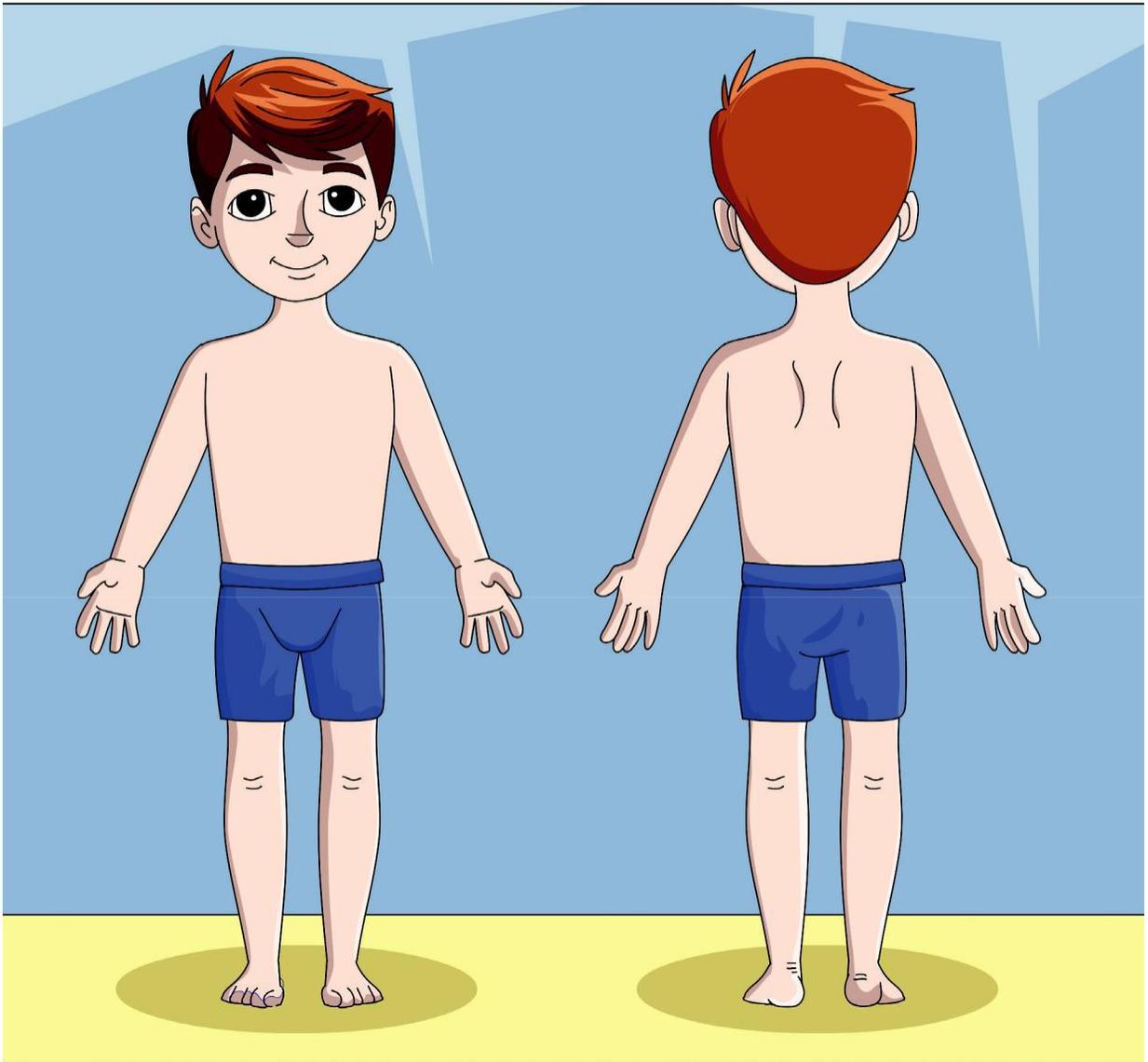
### What are the intervention methods required when subjected to bad touch?

In order for your child to know what to do in case of bad touch, you must first teach the concepts of good and bad touch. In addition, it is very important to know how to understand if your child has been touched, harassed or abused, and what to do in case of abuse. Someone exposed to bad touch may have emotional, physical and behavioral symptoms due to negative emotions. For example, as emotional symptoms, introversion can be seen as constantly desiring to be alone. Physical symptoms can be in the form of anxiety related digestive problems, stomach pain, itching, handling the area where bad touch occurs, scratching that area. Behavioral symptoms, on the other hand, can manifest as crying, resentment, and yelling. It is very important to get information by approaching your child correctly in case of doubt. By providing your child with an atmosphere of trust, you need to approach and explain what happened as stated in the previous target. You should keep calm while listening to your child, believe what he / she says, make him / her feel safe and you are next to him / her. If someone you trust touches your child's private areas for affection, tickling or helping to clean at homewithout bad intention, you need to tell that person about the good and bad touch and privacy education



And warn that person to be careful about the limitations. Informing the people around and supporting them about how to behave under specific conditions, you can prevent the bad touches. If the person touching bad is suspected, first you need to learn how the event occurred and inform the nearest police

station about the case. If your child is not able to go to the police station, you should take your child to the closest hospital for check, and inform the security officer or the police at the hospital. Immediately after the first stage of the forensic and medical process is completed, you should speak to a psychologist about your child's condition.



## ACTIVITIES TO BE PERFORMED BY THE CAREGIVERS

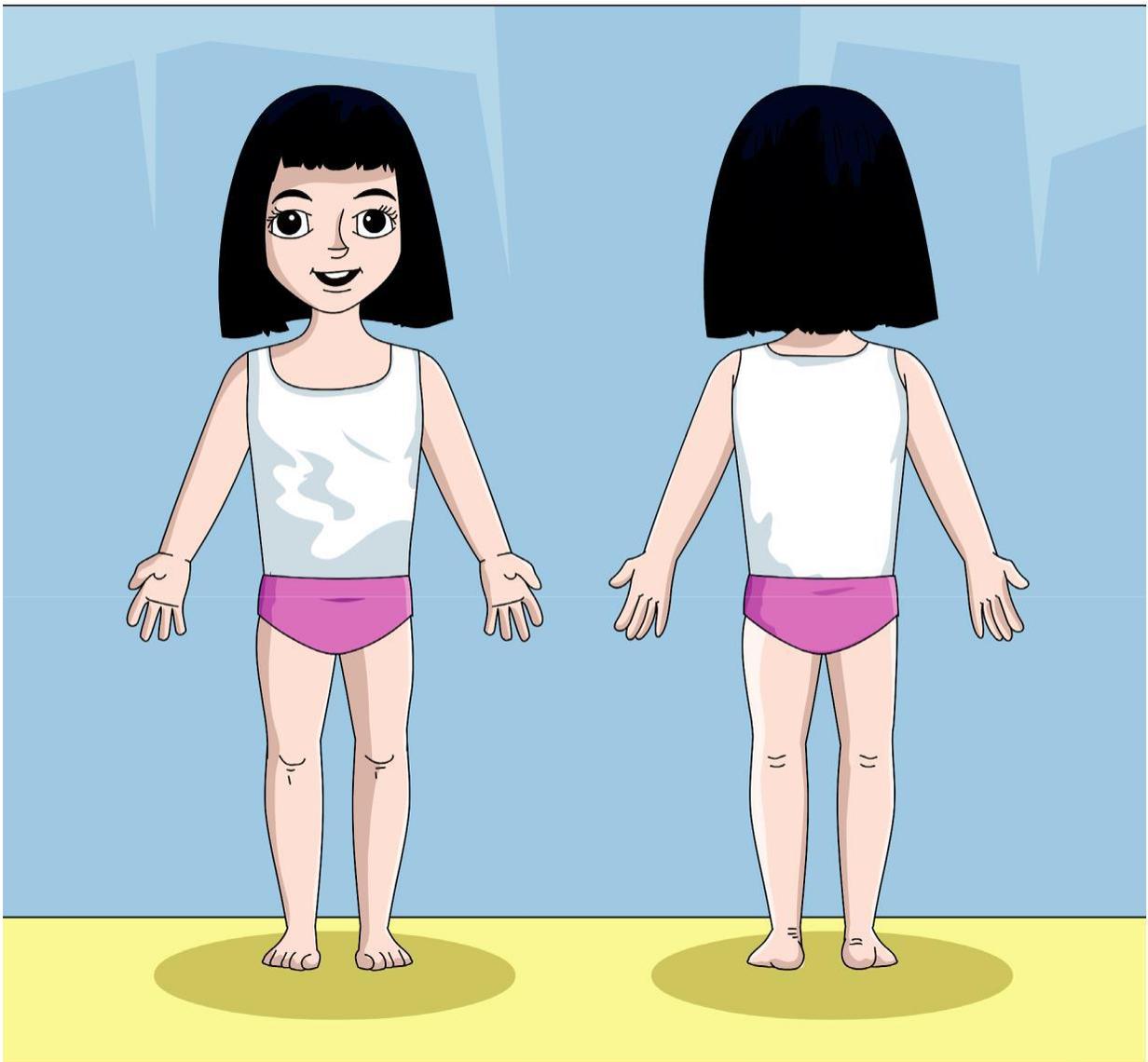
**Objective 6.4** Introduces good and bad touch to the individual.

### Teaching methods and techniques:

Teaching through simultaneous clues

**Instructional equipments / teaching**  
teaching materials

You can use the pictures of girls and boys dressed in underwear to cover their private areas while you are working on private areas. Picture cards with examples of good and bad touch are shown (The number of good touch cards will be the number of people determined to be in the circle of trust.).



Examples of good touch



Examples of bad touch



## Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” “Does your child know his / her private areas?”, “Does your child know the people in the circle of trust?” If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process.

- **Identifying the capabilities of your child / Evaluation before the study**

Sit with your child next to each other or in L-shape. Then ask your child, "What is bad touch / Good touch?" question. Record your child's answer. After your child's reply, say “Now I'm going to put some pictures on the table. I want you to look carefully.” and give the directive "What kind of touch is the touch in this picture?" If your child cannot speak, put a picture about good touch and bad touch next to each other and say, “Which is bad touch-good touch? Show.". Record your child's answer. If your child answers correctly, put (+) against the relevant items in the records form, for

wrong or non-answered questions, put a (-).

- **Environmental arrangement**

Carry out evaluation and teaching activities in a suitable environment in your home. You can use your child's room or your living room. Take out the toys, technological devices (phone, tablet etc.) and other items from the room that will distract your child. Provide a quiet working environment. Check whether the table and chair you use is suitable for your child's height. If your child is unable to work at the desk, you can work on the floor or on your child's bed.

- **Attraction drawing**

Use attracting drawing sentences like "You seem ready to work, let's get started." and then say “Only you can touch your private areas. Whoever touches your private parts outside of you, it is bad touch. Now let's learn what bad touch is.” Then give a short speech about your previous knowledge according to your child's level. If your child cannot speak, make explanations using the visuals in your book. Then start by saying, "Yes, we can start working now."

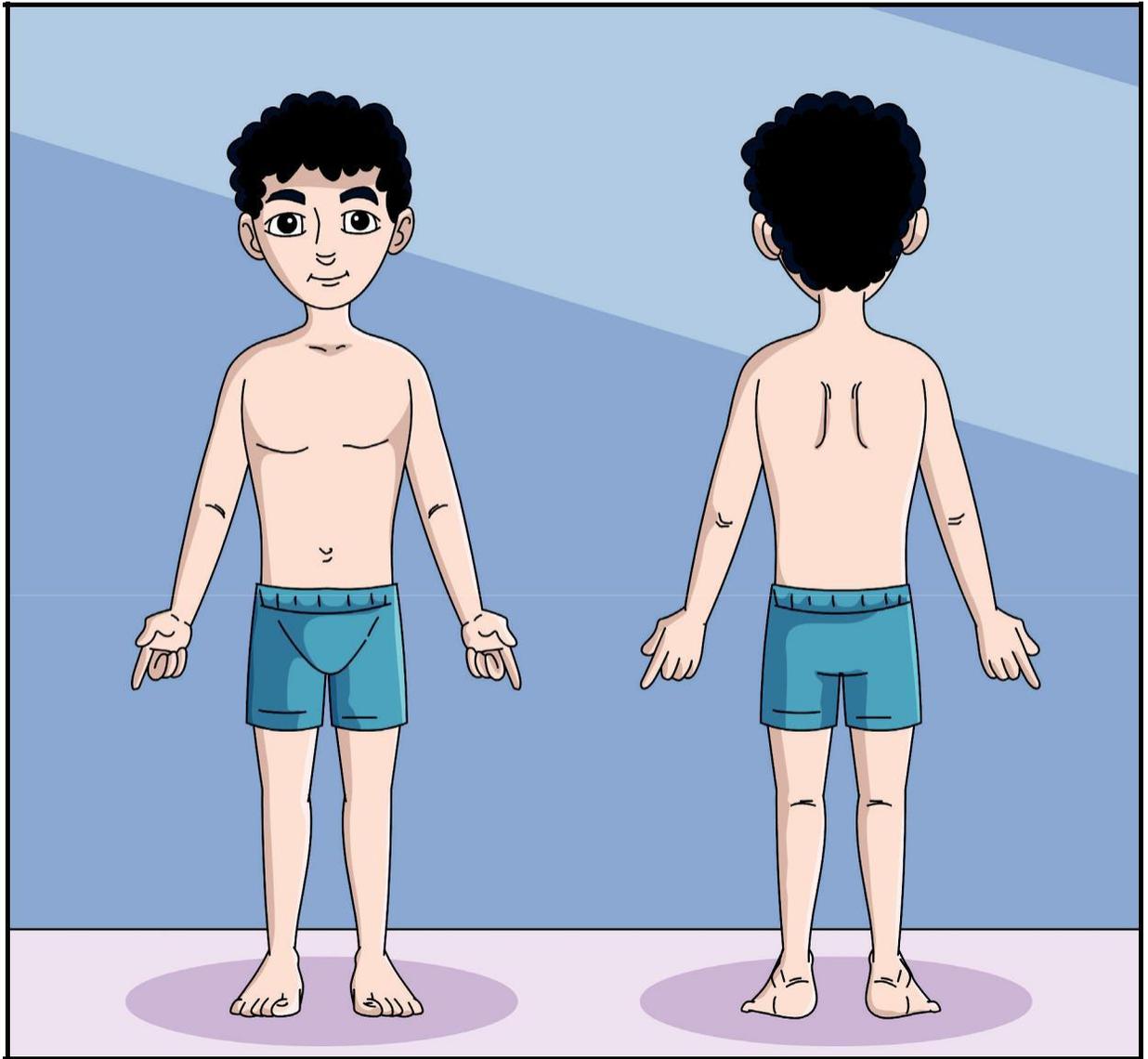
## Practice:

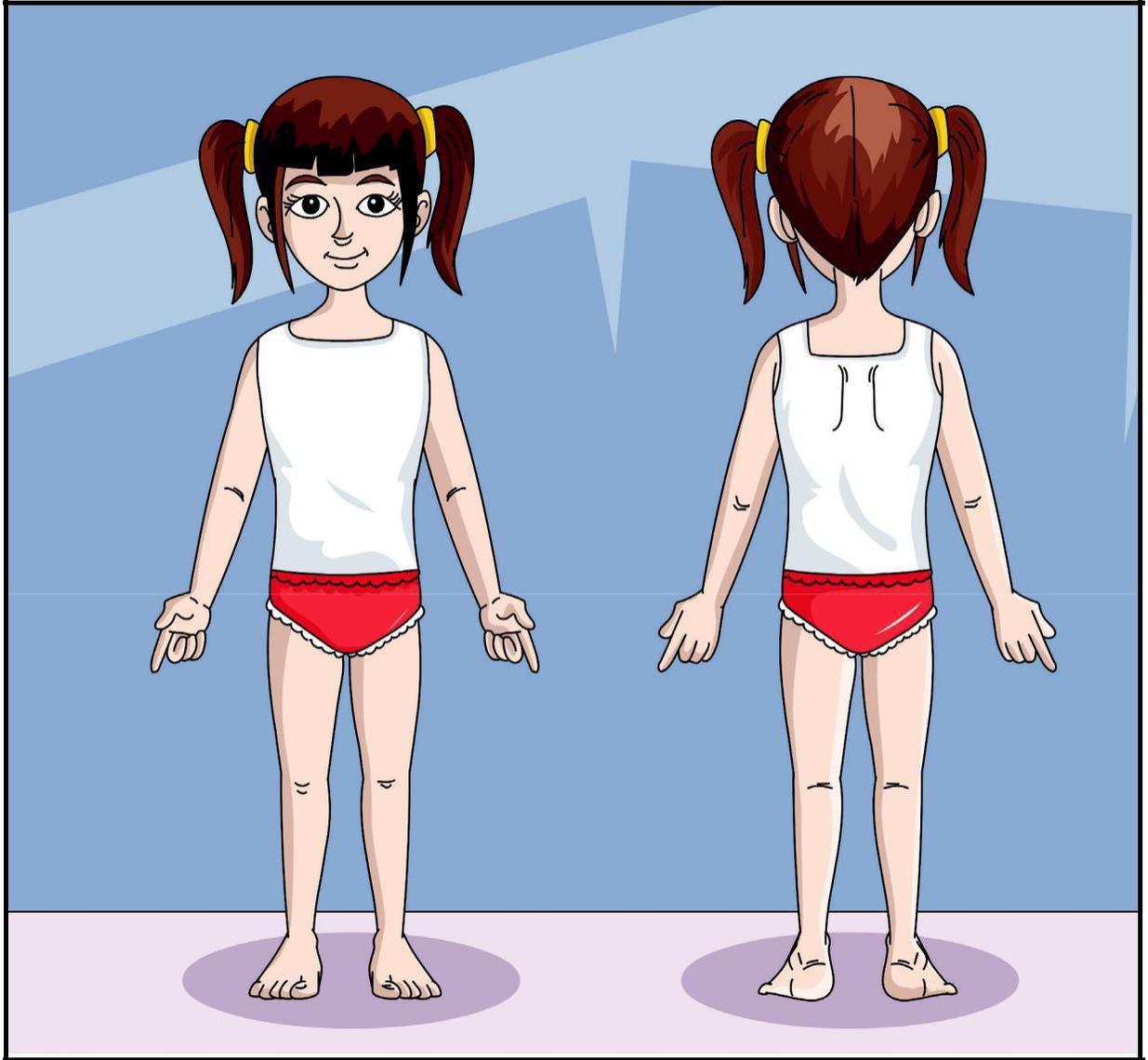
### Activity 1: I'm distinguishing between good and bad touch

Prepare a picture of women and men dressed in private areas (genital area, bottom and chest, mouth) in your book. Make sure that there are two of the pictures. Put the two pictures in front of you and the other two pictures in front of your child. Say "Look at the pictures in front of you, there is a woman and a man. Now we will mark the private areas of this woman and man with you. First, I will mark on the pictures, Then you", and take one red pencil in your hand and give the other red pencil to your student. Then give the directive "Where are the private areas of this child? mark it." Enclose the private areas in the pictures in front of you, with the names of the private areas, encircle them with a red pencil. Then guide your child to mark private areas on the pictures in front of him / her. Reinforce the correct answers of your child.

If your child does not answer or answer incorrectly, show the private areas once more on the picture in front of your child. After your child's answer, say, "It is bad touch that someone touches the areas we mark". After this study is over, show your child a picture in your book with an example of good or bad touch and ask "What kind of touch is this touch in this picture?" Tell the correct answer right afterwards. Wait 3 - 5 seconds for your child to say the correct answer. If your child is unable to speak, put a picture about good touch and bad touch next to each other and give the directive "Which is bad touch / good touch? Show". Show the correct answer right after. Wait 3 - 5 seconds for your child to react. Reinforce your child's correct answers. If your child does not answer or respond incorrectly, model the correct answer.







## Generalization - Monitoring:

When working with your child, work by differentiating the pictures you use. Work with your child in different settings or have different people (father, mother, sibling, teacher, etc.) work with him / her. For this purpose, you can request support from your child's teachers. It should be monitored to determine whether your child forgets what she / he has learned and whether she / he can continue in daily life. Carry out follow-up studies at regular intervals, for example weekly or monthly, in accordance with your child's characteristics and conditions.

## Measuring and Evaluation:

Evaluate your child's performance before, during and after the study using the sample "Good and Bad Touch" Records Form. Provide the directive "What kind of touch do you see in this picture?". If your child is unable to speak, put a picture about good touch and bad touch next to each other and give the directive "Which is bad touch / good touch? Show". Perform the evaluation process individually. After making necessary preliminary preparations, record your child's reactions by marking them on the data registration form.

### "Good and Bad Touch" Records Form

Name and Surname of the Student:

Criteria: %100

Target stimulant / directive: What kind of touch do you see in this picture? / Which is good and which is bad touch? Show.

Skill steps	Before the Study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
1. Tells that touching the mouth is bad touch / Shows the picture of bad touch										
2. Tells that touching the genital organs is bad touch / Shows the picture of bad touch										
3. Tells that touching the bottom is bad touch / Shows the picture of bad touch										
4. Tells that touching the chest is bad touch / Shows the picture of bad touch										
<b>Number of correct steps</b>										
<b>Percentage of correct steps</b>										

\* Increase the number of sessions depending on your child's performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Have your child do the same work with those in the trust circle and their teacher at school. During the study, reward all of your child's correct answers. The reward you use can be anything your child loves and will ensure his / her continuation to work carefully. For example, you can support your child with phrases such as well done, super, you are doing very well, you can say that you will do an activity you like at the end of the study, or you can reward your child by giving a small piece of the food he loves.

**Objective 6.5** Introduces what to do when subjected to bad touch.

**Teaching methods and techniques:** Direct teaching

### Instructional Materials and Equipment / Teaching Technologies and Materials:

Picture cards with examples of bad touch. (Pages: 109) Pictures showing what to do during bad touch. (page: 109)

### Preparation for teaching:

- **Is your child ready to learn the skill? / Does he / she have the preliminary skills?**

“Does your child react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?”

“Does your child know the people in the trust circle?”, “Does he / she distinguish the good and bad touch?” If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process

- **Identifying the capabilities of your child / Evaluation before the study**

Sit with your child next to each other or in L-shape. Say “We have learned good and bad touch before. Do you remember?” and then immediately ask the question “What should we do in the face of bad touch?”. Let your child express what they should do verbally or by demonstrating the behavior. Evaluate your child's performance by placing (+) on the registration form (+) if your child's answer is correct and (-) if it is wrong.

- **Environmental arrangement**

Carry out teaching and evaluation activities in a suitable environment in your home. For this purpose, you can use your child's room or the hall of your home. Remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room you work in. Provide a quiet working environment.



## • Attraction drawing

In order to get your child's attention, use sentences like "You seem to be ready. Let's start to work." You should say "It is important that you feel safe and protect yourself against bad touches in order to create a safe environment for yourself. Now we will learn what to do with you during the bad touch." After making the necessary explanations, give a short speech according to your child's level about what they know before. If your child can speak, ask him / her "Which ones are bad touches? We have talked about this before. Do you remember?" to make the child talk about it.

If your child cannot speak, make explanations using the visuals in the book. (Pages 00-00) Then start working by saying "Yes, we can start working now."

## Practice:

### Activity 1: I'm protecting myself against bad touches

Sit with your child next to each other or in L-shape. Tell what to do in case of bad touch as a rule saying "I will tell you what to do during bad touch. Listen to me carefully." The rules are as follows:

1. Say no by pushing! (If you can't say no, yell or scream.)
2. Turn over to the side.
3. Run away.
4. Tell a familiar person.
5. Bite or scratch if you get caught.

## VISUALS:



Say no by pushing! (If you can't say no, yell or scream.).

Turn over to the side.



Run away.



Tell a familiar person.



Bite if you get caught



Scratch if you get caught.



Then be a model to show your child how to show the rules you express verbally. For example: "My name is Ali. While playing in the park, someone came to me. He asked me to take off my clothes. Touched my bottom ". After saying this example, continue. "Do I know this person? Is this person in the circle of trust? Can it touch my bottom? No. So this is a bad touch. In this case, I should say NO to the person who came to me. If the person still continues, I should step back and run home from the park and tell my mom. " Telling these, be a model for what your child should do during bad touch. Show your child how to display the rules listed at this stage.

Then proceed to the role-playing phase. In other words, create a situation that will enable the above rules to be used. Ask your child to follow the rules. Help him how he should behave when he needs it. For example, you can animate the bad toucher and ask your child to follow the rules.

After making sure that your child follows the rules of coping with bad touch fully and correctly, create another situation that will enable them to use the rules above. Then record your child's behavior independently, without providing assistance. Reward your child's correct behavior at all stages.

### **Generalization - Monitoring:**

Have your child do similar work in different settings (at school, etc.), with different people (father, mother, sibling, teacher etc.) and scenarios. For this purpose, you can request support from your child's teachers. It should be monitored to determine whether your child forgets what he has learned and whether he / she can continue in daily life. Carry out follow-up studies at regular intervals, for example weekly or monthly, in accordance with your child's characteristics and conditions.



## Measuring and Evaluation:

Evaluate your child's performance before, during and after the study using the sample "Protecting Oneself from Bad Touch Records Form". Ask your child

"What should we do in case of bad touch?".

Perform the evaluation individually. After realizing the necessary preparations, record your child's reactions in the data registry form.

## "Protecting Oneself from bad Touch" Records Form

The child's Name and Surname:

Criteria: %100

Target stimulant / directive: What should we do in case of bad touch?.

Skill steps	Before the study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
1. Say no by pushing! (If you can't say no, yell or scream.)										
2. Turn over to the side.										
3. Run away.										
4. Tell a familiar person.										
5. Bite or scratch if you get caught isirir ya da tırnaklar.										
<b>Number of correct steps</b>										
<b>Percentage of correct steps</b>										

\* Increase the number of sessions depending on your child's performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Choose examples of bad touch from the places and events that can be encountered in daily life. Describe clearly the bad touches in the story you are telling. Prepare cards showing bad-good touch situations with people in the circle of trust. Make sure that these cards are prepared from actual and up-to-date photos taken within 6 months.

You can use it by pressing photo cards to avoid damaging the cards. If you cannot press the photos, cut photo - size cardboards and stick the photo on the cardboard. Ensure long-term use of the cards by taping the entire surface.



The image features a black background with several overlapping circles. One large circle is on the left, and another is partially visible at the top. A bright blue wave-like shape curves across the bottom right. A white circle is partially cut off on the right edge. The number '122' is printed in white on the left side.

122



PERSONAL  
SPACE  
AND ITS  
PROTECTION



123

7

## 7. PERSONAL SPACE AND ITS PROTECTION

Under this title, it is aimed to provide the individual the ability to acquire knowledge and skills on how to protect his / her and someone else's personal areas.

### THE CAREGIVERS NEED TO KNOW

**Objective 7.1** Explains the personal space and how to protect it.

#### Personal Space and its Protection during interactions

Since sexual education is influenced by the family's culture, religion, social and cultural structure, privacy education is shaped according to the family's structure. You are the legal representatives of your children. You have a big role in the privacy education of children. Children, above all, have their own special areas such as physical characteristics, body, body immunity, communication, thoughts and desires, like every individual. You should teach these areas to your children and you should respect these areas. Your child's room, belongings, body, even ideas are personal areas. For example, it is not right to enter your child's room without permission, and to mix her / his things without permission. Teaching the personal and social areas can be planned as the age gets older in distinguishing the personal area. Personal space is the distance between people we know. This distance we share with our relatives and friends is between 45 - 120 cm.

### Appropriate behaviors to protect your and others' personal space



## Inappropriate behaviors to protect your and others' personal space



It is also called friend zone. The social zone is the distance between us and people we do not know but have to interact with, and this distance is expected to be approximately 120-300 cm. The use of this distance may vary according to your proximity to the other person. However, in any case, the personal area of the individual is never entered without permission. If the personal space is violated, the psychological state of the individual may become tense, move to a defense position or retreat to maintain this distance. Any unpermitted approach to the personal field is harassment. You should definitely teach your children to protect his / her personal space.

### ACTIVITIES TO BE PERFORMED BY THE CAREGIVERS

**Objective 7.2** Conducts studies to make the individual gain the ability to protect the personal space in the interaction.

**Objective 7.3** Conducts studies to make the individual gain the ability to protect the personal space of others in the interaction.

### Teaching methods and techniques:

Teachign with simultaneous clues, direct narration.

### Instructional equipment and materials / Teaching technologies and materials :

Color pencils, picture cards (Below are picture descriptions you can use for this purpose). Blank and big paper, felt-tip pen

## Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process.

- **Identifying the capabilities of your child / Evaluation before the study**

Keep your personal space distance with your child and sit next to each other. Tell your child that he may meet different people he knows during the day, and that people he does not know can approach him while waiting in line, getting on a bus or traveling. Then put a picture of the child in front of your child, who displays appropriate behaviors to protect his or someone else's personal space, and a picture of the child who exhibits inappropriate behaviors to protect his or someone else's personal space. Say “Look carefully at the picture cards. Show the picture of the child who behaves in accordance with his or someone else's personal space.” Then ask the question "How close can others

approach you? How close can you get to them?” Complete the evaluation by putting (+) in the records form when your child responds correctly, or (-) when he / she responds incorrectly. Examples that you can use for this purpose are listed below:

- **Environmental arrangement**

You can use your child's room or the hall of the house for this study. Remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room you work in. Provide a quiet working environment.

- **Attraction drawing**

In order to get your child's attention, use such sentences as “Now we start working with you. You seem to be ready, let's get started. ” Tell your child that during the day while meeting others, greeting them, talking face to face, etc. it is necessary for him / her and others to protect one's personal space, to feel safe, to protect oneself from dangers.



## Practice:

### Activity 1: I'm protecting my personal space

Put a picture of a child in your book in front of your child who displays appropriate behaviors to protect his or someone else's personal space, and a child picture that displays inappropriate behaviors to protect his or someone else's personal space. Say "Carefully look at the pictures, show the picture of the child who behaves according to his or someone else's personal space." Show the picture afterwards. Wait 3 - 5 seconds for your student to show the picture. Follow the same process for all picture sets. Reinforce your student's correct reactions. Then, laying down a large sheet of paper on which the human figure is placed, say "Now we will do a study with you, draw a circle around the child pictured on the paper. The width of this circle should be as much as the area formed when he stretches his arms straight across. This circle is the closest circle to the person. The name of the area in this circle is "Personal space.". Ask your child who can be here. Ask your child to paint this area in red. Explain that only the father, mother, siblings can enter into the red area after getting permission

And the unfamiliar people can never enter into that red area.

Other people also have their personal spaces and we need to get permission before entering into their personal spaces.

Then, make explanations saying "If the person who enters your personal space with permission has an attitude that disturbs you, if you don't like what he is doing (no matter who is the mother - father - brother - grandfather, etc.), you should say that you do not want this by saying "No" and you should get away from that place immediately. If you can't escape, you can scream. Or you should tell this to someone you trust." Then draw another circle around this red ring with your child and paint this ring in green. Express that there are friends, relatives and people we do not know in this area. Say that the name of this area is "Friend area". Explain that the area outside this (green area) is the "Social area". Indicate that everyone can take part in the social area. After the picture activity is finished, repeat the explanations in the activity. Tell that it is important to protect your personal space as well as the others'.



1  
2

Ask your child to sit next to him and tell you the same picture. Make reminders where she / he forgot. Hang the finished work in your child's room.

### **Generalization - Monitoring:**

Talk to your child at certain intervals on the picture of the areas hung in your child's room. Collaborate with your child's teacher to make your child tell about your activity in the classroom. You can also practice the hula-hop toy for the personal space and the social space at home, which are included in the painting work. It should be monitored to determine whether your child forgets what she / he has learned and whether she / he can continue these in the daily life. Perform the monitoring periodically, for example weekly or monthly.

### **Measuring and Evaluation:**

Put pictures of children in your book that exhibit appropriate behaviors to protect his or someone else's personal space, and pictures of children who exhibit inappropriate behaviors to protect his or someone else's personal space. Say "Look carefully at the picture cards. Show the appropriate behavior on the cards." Then, evaluate your child's performance by asking the question "How close can others approach you? How close can you approach to them?". Record your child's answers using the "Personal Area Protection Records Form" sample. Complete the evaluation by placing it on the Records Form (+) when your child responds correctly, or (-) when he / she responds incorrectly.

## “Protecting the Personal Space” Records Form

**The child’s Name and Surname:**

**Criteria:** %100

**Target stimulant / directive:** Show the appropriate behavior on the cards. / How close can others approach you? How close can you approach to them?

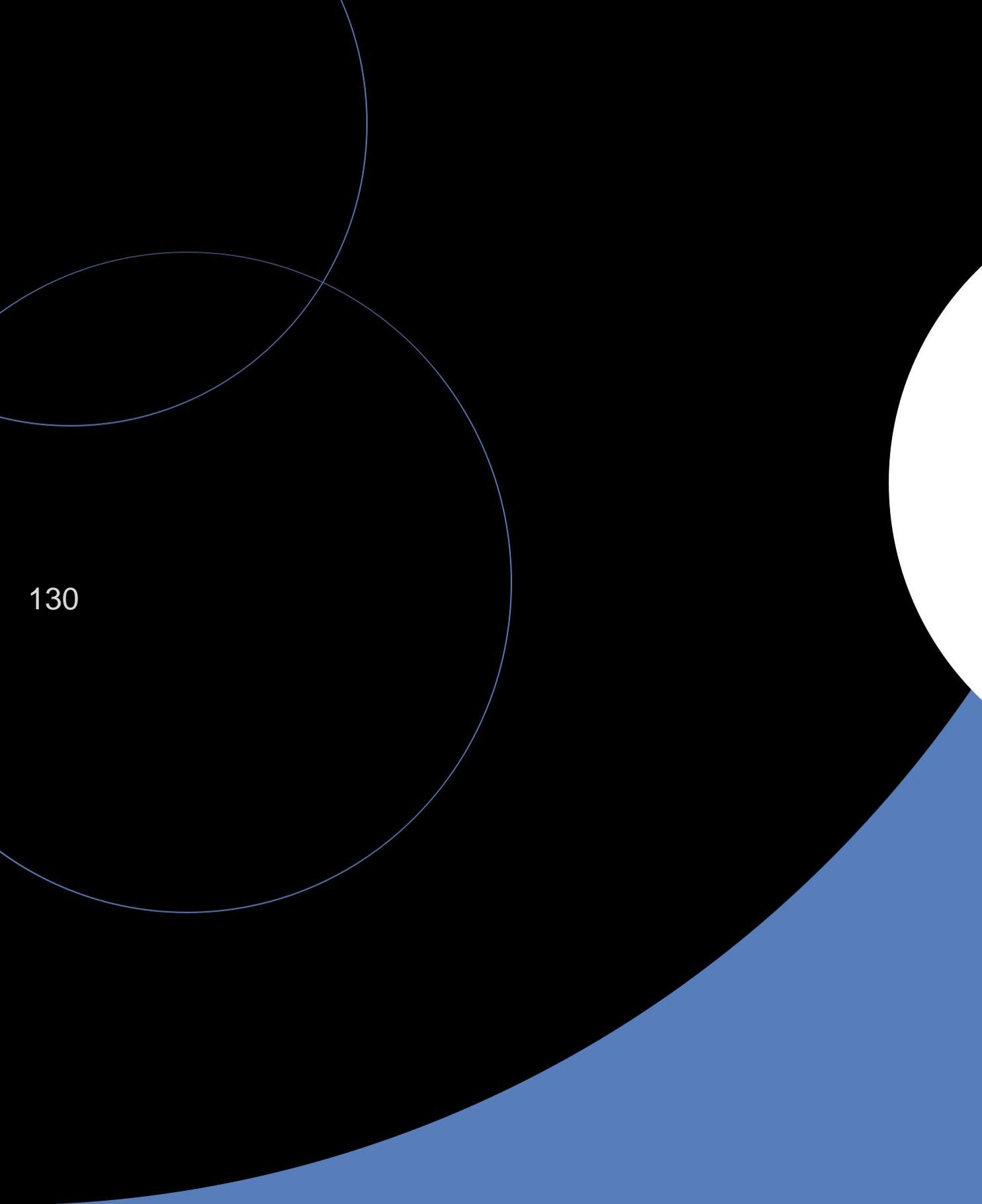
Targeted reactions	Before the study			During the study					After the study		
	1	2	3	1	2	3	4	5	1	2	
1. 1 <sup>st</sup> card set											
2. 2 <sup>nd</sup> card set											
3. 3 <sup>rd</sup> card set											
4. Shows / tells the personal space.											
5. Shows / tells the social area.											
<b>Number of correct steps</b>											

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

As a caregiver, while taking care of your child, help him by asking your child for permission. For example, if you help your child with permission when he needs to change his shirt,

you will support him in acquiring the concept of personal space. Remind your child that you have to knock on the door as you enter your child's room and that he should behave in the same way as he enters your room.

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130

SUPPORTING  
THE CHILD TO ACQUIRE  
APPROPRIATE AND  
RELIABLE FOR SEXUAL  
DEVELOPMENT

131



8

## 8. SUPPORTING THE CHILD FOR ACQUIRING APPROPRIATE AND RELIABLE BEHAVIORS FOR SEXUAL DEVELOPMENT

Under this title, it is aimed to make the child acquire the knowledge and skills to acquire appropriate and safe sexual behaviors in accordance with the developmental age of the individual..

### THE CAREGIVERS NEED TO KNOW:

**Objective 8.1** Explains the safe and unsafe sexual behaviors.

**Objective 8.4** Explains the intervention methods to the inappropriate sexual behaviors in social sharing areas.

**Objective 8.5** Explains the protective health measures.

### What are the safe and unsafe sexual behaviors?

Inappropriate sexual behaviors may include kissing without permission, physical contact without permission, touching or allowing to touch the private areas even if permitted, dressing in areas outside the privacy area, touching private areas for relaxation, violation of personal space, etc.. Appropriate behaviors include your child's interaction with people in the trust circle and self-relaxation behaviors, without violating private areas and protecting his or her private space. Behaviors such as changing the pad alone in the bathroom and cleaning private areas

in the privacy areas are examples of safe and appropriate sexual behavior.

### Intervention Methods to Inappropriate Sexual Behavior

It is a period that has many risks during adolescence and where the risk of risky behaviors is high. Mentally disabled individuals show slower development than their peers who develop normally in terms of cognitive and motor skills, but they show similar developmental characteristics in the field of sexual development. When it comes to mentally disabled individuals, the control of already risky behaviors becomes more difficult and this can make the child vulnerable to sexual abuse. Both mentally disabled individuals and individuals with normal development should be taught the skills to avoid inappropriate sexual behavior within the scope of covering, privacy and immunity. When the child exhibits inappropriate sexual behavior (touching the genital area), you can stop the behavior by drawing your child's attention in another direction (subject, object or activity etc.) by keeping calm, without raising your voice and without any comments (shame, sin, etc.) about the behavior. You can ask the experts to work with your child on this skill.

## Taking protective health measures

As a result of inappropriate sexual behaviors, some health problems may also occur. When your child does sexual relaxation and self-care without complying with the hygiene rules, when he / she interacts with others by kissing or touching, he / she may encounter some infectious health problems. In order to prevent these threats, you can tell your child emphasizing that he / she should greet friends only by shaking hands in crowded environments, not using the personal goods of others, paying attention to hygiene in public toilets, making his / her own cleaning properly, changing pads at 2-3 hour intervals during the day, washing hands when she / he comes home, when he leaves the toilet, before and after eating, changing his / her underwear at least once a day. You can also get support from the doctor about this.

## ACTIVITIES TO BE PERFORMED BY THE CAREGIVER

**Objective 8.2** Performs activities to give the individual appropriate and safe behaviors for sexual development.

**Objective 8.3** Performs activities to provide individuals with ways to cope with inappropriate sexual behaviors.

It is possible to work on different target behaviors for this purpose. However, in this section, there is an example activity for gaining suitable behaviors that should be displayed in the toilet.

**Teaching methods and techniques:** Direct teaching

**Instructional Materials and Equipment / Teaching Technologies and Materials:**

Picture cards containing toilet picture, behaviors suitable and not suitable for sexual development .

**Preparation for teaching:**

• **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is “Yes”, you can start working. If “No”, do studies to make your child acquire these behaviors and get expert support in this process.

• **Identifying the capabilities of your child / Evaluation before the study**

Sit side by side with your child while maintaining the personal space distance. By placing the picture cards that contain behaviors that are suitable and unsuitable for sexual development and not in front of your child, say “Look carefully at the picture cards in front of you, show the card that contains the appropriate behaviors that we need to exhibit in a toilet used by others.”

Then, "What are the appropriate behaviors that we need to exhibit in toilets in different environments?" ask. Complete the evaluation by placing a (+) on the Records Form when

your child responds correctly, or (-) when it responds incorrectly. Examples that you can use for this purpose are listed below.

**VISUALS:**

**Pictures cards for appropriate and safe behaviors**



Pictures cards for inappropriate and unsafe behaviors





When you provide your child with clues, they can exhibit these behaviors, and give your child opportunities to demonstrate these behaviors on their own. Help your child to act properly when he / she needs it. Finally, ask your child

to demonstrate the behaviors they have learned independently. Reward your child for the correct behaviors displayed during your studies. If your child fails to perform the correct behaviors, please provide some clues about them.

### VISUALS:

#### APPROPRIATE BEHAVIORS

#### INAPPROPRIATE BEHAVIORS

Appropriate behaviors at home toilet:

Inappropriate behaviors at home toilet



Appropriate behaviors at school toilet

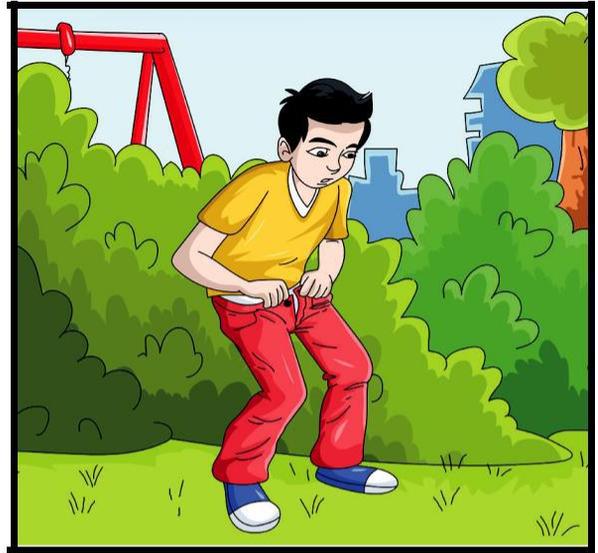
Inappropriate behaviors at school toilet



Appropriate behaviors at public toilet



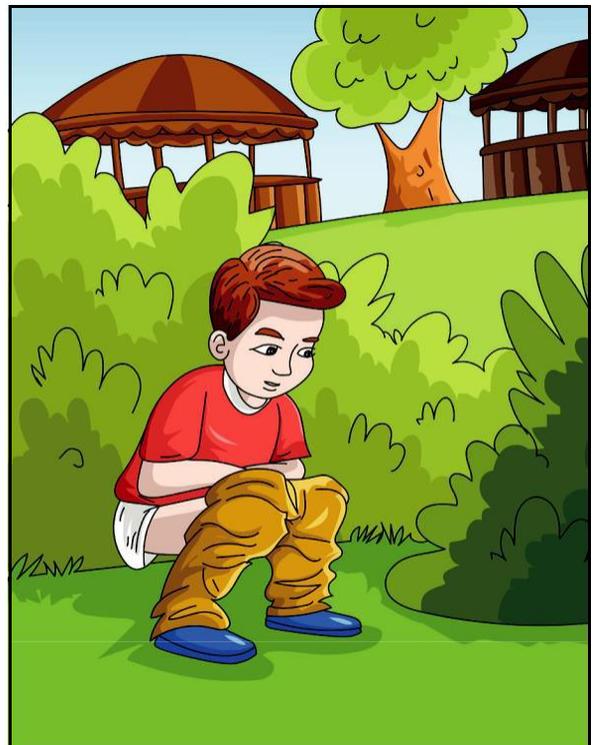
Inappropriate behaviors at park toilet



Appropriate behaviors at picnic toilet



Inappropriate behaviors at picnic toilet



**Appropriate behaviors at the toilet during visit    Inappropriate behaviors at the toilet during visit.**



**Generalization - Monitoring:**

Once your child begins to distinguish and display appropriate and safe behaviors in the toilet, have your child do the same work in different settings (at school, etc.) and with different people (father, mother, sibling, teacher, etc.). For this purpose, you can request support from your child's teachers. It should be monitored in order to determine whether your child has forgotten what she / he has learned and whether he has continued or not in daily life. Perform the monitoring periodically, for example weekly or monthly..

**Measuring and Evaluation:**

Put the pictures you prepared in front of your child. Say "Show the card with the appropriate behaviors that we need to exhibit in a toilet used by others." Then ask the question "What are the appropriate behaviors that we need to exhibit in toilets in different environments?" Complete the evaluation by putting (+) on the Records Form when your child responds correctly, or (-) when he / she does not respond or if he / she responds incorrectly.



**“I’m learning the appropriate and safe sexual behaviors” Records Form**

**The child’s Name and Surname:**

**Criteria:** %100

**Target stimulant / directive:** Ask your child the following questions: “Show the card with the appropriate behaviors that we need to exhibit in a toilet used by others.” “What are the appropriate behaviors that we need to exhibit in toilets?”

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Targeted reactions	Before the study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
 Shows / says the appropriate behaviors at home toilet.										
 Shows / says the appropriate behaviors at School toilet.										
 Shows / says the appropriate behaviors at The park toilet..										
 Shows / says the appropriate behaviors at The picnic toilet.										
Shows / says the appropriate behaviors at The toilet during a visit.										

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

**Explanations and Considerations:**

As a person responsible for taking care of your child, you should have your child go to the toilet at

home or guide him / her to go to the toilet before going out to protect privacy in social areas.



The image features a black background with several overlapping circles. One large circle is on the left, and another smaller one is above it. A white circle is partially visible on the right edge. A solid green shape, resembling a quarter-circle or a wedge, is located in the bottom right corner. The number '142' is printed in white on the left side.

142

COPING SKILLS WITH  
INAPPROPRIATE  
DESIRES ORIENTED  
FOR SEXUAL  
ABUSE

14

9

## 9. COPING SKILLS WITH INAPPROPRIATE DESIRES ORIENTED FOR SEXUAL ABUSE

Under this title, it is aimed to achieve two types of goals. Firstly, it is aimed to make your child acquire the knowledge and understanding about interpersonal communication, inappropriate requests from others and secure use of the internet with printed and electronic means, and secondly, it is aimed to give the individual the competence to acquire knowledge and skills on these issues.

### THE CAREGIVERS NEED TO KNOW

**Objective 9.1** Explains the appropriate and inappropriate behaviors in interpersonal relations.

**Objective 9.2** Explains the methods for coping with inappropriate desires.

**Hedef 9.3** Explains the safe use of printed and electronic tools and internet.

### Coping skills with the inappropriate behaviors oriented for sexual abuse

Unsuitable requests for child abuse can be listed as telling the child about sexually explicit content and talking / trying to talk these content with the child, trying to show one's sexual organs or private area to the children, voyeurism, exhibitionism, having sexual intercourse in front of the child and making the child watch it, asking them to show their

genitals, trying to watch the child in environments such as the bathroom, showing the child sexual items, watching a pornographic film or showing photos, using the child for pornographic activities and showing the child sexual material (watching pornographic movies, showing photos). All of these behaviors are within the scope of child abuse and are considered as inappropriate sexual behavior. In order for your child to cope with inappropriate sexual behaviors and abuse, it is necessary to receive education appropriate for all levels of development, starting from the preschool period. One of the first things to do on the subject is to educate them on abuse. Children should be told by whom they might be abused. Work on good - bad touch, privacy education and self-defense with your child and repeat these activities frequently. Incorrect information about sexuality from sources such as the Internet, TV or from the circle of friends can negatively affect your child's sexual development and health. Therefore, sexual education at home is vital.

### ACTIVITIES TO BE PERFORMED BY THE CAREGIVERS

**Objective 9.4** Introduces the individual to the behavioral patterns that are appropriate and inappropriate for interpersonal communication.

**Teaching methods and techniques:** Teaching with simultaneous clues

**Instructional Materials and Equipment / Teaching Technologies and Materials:** Picture cards with appropriate and inappropriate behavioral patterns, exemplary incident texts (in the Practice section)

**VISUALS:**

**Appropriate behavior cards and scenarios**



**Inappropriate behavior cards and scenarios**



*1<sup>st</sup> picture set*



*2<sup>nd</sup> picture set*



### Appropriate behavior cards and scenarios



3<sup>rd</sup> picture set

### Inappropriate behavior cards and scenarios



4<sup>th</sup> picture set



#### Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child know his / her body parts? “Can he / she react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and

say for at least 5 minutes?” If your answer to these questions is “Yes”, you can start working. If “No”, do studies to make your child acquire these behaviors and get expert support in this process.

## Identifying your child's capabilities /

### Evaluation before the work

Sit on the table with your child opposite to each other. Draw your child's attention by saying "Now I'm going to put some photos on the table. I want you to look carefully". Put two of the pictures in the book on the table, one of which is suitable for interpersonal communication and the other contains patterns of inappropriate behavior. Say "Look at the pictures for your child, show the picture with the behavior that is not appropriate / appropriate for my interpersonal communication." Evaluate your child's performance by putting (+) on the Records Form when the child shows the picture containing the behavior patterns that are appropriate and not appropriate for communication, and (-) when he / she does not respond or shows the wrong picture.

### • Environmental arrangement

Carry out evaluation and teaching in an appropriate environment in your home. For this purpose, you can use your child's room or the hall of your home. In the room where you work, remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child. Provide a quiet working environment. Check whether the table and chair you use is suitable for your child's height. If your child cannot work at the desk, you can work on the carpet on the floor or on your child's bed.

### • Attraction drawing

Use one of the attracting drawing phrases like "You seem to be ready to work, let's get started!", "Yes, we are getting started" in order to get your child's attention when starting education. Say "There are rules you need to pay attention to when talking to the people you are facing. Today we will learn how to behave when talking to someone. If you know what these are, you can protect yourself from danger. "

After explaining the importance of learning appropriate and inappropriate behaviors for interpersonal communication, give a brief talk about his / her previous knowledge. For example, make your child talk about the issue with questions such as "What should we pay attention to when communicating with people?". Then start by saying "Yes we can start working now".

### Practice:

### Activity 1: I'm learning appropriate / inappropriate behaviors while communicating

Sit side by side with your child. Put picture cards showing the situations that your child may encounter during communication with the people during the day. Make sure that 5 of the picture cards in your book contain inappropriate behavior and 5 of them contain the appropriate behavior pattern. Allow your child 30 to 40 seconds to review the pictures.

By taking the pictures one by one, give the directive "Look at the picture. Show a picture of the behavior that is / is not appropriate in interpersonal communication." Then show the correct answer. Then wait 3 to 5 seconds for your child to respond. When your child gives the correct answer, reward him / her. If your child answers incorrectly or does not give any answers, model the correct answer. After finishing with the pictures, continue

with stories. After the story was read aloud twice, "Listen carefully. I'll show you what I read. Then I will ask you to show it. After showing you, I will ask you questions about the incident. I am starting now." Please proceed to the animation of the story read. Then ask questions about the story.

Incident Text and Questions with Proper Behavior in Interpersonal Communication	Incident Text and Questions with Improper Behavior in Interpersonal Communication
<p>Zeynep left home to go to school in the morning. While waiting for the shuttle to arrive, he was very happy to see his neighbor Veli Uncle. He came to Uncle Veli. "Good morning, Uncle Veli can I hug you?" he asked for permission. Uncle Veli said, "Good morning, Zeynep, I let you hug me," and Zeynep and Uncle Veli hugged.</p> <p><b>1- What did Zeynep say before she hugged Uncle Veli?</b>  <b>2- What did Uncle Veli answer to Zeynep?</b></p>	<p>Zeynep left home to go to school in the morning. While waiting for the shuttle to arrive, he was very happy to see his neighbor Veli Uncle. He ran towards Uncle Veli and hugged his neck. Uncle Veli lowered Zeynep's hands from her neck and said, "No, Zeynep, you can't hug me without my permission."</p> <p><b>1- What did Zeynep do when she saw Uncle Veli?</b>  <b>2- What did Uncle Veli do in response to Zeynep's behavior?</b></p>

### Generalization - Monitoring:

You should also work with your child in different settings. For example, you can use the school environment. Have your child work with those in the trust circle. Your child should be monitored in order not to forget the skills he / she acquired and to determine whether he / she can continue in daily life. After your child gains the behavior, do the monitoring work according to your child's characteristics and conditions at regular intervals, for example weekly or monthly.

### Measuring and Evaluation:

Evaluate your child's performance before, during, and after using the "I Learn Appropriate / Inappropriate Behavior When Communicating" Records Form.

Say “Show the picture that includes the behavior that is / is not appropriate in interpersonal communication. Show the behavior that is appropriate.” and record your child's answers on the registration form. Then, read the scenarios you have prepared for the behavioral patterns that are appropriate and not appropriate for interpersonal communication, and ask your child to animate the appropriate behavior by asking questions about the scenarios. Make sure that the pictures and scenarios to be used in the evaluation phase are different from the materials we use in practice.

### “I’m learning the appropriate and inappropriate behaviors while communicating” Records Form

**The child’s Name and Surname:**

**Criteria:** %100

**Target stimulant / directive:** Show the picture that includes the behavior that is / is not appropriate in interpersonal communication. Show the behavior that is appropriate / Answer the questions about the story. / Animate the appropriate behavior in the story.

Target Behaviorlar	Before the study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
Distinguishes the behavioral pattern in the 1 <sup>st</sup> picture set.										
Distinguishes the behavioral pattern in the 2 <sup>nd</sup> picture set										
Distinguishes the behavioral pattern in the 3 <sup>rd</sup> picture set										
Distinguishes the behavioral pattern in the 4 <sup>th</sup> picture set										
Answers the questions about the story.										
Animates the appropriate behaviors int he story										

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

#### Explanations and Considerations:

When working with your child, you can create similar stories like above.

**Objective 9.5** Performs activities to make the individual gain the ability to cope with the requests that are not suitable for the individual.



Objective 9.5 Performs activities to make the individual gain the ability to cope with the requests that are not suitable.

### Teaching methods and techniques:

Drama

### Instructional Materials and Equipment / Teaching Technologies and Materials:

Scenario stories with appropriate and inappropriate requests (given at the bottom of the page).

### Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child know his / her body parts? “Can he / she react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is “Yes”, you can start working. If “No”, do studies to make your child acquire these behaviors and get expert support in this process.

- **Identifying the capabilities of your child/Evaluation before the study**

Sit with your child opposite each other, side by side or in L - shape at the table. Create a scenario pool that contains inappropriate requests. Inappropriate requests can be determined as follows:

Want to touch

Want to hug by contacting their private areas

Want to kiss

Watching sexually explicit videos

Taking a picture of you without your clothes on

Wanting to look at their private area

Making sexual conversations

Continue the process by determining how your child is dealing with such unsuitable requests. For this purpose, prepare case studies for inappropriate requests in the pool. While preparing the event texts, you can use the examples in the table below.

Tell the case study to your child. Then say, “We learned the behaviors that are appropriate and not suitable for you. What should you do when you meet an inappropriate request?” In order to determine the performance of your child, when your child correctly tells what to do in response to inappropriate requests or expresses them with gestures, mimics (say no, push, scratch - walk away - tell an adult they trust) put (+) in the Records Form, and (-) when he / she does not respond or give wrong answers. Below are sample case texts for inappropriate requests.

**BELOW TEXTS ARE STORIES TO READ, NOT VISUALS:**

Inappropriate desires:	What to do when encountered with inappropriate desires:
<p>1- The mother sends her daughter to school with her neighbor's son. As the neighbor's son puts the girl in the car, he tries to touch the girl's bottom.</p>	<p>Screams, says no Ortamdan uzaklaşır.  Tells her mother.</p>
<p>2- Father leaves her daughter next door neighbor on the grounds that there is renovation at home. The neighbor accepts and takes the girl to the room of her son who is older than the girl, saying, "You play together, I have a job in the kitchen." The son of the house offers the girl to play house, and during this game, a husband and wife are portrayed. Son of the house says I am your husband, now I will knock on the door of the house, and after opening the door, you will kiss me on my lip and bring the lips closer to the lips of the girl..</p>	<p>Says no  Goes away.  Tells her father.</p>
<p>3- While the girl comes home from school, she meets her neighbor in the apartment. While chatting with the neighbor, he hits the girl and drops the girl to the ground. The girl touches her bottom, saying it hurts. The neighbor tells that he has a familiar doctor friend that tells the girl to take off her pants and take photo of her bottom and send it to the doctor friend and says.</p>	<p>Says no  Goes away.  Tells her parents.</p>
<p>"We take medicine accordingly."  4- Boys play a game of scoring goals. In the game, the rule is that whoever is beaten will do what the winner says. The winner of the game asks the beaten child to open the genital area</p>	<p>Says no  Goes away Tells her parents.</p>



### • Environmental arrangement

Carry out evaluation and teaching activities in a suitable environment in your home. You can use your child's room or your living room. Remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room you work in. Provide a quiet working environment. Check that the table and chair you use is suitable for your child's height. If your child is unable to work at the desk, you can also work on the floor on the carpet.

### • Attraction drawing

Use attracting drawing sentences like "You look ready to work, let's get started!", "Yes, we're getting started!" "Unless you permit it, nobody else can touch you, your private parts, hug you, kiss you, watch a video with sexual content, take a photo of you when you are not with your clothes, show you their private parts, or talk to you sexually. In such cases, you need to know what to do to protect yourself." You can prepare your child for the education by saying "Today we will learn what to do when others make inappropriate requests".

### Practice:

#### Activity 1: I'm learning to cope with inappropriate requests

Sit side by side with your child. Start working by creating an incident text with an inappropriate request that your child may experience. For this purpose, you can use the case study texts given above. Say "Now I will read a case study that can happen to you and then I will animate this event. I'll tell you what to do next. Listen to me carefully." Then read the incident text aloud twice. Say "Now watch me carefully." to your child by animating the text of the incident and what you do against the inappropriate request. After the animation, verbally explain saying "When I encountered such a request, I said no, I pushed the person in front of me, I walked away, told an adult I trusted". Ask your child to animate the event saying "Well, now it's your turn." Reward what your child can do and make reminders at the steps he / she cannot do. After the animation, and make a short repetition by saying "What should you do when you meet an inappropriate request? Show / Tell.", reward your child's correct answers, if he / she gives wrong answers, repeat the study. Carry out the mentioned work for all case study texts you prepared.

## Generalization - Monitoring:

You should also work with your child in different settings. For example, you can use the school environment. You can use different texts than the event texts you used before during generalization studies. You can support the texts not only verbally but also with the videos you take. Make sure that your child and those in the trust circle are involved. It should be monitored in order to determine whether your child forgets the skills he / she acquired and whether he / she can continue

in daily life. After your child gains the behavior, do the follow-up study at appropriate intervals in accordance with your child's characteristics and conditions, for example weekly or monthly.

## Measuring and Evaluation:

Evaluate your child's performance before, during, and after using the "Coping with Inappropriate Requests Records Form". Make the necessary preparations. Say "What should you do when you meet an inappropriate request?" and record your child's answers on the Records Form.

## "Coping with Inappropriate Requests" Records Form

The child's Name and Surname:

Criteria: %100

Target stimulant / directive: What should you do when you encounter an inappropriate request?

Skill steps	*Before the study			*During the study					*After the study	
	1	2	3	1	2	3	4	5	1	2
1. Says no.										
2. Pushes.										
3. Goes away.										
4. Tells the person trusted.										

\* Increase the number of sessions depending on your child's performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

## Explanations and Considerations:

If the abusing person has not left your child after he / she says "No" and pushes, then study the step "Shout and push the person" with your child.

Prepare the incident texts you use by considering the environments where your child spends the most time.

**Objective 9.6** Explains the safe use of printed and electronic media and internet

:

**Teaching methods and techniques:** Direct teaching

**Instructional Materials and Equipment / Teaching Technologies and Materials:**

Scenarios about inappropriate requests

**Preparation for teaching:**

• **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your child know his / her body parts? “Can he / she react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process.

• **Identifying your child's capabilities / Evaluation before the work**

Sit side by side with your child observing the personal space. Explain the safe use of printed and electronic and the rules to use those:

- Keeping personal information confidential when requested while communicating with others on the Internet
  - Not to share private area photos and videos when asked to
  - Not responding to the message when there is a message from someone she / he does not know
  - Choosing the appropriate photos and limiting the people who can see the photos while sharing their photos on the internet, (receiving support and necessary support in the selection of photos - when necessary)
  - Showing only his / her face in video calls
- Determine whether your child knows these rules and how much of these rules can be done by your child. Say “We learned what to do against requests that are not suitable for you. So, what rules should we follow to deal with inappropriate requests when using the internet, tablet or phone?” Evaluate your child's performance by putting (+) for each correct answer of your child and (-) for the wrong answers in the Records Form.

## • Environmental arrangement

Carry out evaluation and teaching in an appropriate environment in your home. You can use your child's room or your living room. Remove the toys, technological devices (phone, tablet etc.) and other items that will distract your child from the room you work in. Provide a quiet working environment. Check that the table and chair you use is suitable for your child's height. If your child is unable to work at the desk, you can also work on the floor on the carpet.

## • Attraction drawing

Use attracting drawing sentences like "You seem to be ready to work, let's get started!", "Yes, we're getting started!" and start by explaining "Some people may make requests that are not suitable for you while using the Internet and your phone. For example, someone you do not know may ask you to send a photo of your private area or ask you to share your personal information. If you do not consent, he / she cannot continue the inappropriate request. You need to know what to do in this situation so that you can protect yourself." Then continue with the practice.

### Practice:

### Activity 1: I am using the internet safely

Sit side by side or in L shape you're your child.

Say "We love spending time on the Internet, tablet or telephone. But sometimes people with whom we communicate via the Internet, tablet or phone can make inappropriate requests. In such cases, if we know the rules we need to pay attention to when using the internet, tablet or phone, we can deal with these requests. Now listen to me carefully. What rules should we follow to deal with inappropriate requests when using the Internet, tablet or phone? "

1st rule: Keep your personal data confidential.

2nd rule: Share your password only with people in trust circle.

3<sup>rd</sup> rule: Make friends with only familiar people on the internet.

4th rule: Accept only the follow requests of people you know on the Internet.

5th rule: Chat with only people you know.

6th rule: Send photos and videos of people you know only you're your clothes on.

7th rule: Only accept photos and videos of people you know.

8th rule: Sign out of your internet account when you're done.

After telling the rules, be a model by saying each rule one by one and asking your child to repeat.

Say “Listen to me carefully. My personal information is my username, home address, school, phone number and password. I will not share this personal information with anyone while on the internet. ” Then say to your child, “Now it’s your turn, what personal information should you not share on the internet? Tell me. ” Repeat this process for all other rules. After the modeling exercise, ask your child your questions about the rules. When your child needs it, help by guiding him / her. Keep working until your child says the rules without any help. Reward your child's correct answers at all stages. If your child does not answer or respond incorrectly, be a model for your child for correct answers.

### **Generalization - Monitoring:**

You should also work with your child in different settings. For example, you can use the school environment. Ensure that your child and those in the trust circle also work. It is necessary to monitor whether your child forgets the skills he / she has acquired and whether he / she can continue in daily life. After your child gains the behavior, follow up the training periodically according to your child's characteristics and conditions, for example weekly or monthly.

### **Measuring and Evaluation:**

Evaluate your child's performance before, during and after using “Safe Use of Electronic Tools and Internet Records Form”. Make the necessary preparations. Say “What rules should we follow to deal with inappropriate requests when using the Internet, tablet or phone?” and record your child's answers on the Records Form.

## “ Safe Use of Electronic Tools and Internet” Records Form

The child’s Name and Surname:

Criteria: %100

Target stimulant / directive: What rules should we follow to deal with inappropriate requests when using the Internet, tablet or phone?

Rules	Before the study			During the study					After the study	
	1	2	3	1	2	3	4	5	1	2
1st rule: Keep your personal data confidential.										
2nd rule: Share your password only with people in trust circle										
3rd rule: Make friends with only familiar people on the internet.										
4th rule: Accept only the follow requests of people you know on the Internet.										
5th rule: Chat with only people you know.										
6th rule: Send photos and videos of people you know only you're your clothes on.										
7th rule: Only accept photos and videos of people you know.										
8th rule: Sign out of your internet account when you're done.										

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

Make sure that the time you give your child to use the internet with electronic means does not exceed 1 hour. Repeat your explanations about what you can experience when your child accepts inappropriate requests. Explanations may include such sentences

“If you tell someone your personal information, they can log into your internet account and steal your information. If you send photos of your private areas, they can show them to others, etc. ”



The image features a black background with several overlapping circles. One circle is solid white and partially cut off by the right edge. Two other circles are defined by thin purple outlines and overlap each other and the white circle. A large, curved pink gradient shape is positioned at the bottom right, extending from the edge of the white circle.

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PREVENTION OF  
NEGLECT / ABUSE  
AND INTERVENTION  
METHODS IN NEGLECT  
AND ABUSE SITUATIONS

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10

## 10. PREVENTION OF NEGLECT AND ABUSE AND INTERVENTION

### METHODS IN NEGLECT AND ABUSE

Under this title, it is aimed to provide individuals with the competence to acquire knowledge and skills for the prevention of neglect and abuse and intervention methods.

#### THE CAREGIVERS NEED TO KNOW:

**Objective 10.1** Explains the abuse and negligence behaviors.

#### What are the negligence and sexual abuse behaviors?

160 Negligence is that the person who is obliged to take care of the child does not provide the necessary conditions for the child's physical and mental development, or does not take into account the child's needs in this regard. These requirements are the conditions needed to be physically and emotionally healthy. Not paying attention to the child's adequate nutrition, ignoring what she / he says, not taking care of him / her are examples of negligence. Negligence about sexual behaviors may include not noticing the changes in your child's emotional development, not perceiving their sexual desires as normal behavior and trying to prevent them.

Child abuse: telling the child things that are sexually explicit and talking / trying to talk the same content with the child, trying to show

one's sexual or private area to children, voyeurism, exhibitionism, having sexual intercourse before the child's eyes and making the child watch it, asking the child to show his / her organs, undressing or forcing the child to undress, trying to watch the child in environments such as bathroom, showing sexual items to the child, using the child for pornographic activities and showing the child sexual material (watching pornographic movies, showing photos), sexual relations, kissing, sexual embrace and touching or passive sexual behaviors such as caressing the organ. All of these behaviors are within the scope of child abuse. In summary, sexual abuse is the use of the child for the satisfaction of the sexual impulses of others, which is realized without the consent of the child, which the child cannot understand.

**Objective 10.2** Performs activities to raise awareness of the individual about neglect and sexual abuse behavior.

#### Raising awareness about neglect and sexual abuse behaviors in the individual

In order for your child to protect himself / herself, he / she must first know and make sense of what the danger is. Therefore, you should tell your child what sexual abuse is, what to do when he / she encounters such a situation, and how to ask for help.

Sexual education and privacy education that you will give to your child at home from an early age are of great importance to protect your child from all malicious behavior. You should frequently repeat privacy and protection from abuse educations in accordance with the developmental age in order to raise awareness about the concepts of neglect and abuse in your child. You should also carry out similar training to prevent your child from exploiting others.

**Objective 10.3** Lists the symptoms in the individual who has been subjected to neglect and sexual abuse.

### **Symptoms in the individual subjected to neglect and sexual abuse**

Your child may show emotional, behavioral or physical symptoms during or after sexual abuse. Emotional symptoms can be listed as the imagination of the events repeatedly, extreme sensitivity to stimuli, depression, the repetition of uncontrollable thoughts about the event, increase in anxiety levels, and re-living the event in their dreams. Behavioral symptoms may include excessive stagnation, introversion, or excessive sexual drive, sleep disturbances, frequent crying spells, screaming when there is no ground to scream. As for the physical symptoms, these may include

excessive itching or desire for excessive cleansing in the abused area, excessive sensitivity in the abused area, contraction, stomach pain, vomiting etc. In the long term, a history of sexual harassment often persists in adulthood. There may be a history of harassment in the history of various psychological disorders such as depression, sexual dysfunctions (not being able to relax despite not having a physical problem, difficulty in pooping, painfulness, irregularities in the menstruation periods) and drug use.

**Objective 10.4** Explains the ways to follow in case of neglect and sexual abuse.

### **Ways to follow in case of neglect and sexual abuse**

You should think about neglect and sexual abuse when you notice the above symptoms in your child or your child has such sharing. According to the Turkish Penal Code (TPC, 2004) Law No. 5237, notification of child abuse and neglect is mandatory. This obligation covers every citizen with article 278. In the event of such a situation, notification should be made through the institutions stated below. If your child is sexually abused, you can get help from the following people, institutions and organizations.

People, Institutions and Organizations to get Help

- 1) Counseling Service
- 2) Other Teachers at School
- 3) Family Members
- 4) Child Monitoring Center in the City where it is located
- 5) Nearest Police Station or Nearest Police / Gendarme Station
- 6) Public Prosecutor's Office
- 7) Provincial / District Directorate of Family, Labor and Social Services

#### IMPORTANT HOTLINES:

112 → Emergency Hotline

155 → Police Emergency

156 → Gendarmerie Emergency

183 → Social Support Line (Ministry of Family, Labor and Social Services)

When your child is neglected and abused, they may notice this. When your child experiences awareness, they can also apply to their teachers or official institutions and organizations mentioned above. He / she can call any of the important phones above to report / inform about the abuse / neglect he / she has experienced.

For this reason, you can include expert support (counseling teacher / special education teacher, etc.) in the studies where you will teach the institution / organization and phone numbers according to your child's performance level.

### ACTIVITIES TO BE CARRIED OUT BY THE CAREGIVERS

**Objective 10.5** Makes the individual gain awareness of neglect and sexual abuse behavior.

**Teaching methods and techniques:** Direct narration, animation

**Instructional Materials and Equipment / Teaching Technologies and Materials:** Dolls

**Preparation for teaching:**

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

“Does your react meaningfully to the instructions and questions?”, “Can he / she imitate you?”, “Does he pay attention to what you show and say for at least 5 minutes?” If your answer to these questions is "Yes", you can start working. If "No", do studies to make your child acquire these behaviors and get expert support in this process

- **Identifying the capabilities of your child / Evaluation before the study**

In order for your child to be informed about neglect and abuse, first evaluate his / her knowledge about privacy, trust circle, good and bad touch. Then create short stories to ask which behaviors are sexual abuse and neglect. Make sure that the doll you will use in the study is large enough for the child to see. Put (+) in the Records Form for the correct answers of your child and (-) for the wrong answers..

- **Environmental arrangement**

Arrange the home environment in which you will work according to your child's characteristics. Only your child and you are in the environment while doing the work. Make the environment quiet. Sit side by side with your child while maintaining the personal space distance. Keep your tools and materials to be used in the study and materials such as food and toys that your child likes in a way that will not distract your child.

- **Attraction drawing**

In order to attract your child's attention, say "Now we start working with you. You seem to be ready, let's get started. ". At this stage, prepare your child for the education saying "Today, we will learn with you what to do when people who are not in the circle of trust want to do something that upsets you, that hurts you."

**Practice:**

**Activity 1: I recognize the neglect and sexual abuse**

Exercise 1: "Now look at the child (toy) I have. "There's a boy here, you see? What is the name of the child? OK The name is ..... Look at the child playing in the park (Animate the toy child playing in the park). What is the boy doing in the park? Yes, he's playing. " Someone came to the child (Animate someone who is approaching the toy and wants to hug him down.) What does the person coming to the child do? Yes, he wants to hug." inform your child by saying "Hugging without permission is abuse. Abuse is a bad thing. "

Exercise 2: "Now look at the child I have. There's a boy here, you see? This kid is playing outside. What does he play outside? Yes, the child is playing ..... outside (Your child can say a favorite game). When the child is playing, someone approaches and touches his private area. inform your child saying "This touch is abuse. Abuse is a bad thing, "

Exercise 3: (You can use more than one toy)  
“Now look at the children I have. There are children here, you see? (Animate the children playing with the toys in your hand). Children play at home. What are the children playing together? Children are playing ..... together. One of the people who was at home tried to take one of the children into her arms without permission”. Inform your child by saying “It is abusive for someone to take you on his / her lap and touch you without your permission. Abuse is a bad thing”.

Exercise 4: “Now look at the child I have. There's a boy here, you see? Someone tried to kiss the boy by the lip (Animate on the toy). Inform your child by saying “It is abuse of someone to kiss you by the lip. Abuse is a bad thing. ”.

Exercise 5: “Now look at the child I have. Have you seen a child here? The child was playing games outside in the evening. Then he wanted to go home. But he saw another child crying in front of their house. The boy said that his mother had left him. Inform your child by saying abandoning children is negligence. Negligence is a bad thing. ”

Exercise 6: “Now look at the child I have. Have you seen a child here? This child has become very ill, he is lying (Animate the doll is sick). While the child was sick, the people at home did not take him to the doctor. The child is very sick. Nobody took care of him. Inform your child by saying it is negligence not to take the child to the hospital. Negligence is a bad thing.

After explaining the negligence and abuse to your child, the exercise must be repeated for other situations. Consider your child's attention period while repeating the exercises.

### Generalization - Monitoring:

Observe whether your child behaves correctly in the presence of other people in natural settings. When you give the correct answers, encourage your child with sentences such as "Well done, very nice". If your child gives wrong answers, repeat the study. You should watch whether your child forgets what they have learned and whether they practice what they have learned in daily life. Carry out follow-up periodically, for example weekly or monthly.

### Measuring and Evaluation:

Evaluate your child's performance before, during and after using the “Distinguishing Neglect and Sexual Abuse Records Form” sample. After making the necessary preparations, read the sentences expressed in the form in order and write your child's answers to the Records Form.

**“Distinguishes the Negligence and Sexual Abuse” Records Form Your Child’s name and surname:**

**Criteria:** %100

**Target stimulant / directive:** Tell me what the situation I am telling you is / Is the situation described in this sentence negligence? Is it sexual abuse? (Choose an appropriate instruction

for your child's level.)

	Evaluation									
	Before the study			During the study				After the study		
Target Behaviors	1	2	3	1	2	3	4	5	1	2
1. Hugging without permission is abuse.										
2. Touching the private area is abuse.										
3. Taking in the arms and hugging without permission is abuse.										
4. Kissing on the lips is abuse.										
5. Abandoning the child is negligence.										

6. Not taking the child to the hospital when he / she is sick is negligence

**Number of correct behaviors**

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses. and record your child’s responses by writing down the examples you

**Explanations and Considerations:**

Work on as many different examples as possible regarding neglect and sexual abuse behaviors

are working on. Decide when to conduct evaluation and monitoring sessions, taking

into account your child's  
characteristics and circumstances.

**Objective 10.6** Explains the ways and intervention methods to be followed in cases of neglect and sexual abuse to the individual.

**Teaching methods and techniques:** Direct narration

**Instructional equipment / Teaching technologies and materials:** Cardboard, the child's own photo, A5-size photos of family members in the circle of trust (if the size of the photos in your hand is small, you can print them out to A5 size), A5-size photos of the teacher / counseling teacher / other teachers / school administrators (the children in the school's circle of trust you can learn by talking with the class teacher), 155 police emergency pictures (156 gendarme emergency if you live in the area under the responsibility of the gendarmerie), glue, toy phone (the numbers are big and obvious, you can press the keys), picture cards

# 1 5 5 POLİS İMDAT



# 1 5 6 JANDARMA İMDAT



Child's photo

Family member  
In the circle  
Of trust

Family member  
In the circle  
Of trust

Family member  
In the circle  
Of trust

Family member  
In the circle  
Of trust

School staff  
In the circle  
Of trust

School staff  
In the circle  
Of trust

School staff  
In the circle  
Of trust

School staff  
In the circle  
Of trust

167

155

156

## Preparation for teaching:

- **Is your child ready to acquire the skill? / Does he / she have the preliminary skills?**

Does your child respond to your instructions and what you say? Does he / she know the negligence and sexual abuse concepts? Does he / she know the circle of trust and people involved in this circle of trust? Can he / she pay attention to what you show and say for at least 5 minutes? If your answer to these questions is "Yes", you can start working on the skill. If "No" support your child to get these skills and get expert support.

- **Identifying the capabilities of your child/Evaluation before the study**

As the caregiver, ensure that your child calls a familiar person and speak to him / her. Ensure that your child contacts with that person on a previously selected subject (for example things done during the day) as questions and answers. Observe whether your child properly expresses herself / himself (with single words or expressions in clear and understandable manner). Your child's sentences in the phone will guide you in this exercise. Afterwards,

Say "Where can we report negligence / abuse? Tell me." Evaluate your child's performance regarding the ways to be followed in cases of neglect / abuse and methods of intervention. Reward your child's answers.

- **Environmental arrangement**

You can use your child's room or the hall of the house for this study. Remove the items that will distract your child from the room you work in. Provide a quiet working environment. Check whether the table and chair you use is suitable for your child's height. Keep the tools and equipment that you will use in the study and food or toys that your child enjoys in a way that will not distract your child.

- **Attraction drawing**

In order to attract your child's attention, use such sentences as "Now you seem to be ready. Let's get started. Emphasize the importance of knowing what to do in case of negligence and sexual abuse. Tell your child "when someone touches your private area, leave you hungry, hurt you, you should know what to do. This is important to protect your body and prevent harms. In order to make your child understand where to use this skill, you may say "Now we will learn how to notify this negligence / abuse. Negligence and abuse are bad things.

It is very important to report negligence / abuse immediately. If you report it right away, you will protect yourself from that person. ”

### Practice:

### Activity 1: I know what to do in case of negligence / abuse.

Sit with your child side by side or in L-shape. Take a large cardboard, felt-tip pen and photographs of the person you will use. "I know what to do in case of neglect / abuse." Write the text. By showing your child a photo of your child, ask "Who is this on the photo?". Give enough time for your child to answer. Stick the photo of your child to the cardboard together by saying "Yes, this is your photo".

Show the cards with pictures of family members to your child and explain if they have experienced neglect / abuse at home. Tell that "When someone touches you or your private area, you should tell this to your mother, father, teacher (you can say the names of those in the circle of trust)." Then ask your child, "Well, if you are at home in case of abuse, to whom should you tell this?" Give him / her enough time to answer by asking. When your child gives the correct answer, reward him / her by saying "Well done, great, etc."

Stick the photos of the family members on the cardboard with your child.

"Who can you tell if you are at school in case of abuse?" Ask him to make a guess. If he answers correctly, reward him. If he answers incorrectly, say "Now let's look at the pictures and to whom should we tell." Give the picture and text of the guidance teacher to your child. By showing the person in the picture to your child, say "Look, do you know, your counseling teacher.". Ask your child to read the "Counseling Teacher" article. If he / she is illiterate, just talk about the picture, read the text. "If you are at school, you have to tell the counseling teacher.", " Explain to whom your child should tell this situation with sentences such as "Abuse is told to the guidance teacher." Then ask "What would you do if there is no counselor at that moment or if you couldn't see the teacher?" wait for his answer. If your child's answer is correct, reward him, if it is wrong, you should tell your child "You should tell the other teachers in the circle of trust.". Introduce other teachers with questions such as "Who are these teachers?" "What are their names?" and explain by saying "If you can't see a counseling teacher at school, you can tell other teachers in the trust circle about your abuse." Answer your child's questions, if any. With the questions "Who are the other teachers in your school, what are their names?"

talk to your child about his / her teachers and what can be told to these teachers.

Then stick the photos of the teachers with your child to the cardboard.

Then, ask the question "If nobody is there, where would you let me know?". If your child answers correctly, reward him. If your child does not answer or respond incorrectly, show the police picture that says 155 to your child. Talk about the answers "What do you see here? Who do you think this is?" Explain by saying "The police protect us, prevent us from doing wrong things.", "If we call 155, we can reach the police.", "155 is the number of the police." Say "You can report abuse by calling 155.". "Let's do an animation with you now." Take the toy phone out. After introducing the phone, say "Now how can you report this by calling 155, let's see" and let your child pretend to call the police using a toy phone. Model him when he needs it. "Follow me do the same." You speak first and then give the toy to your child. When modeling phone conversation, first consider that we must introduce ourselves and tell where we are calling. Tell your child that we should say "I was abused" on the telephone conversation and ask "Where else can we call other than the police?" Ask your child to make a guess. Then show the picture "183 Social Support Line".

ask similar questions and make explanations for this picture. Be a model for your child if you need it for proper calling and speaking. Call and speak first. Have your child watch you and do the same. Then stick these pictures with your child to the cardboard. Carry out this process for other places where your child will be notified. "Now tell us where we can report abuse." Let your child remember and repeat the pictures one by one. If it is difficult to remember, provide tips using the cardboard. Repeat the same study for negligence.

### Generalization - Monitoring:

Carry out similar work in different environments and with different people. It should be monitored to determine whether your child forgets what he has learned and whether he can continue in daily life. Carry out the monitoring work in accordance with your child's characteristics and conditions, at regular intervals (eg weekly or monthly).

### Measuring and Evaluation:

Evaluate your child's performance before the study, during the study and after the study using the example "I know what to do in case of neglect / abuse records form". And then give the directive "Where can we report abuse? Tell me". Record your child's answers on the Records Form.

## “I know what to do in case of negligence / abuse” Records Form

The child’s name and surname:

Criteria: %100

Target stimulant / directive: “Where can we notify about the negligence / abuse? Tell me.”

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Target Behaviorlar	Evaluation									
	Before the study			During the study					Çalışma sonrası	
	1	2	3	1	2	3	4	5	1	2
1) He tells he must notify the family members.										
2) He tells that he must notify the Counseling Service.										
3) He tells that he must notify the other teachers at the school.										
4) He tells that he must notify the ÇİM (Child Monitoring Center) in the province where he / she lives.										
5) He tells that he must notify the Nearest Police Station or Nearest Police / Gendarme Station.										
He tells that he must notify the prosecutor										
6) Tells that he should report to the Provincial / District Directorate of Family, Labor and Social Services.										
He tells that he must notify the 112 →										
Emergency Hotline.										
He tells that he must notify the 155 →										
The police.										
He tells that he must notify the 156 →										
The Gendarmerie.										
He tells that he must notify the 183 →										
Social Support Line (Ministry of Family, Labor and Social Services).										
<b>Number of correct behaviors</b>										

\* Increase the number of sessions depending on your child’s performance. Put (+) on the form for the correct answers and put (-) on the form for the wrong answers or non-responses.

### Explanations and Considerations:

After finding out which way your child will follow in case of neglect / abuse, to whom, which institutions or which numbers to report, write this person, institution and numbers on a card

and keep them in a room or at home. Frequently repeat sexual abuse prevention skills exercises that are important to your child's psychological and physical health.

The background is a solid black field. On the left side, there are two overlapping circles drawn with thin white lines. The larger circle is positioned lower and further to the left, while the smaller one is positioned higher and further to the right, overlapping the top edge of the larger circle. In the bottom right corner, there is a large, solid purple shape that curves upwards and to the left, partially overlapping the black background. On the far right edge, a portion of a white circle is visible, extending from the top edge down towards the middle of the page.

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GUIDANCE ON  
THE DISABLED  
INDIVIDUALS AND  
THEIR MARRIAGE

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11

## 11. GUIDANCE ON DISABLED INDIVIDUALS AND THEIR MARRIAGE

Under this title, it is aimed to provide guidance on marriage of individuals with disabilities, to inform them about legal regulations and to provide information about the problems to be experienced in case of marriage.

### THE CAREGIVERS NEED TO KNOW

**Objective 11.1** Explains the basic legal processes for individuals with disabilities.

**Objective 11.2** Explain the situations that will require the legal process to be started..

174 **Objective 11.3** Explains the legal arrangements for the marriage of individuals with disabilities

**Objective 11.4** Explains the problems that may arise in case of an individual's marriage and the guidance studies to be done in this regard.

### Basic legal processes for the marriage of individuals with disabilities

**Distinguishing ability:** The ability of the person to act reasonably, to understand the causes and consequences of their actions is called the ability to distinguish (the ability to act in accordance with the cultural characteristics and laws of the society in which people live; the ability to distinguish between the causes and consequences of what they do.).

**Mental disorder:** In order for a mental illness to affect one's ability to act, it must affect one's ability to distinguish, that is, the person's ability to act reasonably. (It refers to the fact that a mental illness is not able to notice the causes and consequences of the person's actions.) The point to be looked at is whether the illness affects the ability of the patient to discriminate while performing a certain procedure. What is important is the level of ability of the patient to discriminate the causes and consequences of what he / she is doing. The exception of the mental illness being able to remove the power of discrimination is seen in marriage. Regardless of whether it eliminates the power of discrimination (regardless of whether the individual distinguishes the causes and consequences they do), any mental illness is foreseen as a definite marriage barrier unless it is documented that there is no medical drawback to marry the medical board report.

**Mental weakness:** If mental competence is not sufficiently developed or later weakened, it is called mental weakness. In order for the mental weakness to affect one's actions, it must destroy one's distinguishing abilities. The restricted person is put under guardianship and a guardian is appointed. For example, if a person is mentally ill, if he can perform his personal works, is not in need of constant protection and care, or does not endanger the safety of others, he is not restricted to be mentally ill (or mentally weak).

1  
7  
5

**Eligibility:** Eligibility is the status of having (possessing) the rights and obligations that every person owns, obtained with full and right birth..

**Being able to act:** The individual's ability to be entitled to or take the responsibility of his own act.

**Guardianship:** The non-adult and non-custodial person is limited to the act of being (being entitled for rights and entitled to debt) directly and primarily, by himself and indirectly by the decision of the court, based on the need for legal protection and the reasons contained in the law.

**Absolute nullity:** It is the state of lack of ability to constantly distinguish (it is the state of inability to distinguish between the causes and consequences of what one does).

**Guardian:** It refers to the legal representative of the disabled individual

### Situations that require to initiate the legal process

When the Turkish Penal Code is examined, the crimes of attacking a person's sexual integrity physically or verbally; Sexual Assault (TCK art. 102), Sexual Abuse of Children (TCK art. 103), Sexual Relationship with Underage (TCK art. 104) and Sexual Abuse (TCK art. 105), all of these crimes can be committed deliberately.

In other words, the perpetrator who committed sexual crimes should know the meaning and consequences of the act and direct his actions accordingly.

Undoubtedly, the legal value protected in crimes against sexual integrity is the sexual immunity of the person. Sexual immunity is violated by verbs subject to crimes, which we will examine in detail below, sexual behaviors on the victim's body or words. At the same time, the indirectly protected legal value is the physical and mental integrity that may occur due to violation of sexual immunity. Since crimes with sexual content are deliberately committed as crimes in the Turkish Criminal Code, no penalty is imposed on the family of the victim or child of the victim or child who has been subjected to sexual assault or sexual abuse due to neglect. We will examine the crimes that damage the sexual integrity of the mentally disabled individuals by sexual behavior or verbal means as sexual assault (TCK art. 102) and children's sexual abuse (TCK art. 103) below.

### Sexual assault crime

“(1) A person who violates a person's body immunity through sexual behavior is punished with imprisonment from five to ten years upon the complaint of the victim. Two to five years' imprisonment if sexual behavior remains at the level of molestation.



(2) In the event that the act is carried out by inserting an organ or any other object into the body, a sentence is imposed for not less than twelve years. If this act is committed against the spouse, the investigation and prosecution will depend on the victim's complaint..

(3) If a crime is committed;

a) Against the person who cannot be defended in terms of body or soul,

b) By using the influence of public office, guardianship or service relationship provided by abuse,

c) Against a person who is in the relationship of blood or beech relatives, including third degree, or by stepfather, stepmother, stepbrother, adoptive or adopted child,

d) With a gun or by more than one person,

e) By making use of the convenience provided by the environments in which people are obliged to live together, the penalties given in accordance with the above paragraphs are increased by half.

(4) In cases where the force and violence applied for sexual assault causes deliberate injuries, intentional injuries are also applicable.

(5) The victim enters herbal life as a result of the crime

Pursuant to Article 102 of the Turkish Penal Code, it is envisaged that the person who violates the sexual immunity of a person with sexual behavior will be punished upon the complaint of the victim. The act that is sanctioned in this type of crime is the act that occurs by touching the body of the victim with sexual behaviors aimed at satisfying sexual desires. For example, the fact that the victim hugs him by holding him by the waist, and that the victim also resists and kicks, is that there is a sexual assault according to the established jurisprudence of the Supreme Court. punished for the simplest form of sexual assault crime. The investigation in the simple procedure of the crime is subject to the complaint of the victim.

However, the realization of this crime by introducing an organ or other body into the body is regulated in the law as an aggravating reason. With the term "organ", the law does not mean only "genitals", and its inclusion in any organ (finger, etc.) is considered within the scope of the crime in question. At the same time, it does not matter whether the inserted object is solid or liquid, but it is not sought for the victim to feel pain by crime. The introduction of organs or other objects into the body can be done by the perpetrator, or by the force or

threat, to the victim himself. At this stage, the complaint of the victim is not sought for the initiation of the investigation.

When the qualities of the crime are examined, the punishment that will be given to the perpetrator will be increased by half if the acts that have the nature of sexual assault cannot be defended in terms of body or soul. The point to be considered in terms of the person who cannot defend himself in terms of body and soul is that the victim is in a position to eliminate the possibility of resisting the criminal sexual act. It does not matter whether the condition in question is permanent or temporary.

### Sexual abuse of children

“(1) (Revised first and second sentence: 24/11 / 2016-6763 / 13 art.) The person who abuses the child in terms of sexuality is punished with imprisonment from eight to fifteen years. In the event that sexual abuse remains at the level of prolapse, a sentence of up to three years to eight years is imposed (Additional sentence: 24/11 / 2016-6763 / 13 art.). In the event that the victim has not completed the age of twelve, the punishment to be imposed cannot be less than ten years in case of abuse and five years in case of molestation. In case the perpetrator of the perpetrator who is at the level of concussion is a child, an investigation and investigation is subject to the complaint of the victim, guardian or guardian. From the term sexual abuse;

a) All sexual behaviors against children who have not completed or completed the age of fifteen, but whose ability to perceive the legal meaning and consequences of the act has not developed,

b) Sexual behaviors against other children based only on algebra, threat, cheating or any other reason affecting willpower are understood.

(2) (Re-amendment: 24/11 / 2016-6763 / 13 art.) In the event that sexual abuse is carried out by inserting an organ or other body into the body, a sentence is imposed for not less than sixteen years. If the victim has not completed the age of twelve, the sentence cannot be less than eighteen years.

(3) If the crime is committed;

a) by more than one person,

b) By benefiting from the convenience provided by the environments in which people have to live together collectively,

c) Against a person who is in the relationship of blood or remote relatives, including third degree or stepfather, stepmother, stepbrother or son by acquaintance,

d) Guardian, educator, instructor, carer, foster family or healthcare providers or those who are obliged to protect, care or supervise.,

e) The penalty to be imposed in accordance with the above paragraphs is increased by half, if committed by the abuse of influence provided by the public office or service relationship.

f) If sexual abuse is carried out by means of (a) algebra or threat against children in the first paragraph, or by using weapons against children in sub-paragraph (b), the penalty to be imposed according to the above paragraphs is increased by half.

(5) In cases where force and violence resorted to sexual abuse cause deliberate injuries of deliberate injury, provisions are also imposed on deliberate injury crime.

(6) As a result of the crime, the victim enters herbal life.

In case of death or death, an aggravated life imprisonment is sentenced

As it can be seen from the above article, the crime of "Sexual Abuse of Children" is regulated in the Article 103 of the Turkish Penal Code and the law has made a triple distinction. Accordingly, the child made the distinction between the child who has not completed the age of fifteen, the child has not completed the age of fifteen, or has not yet developed the ability to perceive the legal meaning and consequences of the act. If the victim has completed the age of fifteen, another reason affecting algebra, threat, fraud or will is sought for this crime to occur. However, the legislator also predicted that the punishment would be increased by protecting

the child who had not completed the age of twelve within the article. The legal value protected by this crime is the benefit of the child victim. The lawmaker has protected the child, both outside and outside, by not respecting the consent of children under the age of fifteen to prevent the victim child from dealing with sexual behavior in sexual abuse. The act, which is sanctioned by the first paragraph of Article 103, is the abuse of the child with sexual behaviors and a prison sentence of three to eight years is foreseen. In the event that sexual abuse is carried out by inserting an organ or other body into the body, a sentence is imposed for not less than sixteen years. In the event that the victim has not completed the age of twelve, the punishment cannot be less than eighteen years.

Crime; Taking advantage of this in places where people are obliged to live together by more than one person, by making use of blood or relatives including third degree beech relapse, or by using a step-by-step mother, father, sibling and similar relationship or public duty. or the penalty to be imposed is increased by half, even if it is committed easily with the service relationship or against the protection and surveillance obligation such as guardian, trainer, teacher, doctor and so on. If the victim child has entered herbal life or died as a result of the crime, the punishment to be imposed is an aggravated life imprisonment..

### Sexual Harrassment Crime

“(1) A person who is sexually harassing someone is sentenced to six months to three years of imprisonment upon the victim's complaint, if the act is committed against the child from three months to two years or a judicial fine.

By taking advantage of the convenience provided by the public service or service relationship or family relationship,

b) Guardians, educators, instructors, carers, foster families or healthcare providers or persons who have a protection, care or supervision obligation,

c) By making use of the convenience provided by working in the same workplace,

d) By taking advantage of the convenience provided by the mail or electronic communication means,

e) If it is committed, the penalty to be imposed in accordance with the above paragraph is increased by half. Due to this verb, if the victim had to quit his job and leave school or his family, the sentence cannot be less than a year. ”

Pursuant to Article 105 of the Turkish Penal Code, it is regulated that people who make an attack against a person's sexual integrity, with words and behavior, without physical contact, will be punished upon the victim's complaint.

Processing the act against the child is an aggravating reason. The punishment to be imposed cannot be less than a year if the victim has been forced to leave their school or family on sexual harassment.

### Legal arrangements regarding the marriage of people with disabilities

A minimum age for marriage is stipulated in the civil code. People who are above the marriage-marriage age stipulated in the law but do not have the power to discriminate also do not have a license to marry. On the other hand, the provisions to be applied depending on whether they are over the age of marriage and have the power to distinguish, whether they are adults or not, are limited. Those who have the power to distinguish, who are over 18 years old, mature and not limited, have full marriage license; They are limited in their ability to discriminate and those who are over the age of marriage (minors) have a limited marriage license. In summary, among other conditions of having a full or limited marriage license; two basic conditions are age and power to distinguish. Having reached the age of marriage is not enough to be married alone. In addition, the law seeks to have the power of discrimination as the second condition of being able to marry by introducing the provision that “those who do not have the power to discriminate cannot marry”.



As is known, the power of discrimination is a relative concept and it means being able to understand the causes and results of the work done. The ability to distinguish in terms of marriage is to have the ability to understand the meaning and purpose of marriage and to understand the obligations and duties related to marriage. As mentioned above, even though people who lack the power of discrimination get married, this marriage is null and void. However, the type of invalidity varies depending on whether the lack of discrimination is permanent (permanent) or temporary. It will be emphasized on the void. However, here, briefly, the difference in between; While the result of the lack of the ability to constantly discriminate is absolute nullity (the state of being unable to discern the causes and consequences of what the person is doing); only temporarily (for example, one of the parties during the marriage ceremony drunk) while performing the marriage ceremony results in relative butlan (partial inability to distinguish the causes and consequences of the person's actions).

**People with mental illness cannot marry unless they are understood by the official medical board report that they have no medical problems in their marriage.** The mental illness mentioned here is mental illness that does not constantly eliminate the power of discrimination. Because if the mental illness permanently removes the ability to distinguish, the person does not already have a marriage license.

## Problems that may arise in case of Individual Marriage and Guidance Studies on this subject

The rights of individuals regarding marriage and sexual relationships are primarily regulated between Articles 145 and 160 of the Turkish Civil Code. However, before proceeding to these articles, it is necessary to define the concepts of discrimination power and driving license. Our Turkish Civil Code regulated two types of driver's licenses; license and act license. The right to a right is a competence obtained through full and right birth, so that every person has the right to be entitled to the rights and debts. Likewise, all the people refer to the equality article in the Constitution, by saying that they are equal in qualifying rights and debts within the boundaries of the legal order. Action license has been regulated negatively in the Turkish Civil Code. An individual has the capacity to act if he can be entitled or under debt as a result of his own act. Article 10 of the Turkish Civil Code regulated the conditions of the act of driving license, both positive and negative. Positive conditions have the power to be mature and distinguish; is not restricted by its negative condition. The issues that need to be explained in relation to our subject are the concepts of "discrimination power" and "constraint". Firstly, if we explain the concept of "power of discrimination"; the power of discrimination is the ability of the individual to act reasonably, and to understand the causes and consequences of their actions. As can be seen from this definition, the power of discrimination has two elements: consciousness and willpower. Consciousness is the ability to evaluate the causes and consequences of one's actions. Here, he does not need to understand all the consequences of his movement. It is enough for him

to know the desired result and act accordingly. The will is for the person to act in order to realize a matter that the person evaluates. The power of discrimination is defined negatively in Article 13 of the Turkish Civil Code. In other words, the lawmaker, who accepted that the power of discrimination as a rule in individuals, listed in which cases the individuals lacked the power of discrimination. Accordingly, anyone who is not deprived of his / her age or lack of mental ability, mental weakness, intoxication, or any other reason for such reasons has the power to distinguish according to this Turkish Civil Code. Other issues to be emphasized are the concept of "mental weakness" and "mental illness". Mental illness can be defined as mental or brain diseases that affect an individual's mental state. However, it is worth noting that not every disease that medicine considers as a mental illness is important in terms of its ability to act.

In order for a mental illness to affect its ability to act, it must be capable of affecting the ability to distinguish, that is, the individual's ability to act reasonably. Weakness, on the other hand, is defined as the intellectual angels of the individual not being developed enough or weakened afterwards.

In order for this situation to affect the acting license, it must be capable of destroying the power of discrimination. Indeed, the power of discrimination is a relative concept. That is, it is necessary to determine whether the power of discrimination exists in each event individually. The point to be examined is whether the individual is acting reasonably in general or whether he always has the will to power against external factors; The point to be determined is whether the person has the power to discern during the process in question. The arrangement of the concepts of mental illness and power of discrimination in the Turkish Civil Code, besides the acts of action and guardianship, also appears in terms of marriage.

**Those who do not have the power to discriminate about the legal meaning and consequences of marriage are completely unqualified for the legal process of marriage, in other words, they cannot be married (TCC art. 125), and limited individuals are not able to marry without marriage, they cannot marry unless their legal representative has permission. (TCC art. 127). In this context, it is necessary to document that an individual with a mental illness who wants to marry does not have a medical drawback to marry the medical board report. Otherwise, all of the marriages in this regard are invalid with absolute nullity according to the Turkish Civil Code.**

Cases requiring guardianship are regulated under two main headings: minority and constraint in the Civil Code. It is organized as mental illness or mental weakness, extravagance, alcohol and drug addiction, freedom-bound punishment and restriction on request. In other words, restraints cannot be requested in external cases. The reasons for the restriction related to our topic among these sub-headings are tutelage and demand restrictions due to mental health or weakness. Restriction due to mental illness or weakness is regulated in article 405 of the Turkish Civil Code. Accordingly, "An adult who cannot see his / her work due to mental illness or mental illness or who needs constant help for his protection and care or endangers the safety of others is restricted" ..

First, let's examine what mental illness and mental weakness are in two headings as biological and social conditions. As a biological condition, an individual must have a mental illness or a mental weakness to be constrained. However, article 409 of the Turkish Civil Code stipulates that the restriction will be decided only on the official health board report due to mental illness and mental weakness. As a social condition, the phrase "unable to see their business due to mental health and weakness or need constant help for its protection and care" is to protect the individual and the phrase "endangering the safety of others" is a protection measure to protect third parties.

Another issue to be examined is the restriction on request. Here, the legislator made it possible to appoint a guardian to the adult person, who has the power to distinguish in the presence of some limited conditions apart from the reasons we have explained. According to Article 408 of the Turkish Civil Code, every adult who proves that he / she cannot manage his / her work properly due to his "old age" (amended phrase: 6462 - 25.4.2013 / m.1 / 52-c) "disability", inexperience or serious illness". The phrase "disability" here was introduced in 2013 with the law numbered 6462. It is undoubtedly intended to restrict individuals with physical disabilities that the legislator refers to as "disability". Because, according to the Turkish Civil Code, individuals with mental and psychosocial disabilities are considered to be mentally ill or mentally weak, since they are deemed not to have the power to distinguish and their legal actions are already considered invalid and they are already private. Since the demand for restriction here is an exercise of absolute right attached to the person, the individual making this request must have the power of distinguishing.

The demand element here should also be clear, but the individual does not have to go and make a request; For example, he / she can accept the custody of a third person with the notification of acceptance.

While examining the third person's notice, it is necessary to briefly mention the course of the guardianship case. The court in charge of the guardianship court is the Magistrate's Court in the settlement of the person to be taken under guardianship. The authority here concerns the public order as it is the final authority and is observed by the court *ex officio* (without permission). Due to mental illness or mental weakness, the restriction is decided only through the official health report, where the judge can listen to the person who should be restricted. However, it is also regulated that this individual can rest before the judge makes a decision on restriction. Although it seems to be optional to "listen" from the letter of the law, the Supreme Court did not find it appropriate to decide on the individual without rest, which will be restricted in various decisions. The restriction decision is announced immediately in the place where the restricted is registered with the settlement and the population. The announcement here consists of notifying the third parties that the restriction decision has been made. The provisions regarding the appointment of the guardian are regulated in Articles 413 - 425 and 457 of the Turkish Civil Code.

Real and unrestricted natural persons can be appointed as guardians. In addition, in our opinion, the phrase "capable of doing this task" mentioned in the first paragraph of Article 413 of the Turkish Civil Code should be taken seriously. Because, if the person to be appointed as a guardian for the mentally and psycho-socially disabled individuals who are our subject, if they are not from the family, specialist people should be appointed if possible, who are knowledgeable about this subject. The mandatory article 456 sets the duty period of the guardian to be two years. At the end of the period, the Magistrates' Court, where the custody decision has been taken, may extend the duty of the guardian, whose duty has been completed by taking into consideration the interests of the individual under guardianship, for two years..

Some writers in the doctrine argue that this period is the mandatory rule and that the guardian will not be able to take any action as a legal representative after the completion of two years. However, as a rule, the Supreme Court accepted the appointment of the guardian for two years in its various decisions. Since this rule was not mandatory and there was no evidence that the guardian had been dismissed from his duty, he did not find it correct to dismiss the case on the grounds that no additional decision was taken that the guardian's term of office was extended. If we examine the authority of representation; the guardian is the legal representative of the individual under guardianship.

In addition, the guardian is responsible for the damage caused to the guardianship with his imperfect behavior while performing his duty. The guardian acts as a legal representative and acts as a direct or indirect representative.

If the person under guardianship is incompetent, the guardian himself himself, except for the prohibited transactions, for the account of the person under guardianship, must do. Legal proceedings by incompetent persons are absolutely null and will not validate the permit or consent process to be granted in relation to that legal transaction. If the person under guardianship is limited incompetent, the guardian may carry out transactions for the person under guardianship, except for prohibited transactions, as well as the person under his guardianship (in other words, small or restricted with the power of discrimination) or without permission the guardian can validate it from the very beginning by giving him a grant.

**The legal representative cannot delegate his representative authority to a third person.** However, as a rule, it is possible for the representative to grant a third party representation authority in relation to an individual legal process within the framework of representation authority. For example, the legal representative can delegate representation to a lawyer for a lawsuit to be filed on behalf of the person under guardianship. Apart from the permits that the guardian can obtain from the relevant courts, there are also prohibited procedures. What these prohibition procedures are regulated in article 449 of the Turkish Civil Code

Accordingly, the legal representative cannot be a prophet on behalf of the person under guardianship, cannot establish a foundation and cannot make important donations. In these transactions, it is not possible for the limited license to give permission or consent to the legal representative. However, it is useful to examine Article 450 of the Turkish Civil Code. In the said article, "If the person under guardianship has the ability to form and explain his views, the guardian is obliged to take his opinion as much as possible before deciding on important works." and the guardian has an obligation to listen to the person under guardianship. Undoubtedly, the guardian should inform him at every point necessary so that the person under guardianship can form a healthy view. However, in spite of this listening obligation, the legal action and decisions to be taken by the guardian without listening to the person under guardianship are also valid. In other words, an obligation is imposed; however, no legal sanction was envisaged. As stated in the second paragraph of the article, "The person under guardianship finds the job appropriate does not relieve the guardian from responsibility." The statement relates to the responsibility of the guardian to continue in cases of harm to the person under custody or consent after legal proceedings. If we examine the act of the guardianship alone, the person who has the power to discriminate and may be under obligation or waive a right with the explicit or implicit consent or consent of his guardian. It is undoubtedly limited here by the person under guardianship who has the power to distinguish.

The permit or consent here is a complementary phenomenon as a validity requirement for legal proceedings. Here, if the guardian allows legal action from the beginning, there is no problem - the legal action is valid. The issue to be examined is whether the guardian gives consent. In this period, the legal process is null and void. The guardian, who learns that the person under guardianship has entered into a legal procedure, must provide a transaction in a reasonable time. If the transaction is granted, it is deemed to have been established since the beginning of the transaction. However, if the guardian does not reveal his will to give the transaction within a reasonable time or if he declares that he did not, he becomes effectively superstitious from the beginning of the transaction. The Turkish Civil Code did not grant unlimited authority to the guardian; In the Article 462 of the Turkish Civil Code, the permission of the guardianship authority along with the permission of the guardian; In the 453th article of the Turkish Civil Code, the permission of the guardianship and the one-time supervisory authority (the Civil Court of First Instance) required. The termination of the guardianship is also listed in the 479th and later articles of the Turkish Civil Code.

It is necessary to go to a dual distinction as the guardianship duty ends spontaneously and when the guardianship mission does not happen spontaneously. When the guardianship ends spontaneously, the death of the guardian, his inability to become a license (in other words, his appointment of a guardian) can be counted as the guardian's duty expired. In cases where guardianship duty does not end spontaneously, presence of guardianship barriers and the existence of the reason for avoiding guardianship. If the guardian neglects his duty heavily during his tenure, abuses his powers, behaves in trusting behavior, is unable to pay his debts, or otherwise. If the guardian's inability to perform his duty for reasons and the interests of the guardianship are compromised, the guardianship authority may dismiss the guardian. The court of jurisdiction with dismissal here is the Magistrates' Court

The image features a black background with several overlapping circles. One large circle is outlined in a thin red line and is positioned on the left side. Another circle is partially visible at the top left, and a third is partially visible on the right edge. A solid red shape, resembling a large curved triangle or a sector of a circle, is located in the bottom right corner. The number '186' is printed in white within the large red-outlined circle.

186

DRAFTING AN  
INDIVIDUALIZED  
EDUCATION PLAN  
CONSIDERING  
SEXUAL DEVELOPMENT

187

12

## 12. DRAFTING AN INDIVIDUALIZED EDUCATION PLAN CONSIDERING SEXUAL DEVELOPMENT

Under this title, it is aimed to give you the knowledge and skills to prepare an individualized education plan.

**Objective 12.1** Determines the needs of the individual regarding sexual development.

**Objective 12.2** Collaborates in the implementation of the Individualized Education Plan.

### Forms to be used in the work:

ANNEX 1 (Sexual Education Performance Determination Form)

ANNEX 2 (Individualized Education Plan Form)

ANNEX 3 (Sexual Development Teaching Monitoring Form)

### Process of developing the IEP

In order to be able to support your child's sexual development, you should accept that sexual development is a development area and should be supported, you should sincerely answer the questions posed to you in order to determine the need and collaborate with the experts.

Since you are a natural member of the IEP unit as a caregiver, fill the "Sexual Education Performance Determination Form" before the IEP meeting in order to cooperate with the teacher / specialist during the preparation and implementation of the IEP. In this form in

ANNEX 1, make sure to answer each item as "Yes" or "No". In the process of filling out the form, you can exchange information with the people in your child's trust circle and get information from them. As a caregiver, the items you mark as "Yes" in the form related to your child's sexual development are what your child can do. The items you marked as "No" refer to the behaviors you should work with. After the form is filled, fill the IEP form in ANNEX 2 in cooperation with teachers / specialists. Finally, you can follow your teaching process by filling the form in ANNEX 3.

## Annex 1 Sexual Education Performance Determination Form

Acquirement	Yes	No	Explanatio
knows that the toilet and bathroom have a room.			
Recognizes the intimate parts of your body.			
Knows the privacy areas in your home.			
Uses the privacy areas in the house according to their needs.			
enters the privacy area of others by asking for permission.			
sleeps alone in his own bed.			
cleans his private areas.			
Recognizes people who are in the circle of trust.			
When needed, asks for help from people in the trust circle.			
distinguishes between good and bad touch.			
knows what to do if he is subjected to bad touch.			
Knows gender roles.			
Acts according to gender roles.			
Gets dressed according to gender roles.			
follows the menstrual period.			
Knows the use of pads during the Mens (menstrual) period.			
wears his underwear and clothes.			
takes off her underwear and clothes.			
makes relaxation behaviors.			
knows where to do the relaxation behavior.			
Doesn't let someone kiss with or without permission			
Notices the changes in his the body during adolescence.			
Baths alone.			
does not open private areas.			
does not open private areas of others.			
asks for permission to touch.			
does not touch his private areas other than privacy places.			
does not touch the privacy of others.			
only meets the toilet needs in the toilet.			
makes cleaning after relaxation.			
does not use sexual topics in daily conversations.			
When neglected and abused, he tells the person in the trust circle.			
Tells the situation of neglect and abuse he witnessed to the trusted people			
In case of neglect and abuse, he knows the phone numbers (155 or 156) to call to ask for help.			





\* PS (Physical support): When your child cannot perform physical skills, you help him / her by holding their hands.

\* MO. (Modeling): Show your how to do if your child cannot do the skills.

\* VC. (Verbal Clue): You should tell your child how to do if your child cannot do the skills.

\* I. (Independent): Your child's ability to do the skills correctly without help every time.

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# Desem

developing sexual education model  
for mentally disabled people



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