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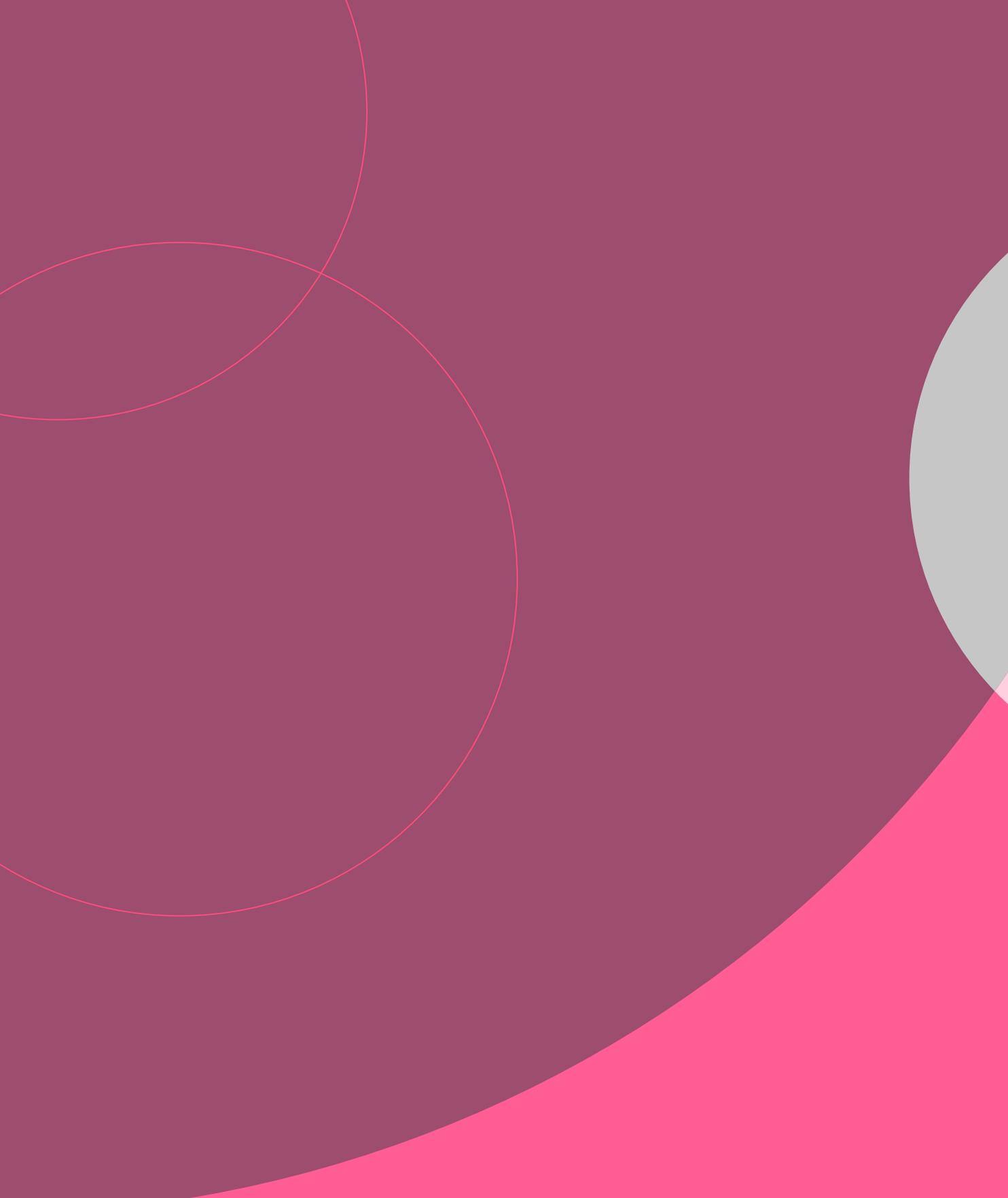
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SEXUAL DEVELOPMENT
STAGES AND
RELATIONSHIP WITH
OTHER DEVELOPMENT
AREAS

1

1. SEXUAL DEVELOPMENT STAGES AND RELATIONSHIP WITH OTHER DEVELOPMENT AREAS

Objective 1.1 Explain what the development areas are

Objective 1.2 Explain sexual development area as a development area.

Objective 1.3 List the stages of sexual development.

Objective 1.4 Explain the relationship of sexual development with other development fields.

Target Group: Teacher

Activity Type: Informational

Activity 1:

Tools-materials: A3 papers, felt-tip pens, gum adhesive, development areas title cards, cloth bag / envelope / box

“Hello participants, today we are going to do a study with you about the development areas of people. What do you think is improvement?” The activity starts with the question. Teacher’s answers are received and development is defined as “It is a regular and successive

process that is seen depending on age, from the womb to death.”

Then he asked the teachers, “What are the areas of development?” After the answers of the teachers are received, the statement is made “Development areas can be listed as physical development, cognitive development, language development, personality development, emotional development, social development, moral development and sexual development. As it is seen, sexual development is one of the areas of development. ”.After this explanation, “What do you think are the features of these development areas?” A question is asked. After this question, the educator divides the participants into eight groups. Each group pulls a previously prepared development title from the box (Annex 2). The trainer asks the participants to write down the features they know about the development area they have drawn on small papers distributed to them. Participants are given 5 minutes for this task. Meanwhile, the educator pastes the titles of eight development areas on the board that the participants can see. When the time is up, each group is asked to stick the small papers they have prepared under the title of their development area. After all participants have pasted their papers, the area

of development and the information written below are read out to the participants.

Talking about the features of the written development period, the suitability of the title is discussed. Then the educator asks the participants “Do you think there is another development feature that should be added?”. The answers are evaluated, the related ones are written on the blackboard under the papers. The missing ones are completed by the trainer. From Guidelines for the Protection of Neglect and Abuse and Privacy Education for Individuals with Mentally Disabled Individuals will be utilized.). This process is repeated for each development feature title, and the first activity is completed with the participants.

Activity 2:

Pointing out the educational areas and titles of educators, “Sexual development is one of the areas of development that the individual spends in life-long processes from birth to death. A healthy sexual development is another important requirement for being mentally, physically, emotionally and socially healthy individuals. Sexuality is an important part of human existence.” he says. After the educator draws attention to the field of sexual development, s/he explains that

sexual development lasts for a lifetime and is intertwined with other development areas; explains to the participants that it is related with other areas of development. For this purpose, the trainer prepares a powerpoint presentation on the following explanations from the Manual Guidebook for Educators and Teaching of Protection from Neglect-Abuse, and makes their explanations through the presentation.

Objective 1.5 explain the changes that occur in the body during adolescence.

Target Group: Teacher

Event Type: Informational

Activity 1:

Tools-materials: Blank human body posters representing a woman and a man, gum adhesive, felt-tip pen and wooden pencils, adhesive paper. The event starts with a greeting with the participants. Then the following statements are spoken and “How old of a child’s statements did these sentences remind you” is asked.

- I don’t feel happy today!
- Nobody understands me!
- Actually, I am very smart but I cannot suc-



ceed because I do not work.

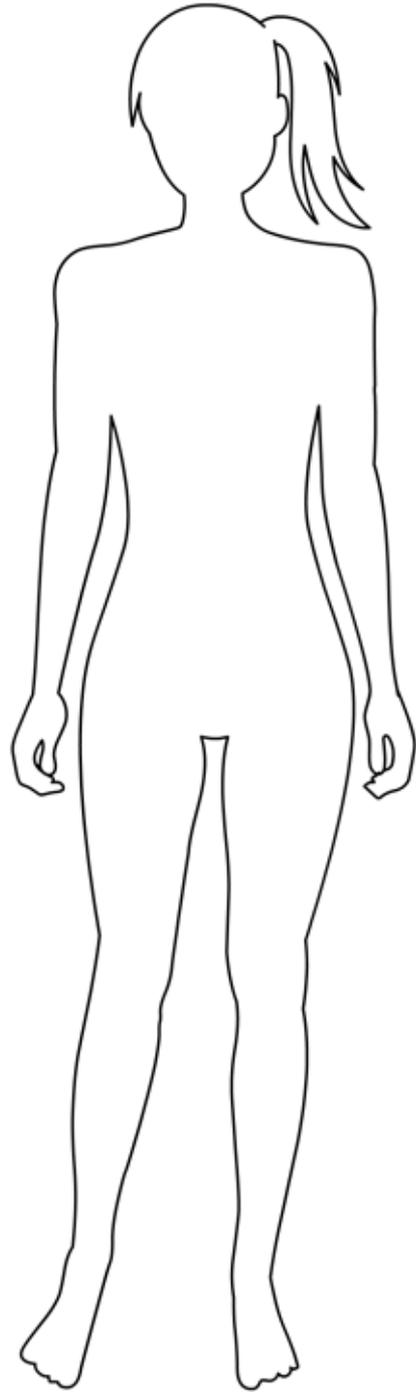
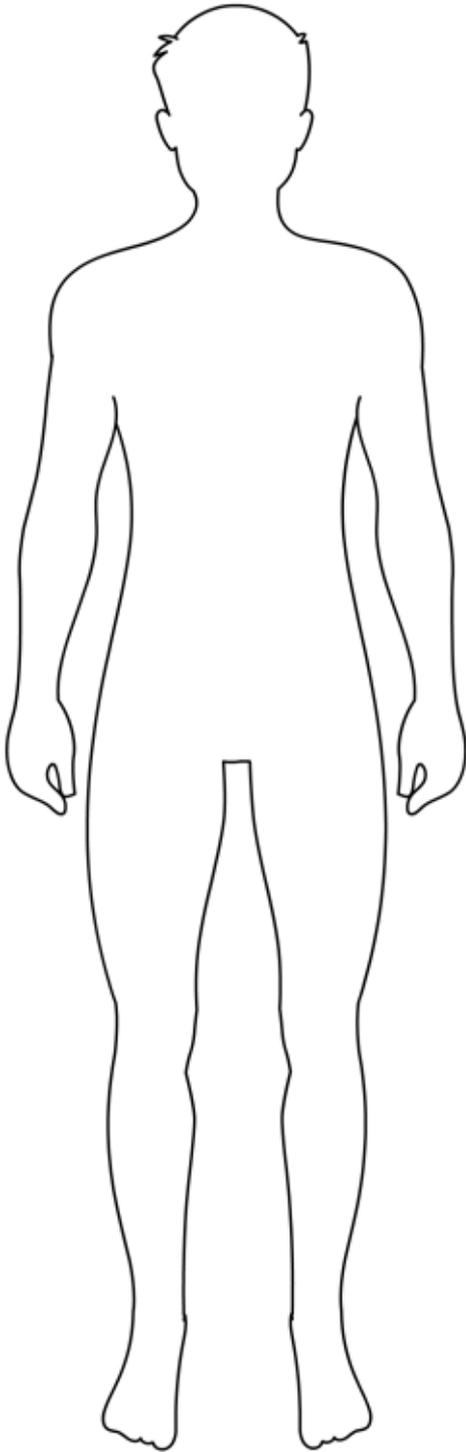
- I'm very ugly.
- I hate myself

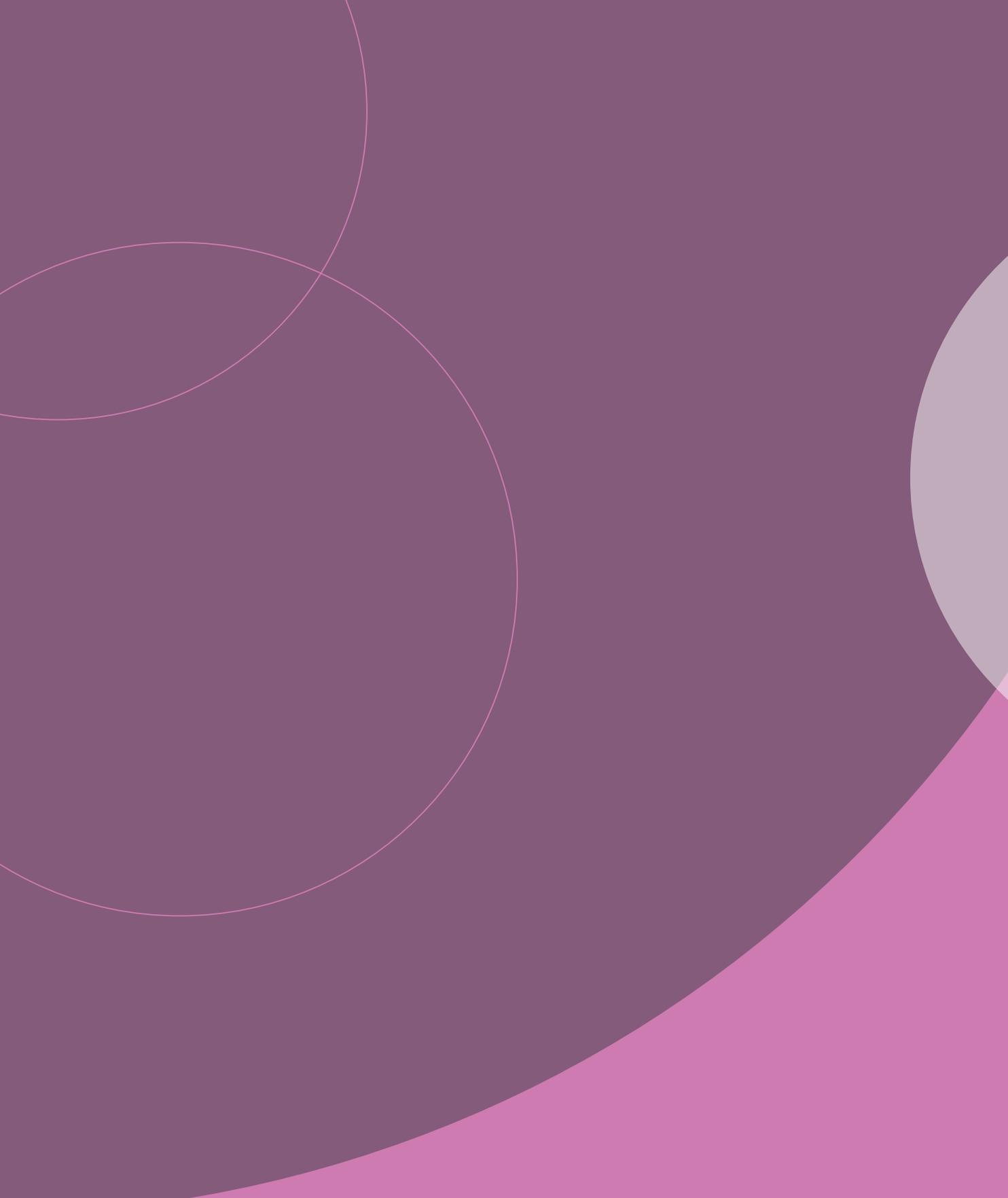
Answers are received from the participants and explanations are made with an emphasis on adolescence. These statements were made in adolescents with children or children in this period. It is stated that there are expressions heard by the working individuals frequently. Then, by asking a question, "Well, what would this word be if you wanted to describe adolescence in one word?" participants are asked to write their answers on the adhesive papers distributed to them. The written expressions are adhered in a place which is determined by the trainer and can be easily seen by the participants. The answers are read out loud to the participants one by one. The participants are asked "How about getting to know adolescence a little more?" The blank human body posters representing a woman and a man are hung in a suitable area that all participants can easily see. Participants are asked to write the changes that occur in adolescence on blank posters, or to show them by drawing (marking). The missing or incorrect expressions on the poster are completed and corrected by the trainer. The

following information is used in this process:

- ✓ Acne increases because the sebaceous glands work hard, black spots appear on the skin.
- ✓ Body folds are evident.
- ✓ Breasts become evident in girls.
- ✓ Male genitals grow.
- ✓ Hair growth increases. The genitals and armpit hair grow longer.
- ✓ Beard and moustache appear in men.
- ✓ In men, the voice changes and thickens.
- ✓ Menstrual period begins in girls and vaginal discharge occurs.
- ✓ Men produce sperm.
- ✓ Height increases, weight gain increases.
- ✓ Sweating increases, sweat smells.
- ✓ Muscles develop.
- ✓ In men, lump appears in the larynx.

After the presentation, the subject is reviewed and the session is ended by making a general evaluation with questions and answers.





The background is a solid pink color. On the left side, there are several overlapping circles in shades of purple and pink. A thin white arc curves across the upper right portion of the page. A small white dot is located on this arc. To the right of the text, there is a solid dark grey circle. In the bottom right corner, a large white number '2' is displayed.

SUPPORT FOR SEXUAL
DEVELOPMENT AND
PERSONS' CARING ROLE
AND RESPONSIBILITIES
IN THIS PROCESS

2

2. SUPPORT FOR SEXUAL DEVELOPMENT AND PERSONS' CARING ROLE AND-RESPONSIBILITIES IN THIS PROCESS

Objective 2.1 explain the importance of supporting the sexual development area.

Objective 2.2 explain the importance of supporting sexual development.

Objective 2.3 list the roles and responsibilities in supporting sexual development.

Target Group: Teacher

Event Type: Informational

Activity 1:

Tools-materials: A3 papers, felt-tip pens, adhesive papers, ANNEX 2

“What does the term sexual development mean to you?” he asks and makes the following explanation by getting answers from the participants. Sexual development area is an area that needs to be studied just like other development areas, sexual skills are natural and necessary skills to be taught as much as the muscle skills we teach in physical development or the literacy skills we teach in cognitive development. Especially sexual development that affects the field of emotional development; the formation of sexual identity

directly affects personality development through the processes of acting in accordance with sexual identity, adopting roles and characteristics appropriate to sexual identity. Therefore, providing sexual education to developing individuals at an early age appropriate to their age affects all areas of development, especially emotional and personality development, along with sexual development area. It serves to improve mental health and thus facilitates the individual's adaptation to society. These processes reveals the importance of supporting sexual development for all individuals. However, supporting this development area is vital for individuals having difficulties in learning abstract concepts, ones with intellectual disabilities who cannot understand. The sexual development of individuals with intellectual disabilities encompasses sexual feelings, behaviour, skills and beliefs. This process is closely related to independent life skills such as daily life skills, interpersonal skills, safety skills, health skills, self-care and self-determination skills (which include skills such as self-determination, self-awareness, self-management, self-responsibility, taking responsibility for life). The trainer asks the question to the participants, “Then what kind of benefits do you think promoting the sexual development of individuals with intellectual

disabilities?” and hangs the tree picture on the board. Then s/he distributes the coloured sticky papers to the participants to write their thoughts.

After the participants write their thoughts on the papers in their hands, they stick the papers in their hands to the branches of the tree. After the statements of the participants are read one by one by the trainer, the following statement is made.

To support the sexual development of individuals with intellectual disabilities;

- Be aware of gender in early childhood,
- Noticing their gender and the gender of others in preschool period and expressing the common and different characteristics of the genders,
- Learning the special parts of the body in the primary school period, distinguishing the physical differences in the opposite sex,
- Dressing in accordance with gender and interacting with peers in primary and secondary school years,
- To learn the characteristics of adolescence in middle school period,
- To learn the diet suitable for adolescence,

To know what to pay attention to in personal care during adolescence,

- Caring for the menstrual period,
- Gaining unwanted hair removal and other personal care skills in high school,
- To learn what is relaxation, in which context, when, how often and how to do it, to learn about sexual relaxation,
- To acquire social skills to establish social relations correctly during and after adolescence,
- Gain basic security skills and concepts such as privacy, harassment and abuse protection,
- Demonstrate self-determination skills such as self-directedness, decision making, and selection in situations such as interacting correctly with the opposite sex, preventing undesired behaviour,
- It allows them to learn how to behave in many social environments to be entered in adult life.

In short, promoting sexual development serves social acceptance and participation by ensuring the acquisition of all lifelong essential skills. The trainer asks the participants, “Well, who you think has the biggest role and responsibility in this situation?” and makes the following explanations after receiving the feedback of the participants.

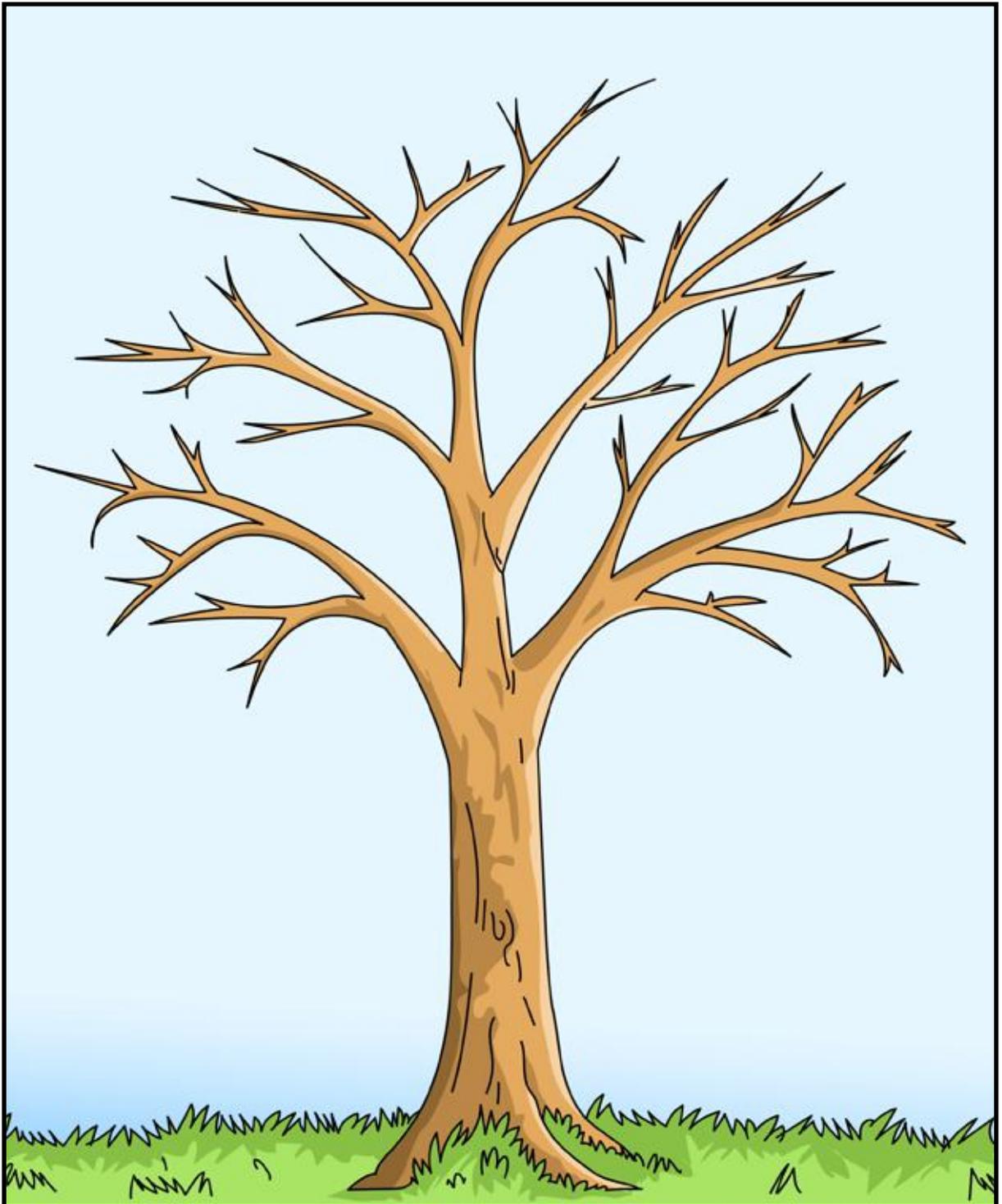
The main responsibility for supporting sexual development belongs to the family. Since the family plays a key role in promoting sexual development, trainers should organize family trainings first, and explain in details what the family can do, and emphasize the importance of parental roles.

Some skills in sexual education are taught by families at home. Trainers should work in coordination with the family in teaching these skills, tell the family what to do at home and follow this process closely. In this process, it is extremely important to speak in the family language, to guide the family by paying attention to the sensitivity and privacy of the subject.

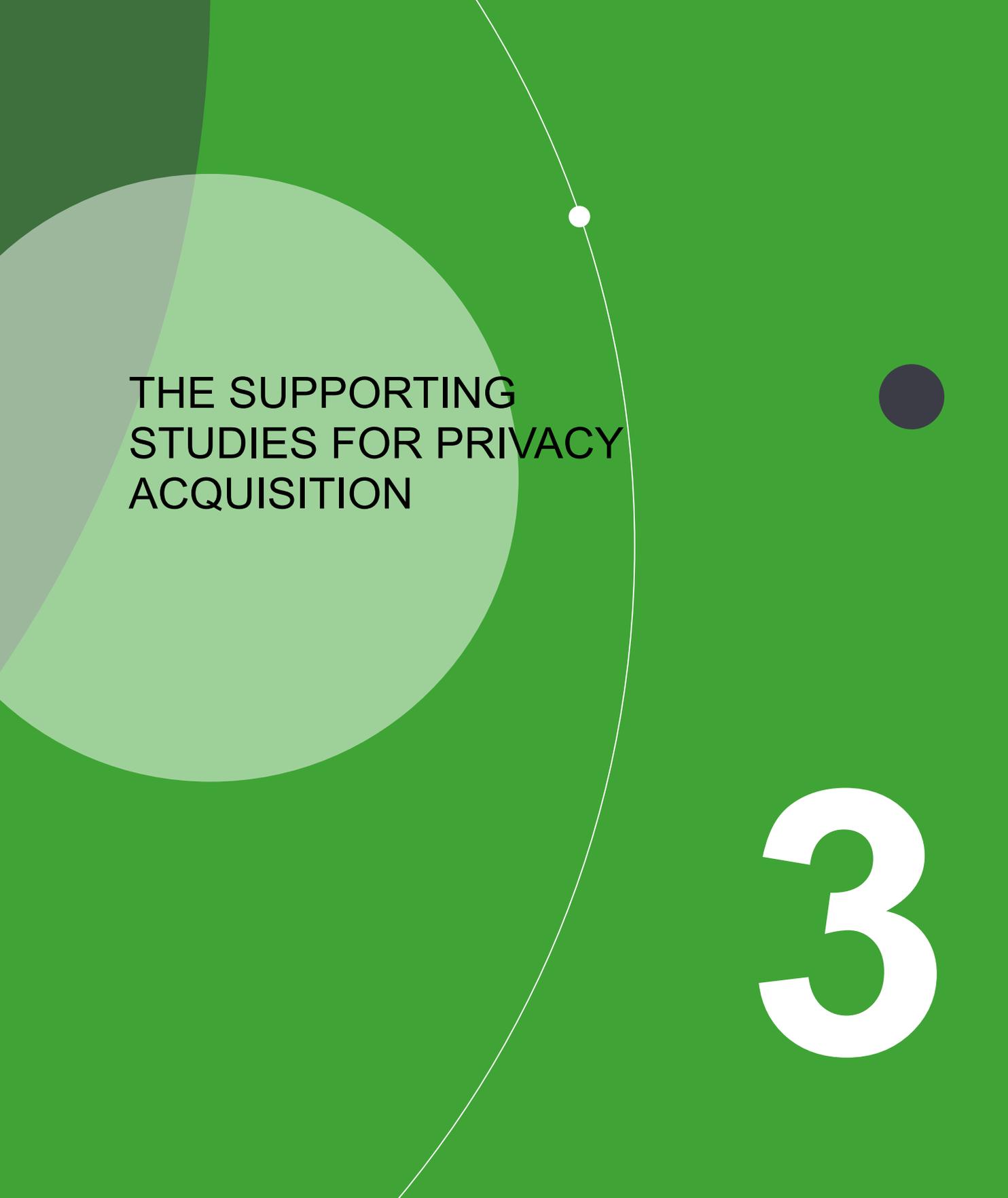
Since sexual development is a complex area with biological, psychological, physiological, social, cultural, moral, religious, anthropological, economic and political dimensions, teach-

ers develop sexual development. It should definitely consider all these dimensions in supporting activities. Teachers knowing the family structure and culture well and working in interaction with them should adapt the education to their social and cultural characteristics while providing education to individuals with different values and beliefs. Immunity, disguise and confidentiality are the basic rules in promoting sexual development and sexual education. For this reason, the educator should work on clothes or models during the entire teaching process and complete the education without touching the special areas. It is also important to give information about sexuality at the right level at the right time. Because incomplete information will not be enough for the student, and giving too much information may cause confusion and misleading. In addition, students should be taught what sexuality is not as much, and false teachings from the society (such as the stork story) should be explained. In teaching processes, scientific based practices (video model, social story, role playing, wrong teaching etc.) should be preferred

ANNEX 2: VISUAL







THE SUPPORTING
STUDIES FOR PRIVACY
ACQUISITION

3

3. THE SUPPORTING STUDIES FOR PRIVACY ACQUISITION

Objective 3.1 explains why privacy is necessary.

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

Objective 3.3 demonstrates behaviours that support privacy acquisition.

Target Group: Teacher

Event Type: Informational

Tools-supplies: A3 papers, felt-tip pens, gum adhesives, envelopes, news headlines, various newspapers and magazines

Activity 1:

After greeting with the participants, “When we work with children, we know the concepts of private area, public space, confidential zone, boundaries, saying no, refusing, accepting rejection, and we need to gain these skills in their daily lives.” A statement is made. Then the participants are divided into two groups as A and B groups.

“Today we will publish a newspaper titled <Voice of the Child>. I have two envelopes. These envelopes contain news headlines that the authors of the newspaper will work with. I

want you to choose one of you as the broadcast coordinator.” the trainer says. The publication coordinator is asked to come to the trainer and select one of the envelopes.

It is asked to publish a newspaper consisting of section titles which are the headline, column, magazine news, historical content, caricature, conversation, etc. During this study, the participants are told that they can make use of images in old newspapers and magazines. After the newspaper work is over, the publication coordinator shares the work with all participants. After the presentation, the subject is reviewed and the session is ended by making a general evaluation with question and answer. Theoretical information about the topics covers in the newspaper “Guide for Trainer. Guide Book: You can reach the source titled Privacy Training for Mentally Handicapped Individuals and Teaching of Protection from Neglect-Exploitation”. During the event, the participants. This resource should be taken as a basis in evaluating their answers and making additions and adjustments on the subject when necessary.

IMAGE:

ENVELOPE A

What are the main roles of primary caretakers in privacy education?

What is the private area, public area?

What is a private area ?

What is Privacy?

ENVELOPE B

What kind of activities should we do to support privacy as teachers?

How to gain the ability to say no?

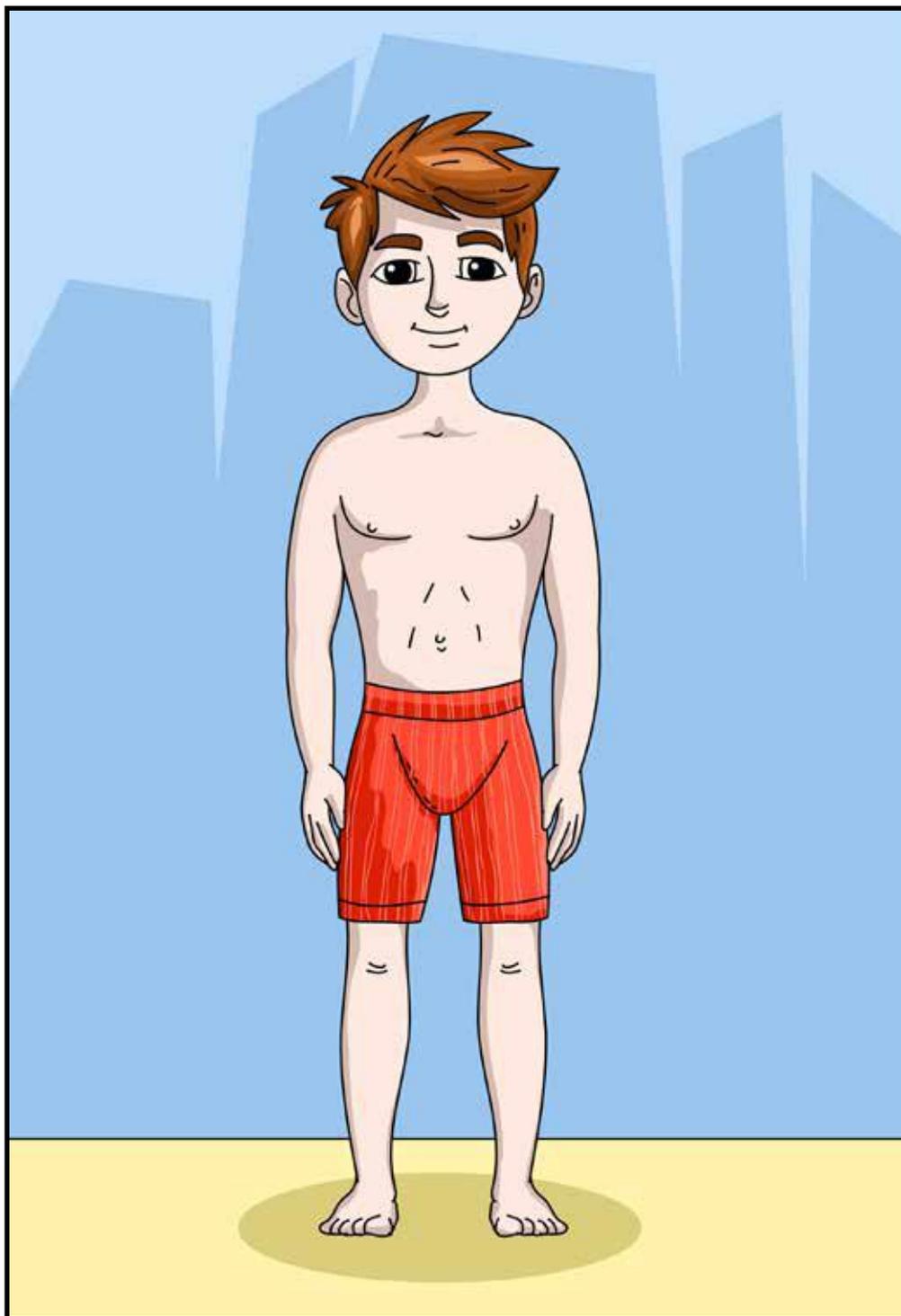
How to gain the ability to say no?

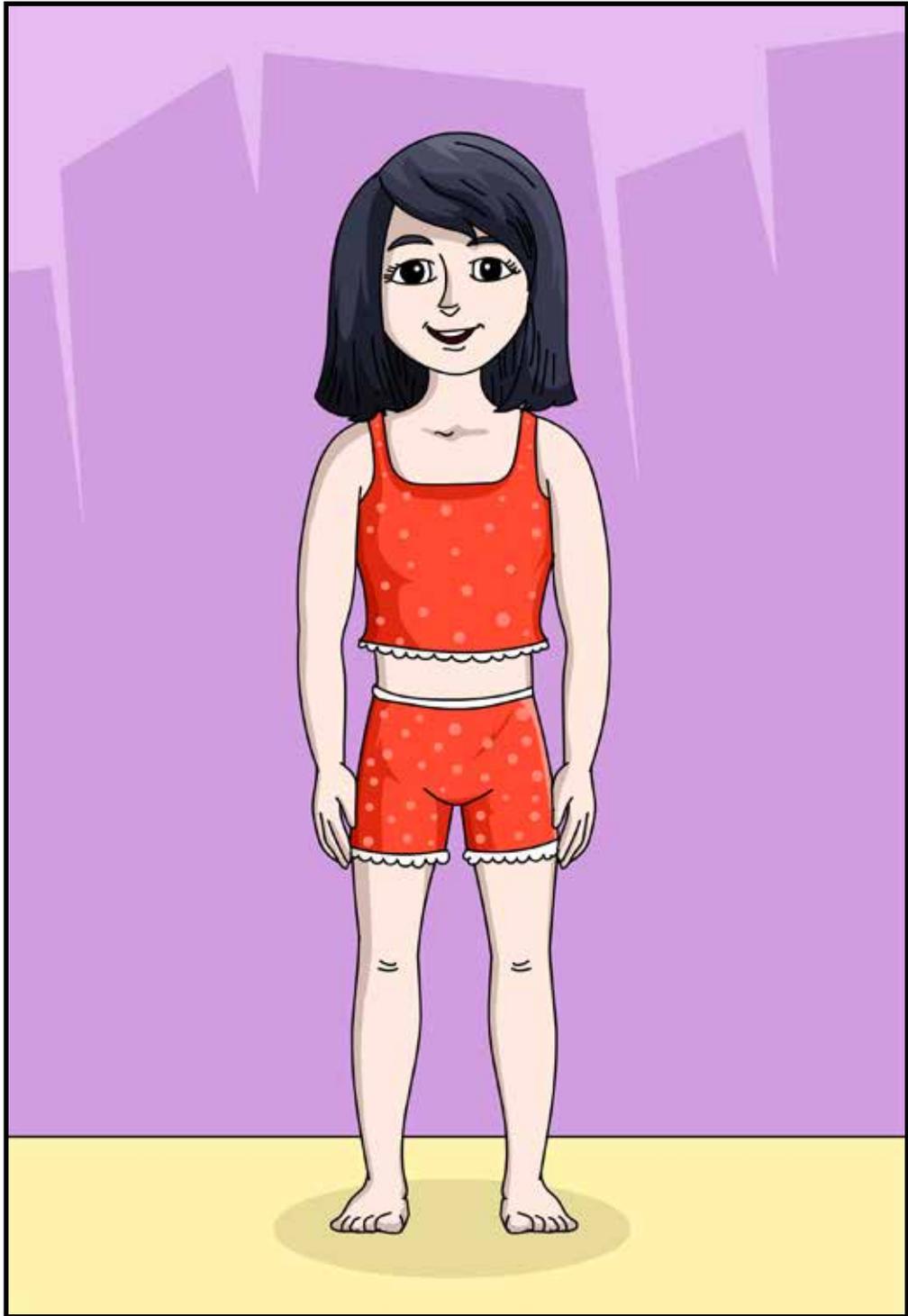
How to gain rejection acceptance skills?

Objective 3.4 introduces the individual to the private areas of his body.

Teaching Methods and Techniques: Simultaneous teaching.

Instructional Materials / Instructional Technologies and Materials: Picture of a boy with a pantyhose and a girl with a pantyhose covered with a bustier.





Preparation for Teaching:

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

“Can your student pay attention to what you show and say at least 5 minutes? ”, “ Can s/he make a meaningful reaction to your questions and instructions? ”, “Can s/he imitate you? If your answer to these questions is “Yes”, you can start working on the skill, and if “No”, first provide your student with these basic skills. Pay attention to cooperate with the family in this process.

- **Determining your student’s current performance / Pre-teaching evaluation**

Sit with your student, facing each other or L-shaped. Put the pictures you prepared in front of your student on the table. Ask where his/her private areas are. If your student has expressive language skills, let them say the names of their private areas, or show them the private areas via the picture. Record your student’s answers.

- **Arranging environment**

Arrange the environment you will teach according to your student’s characteristics. Eliminate the tools and equipment that distract your student. Prepare the reinforcement and teaching materials you will use in advance

and keep them with you.

- **Getting attention**

To get your student’s attention when you start teaching, submit one of the cautionary stimuli such as “Are you ready to work? / Would you like to work with me? / If you’re ready to work, Let’s get started! / You look ready to work, let’s get started! ”.

- **Motivation**

In order to motivate your student to the activity, explain why your student should learn these areas by making explanations such as “Today we will learn about our special regions with you. It is important for us to know our private areas so that we can have a healthier and cleaner body. Knowing our private areas is also very important for our security. ” At the same time, you can reward your student’s participation in the study by saying verbally, “You are great! / Super! / Very good!”. Then you can start working by saying “Yes, we can start working now!”.

- **Review and starting class**

After making your explanations in the motivation phase, give a short speech about your previous knowledge according to your student’s level. If your student has language skills of expressing

“What are the parts of our body?”

Ask your student to talk about the subject “Do you remember what we learned about our body before? ”. However, if your student does not have expressive language skills, make explanations by showing the human figures for other parts of the body found in any printed material, for example; such as head and feet. Then start the lesson by saying “Yes, we can start working now!”.

Application:

Activity 1: Sit at a comfortable table with your student, facing each other, side by side, or in an L-shape and saying, “Now we will learn about our private areas. Let’s start!” Get your student’s attention and start teaching. Put the child pictures you prepared on the table in a way that your student can see easily. You also ask them “Where are our private areas?” and immediately after pointing out the special area you mentioned, on the picture, “Our mouth, chest part, genital area and buttocks are special areas for women and girls.” Wait 3-5 seconds for your student to react. If your student reacts correctly by saying special areas or showing them on the picture, reinforce it. If your student does not react or responds wrong, model the correct response. Then make an explanation “The private area

is where nobody else can touch you in your body.”. At the end of each teaching session, reinforce your student verbally or with a food booster as s/he works in collaboration with you.

Explanation:

1- When you are working on private areas, please explain that the genital area is “vagina or penis (choose the one that suits the gender of the students)”. Let them learn these concepts in medical names.

2- Please explain them, immunity of private areas can be violated with a person who is in the circle of trust beside him when they go to the doctor for health reasons. (Work in a similar way with your students in the “Private Areas” on the “I Know My Private Areas Registration Form”).)

Generalization-Monitoring:

After your student acquires the target behaviour at the level that meets the criteria, collect generalization data in different environments, with different people and using different tools and materials. For example; with the student from the student’s parent or another teacher at home or in another class of the school, using a plug-and-play puzzle ask him/her to work. In order not to forget your student’s knowledge and to determine whether he / she remem-

bers in daily life, get tracking data. After your student has acquired the target behaviour, the monitoring data will be in accordance with your student's characteristics and conditions, at regular intervals; Take, for example, after 1, 2, 4 and 8 weeks.

Assessment and Evaluation:

When the opportunity to react independently during the teaching process is not provided with the simultaneous hint, organize an evaluation (polling) session after five teaching sessions in order to evaluate whether your student has achieved the target behaviour or not. Conduct the polling session individually. In this session, ask your student, "Where are our private areas?" Present the target stimulus in the form, let your student respond verbally or by pointing on the picture. Ident-

tify your student's performance by using the "I Know My Private Areas Registration Form". Verbally reinforce your student's correct reactions.

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

"I Know My Private Areas" Registration Form

Student's name and surname:

Teacher's name and surname:

Instruction: Where are our private areas?

Target Private Areas	*Pre-teaching			*During Teaching					*Monitoring	
	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 student's performance. Put the correct (+) in the form for the correct answers, and the (-) sign for the wrong answers.



Objective 3.5 introduces privacy areas in different environments.

Teaching Methods and Techniques: Simultaneous teaching

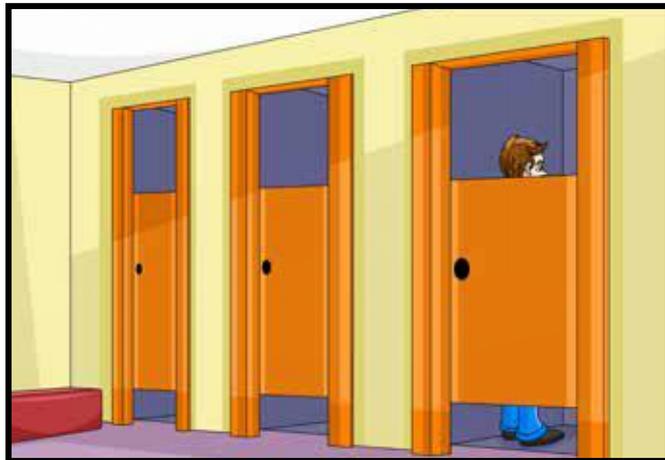
Instructional Materials / Teaching Technologies and Materials: The privacy areas in

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

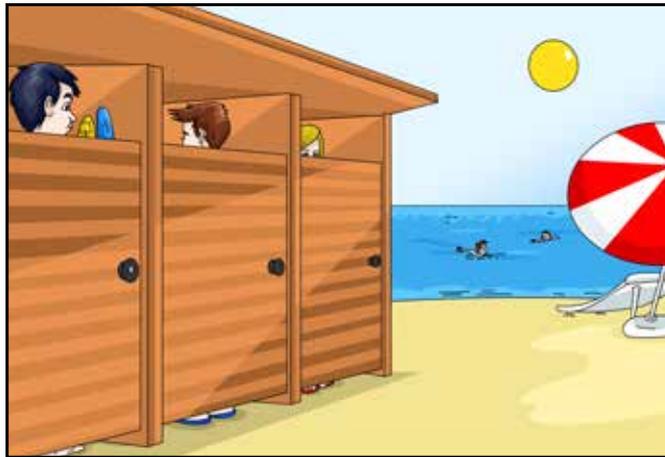
PRIVACY PLACES



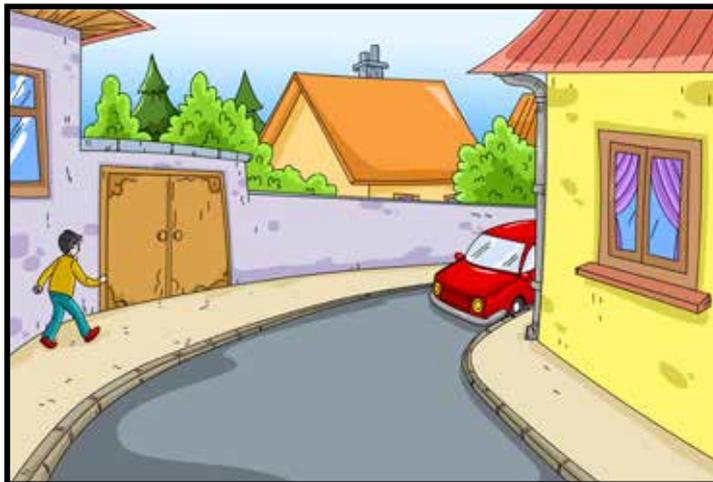
PRIVACY PLACES



PRIVACY PLACES



PLACES OUTSIDE THE PRIVACY PLACES



PLACES OUTSIDE THE PRIVACY PLACES



Preparation for Teaching:

• Is your student ready to learn the skill? Does s/he have prerequisite skills?

“Can your student pay attention to what you show and say for at least 5 minutes?”, “Is his/her reaction meaningful to your questions and guidelines?”, “Can s/he imitate you?”. If your answer to these questions is “Yes”, you can start working on the skill. If your answer to these questions is “No”, first of all make your student gain these basic skills. Take care to cooperate with the family in this process.

• Determining the current performance of your student / Pre-teaching evaluation

Sit with your student, facing each other or L-shaped. Put the images you prepared in front of your student on the table. Ask where privacy areas are. If your student has expressive language skills, let them say the names of privacy areas, or show images with privacy areas. For this purpose, use images that belong and do not belong to privacy areas. Putting together an image of the privacy area and an image that does not belong to the privacy area. Submit a guideline suitable for your student's level such as “Show the image of the privacy area / Which one is privacy area?”. Record your student's reactions.

• Arranging environment

Arrange the environment you will study according to your student's characteristics. Eliminate the tools and equipment that distract your student. Prepare the tools you will use in teaching in advance and keep them with you. Keep the reinforcers you will use in rewarding in a place that your student can not see.

• Attract attention

To get your student's attention when you start teaching, submit one of the cautionary stimuli such as “Are you ready to work? / Would you like to work with me? / If you're ready to work, let's get started! / You look ready to work, let's get started! ”.

• Motivation

Explain to your student why they should learn these areas in order to motivate your student by using the statements such as “Today we will learn about the privacy areas in different environments with you. Learning the privacy areas is very important to ensure our security. ”. Also reward verbally your student about the behaviour of participation like “Very good!”, “You're great!. Then start working by saying “Yes, we can start working now!”.

• Review and Starting the Class

After making your explanations in the motivation phase, give a short speech about your previous knowledge according to your student's level. If your student has expressive language skills, ask questions your student to state their opinions on the subject like “What are the areas in our house? What are the areas in our school? ”. However, if your student does not have expressive language skills, make explanations about the areas related to different environments by moving the rooms of your home or showing a picture of a school in any printed source. Then start teaching “Yes, we can start working now!”.

Application:

Activity 1: I know privacy areas in different environments.

After sitting opposite each other or side by side with your student, “Now we will learn about the privacy areas in different environments with you, let’s see if we start?” draw the attention of your student. Put the pictures of the toilet, bathroom, children’s room, parents’ bedroom, store, the changing room, the changing cabin on the beach and the health unit of the school on the table so that your student can see easily. Ask “Where are the privacy areas?” and afterwards, express immediately “The toilet, bathroom, bedroom, the child’s own room, the store’s changing room, the beach locker cabin and the school’s health unit are privacy areas.” Then explain “the place where you can be alone or decide what to do with someone else is called privacy area”. When your student reacts correctly, reinforce your student by saying “You’re great! Bravo!”, and if your student does not react or the reaction is found wrong, model the correct response. If your student does not have expressive language skills, instead of verbally reacting to your student during the teaching process, do studies enabling her/him to learn the images of privacy areas. For this purpose, you will need images that belong and do not belong to privacy areas. With an image of privacy, not belonging to privacy putting an image side by side and ask your student, submit a guideline suitable for your student’s level “Show the image of the privacy area / Which is the privacy area?” Then immediately show the image belonging to the privacy area. Wait for 3-5 seconds for your student to react. React according to your student’s reac-

tion. At the end of each teaching session, reinforce your student’s collaboration with you by saying “How beautiful you worked with me! You’re great! ”.

Generalization-Monitoring:

After your student acquires the target behaviour at the level that meets the criteria, collect generalization data in different environments, with different people and using different tools and materials. For example, if your student’s parent or another teacher does not belong to pictures of privacy areas at home or in the classroom. Ask them to make works by mixing the pictures.

Get monitoring data to ensure that your student does not forget the information they have acquired and whether they remember it in daily life. After your student has acquired the target behaviour, the monitoring data will be in accordance with your student’s characteristics and conditions, at regular intervals; Take, for example, after 1, 2, 4 and 8 weeks.

Assessment and Evaluation:

When the opportunity to react independently during the teaching process is not provided with the simultaneous hint, organize an evaluation (polling) session after five teaching sessions in order to evaluate whether your student has achieved the target behaviour or not. Conduct the polling session individually. In this session, ask your student, “Where are our private areas?”

If your student does not have expressive language skills, submit a guideline suitable for your student’s level by putting together an image of the privacy area and an image that

does not belong to the privacy area, “Show the image belongs to privacy area / Which one is privacy area? ”. Record your student’s reactions on the “I Know Privacy Areas in Different Environments”. If your student responds correctly, reward it verbally.

“I Know Privacy Areas in Different Environments” Registration Form

Student’s name and surname:

Teacher’s name and surname:

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

Target Privacy Areas	Pre-teaching			During Teaching					Monito- ring	
	1	2	3	1	2	3	4	5	1	2
1. Toilet										
2. Bathroom										
3. Bedroom										
4. Parent’s bedroom										
5. Changing room in a store										
6. Dressing cabin on the beach										
7. Privacy areas at school (health unit, changing room, etc.)										

*Increase the number of sessions according to your student’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 improper behaviour inside and outside the privacy area.

Teaching Methods and Techniques: Direct Teaching

Instructional Materials / Teaching Technologies and Materials: Images showing toilet, bathroom, child's own room, parents' bedroom, dressing cabin on the beach, changing room of the store and health unit of the school in the book; and visuals of appropriate and inappropriate behaviour inside and outside the privacy area.

Preparation for Teaching:

• **Is your student ready to learn the skill? / Does the precondition have skills?**

“Can your student pay attention to what you show and say for at least 5 minutes?”, “Is his/her reaction meaningful to your questions and guidelines?”, “Can s/he imitate you?” If your answer to these questions is “Yes”, you can start working on the skill. If your answer to these questions is “No”, first of all make your student gain these basic skills. Take care to cooperate with the family in this process.

• **Determining your student's performance / Pre-teaching evaluation**

Sit with your student, facing each other or L-shaped. Put the images you prepared in front of your student on the table. Ask him/her what the appropriate and inappropriate behaviours in the privacy area and outside

the privacy area are. For this purpose, ask the student “Tell the behaviours that should be in / out of the privacy area.” If your student does not have expressive language skills, let them show visuals of these behaviours. Thus you will need images with appropriate and inappropriate behaviours that must be acted inside privacy areas / outside privacy area. By putting together an image that belongs to appropriate and inappropriate behaviours that should be showed inside privacy areas / outside privacy areas, ask your student by offering the instruction “Show the behaviour that should be acted outside the privacy area?” Record your student's reactions. Reinforce him/her for his/her correct reactions.

• **Arranging environment**

Arrange the environment you will study according to your student's characteristics. Eliminate the tools and equipment that distract your student. Prepare the tools you will use in teaching in advance and keep them with you.

• **Attract attention**

To get your student's attention when you start teaching, submit one of the cautionary stimuli such as “Are you ready to work? / Would you like to work with me? / If you're ready to work, let's get started! / You look ready to work, let's get started! ”.

• **Motivation**

Explain to your student why you are studying this behaviour and what you can gain when you learn this behaviour by using the state-

ments such as “Today, we will learn about the behaviours that are appropriate and not appropriate for you in privacy areas / outside privacy areas. Acting appropriately in the privacy areas / outside the privacy area allows us to be safe and to respect the lives of others.” In addition, you can reinforce your student by saying verbally “You are great! Bravo!” or giving a small amount of the food s/he likes.

• Review and Starting the Class

Make a short speech according to the level of your student’s previous knowledge. Tell your student “Let’s repeat 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 board such as health cabin, dressing room).” While making this review, you can use images showing privacy areas in the previous activity. Please make a statement “Now we will learn appropriate and inappropriate behaviour in these areas.” Then start teaching by saying “Yes, we can start working now!”

Application:

Activity 1: I learn the appropriate behaviour in the privacy area

Tell the student about the visual cards of the behaviours that are appropriate and not suitable for privacy in the field of privacy. At the stage of being a model, first of all, you should be a model for the behaviour in each image by showing the visuals of the appropriate behaviours in privacy areas. The behaviours that you need to emphasize are listed below.

1. Bathroom: Taking a shower in the bathroom, cleaning our body, cleaning unwanted hair and getting our body the way we want are appropriate behaviours to touch.

2. Toilets: It is appropriate to use the toilet to pee and poop, to close the door when entering the toilet.

3. My Own Room: When we are alone in our own room and the curtains and the door are covered, it is appropriate to take off and wear our clothes, touch our body the way we want.

4. Parent’s Bedroom: It is appropriate to open the cabinet, drawer in our parents’ room with permission.

5. Dressing Cabin on the Beach: Using the dressing cabin to change our clothes when we go to the pool or the sea, changing our clothes after entering the cabin and closing the door.

6. Changing Room in a Store: It is appropriate behaviour to use the changing room to try a new outfit in the store after entering the room and closing the door in order to try our clothes

7. School Health Unit: It is appropriate to ask the nurse who is working in the school health unit to go out and change when we are alone inside after closing the door.

Then, at the guided practice stage, wait for your student to say the appropriate behaviour when you show the visuals. Verbally reinforce your student's correct reactions, but if your student does not react or responds incorrectly, provide clues to your student by reacting.

Finally, give your student opportunities to react independently. At the end of each teaching session, reinforce your student to work in cooperation with you by saying "How beautiful you worked with me! You're great! "

BEHAVIOURS SUITABLE INSIDE THE PRIVACY AREAS

BATHROOM



TOILET



CHILDREN'S ROOM



BEDROOM



DRESSING CABIN ON THE BEACH



HEALTH UNIT



CHANGING ROOM IN A STORE



Activity 2: I learn appropriate behaviours outside the privacy area

Explain the visual cards of the behaviours that are appropriate and inappropriate to be done outside the privacy area by introducing them to the student one by one. At the stage of modeling, first of all, you should be a model for the behaviour in each image by showing the images of appropriate behaviours outside the privacy area. The behaviours that you need to emphasize are listed below.

Bathroom: When the door of the bathroom is closed, we mustn't knock on the door. It is a good behaviour not to get inside when there is a sound inside that the bathroom is full.

Toilet: When the door of the toilet is closed, we mustn't knock on the door. It is a good behaviour not to get inside when there is a sound inside that the toilet is full.

Parents 'Bedroom: We should not enter the parents' bedroom when the door is closed. Knocking on the door and waiting for the answer from inside is an appropriate behaviour.

Dressing Cabin on the Beach: 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 behaviour not to get inside when there is a sound from

inside. If the cabin is occupied, waiting is an appropriate behaviour.

Changing Room in a Store: We must use the changing room to try a new outfit in the store. If the door of the cabinet is closed, first we must knock on the door. It is a proper behaviour not to get inside when there is a sound from inside. Waiting for the person to come out is an appropriate behaviour if the cabin is occupied.

School Health Unit: We must knock on the door to use the school health unit. 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. Then, during the guided practice phase, wait your student to tell the appropriate behaviour when you show the visuals. Verbally reinforce your student's correct responses, but if your student does not react or respond incorrectly, provide tips to have your student react. Finally, give your student opportunities to react independently. At the end of each teaching session, "How beautiful you worked with me! You're great! «and reinforce your student's collaboration with you.

APPROPRIATE BEHAVIOURS OUTSIDE THE PRIVACY AREAS

TOILET



APPROPRIATE BEHAVIOURS OUTSIDE THE PRIVACY AREAS

BATHROOM



BEDROOM



CHANGING ROOM IN A STORE



APPROPRIATE BEHAVIOURS OUTSIDE THE PRIVACY AREAS

DRESSING CABIN ON THE BEACH



remember it in daily life. Then, once your student has acquired the target behaviour, according to your student's characteristics and conditions, take intervals for example after 1, 2, 4 and 8 weeks.

Assessment and Evaluation

Activity 1:

To evaluate your student's performance, select images that are related to and not related to the privacy areas. Put one card each in front of your student that belongs to appropriate and inappropriate behaviours that should be acted in privacy areas. Tell the student "Now look at the pictures in front of you and show the picture with the appropriate behaviour to be acted in privacy areas?" Then ask your student to say what the behaviour in the picture is. If your student responds correctly, reinforce it. Use the "I Learn Appropriate Behaviours Outside the Privacy Areas" Registration Form to evaluate your student's performance.

HEALTH UNIT



Generalization-Monitoring:

Observe whether your student applies the appropriate and inappropriate behaviours in his or her privacy area. Carry out similar work in different environments and with different people. Get monitoring data to ensure that your student does not forget the information they have acquired and whether they

«I Learn Appropriate Behaviours in the Privacy Areas» Registration Form

Student's Name – Surname:

Target stimulus/ instruction: Show the picture of the behaviour that should be showed in these privacy areas. What is the behaviour that should be showed in the privacy area in the picture? Say it.

Appropriate Behaviours in the Privacy Areas	Correct Answer	Wrong Answer	Explanations
1. Bathroom: Taking a shower in the bathroom, cleaning our body. Cleansing unwanted hair and touching our body in the way we want is appropriate behaviour.			
2. Toilet: Using the toilet to pee and poop, closing the door when entering the toilet are appropriate behaviours.			
3. My Own Room: When we are alone in our own room and the curtains and the door is closed, it is appropriate to take off and wear our clothes, touch our body in the way we want.			
4. Parent's Bedroom: It is a proper behaviour to open the cabinet, drawer in the parents' bedroom with permission.			
5. Dressing Cabin on the Beach: It is convenient to use the changing cabin to change our clothes when we go to the pool or the sea, change our clothes after entering the cabin and closing the door.			
6. Changing Room in a Store: It is appropriate to use the changing room to try a new dress in the store, to try our clothes after entering the cabinet and closing the door.			
7. Health unit in school: It is appropriate to ask the nurse who is working in the health unit of the school to go out and change our clothes when we are alone inside after closing the door.			

Assessment and Evaluation

Activity 2:

To evaluate your students performance, select images that are related to the behaviours that should and should not be displayed outside the privacy area. Put one card in front of your student for each of which belongs to the appropriate and inappropriate behaviours that should be exhibited

outside the privacy area. Ask the student “Now look at the pictures in front of you and show the picture with the behaviour to be displayed outside the privacy area”. Then ask your student to say what the behaviour in the picture is. If your student responds correctly, reinforce it. Use the “I Learn Appropriate Behaviours in the Privacy Areas” Registration Form to evaluate your student’s performance.

«Learn Appropriate Behaviours outside the Privacy Areas» Registration

Student's Name – Surname:

Target stimulus / instruction: Show the picture of the behaviour that should be showed outside privacy areas. What is the behaviour that should be showed outside the privacy area in the picture? Say it.

Appropriate Behaviours outside the Privacy Areas	Correct Answer	Wrong Answer	Explanations
1. Bathroom: When the door of the bathroom is closed, we must first knock on the door. It is appropriate not to go inside when there is a sound inside that the bathroom is occupied			
2. Toilet: When the door of the toilet is closed, we must first knock on the door. It is appropriate not to go inside when there is a sound inside that the toilet is occupied			
3. Parent's Bedroom: We should not enter the parents' bedroom if the door is closed. Knocking the door and waiting for the answer from inside is a proper behaviour.			
4. Dressing Cabin on the Beach: We should use the changing cabin to change our clothes when we go to the pool or the sea. If the door of the cabin is closed, we must first knock on the door. It is a proper behaviour not to get inside when there is a sound from inside. If it is occupied, it is appropriate to wait for the person to come out.			
6. Changing Room in a Store: We must use changing room to try a new outfit in the store. If the door of the cabin is closed, we must first knock on the door. It is a proper behaviour if we don't get inside when there is a sound from inside. If the cabin is occupied, it is appropriate to wait for the person to come out.			
7. Health unit in school: We need to knock on the door to use the health unit in the school. It is appropriate to wait for it to come out, if there is someone inside. When using these places, we should get permission and assistance from our teacher.			

Explanations and Considerations:

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

Objective 3.7 Works to ensure that the individual respects the privacy of others.

Instructional Methods and Techniques: Direct teaching

Instructional Materials / Instructional Technologies and Materials:

The images showing the toilet, the bathroom, the parent's bedroom, the changing room of the store, the dressing cabin on the beach and the doors of the school's health unit in your book (You can also use images prepared for Objective 3.6. Pages 37-38-39)

THE TOILET



THE BATHROOM



CHILD'S OWN ROOM



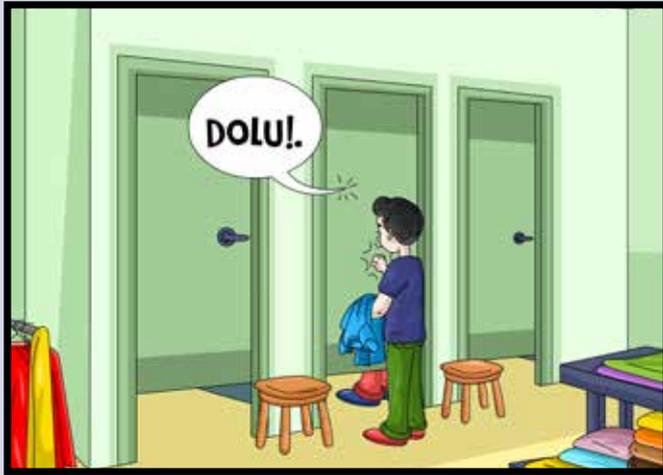
PARENTS' ROOM



CHANGING ROOM IN A STORE



MAĞAZA KABİNİ



Preparation for Teaching:

• Is your student ready to learn the skill / Does s/he have the prerequisite skills?

“Is your student able to distinguish the behaviours that support privacy acquisition, privacy areas, privacy areas in different environments, and appropriate and inappropriate behaviours outside the and inside privacy area?” “Can s/he pay attention to what you show and say for at least 5 minutes?” , “Can s/he make a meaningful reaction to your questions and instructions? ”, “Can s/he imitate you?” If your answer to these questions is “Yes”, you can start working on the skill, and if “No”, include teaching the basic skills. Cooperate with the family in this process.

• Determining the current performance of your student /Pre-teaching evaluation

Work with your student individually. While you are working on the target behaviour, you can use the photos or pictures you find from the tools such as magazines, newspapers, etc. showing toilet, bathroom, student’s own room, parents’ bedroom, dressing cabin on the beach, changing room in a store and school health unit. Make sure that the photos / images you will use for your student are understandable. Showing your student a visual about privacy areas, ask him/her “How should we act when we want to use.....?” Save your student’s reactions on the

registration form. Reward him / her for her /his correct reactions.

• Arranging the environment

Arrange the environment you will teach according to your student’s characteristics. Prepare teaching materials and reinforcement that you will use in advance by lifting tools and materials that distract your student and keep them with you.

• Getting attention

To get your student’s attention when you start teaching, submit one of the cautionary stimuli such as “Are you ready to work? / Would you like to work with me? / Let’s get started if you’re ready! / You look ready to work, let’s get started! ”

In addition, reward your student verbally “You are great! Very good!” Next start working by saying. «Yes, we can start working now!»

• Review and starting the class

After making your statements in motivation stage, make a short speech about your previous knowledge according to your student’s level. If your student has expressive language skills, ensure your student tell his/her opinions by asking questions such as “What rooms do you have in your home? Who uses these rooms? ” Can you tell me the rooms in your school? Who uses these rooms? So what should we do when entering these rooms? However, if your student does not have expressive language skills, by showing the album of school photos or by showing a picture of a school or house in any printed source, make explanations about what to do in living spaces. Then start teaching by saying «Yes, we can start working now!»

Application

Activity 1: I respect the privacy of others.

Sit side by side with your student, facing each other or L-shaped. Draw the attention of your student “Now we will learn how to respect the privacy of others with you?”. First of all, by showing the visuals about the behaviour of

respecting the privacy of others, “This room belongs to the parents (introduces it as the parents’ room for single-parent families). When the door of the parents’ room is closed, the children should not go inside. When the door of the room is closed, s/he should wait when s/he knocks on the door, s/he should wait until the mother or your father’s from the inside “Enter.” After hearing the answer, you must enter the room. Then, be a model by displaying this behaviour to your student. In guided practice, when you show them the visuals and expect your student tell you the appropriate respect behaviour, then show them by performing a role-playing activity. Provide hints for the correct response when needed. In the independent applications phase, by showing the visuals to your student, ask “How should we act when we want to use? And give your student the opportunity to act accordingly.

Repeat this teaching process for the toilet, bathroom, the changing room of the store, the dressing cabin on the beach and the health unit of the school. Reinforce verbally your student’s correct responses in the teaching process but if your student does not react or responds incorrectly, return to teaching and repeat the step. At the end of each teaching session, reinforce your student’s collaboration with you

“How beautifully you worked with me! You’re great! «Arrange the same teaching process for someone else’s room, someone else’s house, and someone else’s garden in the house.

Generalization-Monitoring:

After your student acquires the target behaviour at the level that meets the criteria, collect generalization data in different environments, with different people and using different tools and materials. Get monitoring data to determine whether your student protects his/her knowledge and remembers in everyday life. After your student has acquired the target behaviour, take the monitoring data in accordance with your student’s characteristics and conditions, at regular intervals; for example, after 1, 2, 4 and 8 weeks.

Assessment and Evaluation:

When evaluating your student’s performance, prepare different images of toilet, bathroom, parents’ bedroom, store’s changing room, dressing cabin on the beach and the school health unit. Ask your student “How should we act when we want to use.....?” by showing the related visual. If your student does not have expressive language skills, put images belonging to the appropriate behaviours displayed in the privacy area, on the table in front

of your student. Present an instruction suitable for your student’s level like “How should we act when we want to use.....? Show it” Record your student’s reactions on the «I Respect the Private Areas of Others» Registration Form. If your student gives correct verbal reactions or shows the action with his hand, reinforce him/her verbally

“I Respect the Private Areas of Others” Registration Form

Student’s name-surname:

Teacher’s name-surname:

Target stimulus / instruction: “How should we act when we want to use.....?”/ “How should we act when we want to use.....? Show it”

Appropriate behaviours in the private areas	Correct Answer	Wrong Answer	Explanations
1.			
2.			
3.			
4.			
5.			
6.			







SUPPORTING
INDEPENDENCE IN USE
OF SELF-CARE SKILLS

4

4. SUPPORTING INDEPENDENCE IN USE OF SELF-CARE SKILLS

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

Target Group: Teacher

Activity Type: Informational

Equipment: ANNEX 4, 1 pen for each participant, papers with written information (such as a mixed information letter containing a newly developed technology and a scientific explanation that explains gum cleaning.)

Activity 1:

The activity starts by asking the following questions to the participants.

1. What do you think is self-care?
2. What are self-care skills?
3. What do you understand when it comes to self-care for disabled people?
4. What do you think are the basic self-care skills that people with disabilities should learn?
5. What self-care skills should you inform the families of children with special needs?

The trainer listens to the answers from the group and writes the keywords which are in the answers to the board, thanking the group for the answers. Previously prepared postits are distributed to each participant and the following explanation is made by saying:

After the sharing of the participants, it is said “Daily skills that are easy and ordinary for us become more difficult for the individuals with

disabilities with the limitations of them. In these difficulties, it is not realistic to expect people with disabilities to do their daily skills like individuals with natural development.” as a description. Therefore, it is emphasized that guiding in supporting self-care skills is a situation that facilitates the lives of individuals with intellectual disabilities. Then, The activity is ended with a short statement as follow: “For example, skills such as cleaning feathers, changing clothes, taking a bath, combining clothes are skills that should be gained to the individual with a mental disability. For individuals with intellectual disabilities, it is necessary to support their self-care skills by dividing them into small skill steps, that is, by doing skill analysis. These skills are also those that will enable the individual to become independent. You can find activities about how these skills can be gained by the family to a disabled person in the family book. If necessary in the school, you can use the following sample teaching process to teach skills.

Objective 4.2 Carries out studies that support independence in self-care skills. (Self-care skills consist of many different skills. Below some of the self-care skills “exemplary teaching processes for panties, bathing and hair removal skills are defined below.)

Activity 1: I Wear My Panty

Instructional Methods and Techniques: Simultaneous Hint Instruction.

Instructional Materials / Teaching Technologies and Materials: One panties for the trainer and / or student. Swimsuit, bikini, tights, etc. to cover the private areas of the trainer and student. Pictures showing skill steps (in the application part).

Note to the trainer: The activity is explained primarily in terms of how to give the caregiver the ability to bathe a mentally disabled person.

Activity steps can also be used to train educators with mentally handicapped people when necessary.

Skill steps are given as an example and in the application to be carried out by the caregiver at home,

Based on the physical environment, skill steps should be recreated with the support of experts.

During the implementation of the activity, the caregiver wears bikini, swimwear, and tights to cover the intimate areas.

It is important to ensure that the privacy areas of the individual are closed during the acquisition of the skill.

This skill can also be taught on a model doll in accordance with the skill steps.

Preparation for Teaching:

• Is your students ready to learn the skill? / Does your students have 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. If your answer to these questions is “Yes”, you can

start working. If “No”, first give your student these basic skills. In this process, take care to work in cooperation with the family.

• Determining the current performance of your student / Pre-teaching evaluation

Determining the performance of your student about wearing panties will be a guideline on which step to start teaching, and what tips will be offered. Since this skill is a chain skill, your student will not wear panties.

The performance of the skill should be assessed using the single opportunity or multiple opportunity technique using the skill analysis data registration form.

An example form that you can use for this purpose is included in the heading “Measurement and Evaluation”. The evaluation process should be carried out individually. Say “Put on your panty” to help your student carry out the steps to do while wearing the pant.

The performance of your student should be evaluated by putting it on the skill steps in the sample form to what they can (+) and what they cannot (-).

• Editing the environment

Arrange the environment you will teach according to your student’s characteristics. Work out individual target behavior with your student. In order to carry out the teaching, you can use any room, class, etc., which is designated as a privacy area in the school. Depending on your student’s needs and characteristics, the type of hint you will use, stand with your student in a face-to-face, side-by-side, or diagonal way. Keep your tools and reinforcers that you will use in teaching in a way

that will not distract your student.

- **Getting attention**

Use cautionary sentences like “You look ready, let’s get started.”

- **Motivation**

At this stage, in order to motivate your student, explain to your student why you studied this behavior and what you can gain when you learn this behavior by saying “We need to wear panties to close our genital area.”. Also, reinforce your student with effective reinforcers for participation in the study.

- **Review and starting the class**

After completing the explanations in the motivation phase, give a short speech about your previous knowledge according to your student’s level. For example, you can say to your student “We need to wear panties to cover our genital area.” If your student has expressive language skills, you can talk with your student about the subject by asking questions such as “What should we do to close our genital area?” We talked about this before. Do you remember?”. Make explanations to your student who does not have expressive language skills by using the visuals in the student textbook. Then, say “Yes, we can start teaching now.” And start teaching.

Application:

Activity 1: I Wear My Panty.

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. Stand side by side with your student. 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.

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.). 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



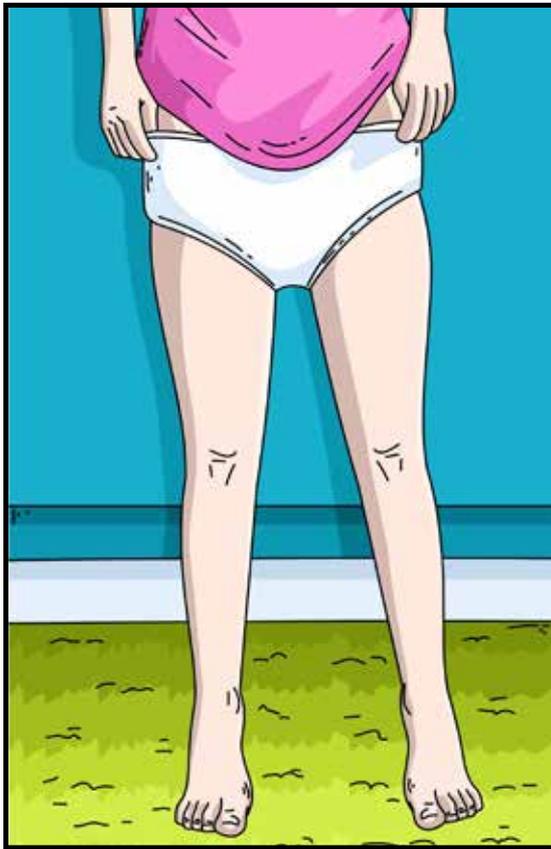
Pulls the other leg towards herself/himself.



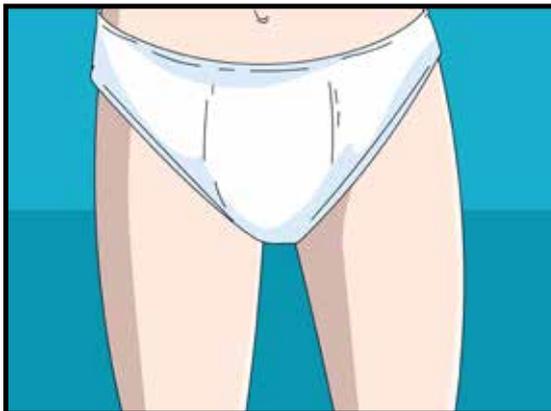
Pushes the leg into the leg cavity of the panties.



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 student 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

Child’s Name-Surname:

Caregiver’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.												

*The number of sessions can be increased according to the individual’s performance. For correct responses, the (+) sign should be used, for no response, and for the wrong response, the (-) sign should be used.



Explanations and Considerations:

Considering your student's characteristics, you can differentiate the skill analysis that you have prepared for the target behavior, the statements you have made during the process of attracting attention and motivation, the instruction you provided to your student to react, the number of teaching trials, and your criterion. Make sure that the underwear to be used is clean. Explain to your student and family that your student should change his underwear when he wakes up every morning in the daily routine, whenever he takes a bath, and when any change situation arises (he misses the toilet, spills fluid, etc.).

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

Instructional Methods and Techniques: Simultaneous Clue Instruction

Instructional Materials / Teaching

Technologies and Materials: One bath towel, shampoo, fiber and shower gel or soap. Wear swimsuits, bikinis, etc. to cover the private areas of the caregiver and the student. Pictures showing skill steps (in the application part).

Note to the trainer: The activity below is explained primarily in terms of how to give the caregiver the ability to bathe a mentally disabled person.

Activity steps can also be used to train educa-

tors with mentally handicapped people when necessary.

Skill steps are given as examples and skill steps can be reconstructed with the support of experts in the application to be performed at home by the caregiver based on living conditions (physical environment) at home.

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 the individual ready to learn the skill? / Does he/she has the precondition skills?**

“Can the individual react meaningfully to the instructions and questions?”, “Can he/she imitate what is done?”, “Does he/she pay attention to what you show and say for at least 5 minutes?”. If your answer to these questions is “Yes”, the study can be started, and if “No” the individual should first be acquired these basic skills. Work in partnership with the family in this process is important.

• **Determining the existing performance of the individual / Pre-teaching evaluation**

Determining the performance of the individual regarding the ability to take a bath will be a guide in which step the instruction will start,

and what tips will be offered.

Since this skill is a chain skill, the performance of the individual regarding bathing skill should be evaluated with a single opportunity or multiple opportunity technique by using the skill analysis data record form.

A sample form that can be used for this purpose is included in the heading “Measurement and Evaluation”. The evaluation process should be carried out individually. In order for the individual to perform the stages that he / she has to perform while bathing correctly, the demonstration suitable for the skill steps should be shown by the caregiver and should be started with the command “Take a bath”. Individual’s performance should be determined by putting the (+) and (-) signs of the individual from the skill steps in the sample form.

Bathing skill steps

• Editing the environment

The environment in which training will be conducted should be arranged according to the characteristics of the individual. The activity should be done by the caregiver in the bathroom of the individual’s home. Depending on the individual’s needs, characteristics, and type of clue to be used, the individual should be standing face to face or side by side. Tools and materials to be used in education should be kept in an environment that does not distract the individual. The products to be used should be placed in the bathroom in accor-

dance with the height of the individual. Trainings will be made by standing (by sitting if it is necessary to sit at home while bathing). If the individual is unable to study by standing, it can be worked by sitting in the bathroom.

• Getting attention

Attention-grabbing phrases such as “Let’s look ready,” should be used to draw the attention of the individual to teaching.

• Motivation

By explaining to the individual “For our health, we must keep our body clean. In order to be clean and healthy, we need to wash our body regularly”, it should be stated why the individual studied this behavior and what he could gain when he learned this behavior. At the same time, the individual should be verbally reinforced in order to participate in the study.

• Review and starting the class

After the explanations in the motivation phase are completed, a short speech should be made regarding the previous information according to the level of the individual. For example, “We must be clean for our health.” can be said. Individuals are asked to talk about the subject by asking questions such as “What should we do to be clean?” To an individual with expressive language skills. We talked about this before. Do you remember?”. An individual who does not have expressive language skills is made explanations using

the visuals found in printed sources. Then, teaching starts by saying “Yes, we can start now.”.

Application:

Stand side by side with the individual. Then, draw attention by saying “Now we will learn to take a bath.”. Tell your student to listen carefully and do the same. Then say “Take a bath.” As an instructions. 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 them with something they like (crackers, chocolate, games, etc.) or verbally (well done). If the individual cannot react 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 end of each education, the individual should work and participate in cooperation. After the teaching process is over, continue working by talking to the individual on the visuals related to the ability to take a bath.

Bathing skill steps

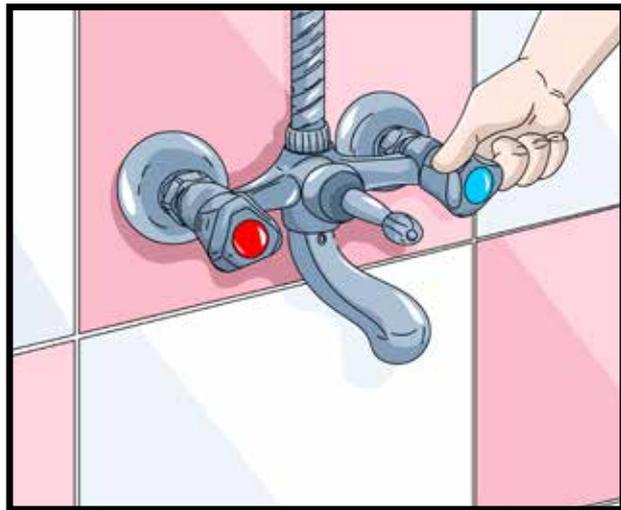
Takes off her/his clothes.



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



Opens the tap.



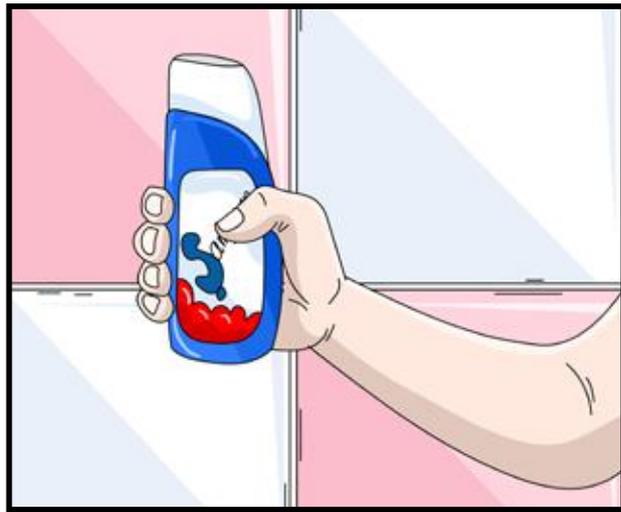
**Adjusts the temperature of
the water.**



Wets his/her head



**Takes the shampoo
in her hand**



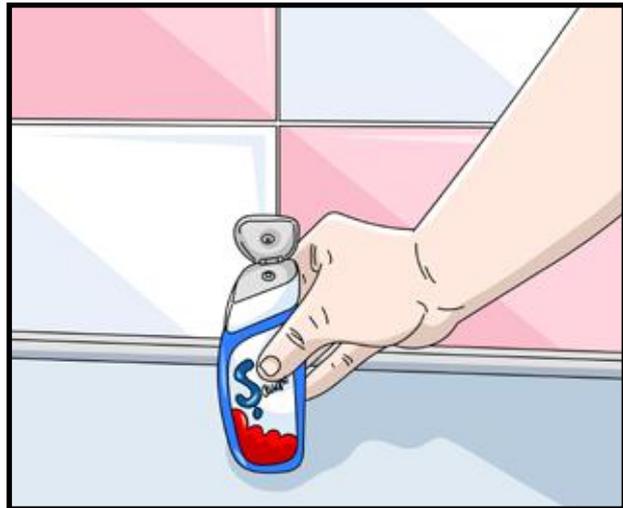
**Opens the lid of the
shampoo**



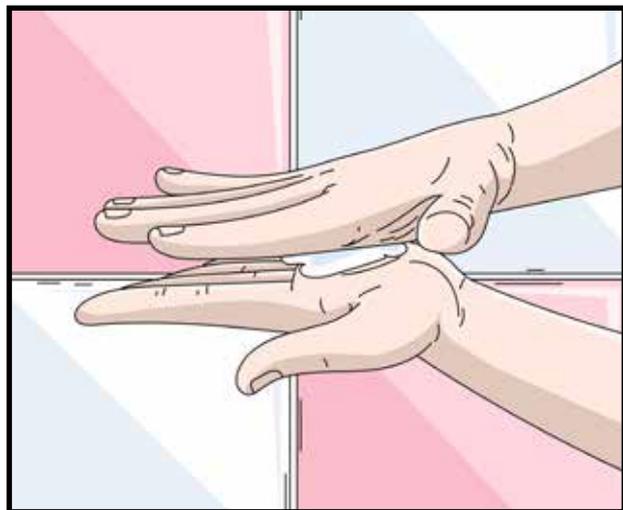
Pours some of the shampoo into his/her hand.



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 head under the shower.



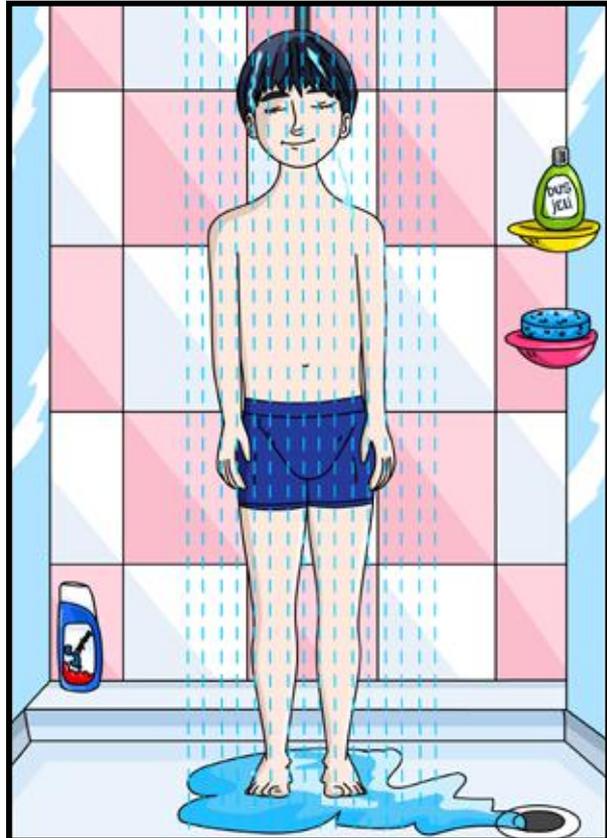
Rubs his/her head with his/her hands and foams the shampoo.



Rinses his/her head.



Wets his/her body.



Takes shower gel.



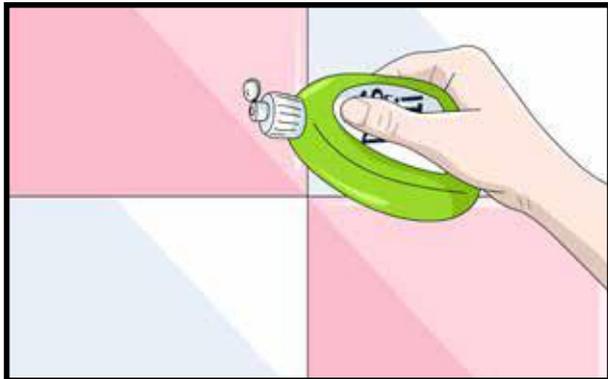
Opens the cover.



Takes the fiber in his/her other hand.



Removes the shower gel with its head down.



Pours some of the shower gel.



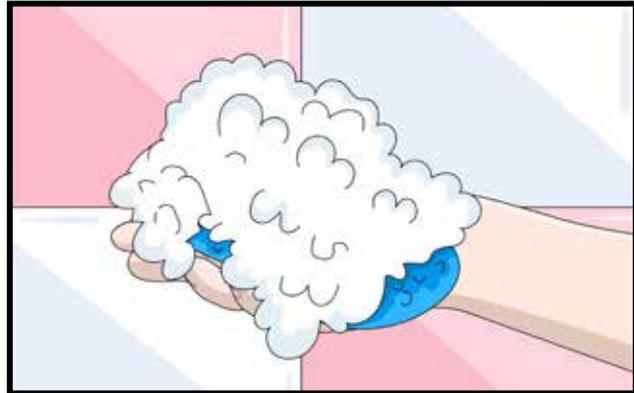
Puts the shower gel.



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.



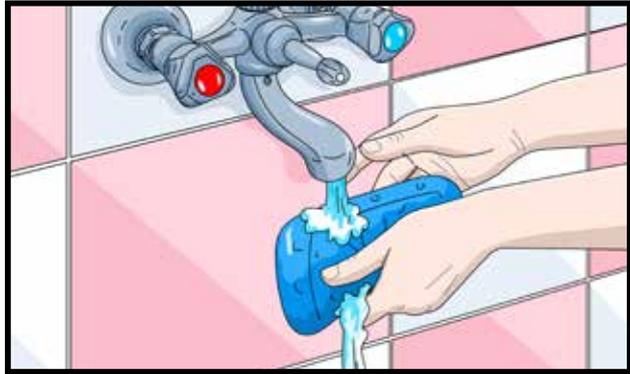
Takes the fiber.



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.



Activity 3: Cleaning my hairs

Instructional Methods and Techniques: Progressive Teaching

Instructional Materials / Teaching Technologies and Materials: A lycra black blouse (long-sleeved and long-sleeved should be preferred), depilatory spray and cleaning sponge for the caregiving and mentally disabled individual. Pictures showing the skill processing steps (in the application section).

Note to the trainer: The activity below is described primarily in terms of how the caregiver can give the mentally disabled person the ability to remove hair.

Activity steps can also be used to train educators with mentally handicapped people, if needed.

Skill steps are given as an example and in the activity to be carried out by the caregiver at home, the skill steps of the hair removal skill should be reconstructed with the support of the expert considering the living conditions at home.

During the implementation of the event, it is important that the caregiver wears bikini, swimwear, tights, t-shirts, etc. to cover the private areas. At the same time, care should be taken to ensure that the privacy areas of the individual are closed during the acquisition of the skill.

These skills can also be taught on a model doll in accordance with the skill steps.

Preparation for Teaching:

• Is the individual ready to learn the skill? / Does he/she has the precondition skills?

“Can the individual react meaningfully to the instructions and questions?”, “Can he/she imitate what is done?”, “Does he/she pay attention to what you show and say for at least 5 minutes?”. If your answer to these questions is “Yes”, the study can be started, and if “No” the individual should first be acquired these basic skills. Work in partnership with the family in this process is important.

• Determining the existing performance of the individual / Pre-teaching evaluation

Determining the performance of the individual regarding hair removal skill will be a guide in which step to start teaching and which tips will be offered using the instruction. Since this skill is a chain skill, it should be evaluated with the single opportunity or multiple opportunity technique by using the skill analysis data record form to prepare the individual’s performance for hair removal. A sample form that can be used for this purpose is included in the heading “Measurement and Evaluation”. The evaluation process should be carried out individually. “Clean hairs in” should be said as a directive to evaluate the individual’s performance. The performance of the individual should be determined by putting the (+) and (-) signs from the skill steps in the sample form.

You can use the visuals showing the following steps to give the individual the ability to remo-

ve hair during adolescence.

• Editing the environment

The environment to be taught should be arranged according to the characteristics of the individual. The target behavior should be studied individually. In order to carry out the teaching, the specified bathroom should be used. According to the needs and characteristics of the individual and the type of hint to be used, should the individual be placed opposite, side by side or crosswise. Tools and materials to be used in education should be kept in an environment that does not distract the individual. The products to be used should be placed according to the height of the individual. Teaching should be done by standing with the individuals. If the individual is unable to work standing, it can be worked by sitting in the bathroom.

• Getting attention

Attention-like sentences such as “You look ready, let’s begin.” should be used.

• Motivation

In order to motivate the individual to study, explain to the individual why do you need to learn this behavior by saying “When we grow up, some hairs occur in some parts of our body. In order to be clean and healthy, we need to clean our hairs regularly. In addition, Reward the individual verbally by saying “You are great! Very good!”. Then start working by saying “Yes, we can start working now!”.

• Review and starting the class

After completing the explanations during the motivation phase, a short speech should be made according to the level of the individual regarding his previous information. For example, “We must be clean for our health.” can be said. Individuals with expressive language skills should be asked to speak on the subject by asking questions such as “What should we do to be clean? We talked about this before. Do you remember?”. An individual who does not have expressive language skills should be explained using the visuals in the printed sources. Then, teaching is started by saying “Yes, we can start teaching now.”.

Application:

Activity 3: Cleaning My Hairs

Before starting the event, the individual’s attention is drawn to teaching by saying, “Today we will learn to clean our hairs with you. “Now let’s start cleaning our feathers.”. Directive is presented by saying “Clean your hairs.” Then, for the “step to get the clock” which is the first step of the skill analysis, the give the direction by saying “Get the clock.” Wait 3-5 seconds for your student to to take the watch. If the individual gets the clock correctly, reinforce by saying “well done, you’re going right. You took the time. ”. If the individual does not react or turns to the wrong reaction, help him/her by going behind the individual and holding the hands and offering the full physical clue. After the individual starts to react with “full physical help”, the tip should be dimmed and another type of tip that requires less help. When the

individual realizes the skill with full physical aid, it should continue to study the skill by applying partial physical aid. For example, it can be guided by holding the individual's wrist. If the individual begins to react with partial physical help, he/she should be helped by providing a hint in the form of a shadow. For example, the individual's reaction can be followed by holding the hand on the individual's hand as if he/she would help by touching it at any time. If the individual responds incorrectly

or does not respond when partial physical assistance is offered, the full physical aid application should be resumed.

The same process should be applied for all steps in skill analysis. At the end of each education, the cooperation and participation of the individual should be reinforced. In progressive teaching, teaching should be started with the use of a hint that will enable the individual to react correctly.

Hair removal skills' steps

Takes the clock.



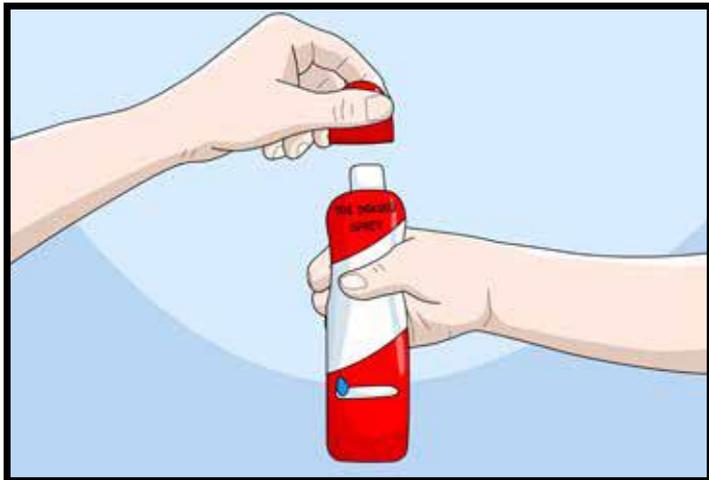
Sets the clock.



Takes the spray.



Opens the cover.



**Raises the arm of
the armpit that it will
clean.**



Puts his hand over his head.



Puts his hand over his head.



Waits until the clock rings. (average 3-5 minutes)



Takes the sponge.



Cleans the foam under the armpit with a sponge.



Leaves the sponge.



Takes the clock.



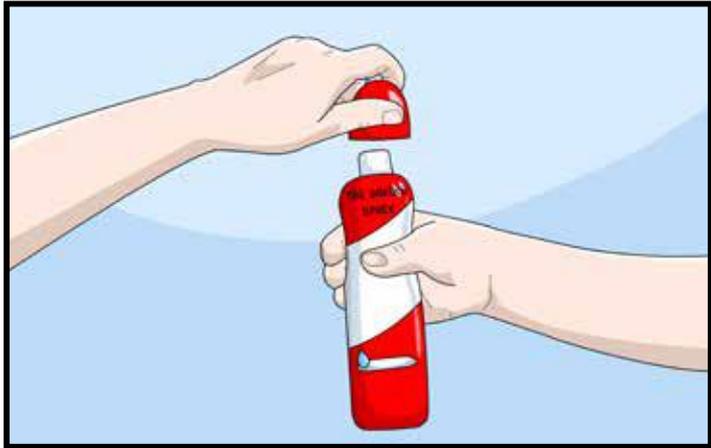
Sets the clock.



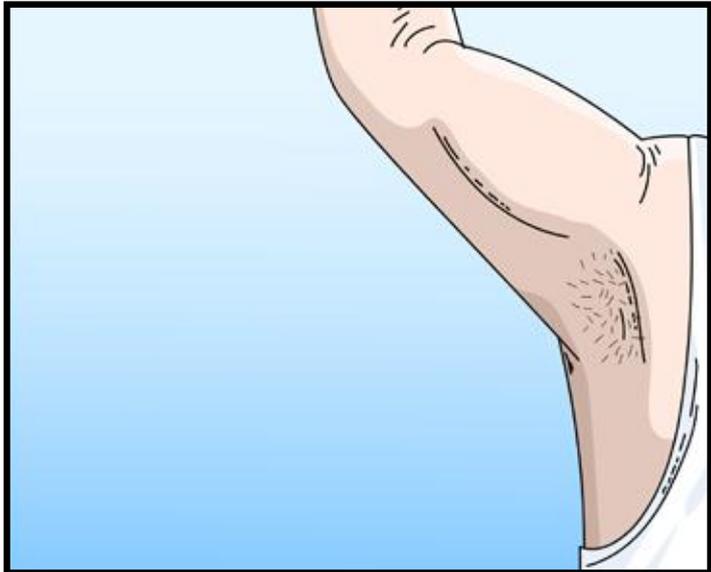
Takes the spray.



Opens the cover.



**Raises the other
arm to clean.**



**Puts his/her hand over
his/her head.**



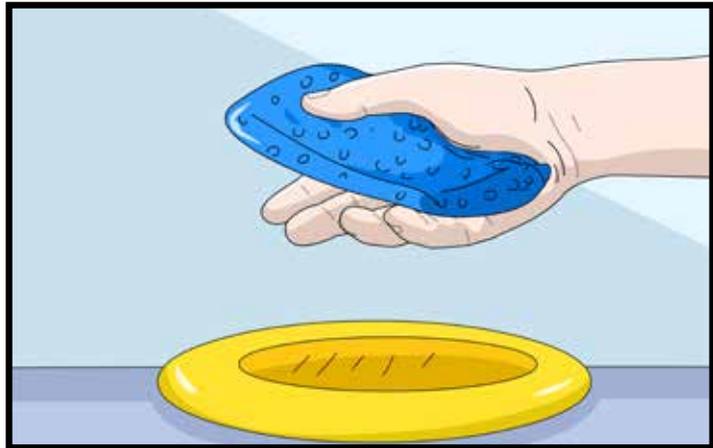
Squeezes the spray under the armpit of his arm.



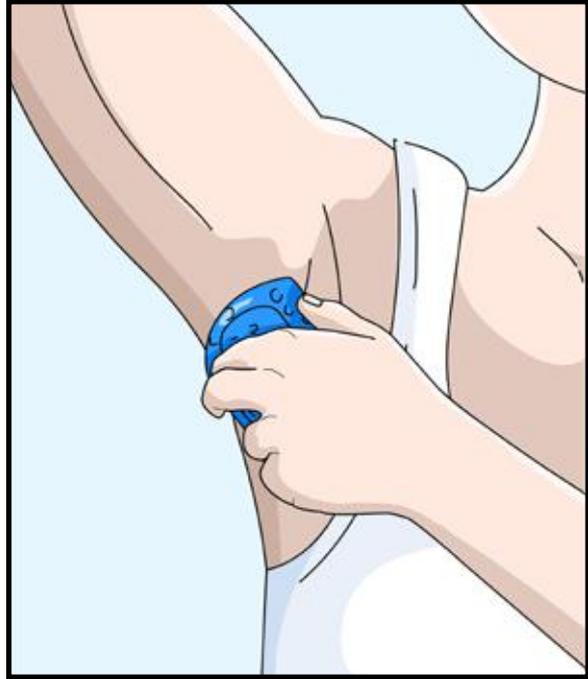
It waits until the clock rings. (average 3-5 minutes)



Takes the sponge.



Cleans the foam under the armpit with a sponge.



Throws the sponge in the trash.



Generalization-Monitoring:

By working with creams and different sprays, it contributes to generalization with tools and equipment. The individual and his/her family should be guided to realize the hair removal ability of the individual without the caregiver and with the whole body naked. The individual should be followed by the caregiver in order to not forget what he/she has learned and to determine whether he/she can continue in daily life. The follow-up study should be performed at appropriate intervals (eg weekly or monthly) in accordance with the individual's characteristics and conditions.

Assessment and Evaluation:

Evaluation sessions of the individual's starting performance, performances of in-training and post-training are evaluated by the caregiver using the example of "Hair Removal Skill Registration Form". The evaluation process is carried out individually. After making the necessary preliminary preparations, "Clean the hair on ...". process is started again. Individual's reactions are recorded by marking on the data recording form.

* Registration form is on the side page.

Explanations and Considerations:

There is no need to organize an evaluation session, as the individual is given the opportunity to react independently after the target stimulus is presented in the teaching sessions. The most important point that distinguishes progressive teaching from other correct teaching methods is that it gives the teacher the opportunity to wipe the hint when the individual does not need a hint or needs a more moderate hint, and to re-present the hint that was previously faded. Considering the characteristics of the individual, skill analysis to be prepared for the target behavior, explanations to be made during the process of attracting attention and motivation, instructions to be presented to the individual, the number of teaching trials, criteria can be differentiated. If there is an individual with physical disability, for example, if he/she cannot use his hands independently, support can be given by holding his/her hand. If you work with depilatory cream instead of spray, a different skill analysis will be required. Spray usage should be preferred because it provides easier use. The instructions for using the depilatory spray should be read carefully. Pre-application against the possibility of allergies should be attempted in the arm or leg area of the individual before applying depilatory spray. It should be noted that the cleaning stick, which may come out of the depilatory spray can, irritate the skin. For this reason, attention should be paid to using cleaning sponge.

“Hair Removal Skill” Registration Form

Individual’s Name-Surname:

Teacher’s Name-Surname:

Criterion: %100

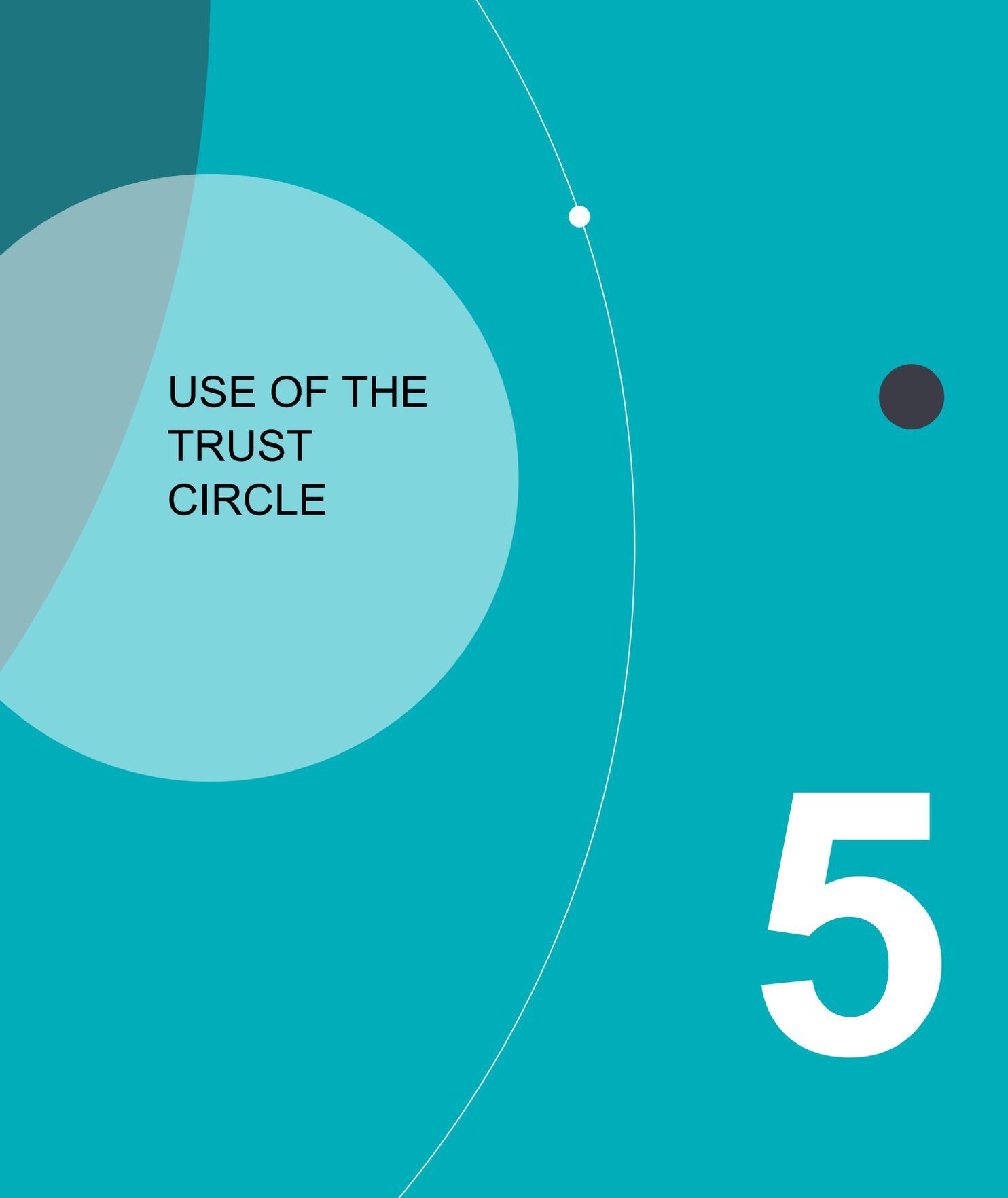
Target Stimulus / Directive: Clean the hairs on

Skills’ Steps	Pre-Study			During Study					After Study	
	1	2	3	1	2	3	4	5	1	2
Takes the clock.										
Sets the clock.										
Takes the spray.										
Opens the cover.										
Raises the arm of the armpit that it will clean.										
Puts his hand over his head.										
Squeezes the spray under the armpit of his/her arm.										
Waits until the clock rings. (average 3-5 minutes)										
Takes the sponge.										
Cleans the foam under the armpit with a sponge.										
Leaves the sponge.										
Takes the clock.										
Sets the clock.										
Takes the spray.										
Opens the cover.										
Raises the other arm to clean.										
Puts his/her hand over his/her head.										
Squeezes the spray under the armpit of his arm.										
It waits until the clock rings. (average 3-5 minutes)										
Takes the sponge.										
Cleans the foam under the armpit with a sponge.										
Throws the sponge in the trash.										
Correct reaction before the title										
Correct response after clue										

*The number of sessions is increased according to the individual’s performance. For correct responses, the form is marked with (+), for no reaction, and for false responses is marked with (-).







USE OF THE
TRUST
CIRCLE

5

5. USE OF THE TRUST CIRCLE

Objective 5.1 Guides to form a circle of trust.

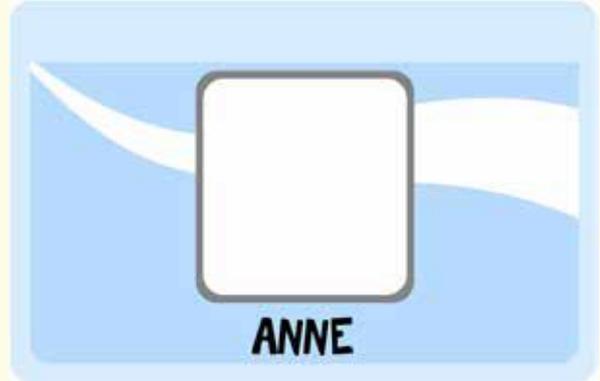
Target Group: Teacher

Event Type: Informational

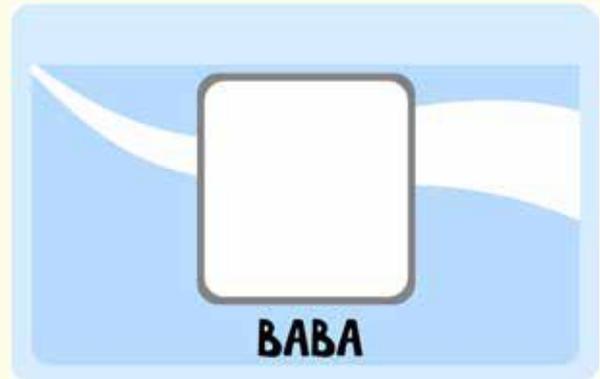
Tools-materials: A3 papers, coloured crayons, gum adhesive, sample cards with photographs of people who will be in the circle of trust.

Sample:

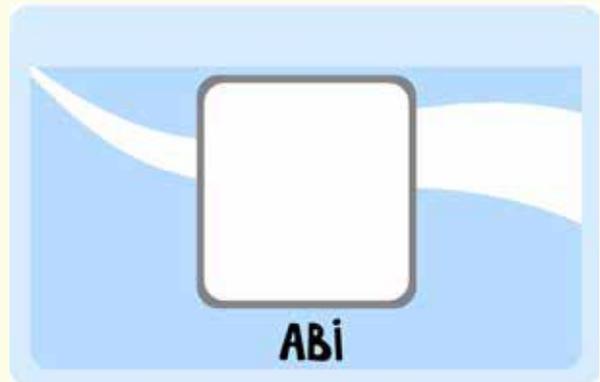
1. Tells / shows that the mother is a familiar person.



2. Tells / shows that your father is a familiar person



3. Says / shows that your brother is a familiar person.



Activity 1: First, an activity is organized to clarify the question «What is the circle of trust and why is it important?». For this purpose, the participants are divided into 4 groups. The following questions are directed to the group and the participants and participants' speeches are provided, especially those who are willing and volunteers.

Question 1: What do you think what the trust is?

Question 2: Why is trust important?

The trainer writes the answers he got from the participants on the board. After receiving the answers of the participants, the trainer continues the activity by making the explanation in the following lines.

«We listened to your answers about trust. Now we will have an event with you. After discussing what are the features that should be in the people you think are reliable, I would like you to paint this reliable person on the papers I have given you. It can be a human body or a picture that is completely abstract. You have 10 minutes for this activity. After 10 minutes, each group will present the pictures they have drawn to the other groups through the group spokesperson they have chosen.» The educator distributes paper and colored pencils to each group. While the activity continues, the trainer should support the groups by walking between the groups and remind 2 minutes before the deadline. After the time is over, the volunteers are asked to explain their pictures on the board, starting with the group. 3 minutes is given to each spokesperson. Groups

are applauded when spokespersons finish their presentations. After the presentations, the pictures are hung on the wall. Then, the following statement is made: «Every individual needs people they can trust. Children need a circle of trust in which they can talk about the dangers they are in, ask for help in case of danger and know that they will not behave in danger. Depending on the child's environment and needs, the people in the circle of trust can be either 2 people or 10 people. The circle of trust must be created both at home and at school.»

Activity 2:

The trainer says to the group to make a short statement: «We had done activities in the previous activity about the circle of trust and trust. In this activity, we will talk about what we should pay attention to while creating a circle of trust for children with disabilities and how to explain the circle of trust to children with disabilities. The circle of trust for the disabled child should be established both for the school and for the home environment. For the trust circle created at home, look at the family education book. The most important issue when creating a trust circle at school is who will be in the trust circle at school.» After the explanations, the educator says, «Who do you think should be in the trust circle at school?» as a question to the group and starts the activity by writing the answers on the board. The educator says, «What personality traits should people in the trust circle at school have to have?» as a question to the group and writes the answers on the board. Educa-



tor makes statements by saying “A specialist (Guidance teacher, special education teacher, pedagogue, etc.) should definitely be asked for the selection of the people who will be in the trust circle at the school. People who will take part in the circle of trust are identified with the family at the child’s individualized education plan (IEP) meetings. These people can be guidance teachers, special education teachers, classroom guidance teachers, school principals, assistant school heads, people responsible for the child’s care, service guide, etc. It is emphasized the points to be considered during the formation of the trust circle in the school by explaining with sentences like “People who will be in the child’s trust circle must volunteer for this job.” Ask to the group “So how do we introduce people in the circle of trust to children?” as a question. Print photos of people who agree to be in the circle of trust (2 meters away, in a passport style). (Keeping the photos up to date will allow your student to know this person without hesitation when they look at the photo.) Leave a white space under the photo to write their name and who they are. Write this information in bold type, in sizes 16-18, in capital letters and in bold. For example; like AYŞE - GUIDANCE TEACHER.

The sharpness of the photos will not deteriorate, since pressing the photos will prevent wear during use. Introduce these people as “safe people, familiar people” in the activity you will hold. Explains that “indicate that those who accept to be in the circle of trust will ask them for help when the disabled student

needs help.” and reads the following sample application to give information about the implementation of the event: “Have your student sit in the chair. Sit next to him. Put a total of 3 photos of people in the trust circle selected from the school on the desk. Give your student a minute or two to review the photos. Draw your student’s attention to the study by saying “Now let’s start working with these photos.” and tell him/her to listen carefully and then do the same. Say “Look at the photos. Who is this?” as a directive. Immediately after the instruction, say “This guide teacher....” Person name surname “.....” and read the person tag as “Guide Teacher”. Wait 3-5 seconds for your student to react. If your student gives the correct answer, reinforce him/her. If your student does not react or responds incorrectly, say the correct answer. Follow the same process for other cards. After your student knows and says people, please make a statement to your student by saying “These people are in your school trust circle. People in the circle of trust help you when they need it and protect you. They will support you. When you need help, you should tell someone in the circle of trust. ”. The educator then divides the participants into groups of two, asking that one be an educator and the other a child, and the participant in the role of an educator to introduce the circle of trust to the student. Groups are given 5 minutes for this promotion. During the event, three pieces of small paper can be used, which are considered to be photographs. After five minutes, he/she asks the following questions:

- What did you feel when you were the teacher?

- What did you feel when you were a student?

Following the sharing of the participants, the activity is ended by stating that creating a circle of trust for students with disabilities plays an important role in helping students feel safe and seek help from the right person in the school. If necessary in the school, you can use the following sample teaching processes to teach skills.

Objective 5.2 Introduces the circle of trust to the individual.

Objective 5.2 Explains the ways of seeking help from people in the trust circle when necessary.

Instructional Methods and Techniques: Simultaneous Clue Instruction.

Instructional Materials / Instructional Technologies and Materials: Cards with

photographs of people who will be in the circle of trust (Number of cards will be the number of people to be found in the circle of trust. People will be chosen from school staff.), Cards with environments where they may need help (class, school garden, school service, school gym, etc.), cards with visuals of the methods they can use to ask for help (child screaming, child whistling, child pushing someone else, child talking with someone in the circle of trust, etc.).

Methods that can be used to ask for help.

Screaming.



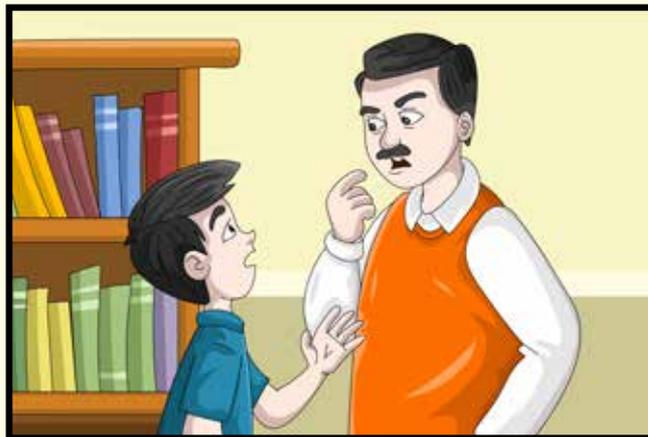
Whistling.



Pushing the other



Telling the person in the trust circle



Preparation for Teaching:

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

“Does your student have small muscle skills?”, “Can he/she react meaningfully to the instructions and questions?”, “Can he/she imitate you?”, “Does he/she pay attention to what you show and say for at least 5 minutes?”, “Is your student able to distinguish between behaviours that he/she may need help with? “. If your answer to these questions is “Yes”, you can start working. If “No”, first give your student these basic skills. In this process, take care to work in cooperation with

the family.

- Determining the current performance of your student / Pre-teaching evaluation

Determining the performance of your student regarding the trust circle and the ways of seeking help when necessary will be a guide in which steps you will start teaching, and which tips you will offer. Sit with your student in the evaluations you will make for this purpose. Start the evaluation by saying “Today we will play the familiar/unfamiliar game with you.” Get your students attention by saying “Now I’m going to put some photos on the table. I

want you to look carefully.»

Place 3 (2 foreign, 1 familiar) visual cards on the table, consisting of photographs of people who are in the circle of trust and who do not. In order to determine whether your student knows the people in the circle of trust, ask to him/her “Show / Tell Which Person is a familiar person.”. If your student doesn’t have expressive language skills, you can ask them to show them by touching the cards instead of saying it. Then, make a performance evaluation regarding the ways of asking for help from the people who can be in the circle. For this purpose, place visual cards on the table indicating the areas that your student has to share with those who are not in the circle of trust and in circle of trust. Tell your student to choose one of these cards. Explain that there may be unexpected situations such as “Someone who is not in the circle of trust may want to give you a food or drink,” “Someone who is not in the circle of trust may want to touch you without permission.” And ask “How do you ask for help from someone you trust when faced with an unexpected situation?”. If your student does not have expressive language skills, you will need visuals related / unrelated to ways of seeking appropriate help. You can ask him to show the correct image among these images by asking to your student, “How do you ask for help from someone you trust when you encounter an unexpected situation? Show.” Perform the evaluation process individually. Put your (+) sign in the registration form when your student has the correct reaction, (-) when

there is no reaction and the wrong reaction.

• Editing the environment

Arrange the environment you will teach according to your student’s characteristics. Work out individually for target behaviour with your student. In order to carry out the teaching, you can use any room, class, etc., which is designated as a privacy area in the school. Depending on your student’s needs and characteristics and according to the type of hint you will use, stand with your student in a face-to-face, side-by-side, or diagonal way. Keep your tools and reinforcers that you will use in teaching in a way that will not distract your student.

• Getting attention

In order to draw your student’s attention to teaching; use cautionary sentences like “You look ready, let’s start.”.

• Motivation

At this stage, in order to motivate your student, explain to your student why you are studying this behaviour by making explanations such as “You should have a circle of trust that you can trust in order to feel safe and create a safe environment for yourself. You should know the situations where you need to ask for help to feel safe and how to seek help from those in the trust circle. Now we will learn about the people in the circle of trust with you and how to seek help from them. ”.

Please make a statement by saying “Knowing

these will make you more confident.”. At the same time, reinforce your students with effective reinforcers for participation behaviour to study.

• Review and starting the class

Make a short speech according to the level of your students' previous knowledge. For example; you might say “You learned your private areas, let's say the private areas in our body again. The mouth, genital area, butt, and chest in women were special areas in our body. You also learned where we open and close them. Where do we open and close our private areas? Isn't it in the bathroom, toilet, in our bedroom, in changing room? Who was helping you do these? Teacher. So who will help you when your teacher is not at school? In what situations should you ask for help? Now we will learn when to ask for help and who will help you. ”. Make explanations to your students who do not have expressive language skills by using the visuals in the printed sources. Then start teaching by saying “Yes, we can start working now.”.

Application:

Activity 1: I learn the situations where help is needed and the ways to ask for help.

Sit side by side, face to face or L-shaped with your student. Put three (1 familiar, 2 unfamiliar people) photos on the table. Give your student a few minutes to review the photos. Say “Now let's start working with these photos.”, draw your student's attention to teaching and

tell him/her to listen to you carefully. Then present the instruction “Look at the photos. Tell which one is the familiar person.» and present a hint to the student by showing the person's photo. Read the person label on the line on the photo at the same time as by saying “Guide teacher, manager, classroom teacher, special education teacher”. Wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce him/her. If your student does not react or responds incorrectly, be the model for the correct answer. Then move on to the teaching of ways to ask for help from the people in the trust circle and take the cards one by one and say, “Look at the card. Where is here?”. Then, read place the label on the line on the card as “Park, school service, home, garden etc.”. Immediately afterwards, ask “What are the unexpected situations you might encounter in the park?”. Say to your student “While playing games in the park, someone can give you candy or food. Someone may offer you to go somewhere else, may want to touch his private areas.” Ask “How do you ask for help from someone you trust when faced with an unexpected situation?” as the question.

Then show what he/she has to do (You can show the offending person, you can tell who he/she is, you can show / say what the person is doing, you can point the person in the direction he/she is escaping). Wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce him/

her. If your student does not react or if he / she responds incorrectly, be the model for the correct response. Finally; you can end teaching by expressing “People in the circle of trust protect you from unexpected movements. It will support you. When any of the unexpected movements occur, you have to tell someone in the circle of trust in one of the ways I just said. ”.

Generalization-Monitoring:

Organize generalization sessions to determine whether your student continues to demonstrate the skill acquired in the presence of different environments, people and situations. In these sessions, you can determine whether your student can recognize people who are familiar but not in the circle of trust some time after teaching, and if they seek appropriate help when they encounter an unexpected situation. For this purpose, when you go to a crowded place such as a trip or a picnic, you can determine whether a student you do not know will perform your teaching in any environment where your student can be found by asking him for something that is not appropriate.

It should be monitored to determine whether your student forgets what they have learned and whether they can continue in daily life. Conduct follow-up sessions at regular intervals, for example weekly or monthly, in accordance with your student's characteristics and conditions.

Assessment and Evaluation:

As there is no opportunity to react independently during the teaching process with the simultaneous hint, organize evaluation sessions to assess whether your student can achieve target behavior. Conduct the evaluation sessions individually. In these sessions, to determine whether your student knows the people in the trust circle, present the target stimulus by saying “Which is the familiar person? Show / Tell. ”. In order to determine the performance of your student regarding the ways of asking for help from people who can be in the circle, present the target stimulus by saying “How do you ask for help from the person you trust when faced with an unexpected situation?”. If your student does not have expressive language skills, you will need visuals related to ways to seek appropriate help, and unrelated images. When asked to your student, “How do you ask for help from someone you trust when you encounter an unexpected situation? Show.”, you can ask him to choose from these images. Evaluate your student's performance before, during and after using the example

Evaluate your student's performance before starting study, during and after study by using the example of “People in the Circle of Trust and Ways to Ask for Help Registration Form”



“People in the Trust Circle and Ways to Ask for Help” Registration Form

Students Name-Surname:

Teachers Name-Surname:

Criterion: %100

Target Stimulus / Instruction: Which is the familiar person? Show / Tell.

When you encounter an unexpected situation, how would you like help from the person you trust? Show / Tell.

Target Reactions	Pre-Study			During Study					After Study	
	1	2	3	1	2	3	4	5	1	2
1. Shows / tells people he trusts.										
2. Indicates the person who bothers you.										
3. Says who he/she is.										
4. Shows / tells what the person is doing.										
5. Indicates the direction the person is running.										
Correct Response Number										
Correct Response Percentage										

*Increase the number of sessions according to your student's performance. For correct responses, put a (+) on the form, and the (-) sign for incorrect responses or the absence of reaction.

Explanations and Considerations:

Considering your student's characteristics, you can differentiate the skill analysis that you have prepared for the target behavior, the statements you have made during the process of attracting attention and motivation, the instruction you provided to your student to react, the number of teaching trials, and your criterion. Increase the steps in the "People in the Trust Circle and the Ways to Request Help Form" by the number of people in the trust circle. Carefully choose the people to be in the circle of trust. Be sure to the photos that you prepare while working are the real and taken within 6 months photographs of the people in the trust circle. You can use the cards by pressing them in order not to damage the cards you prepared. 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. Write the person's name and degree of closeness on the white line. For example; write the word "ELIF - CLASS TEACHER" with a black pen on the white background under the teacher photo. Do this application for all cards.

Inform the people in the circle of trust about the content of your education. When your student studies on person recognition with another person in the trust circle, give the registration form to the person. Reinforce your student every time your student reacts correctly during teaching. The reinforcer can be anything your student loves and will keep teaching attentive. For example; you can support your student with phrases such as "good, super, you are doing very well", you can say that you will do an activity you like at the end of the education or you can reinforce your student by giving a small piece of the food he/she loves. You can hold these sessions before each instruction or intermittently after three or four teaching sessions. Decide when to conduct assessment and monitoring sessions by taking into account your student's characteristics and circumstances. Take care to choose and use reinforcers in accordance with your student.



The background is a solid orange color. On the left, there are two overlapping circles: a larger light orange one and a smaller grey one. A thin white curved line starts from the top left and arcs towards the right. A small white dot is on this line. A dark blue circle is positioned to the right of the text.

PREVENTION OF
BAD TOUCH AND
INTERVENTION TO
THE BAD TOUCH

6

6. PREVENTION OF BAD TOUCH AND INTERVENTION TO THE BAD TOUCH

Objective 6.1 Explains good and bad touch.

Objective 6.2 Explains what to do in cases of bad touch.

Target Group: Teacher

Activity Type: Informational

Tools-supplies: <https://youtu.be/YD-Haiks-C0I>

Activity 1: Trainer “Now we will play a game called rabbit and fox with you. Let’s be a circle together to play the game.” S/he asks the group to be a circle. S/He then plays the game by following the steps below. Make a circle.

- Two volunteers are selected.
- Others are said to be binary partners.
- Those who have double spouses will face in the same direction

They stand side by side and holding hands. Each binary group represents a slot.

- At least two people pass between the slots, there must be a space.
- One of the volunteers is a rabbit and the other is a fox S/he says.
- The fox aims to catch the rabbit. The rabbit is intended to escape.

- The role changes when the fox touches the rabbit (the fox becomes a rabbit, a rabbit fox).
- When a rabbit touches the hand of one of the people standing in the slot while running, the person on the other side of the slot becomes a rabbit and moves away from the slot and begins to flee from the fox.
- The member of the slot, where the rabbit does not touch his hand, is included in the game as a rabbit.
- The game is completed when several people in the group become foxes and rabbits.
- Participants sit back to their former places. Participants are thanked for participating in the game and continue by asking the following questions It is.

1. What do you understand when it comes to touch?
2. What do you think is good touch?
3. What do you think is bad touch?
4. So how do you think how to distinguish good and bad touch?

The trainer listens to the participants’ responses and says, “We have private areas in our body. These regions are mouth, genital area, butt and the chest area in women. Nobody can touch these areas.

Touches to these areas are referred to as bad touch. Children often give permission their friends to touch friendly. However, it would be appropriate to teach children to distinguish between good and bad touch so that over time, this permission won't be misused. In addition, s/he explains to his/her students if such a touch is made to the student, the student should be taught to report this situation to one of the adults in the trust circle. Then, the question is directed to the group "when you have a student who states that he has been exposed to bad touch, what would you do? " and the following lines are explained. Asking the student for permission before touching his body should be taught. However, even if permission is obtained, it should be explained that no one can touch their private areas. Also to prevent bad touch:

1. Should say no by pushing. If he cannot speak, he must scream or yell.
2. Should be withdrawn. (In order not to lose his balance when he is pulled back)
3. After pulling sideways, he must run away.
4. Notify an adult in the circle of trust, and
5. If caught before they can do this, they must bite or nail the attacker.

After these explanations, the educator says,

"We, as teachers, are obliged to report cases of bad touch. We need to follow the necessary intervention methods without questioning whether it is real or not, without the need for proof. What do you think are these ways of intervention? " he asks the participants to speak.

Answers of the participants are briefly noted on the board. After the participants' answers are over, the participants are thanked for their answers and the event is ended with the following explanation. "If the student states that he has been subjected to bad touch, you should inform the school counsellor about the issue, and if there is no counsellor, you should inform the school principal about the situation. Asking questions about the bad touch, trying to learn the details of the event or behaving like a detective, this type of behaviour should not be done because it will affect the student negatively. After having fulfilled your obligation to provide information, pay attention to the privacy of the subject. If there is no guidance service and the necessary support couldn't be obtained from the school administration, it is your obligation as a public official to call 155 and 183 lines and report the case "

NOTE: At the end of the event, have the participants watch the video on the <https://youtu.be/YD-HaiksC0I> link.

Objective 6.2 explains what to do in situations where the individual is exposed to bad touch.

Teaching Methods and Techniques: teaching with simultaneous hint

Objective 6.3 Introduces the methods of intervention required in situations where the individual is subjected to bad touch.

Good and Bad Touching Sample Cards



Instructional Materials / Instructional Technologies and Materials: You can use pictures of girls and boys dressed in underwear covering private areas while you are

working on privacy areas. Pictures must be two in each. You can use good and bad touch examples in your book.

Good and Bad Touching Sample Cards



Good Touching Samples



Bad Touching Samples



Preparation for Teaching:

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

“Can your student make a meaningful reaction to the instructions and questions?”, “Can s/he imitate you?” Does s/he pay attention to the duration? ”, “ Does s/he know her/his private areas”, “Does s/he know the people in the circle of trust? ”If your answer to these questions is “Yes”, you can start working. If “No”, first give your student these basic skills. In this process, take care to work in cooperation with the family.

- **Determining the current performance of your student / Pre-teaching evaluation**

Determining the performance of your student about distinguishing between good and bad touch and what should be done if s/he is exposed to bad touch will be a guide for which step you will start teaching, and which tips you will use while teaching. First, evaluate your student’s performance to distinguish between good and bad touch. Sit side by side with your student, sit opposite each other or L-shaped. Then ask your student, “What is bad touch / good touch?” Record your student’s reaction.

After your student’s response, say “Now I will put some pictures on the table. I want you to look carefully.” and submit the directive “What

kind of touch is the touch in this picture?” If your student does not have expressive language skills, put a picture about good touch and bad touch next to each other and ask, “Which is bad touch / Good touch? Show.” Record your student’s reaction. Finally, evaluate your student’s performance regarding what to do when they are exposed to bad touch. For this purpose ask the question “What should we do in case of bad touch?” Put your (+) sign in the registration form when your student has the correct reaction, and the (-) sign when there is no reaction and the wrong reaction.

- **Arranging the environment**

Arrange the environment you will teach according to your student’s characteristics. Work out individual target behaviour with your student. In order to carry out the teaching, you can use any room, class, etc., which is designated as a privacy area in the school. Depending on your student’s needs and features on the type of clue you will use, stand opposite to your student, side by side or crosswise. Keep your tools and rein-forcers that you will use in teaching in a way that will not distract your student.

• Getting attention

In order to draw your student's attention to teaching, use cautionary sentences like "You look ready, let's start teaching."

• Motivation

At this stage, in order to motivate your student, explain him/her why you are studying this behaviour by making explanations such as "it is important that you feel safe and protect yourself from bad touches in order to create a safe environment. Now we will learn how to touch badly with you and what to do when someone touches you badly. ". At the same time, reinforce your students with effective reinforces for participation in teaching behaviour.

• Review and starting the class

Make a short speech according to the level of your student's previous knowledge. If your student has expressive language skills, ask your student to talk about the subject "What could be bad touches? Shall we think together? ". Make explanations to your students who do not have expressive language skills by using the visuals in the printed sources. Then start teaching «Yes, we can start working now.»

Application:

Activity 1: I Distinguish Good and Bad

Touch and Cope with Bad Touch.

Prepare a picture of dressed women and men whose privacy areas (genital area, butt and breast in women) are covered. Make sure there are two of them. Put the two pictures in front of you and the other two pictures in front of your student on the table.

Say "Look at the pictures in front of him, there is a woman and a man. Now we will mark the specific areas of this woman and man with you. I'll mark the pictures first, then you. " Take one red pencil to your own hand and give the other red pencil to your student. Then offer the instruction "Where the private areas of this child are, mark it." Say the names of private areas in the pictures in front of you and enclose the private areas with a red pencil. Then direct your student to mark private areas on the pictures in front of him/her. Reinforce your student's correct reactions. When your student does not react or respond incorrectly, show the private areas once more on the picture in front of your student. After completing the markings, speak about private areas and pass to good and bad touch "No one but you can touch these areas. Touching these areas by someone else is bad touch."

In this study, you show your student an example of good or bad touch and ask, submit the directive “What kind of touch is this touch in this picture?” Tell the correct answer right after. Wait 3-5 seconds for your student to react correctly. If your student does not have expressive language skills, put a picture about good touch and bad touch side by side and submit the directive “Which is bad touch / good touch? Show.” Then, model the correct response. Wait 3-5 seconds for your student to react. Reinforce your student’s correct reactions. When your student doesn’t respond or reacts incorrectly, model the correct response.

Based on the pictures, the child should be told about bad touch. As s/he explains, s/he use expressions such as “No one but you can touch your private areas which are mouth, butt; genital area and breast in women. If s/he touches it is a bad touch. The doctor can touch these areas while you are being examined only when the people in the trust circle are with you.”

Then, in case of bad touch, proceed to the teaching of what should be done:

Draw your attention to teaching by saying to your student, “You should seek help when exposed to bad touch. If you do not ask for help, the person in front of you can harm

you?” Tell your student to listen carefully, then do the same as you do. Then proceed to the teaching of the first rule. “I’ll show you what to do when you are touched badly. Listen to me carefully.” “What should you do if someone touches you badly?” Submit your instructions by saying “I say no by pushing it to your student.” and be a model on how to exhibit this behaviour. Wait 3-5 seconds for your student to react. If your student reacts, reinforce. If your student does not react or responds incorrectly, model by counting the rules again. Follow the same process for all rules.

You can work with your student who cannot count the rules in order as follows:

“What to do when you touch badly? I’ll show you that Listen to me carefully.” Please tell your student what to do as a rule. The rules below like this:

Ask your student “If someone touches me badly, what do I do first?” Be model what s/he should do by saying “If someone touches me badly, first I say no by pushing.” Ask him/ her “Now it’s your turn to say, “What do you do first if someone touches badly. Tell me. “Wait 3-5 seconds for your student to react. If your student reacts correctly, model for the other rule by reinforcing. If your student does not react or responds incorrectly, be a model for this step again.

Then, ask “What do I do after I say no by pushing?” and “I will stand out.” Be a model of how to demonstrate behaviour. Tell your student “Now it’s your turn, What do you do after saying no by pushing?” and wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce and model the other rule. If your student does not react or responds incorrectly, model again.

Then, ask “What do I do after I pull over and say I’ll run away.” Be a model of how to demonstrate behaviour. “Now it’s your turn, «What do you do after you pull out?” say and wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce and model the other rule. If your student does not react or responds incorrectly, model this step again.

Then, ask “What do I do after running away?”

And say “I’ll tell the familiar person.” Be a model how to show the behaviour. Say to your student “Now it’s your turn, what do you do after running away?” Wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce and model the other rule. If your student does not react or s/he reacts incorrectly, model this step again.

Finally, ask “What if I get caught?” Be a model of how to demonstrate behaviour by saying “I bite or nail.” Say “Now it’s your turn, so what do you do if you get caught?” Wait 3-5 seconds for your student to react. If your student reacts correctly, reinforce and model the other rule. If your student does not react or responds incorrectly, model again.

Trap work:

After a while teaching good and bad touch, you can use trap teachings to evaluate your student’s performance whether s/he has learned what to do in case of bad touch and discriminate good and bad touch. In this process, you can repeat the steps in the application title exactly.

Repeat this work with an acquaintance who is not in the circle of trust. Record the reactions

of your student after the person has voiced this request. If your student does not react by exhibiting steps, repeat the teaching process.

Generalization-Monitoring:

Organize generalization sessions to determine whether your student continues to demonstrate the skill acquired in the presence of different environments, people and situations. For this purpose, when you go to a crowded place such as a trip or a picnic, you can evaluate whether your student performs your teachings in every environment by making sure that a person, who is not in the trust circle but you know, is asking the student to do something that is not appropriate. It should be monitored to determine whether your student forgets what they have learned and whether they can continue in daily life. Conduct follow-up sessions at regular intervals, for example weekly or monthly, in accordance with your student's characteristics and conditions.

Assessment and Evaluation:

Your student's target behaviours is not provided with the opportunity to react independently during the teaching process with the simultaneous hint. Organize evaluation sessions to assess whether they can obtain them. You can hold these sessions

before each instruction or intermittently after three or four teaching sessions. Conduct inspection sessions individually. Use "I Distinguish Good and Bad Touch, and Cope with Bad Touch Registration Form" to evaluate your student's performance before, during and after teaching.

After doing preliminary, ask the question "What is bad touch?" Record your student's reaction. After your student's reaction, say "Now I'm going to put some pictures on the table. I want you to look carefully. " Submit the directive "What kind of touch is the touch in this picture?" If your student does not have expressive language skills, put a picture about good touch and bad touch next to each other and ask "Which is bad touch? Show." Record your student's reaction. Finally, evaluate the performance of what s/he should do when your student is exposed to bad touch. For this purpose, ask the question "What should we do in the face of bad touch?" When your student has the correct reaction, put (+) for the relevant items in the registration form, put the (-) sign in the wrong reaction.

“I Distinguish Good and Bad Touch, and Cope with Bad Touch” Registration Form

Student’s name-surname:

Teacher’s name-surname:

Criterion: %100

Target Stimulus / Instruction: What is Bad Touch / Good Touch? What is the touch in this picture? / Which one is bad touch? Show. What should we do in case of bad touch?

Target Behaviours	Pre-Teaching			During Teaching					Post-Teaching		
	1	2	3	1	2	3	4	5	1	2	
1. Tells that touching your mouth is bad touch./ Indicates the picture where bad touching is.											
2. Tells that touching the genital area is bad touch / Indicates the picture where bad touch is.											
3. Says that touching the butt is bad touch / Indicates the picture where bad touch is.											
4. Says that touching the chest area is bad touch / Indicates the picture where bad touch is.											
5.1. He says no by pushing.											
5.2. Pulled sideways.											
5.3. S/he runs away.											
5.4. Notifies the familiar person.											
5.5. If caught, bites or nails.											
The number of correct steps											
The percent of correct steps											

*Increase the number of sessions according to your student’s performance. For correct responses, put a (+) on the form, put the (-) sign for the absence of reaction and incorrect responses.

Explanations and Points to Consider:

In the process of drawing attention and motivation by taking into account the characteristics of your student, you can differentiate the explanations you have made, the instruction you have provided to your student to react, the number of teaching trials, and your criterion. Reinforce your student

every time your student reacts correctly during teaching. The rein-forcer can be anything your student likes and you can continue teaching carefully with sentences like “Well done, you’re super, you’re doing very well.” You can give support, you can say that you will do an activity you like at the end of the education or you can reinforce your student by giving a small piece of the food s/he loves.







PERSONAL
AREA AND ITS
PROTECTION



7

7. PERSONAL AREA AND ITS PROTECTION

Objective 7.1 Explains the individual towards the protection of the personal area.

Objective 7.2 Explains the individual's behaviour towards protecting someone else's personal area.

Instructional Methods and Techniques: Simultaneous clue teaching, direct expression, demonstration, modelling, question-answer

Instructional Materials / Teaching Technologies and Materials: Chalk, picture cards (Below are picture descriptions you can use for this purpose).

Appropriate behaviours for protection of personal area of himself/herself and someone else



Inappropriate behaviours for protection of personal area of himself/herself and someone else



Preparation for Teaching:

- Is the student ready to learn the skill? / Does the precondition have skills?

“Does your student have small muscle skills?”, “Can s/he make a meaningful reaction to the instructions and questions?”, “Can s/he imitate you?”, “Can s/he pay attention at least 5 minutes to what you show and say.” If your answer to these questions is «Yes», you can start working. If «No», provide your student these skills. In this process, take care to work in cooperation with the family.

- Determining the current performance of the student /Pre-teaching evaluation

Sit side by side with your student, facing each other or L-shaped. Tell your students that they can meet and greet different people they know during the day, and that people they do not know can approach him/her while waiting in line getting on a bus or traveling. Next put a child picture on the table in front of your student who exhibits appropriate



behaviours to protect his/her or someone else's personal area, and a child picture that exhibits inappropriate behaviours to protect his/her or someone else's personal area. Tell your student "Look at the picture cards in front of you carefully, show the picture of the child who behaves in accordance with his/her or someone else's personal area." After this stage, ask the student "How close can others approach you? How close can you get to them? Show / Tell." Perform the evaluation process individually. Put your (+) sign in the registration form when your student has the correct reaction, (-) when there is no reaction and the wrong reaction.

• Arranging the Environment

Arrange the environment you will teach according to your student's characteristics. Work out individual target behaviour with your student. In order to carry out the teaching, you can use any room, class, etc., which is designated as a privacy area in the school. Depending on your student's needs and characteristics, the type of clue you will use, stand with your student in a reciprocal, side-by-side, or diagonal way. Keep your tools and reinforcers to be used in teaching in a way

that will not distract your student.

• Getting attention

In order to attract the student's attention to the study, use attention-grabbing sentences like "Now we are starting to work with you. You look ready, let's get started."

• Motivation

Explain to your student that s/he and other people should protect their personal area while greeting the acquaintances they meet during the day, on the subway, on the bus or waiting for the bus. Then say that it is necessary for our security to leave an arm-length distance with other people in order to protect our own personal area and to protect us from dangers. Express to your student that why you are working this kind of behaviour by making such explanations? Also, reinforce your student with effective reinforcers for participation in the study.

• Review and starting class

After completing the explanations in the motivation phase, make a short speech about your previous knowledge according to your student's level.

Ask questions to your student's with expressive language skills like "Where are our private areas? Previously we had done studies on this topic. Do you remember?", and have them talk about it. Make explanations to your students who have difficulties in expressive language skills by using visuals in printed sources on the subject. Then start the class "Yes, we can start working now."

Application:

Activity 1: I Know Personal Areas

Plan this event as a group activity. Hang the picture of a child who displays appropriate behaviours to protect his or someone else's personal space, and a child who displays inappropriate behaviours to protect his or someone else's personal space on the classroom board. Then, by saying the name of a student, "..... look carefully, show the picture of the child acting appropriately to his/her and someone else's personal area" Show the picture immediately after that. 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. When your student doesn't respond or reacts incorrectly, model the correct response.

After this study, choose two student's, make sure that both students face you and have a distance of one arm. Be a model for your students who are unable to do this. Then ask each student to stretch the hand s/he uses forward and turn it around in a circle. Then face your students again, ask them to stand so that they turn to you. After that, ask your students to draw the space that they have created around with a coloured chalk. Be a model for your student who has difficulty drawing, but if s/he cannot draw, help your student to draw physically. Tell the student that the area s/he drew is his/her own personal area. Tell him/her that s/he must greet with people s/he knows him by stopping at the distance he has drawn when s/he greets (shaking hands) Ask your students who can take place here. Strengthen the correct reactions.

Ask your students who is involved in this personal area won't disturb him/her. Reinforce the correct reactions. Then bring them side by side you, by ensuring both students face you at 10 cm distance between them. Ask them to turn around each other to look at their faces within this distance. Then say that the distance is a distance outside of both himself/herself



and someone else's personal areas. Tell that there may be bad touches here and s/he must be at arm's length to be safe. Also, say that they should not go beyond this personal space distance when talking to people.

Generalization-Monitoring:

Collect generalization data in your natural environment and in the presence of different people after your student meets the target behaviour criterion, for this purpose, you can request support from your student's family. It needs to be monitored in order to determine whether the student has forgotten the skills acquired and whether he can continue in daily life. Following the acquisition of the monitoring study, in line with the student's characteristics and conditions make appropriate intervals, for example weekly or monthly.

Assessment and Evaluation

Put the picture of the child who shows appropriate and inappropriate behaviours to protect his/her and someone else's personal area on the table in front of your student.

Tell your student "Look at the picture cards in front of you carefully, show the picture of

the child who behaves according to his or someone else's personal area." Then, ask "How close can others approach you? How close can you get to them? Show/Say". Record your student's reactions on the "Protection of Personal Areas Registration Form". Perform the evaluation process individually. If your student responds correctly, put the (+) sign in the registration form on the relevant items, put the (-) sign when there is no reaction and when the wrong reaction is found.



“Protection of Personal Areas” Registration Form

Student’s name-surname:

Teacher’s name-surname:

Criterion: %100

Target Stimulus / Instruction: Show me the picture of the child behaving appropriately for his/her and someone else’s personal space / How close can others get to you? How close can you get to them?

Correct Reactions	Pre-Teaching			During Teaching					Post-Teaching	
	1	2	3	1	2	3	4	5	1	2
1. Picture set										
2. Picture set										
3. Picture set										
4. Shows / tells his personal space.										
5. Shows / tells his social space.										
The number of correct steps										

* Increase the number of sessions according to your student’s performance. For correct responses, put a (+) on the form, put the (-) sign for the absence of reaction and incorrect responses.

Explanations and Points to Consider:

You can differentiate the statements you have made during the process of attracting attention and motivation by taking into account the characteristics of your student, the instruction you have provided for your student to react, the number of teaching trials, and your criterion. When your student cannot respond correctly by being a model, provide

physical assistance to your student and enable him to perform the target behaviour. Then grey physical aid. Decide your student’s assessment of when to conduct assessment (polling) and monitoring sessions by considering your student’s features and conditions. Pay attention to select and use rein-forcers in accordance with your student’s specifications.







GAINING AND
SUPPORTING
BEHAVIORS
WHICH ARE SAFE
AND SUITABLE
FOR SEXUAL
DEVELOPMENT



8

8. GAINING AND SUPPORTING BEHAVIORS WHICH ARE SAFE AND SUITABLE FOR SEXUAL DEVELOPMENT

Objective 8.1 Describes safe and unsafe sexual behaviour.

Objective 8.5 lists preventive health measures.

Target Group: Teacher

Activity Type: Informational

Tools-materials: A4 paper, pen.

Activity 1:

“What is the first thing that comes to your mind when you think of appropriate behaviour?” The educator enters the event with this question. Then s/he gets the answers of the participants, “So what is the first thing that comes to your mind when you think of adolescence? Please express it in one word.” S/he listens to the answers and thanks to the participants without commenting. “Now we will do a study on adolescence and the changes that occur during adolescence.” divides the group into 4. In order to divide the group into 4, everyone creates a group from A, a group from B, a group from C and a group from D by giving the letters A, B, C, D, respectively. S/he gives the Group A the topic “What are the physical hormonal changes during adolescence?”, gives the Group B the subject of “What can be risky sexual behaviours due to physical-hormonal changes?”, gives the Group C the subject of “what are the social-emotional changes during adolescence”, gives the Group D the topic of “what can be risky sexual behaviours related to social-emotional changes during

adolescence”.

Large size cardboards are given to groups in different colours in each group. All groups are given 10 minutes. At the end of the period, it is said that each group will present the list prepared. Groups are given 3 minutes for the presentation. After the presentations of the groups, they are asked “Well, what are the safe sexual behaviours?” and the answers of the participants are listened. The trainer makes the following statement:

“Individuals with intellectual disabilities in adolescence are slower than their peers who develop normally as cognitive and motor skills. Although they develop, they show almost the same developmental characteristics as their peers in the field of sexual development. When it comes to intellectually handicapped individuals, it is more difficult to control risky behaviours that may already occur during adolescence and this can make the individual open to sexual abuse. Skills to avoid inappropriate sexual behaviour within the scope of veiling, confidentiality and privacy should be taught to both intellectually disabled individuals and individuals with normal development. Improper sexual behaviour can be seen in ways of kissing, physical contact without permission, touching private areas even if allowed or letting it be touched, undressing in places outside the privacy area, touching private areas, violation of personal area, etc. When unsuitable sexual behaviours are encountered, you can stop the behaviour by protecting your calm, raising your voice and drawing your student’s attention in another direction (subject of interest, item or activity,

etc.) without any comment about the behaviour (such as shame, sin).

As a result of inappropriate sexual behaviours, some health problems may also occur. Self-care, kissing or touching your student without complying with the hygiene rules may bring along some infectious health problems. You can refer your student and family to the family doctor or specialist for routine checks. ”

Objective 8.2 It conducts studies to provide individuals with safe and appropriate behaviours for sexual development. It is possible to study behaviour different target behaviours for this objective. However, in this section, an exemplary activity is provided to gain the appropriate behaviours that should be displayed in the toilet.

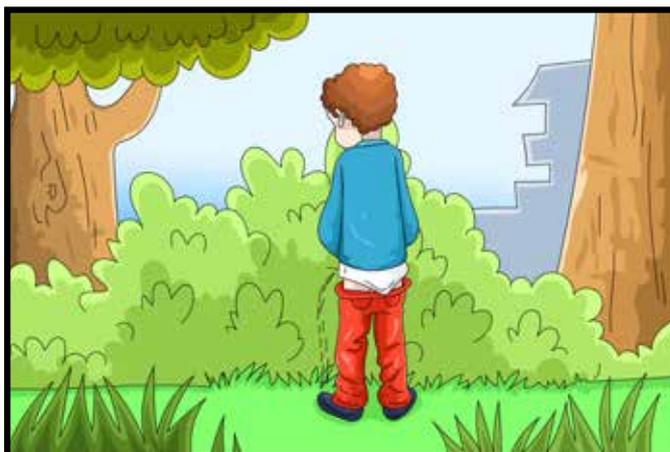
Instructional Methods and Techniques: Direct teaching

Instructional Materials / Instructional Technologies and Materials: Pictures showing appropriate and safe behaviours and appropriate and unsafe behaviours, case scenarios, visuals of the sample event.

Picture cards for appropriate and safe behaviours



Picture cards for appropriate and safe behaviours



Preparation for Teaching:

- Is your student ready to learn the skill? / Does s/he have prerequisite skills?

“Can your student respond meaningfully to the instructions and questions?”, “Can s/he imitate you?”, “Does s/he pay attention to what you show and say for at least 5 minutes?”, “Can s/he answer in 2-3-word to the questions about the text which s/he has read or is read to him/her?” If your answer to these questions is “Yes”, you can start working, if “No, provide these basic skills first. In this process take care to work in cooperation with the family.

- Determining your student’s current performance / Assessment of Pre-teaching

Sit side by side with your student, opposite or L-shaped. By putting the picture cards containing appropriate and inappropriate behaviours for sexual development in front of your student and say “Look carefully at the picture cards in front of you, show the card that contains the appropriate behaviours that we need

to exhibit in a toilet used by others.”

Then, ask him/her «What are the appropriate behaviours that we need to exhibit in toilets in different environments?» When your student responds correctly, put (+) to the registration form, or complete the evaluation by putting a (-) in the wrong reaction.

• Arranging the environment

Arrange the environment you will teach according to your student's characteristics. Work out individual target behaviour with your student. In order to carry out the teaching, you can use any room, class, etc., which is designated as a privacy area in the school. Depending on your student's needs and characteristics, the type of clue you will use, stand with your student in a reciprocal, side-by-side, or diagonal way. Keep your equipment and rein-forcers with you that you will use in teaching in a way of not distracting your student.

• Getting attention

In order to draw your student's attention to the study, use cautionary sentences like “Now we are starting to work with you. You look ready, let's get started.”

• Motivation

Tell your student that “when s/he does

appropriate and safe sexual behaviours, s/he can protect himself from people s/he knows or does not know”. Explain that knowing how much of her/his clothes should be opened is important for his/her safety when s/he comes to the toilet in social areas.

• Review and starting the class

After completing the explanations in the motivation phase, give a short speech about your previous knowledge according to your student's level. Have them talk about it by asking questions like “We have done studies on this subject before. Do you remember?» Make explanations to your students who do not have expressive language skills by using the visuals in the printed sources. Then start the class «Yes, we can start working now.»

Application:

Activity 1: I Learn Safe and Unsafe Sexual Behaviours

Tell your student «We will learn with you today what are appropriate and safe behaviour. Listen to me carefully. In social environments (park, school, picnic area, shopping mall, guest house, gym, swimming pool, like the public toilets) you should go to the toilet when you need to go to the toilet.



Make a short explanation “If the door of the toilet is closed, you should knock on the door, if there is no one inside, you must enter. If there is someone inside, you should wait until it comes out. Once inside, you have to put down your bottom clothes (pants-skirt, underwear, and do the toilet) and you should clear your private area. You should wear your clothes again. You have to flush. Then you have to get out of the toilet. ” Then tell him/her «Now I’m going to read you a short story, listen to me carefully.» Read the story to the student twice aloud. Then answer the story comprehension questions yourself. Please read question 1 “Where did Ali come to the toilet? Then immediately answer the question «When Ali was in the school canteen, he needed toilet» Repeat the same process for other questions. If your student has reading skills, tell him/her “Now it’s your turn.” Have your student read the story and ask him/her to answer the comprehension questions. Reinforce your student’s correct answers, repeat teaching when he / she answers incorrectly or is unresponsive. After these sessions, start the guided practice section, which is the second session. In this session, withdrawing the clue, simply read the story to your student or have him/her read it and ask him/her to answer comprehension questions. Reinforce your student’s correct answers, return to the modelling session if is/

he responds incorrectly, is unresponsive, or in missing answers, and repeat the teaching.

After the guided applications, go to the independent applications step. In this session, withdraw the clue completely and ask your student to perform the target behaviour independently. Reinforce your student’s correct answers in the teaching process. When he / she responds incorrectly or is unresponsive or incomplete answers, you go back to the guided practice session, repeat the teaching.

Short Story Example

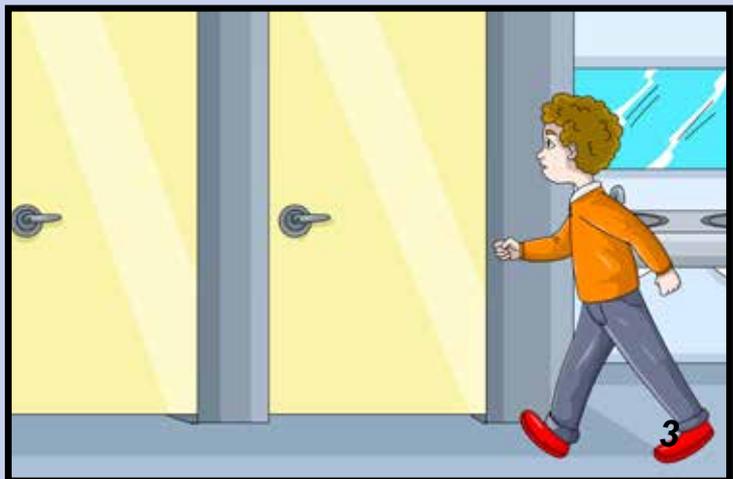
Ali was in third grade. When the break bell rang, he and his friends went to the school canteen.



While waiting for the toast line, he needed toilet.



Ali came out of the canteen. He quickly went to the school toilet.



He knocked on the door of the toilet. There was no sound from inside.



He entered the toilet.



He made sure he closed the door



He took off his pants.



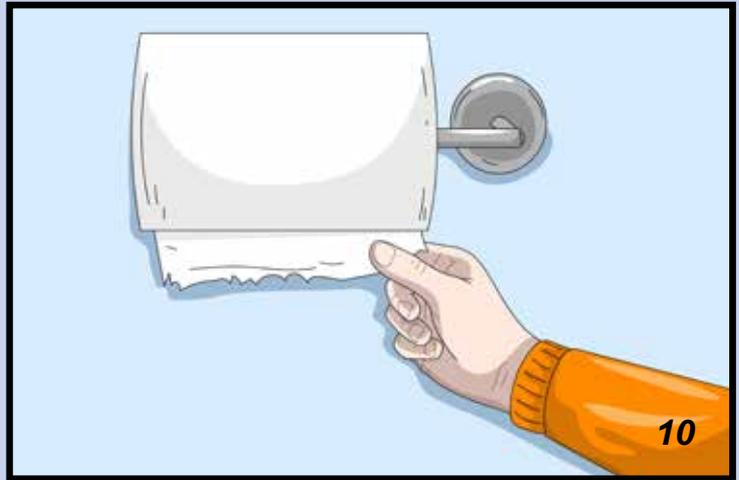
He lowered his underwear.



He made his toilet.



He cleaned his private area.



He wore his pants.



He flushed.



He washed his hands.



He came out of the toilet.



Öyküyü Anlama Soruları

1. Where did Ali need toilet? Say.
2. Where did Ali go when he needed toilet? Say.
3. What did Ali do before going to the toilet? Say
4. What did Ali do first when he entered the toilet? Say.
5. What did Ali do after his toilet? Say.
6. What behaviour would Ali be unsuitable when Ali was making his toilet? Say.
7. If you were Ali, how would you behave when you needed toilet? Say.

Continue teaching by preparing different story samples for other behavioral patterns and reading comprehension questions for these stories.

Generalization-Monitoring:

Collect generalization data from your student in natural environments, for this purpose, you can request support from your

student's families. It should be monitored in order to determine whether your student has forgotten the skills acquired and whether he / she can continue these in daily life. After the acquisition, the monitoring work is carried out at appropriate intervals in accordance with the student's characteristics and conditions, for example weekly or monthly. You can use the picture cards below for generalization.

Appropriate and Safe Behaviours for Sexual Development



Closing the door when entering the toilet in the house.

Behaviours that are not appropriate and safe for sexual development



Leaving the door open when entering the toilet in the house.

Appropriate and Safe Behaviours for Sexual Development



Going out of the toilet after wearing the bottom dress (pants / skirt / underwear) at school.

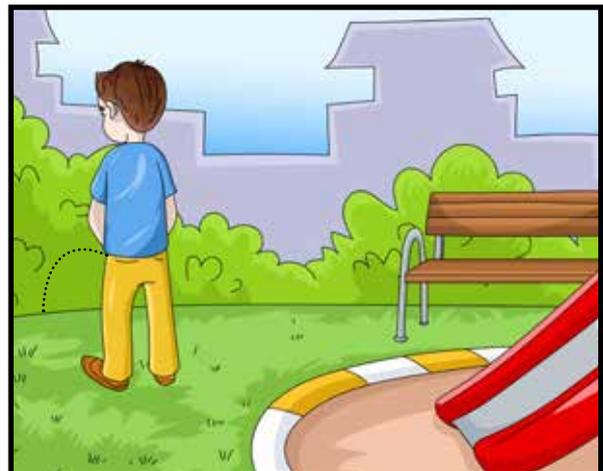
Behaviours that are not appropriate and safe for sexual development



Going out of the toilet without wearing the bottom dress (pants / skirt / underwear) at school.



Going to the toilet in the park when we are needed to.



Not using the toilet in the park when we are needed to.

Appropriate and Safe Behaviours for Sexual Development



Flush the toilet after using it at the picnic and leaving the toilet clean.



Taking off the bottom dress dress (pants / skirt /underwear) in the toilet when you are needed to go to the toilet at someone else's home.

Behaviours that are not appropriate and safe for sexual development



Leaving the toilet dirty after using it at the picnic.



Taking off the bottom dress (pants/skirt/underwear) outside the toilet when you are needed to go to the toilet at someone else's home.

Measurement and Evaluation:

To evaluate your student's performance at the starting level, teaching order, and post-evaluation sessions, ask your student "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, too." After that, record the performance of your student on the "Registration Form

for Improving Appropriate and Safe Behaviors for Sexual Development" ?" by presenting the instruction "What are the appropriate behaviors that we need to exhibit in toilets in different environments?". Perform the evaluation process individually. Put (+) sign in the registration form when your student has the correct reaction, and the (-) sign when there is no reaction and the wrong reaction.

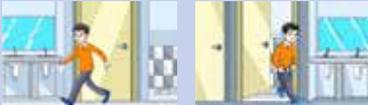
“Enabling Safe and Safe Behaviors for Sexual Development” Registration Form Students

Name-Surname:

Teacher's Name-Surname:

Criterion: %100

Target Stimulus / Instruction: Show the card that contains the appropriate behaviors that we should exhibit in a toilet used by others. What are the appropriate behaviors that we need to exhibit in toilets in different environments?

Target Reactions	Pre-teaching			During teaching					Post teaching	
	1	2	3	1	2	3	4	5	1	2
 <p>Pictures of the child displaying appropriate and inappropriate behaviours in the toilet of the house</p>										
 <p>Pictures of the child displaying appropriate and inappropriate behaviours in the toilet of the school</p>										
 <p>Pictures of the child displaying appropriate and inappropriate behaviours in the toilet of the park</p>										
 <p>Pictures of the child displaying appropriate and inappropriate behaviours in the toilet while having picnic</p>										
 <p>Pictures of the child displaying appropriate and inappropriate behaviours in the toilet of the house visited</p>										
Tells the appropriate behaviours that should be displayed in the toilets in different environments										
Displays the appropriate behaviours that should be displayed in the toilets in different environments.										

*Increase the number of sessions according to your student's performance. For correct responses, put a (+) on the form, put the (-) sign for no reaction and incorrect responses.



Explanations and Considerations:

Remind your student to go to the toilet during breaks in order to protect their privacy and covertness in social areas. Make sure that there are toilets in the selected environments for the trips, observations and activities to be carried out in the social areas throughout the year.

Objective 8.3 Carries out studies to provide individuals with the ability to cope with inappropriate sexual behaviors.

Objective 8.4 Explains what to do against inappropriate sexual behaviors in social sharing areas.

Instructional Methods and Techniques: Simultaneous Clue Instruction

Instructional Materials / Teaching Technologies and Materials: Picture cards in your book

Preparation for Teaching:

- **Is your student ready to learn the skill?**
- **Does s/he have the preconditions/skills?**

“Is your student able to react meaningfully to the instructions and questions?” “Can s/he imitate you?” “Can s/he pay attention to what

you show and say carefully at least for 5 minutes?” If your answer to these questions is “Yes”, you can start working, if “No”, provide your student with these basic skills firstly. In this process, take care to work in cooperation with the family.

• **Determination of the existing performance of your student/ Pre-teaching evaluation**

Sit next to your student. Put picture cards in front of your student representing the sexual behaviours which are appropriate and which are not (for example, the picture of a child who scratches his/her private body parts or fixes his/her underwear while the door of the cabin is closed and a child who scratches his/her private body parts or fixes his/her underwear in different social environments and tell him/her “Carefully look at the picture cards in front of you, show the card with appropriate/improper sexual behavior.” After that, ask your student “What would you do if you were needed to scratch your private body parts or fix your underwear in the park/school garden?”. Put (+) sign in the registration form when your student has the correct reaction, and the (-) sign when there is no reaction and the wrong reaction and complete the evaluation. The examples that you can use in this regard are listed below:

Picture cards regarding the behaviours that are appropriate and safe

Scratching the private body parts when the door of the toilet is closed.



Fixing the underwear when the door of the toilet is closed.



Scratching the private body parts or fixing the underwear while the door of the cabin is closed.



Picture cards regarding the behaviours that are not appropriate and safe

Scratching the private body parts outside the area of privacy.



Fixing the underwear outside the area of privacy.



Scratching the private body parts or fixing the underwear outside the area of privacy.



• Arrangement of the Environment

Arrange the environment you will teach according to your student's characteristics. Work on the individual target behavior with your student. You can use any room designated as a privacy area in the school to carry out teaching. Depending on your student's needs and characteristics, the type of clue you will use, stand with your student face to face, side-by-side, or in a diagonal way. Keep your tools and reinforcers that you will use in teaching in a way that will not distract your student.

• Attracting Attention

In order to draw your student's attention to the study, use attention grabbing sentences such as "Now we are starting to work with you. You look ready, let's get started."

• Motivation

Tell your student that they can scratch their private body parts or fix their underwear by going to the toilet or bathroom and closing the door whenever they feel that they are itching or need to fix their underwear when they are in the park, on the bus, in the classroom, in the service, on the road, in the shopping mall, during a visit or in the school corridor.

• Review and starting the class

After completing the explanations in the motivation phase, give a short speech according to your student's level about what they know before. After explaining the importance of dealing with sexual behavior that is not suitable to your student, move on to teaching.

Practice:

Activity 1: I Cope With Inappropriate Sexual Behaviors

Sit side by side with your student, facing each other or L-shaped. Tell your student that "When you are in social settings (in the park, shopping mall, school corridor, classroom, guest house, garden, etc.) and your private body parts (buttocks, genital organ, chest in women) itch or your underwear feels uncomfortable, you should go to the bathroom by closing the door and scratch your private body part/fix your underwear. After that, you should wash your hands," and then a picture of a child who scratches his/her private parts in the social environment and a child who scratches his/her private parts in the bathroom are put in front of the student. Tell the student that "Carefully examine the picture in front of you." After that, provide the instruction that "Look at the picture cards in front

of you, show the card with appropriate/improper sexual behavior.” Please mark the correct picture card immediately afterwards. Wait 3-5 seconds for your student to react.

React according to your student’s reaction. After this activity, repeat your explanations on the picture by showing the visual that contains sexual behavior which is suitable to your student. Then, by making role playing exercises, have your student apply the skill they have acquired.

Generalization-Monitoring:

Have your student do the same work in different settings (at home, during a visit, in different educational institutions, etc.) and in the presence of different people (father, mother, sibling, teacher (branch), etc.). In this way, it

will be ensured that the inappropriate sexual behaviors arising in the social sharing areas will be intervened and generalized. The student should be monitored to determine whether s/he forgets what s/he has learned and whether s/he can continue it in daily life. Carry out the monitoring work in accordance with your student’s characteristics and conditions, at regular intervals, for example weekly or monthly. You can also benefit from the parents’ observations during the monitoring study.

Measurement and Evaluation:

Evaluate your student’s performance at the starting level, teaching sequence, and post-teaching evaluation sessions using the example of “Registration Form for Coping with Inappropriate Behaviors”. Perform the evaluation process individually.

“Coping with Inappropriate Behaviors” Registration Form

Name-Surname of the Student:

Name and Surname of the Teacher:

Criterion: %100

Target Stimulus / Instruction: Look carefully at the picture cards in front of you, show the card with appropriate /improper sexual behavior. what do you do when your private body parts itch/ you need to fix your underwear?

Appropriate and Inappropriate Behavior	Pre-teaching			During teaching					Post teaching		
	1	2	3	1	2	3	4	5	1	2	
											
											
											
Expresses what to do when the private body parts are itchy or s/he needs to fix his/her underwear in the park / schoolyard.											

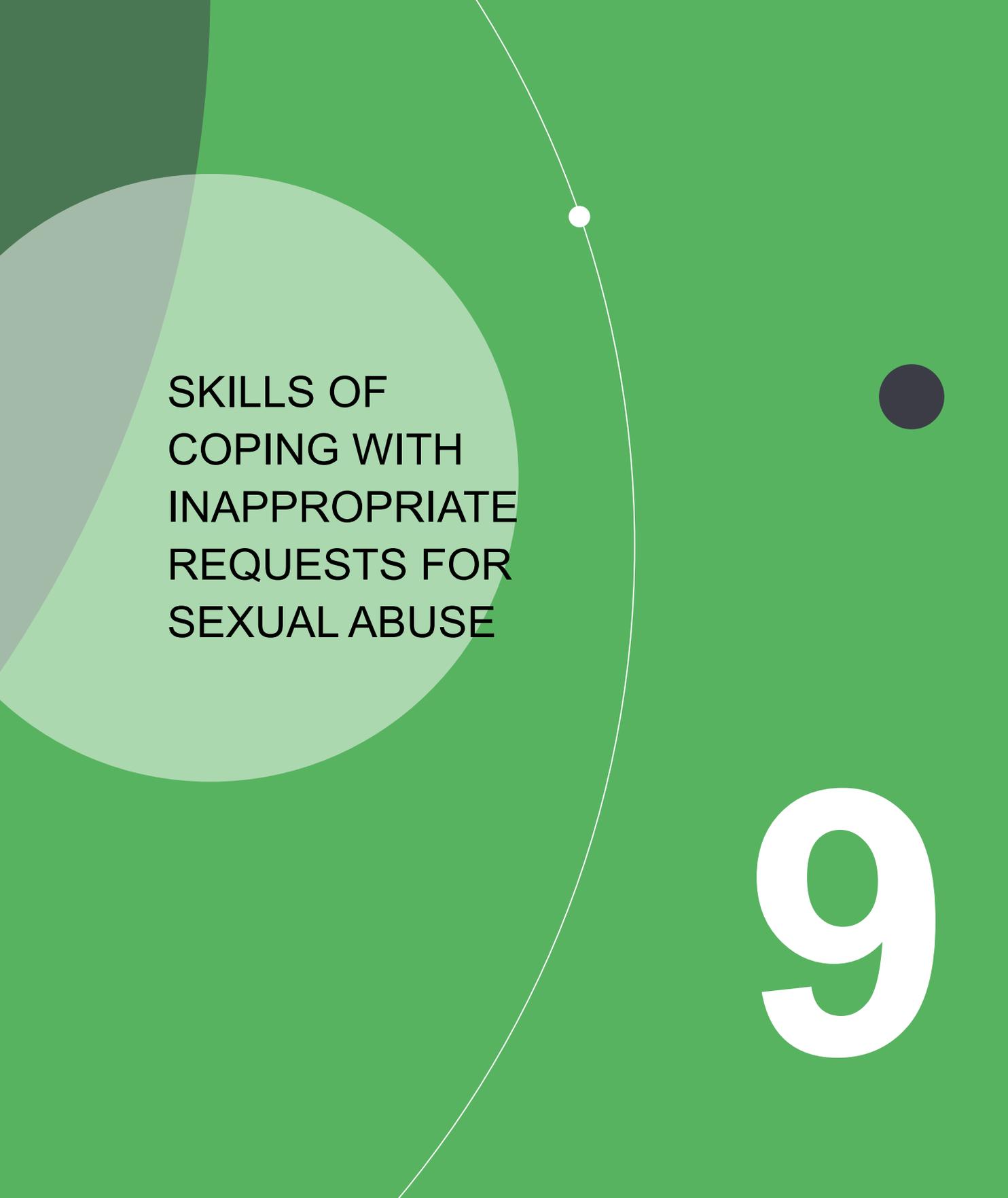
*Increase the number of sessions according to your student's performance. For correct responses, put a (+) on the form, put the (-) sign for no reaction and incorrect responses.

Explanations and Considerations:

If your student is hitting their private areas in the social sharing areas or rubbing while lying down, you can direct him/her to an activity s/he likes to use her/his hands or suggest that s/he can take a walk with his/her hands in his/

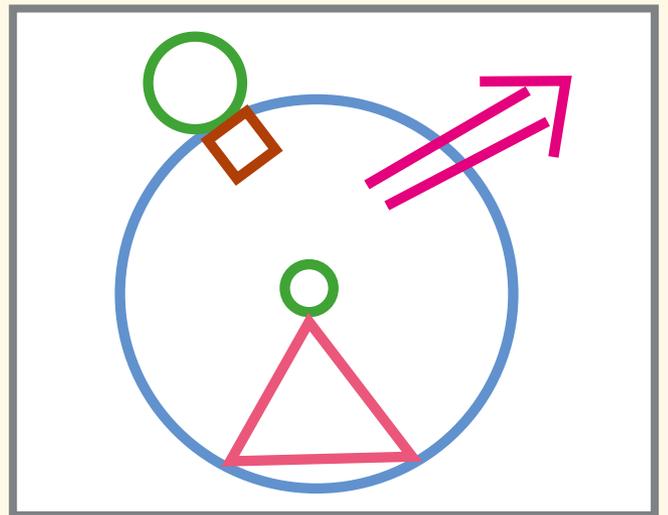
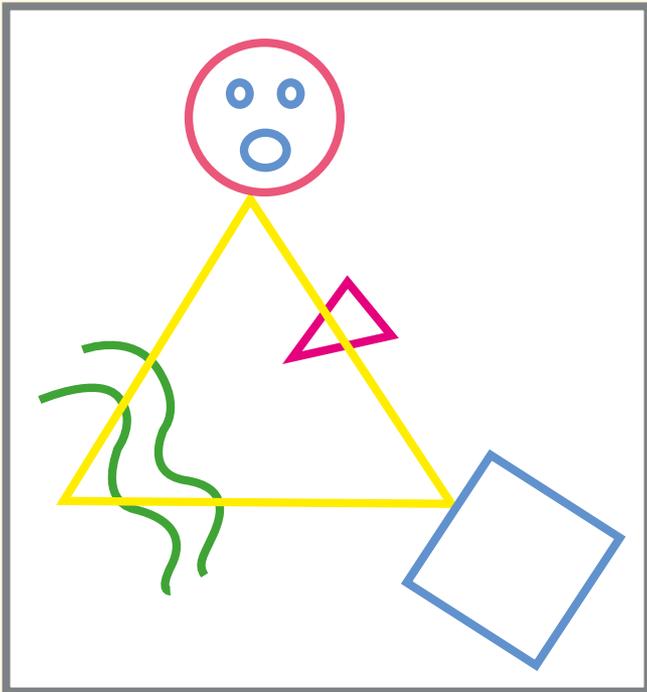
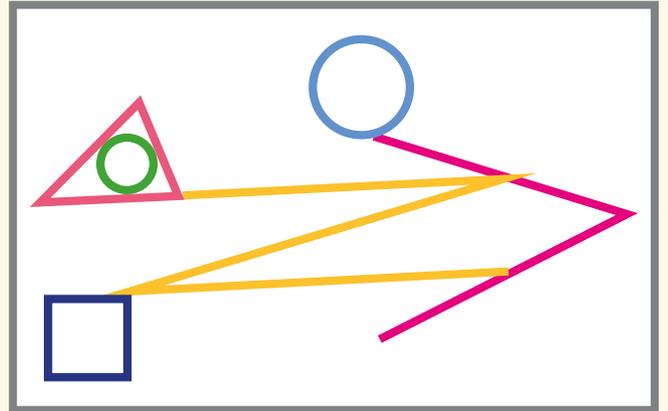
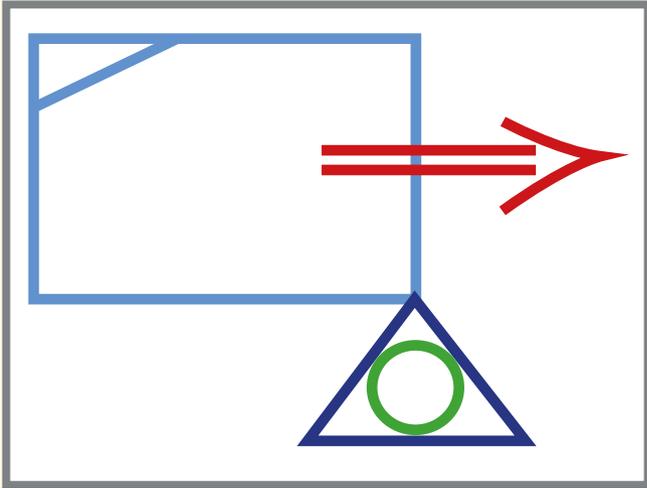
her pocket. You should indicate to your student that inappropriate sexual conversation behaviors towards people they do not know can both disturb the other person and can be dangerous behaviour for themselves in social sharing areas.





SKILLS OF
COPING WITH
INAPPROPRIATE
REQUESTS FOR
SEXUAL ABUSE

9



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9. SKILLS OF COPING WITH INAPPROPRIATE REQUESTS FOR SEXUAL ABUSE

Objective 9.1 explains the behavioral patterns that are appropriate and not suitable for interpersonal communication.

Objective 9.2 explains the methods of dealing with inappropriate requests.

Objective 9.3 explains how to use the internet with printed and electronic tools safely.

Target Group: Teacher

Activity Type: Informational

Activity 1:

The trainer wants the participants to be groups of two, saying “We will start our activity by playing a game about communication with you”. It allows people in groups of two to sit back to back. The trainer then gives one of each group to one of the drawings on the previous pages. S/he gives an empty paper and pen to the other person in the group.

The trainer says that “The ones who have drawings will describe what these drawings are and make her/his partner in the group to draw the same. People who will draw will not be able to ask any questions and say anything to the person who draws. Each group has 4 minutes for drawing. Please do not show your drawings before I tell you to do so.” and starts

the event.

At the end of 4 minutes, the trainer states that the time is over by saying: “Now we will do the same activity again, but this time the person drawing will be able to speak and ask questions and answer. You will have 4 minutes again. The time has started.” and continues the activity. When the 4 minute period is over, the trainer asks the partners to show the drawings to each other. Based on the differences between the first drawing and the second drawing, s/he asks the following questions.

1. What did you feel when the person drawing in the first drawing was unable to speak?
2. What did you feel while the drawing person was speaking in the second drawing?

The trainer, who listens to both of the partners, talks about the requirements of effective communication skills. After that, the trainer explains the following: “In order to communicate effectively with our students and children, we need to listen to each other mutually. A teacher-student or child-parent relationship free from communication barriers will create an environment where our students can express themselves better. The child, who finds a safe environment to express himself/herself, will not hesitate to explain what happened to him/her. The most important factor in the occurrence of sexual abuse events that a child with mental disabilities is exposed to



is the healthy communication s/he has with his/her parents and teachers. Therefore, the child should be taught that when s/he meets any inappropriate request, s/he should immediately tell this to the people in his/her trust circle. The child's explanations on the subject should also be met with understanding and should be listened calmly without judging them." Following that, the trainer continues her/his statements: "Another environment where our students with mental disabilities encounter inappropriate requests is the internet environment. Unlike real life, the internet environment is more vulnerable and open to abuse. We can list the possible inappropriate situations that our students may encounter on the internet as follows:

- Individual's exposure to other people's sexual conversations
- Seeing someone else's private body parts
- Voyeurism, exhibitionism
- Having sexual intercourse before the eyes of the individual and ensuring that the individual follows it
- Asking the individual to show their private body parts
- Showing sexual content to the individual, making them watch pornographic films or showing photos

- Using the individual for pornographic activities

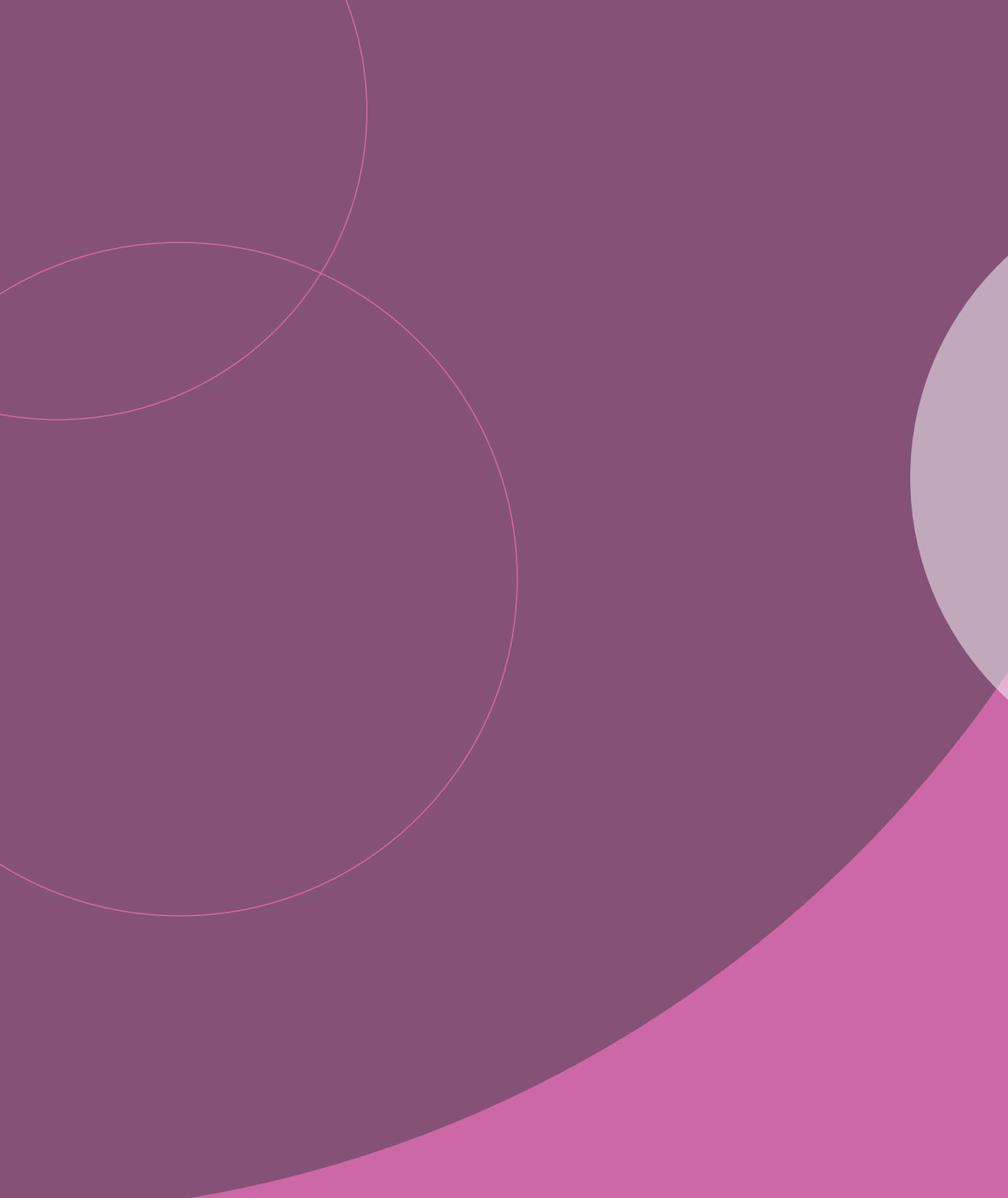
In order to protect our students from such inappropriate situations, we need to teach the internet usage rules. These rules are;

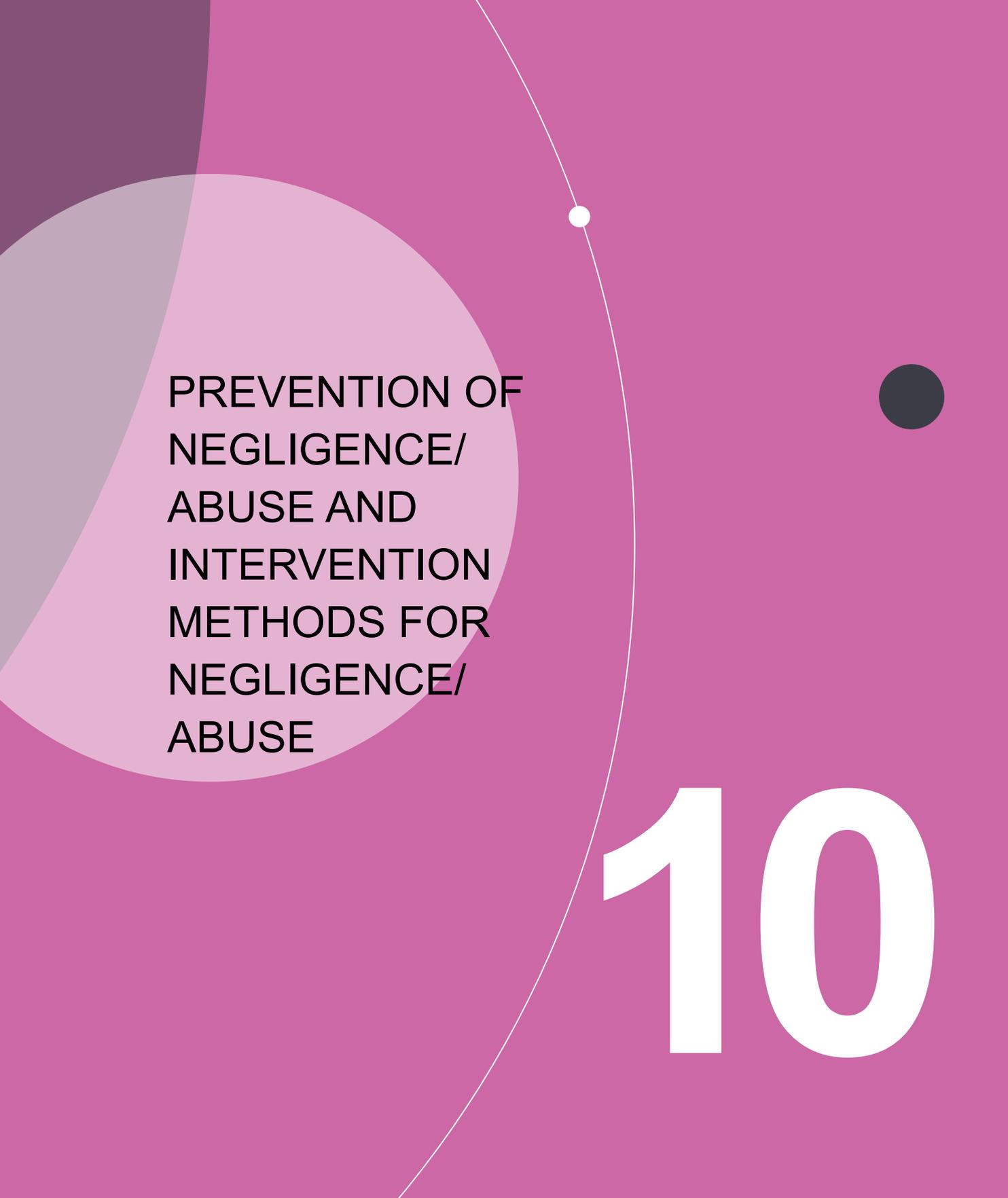
- Keep your personal information private.
- Share your password only to people in your trust circle.
- Make friends with people that you only personally know online.
- Accept only follow-up requests from people you know on the Internet.
- Send photos and videos to people you know only in real life with your clothes on.
- Accept photos and videos of people you know only in real life.
- Sign out of your internet account when you stop using it.

Be sure to teach your student that s/he should share this situation with someone in his/her trust circle when s/he is exposed to inappropriate behaviors both in real life and on the internet and that there is no such thing as "SECRET" on these issues. In order for your student not to forget the rules and to apply the rules correctly and completely whenever they use the internet, you can recommend the caregivers to write the internet usage rules on

a piece of paper and hang it where the child
can look anytime.







PREVENTION OF
NEGLIGENCE/
ABUSE AND
INTERVENTION
METHODS FOR
NEGLIGENCE/
ABUSE

10

10. PREVENTION OF NEGLIGENCE/ABUSE AND INTERVENTION METHODS FOR NEGLIGENCE/ABUSE

Objective 10.1 Defines negligence and sexual abuse behavior.

Objective 10.2 Makes awareness studies on the negligence and sexual abuse behavior on the individual.

Objective 10.3 explains the symptoms of the individual who has been neglected and sexually abused.

Target Group: Teacher

Activity Type: Informational

Tools and materials: Table-1 with sentences to be distributed to the group. True-False Table- 2. Explanations Table-3. A small bag / box / envelope to put 2 different colored background cartons, tape, glue, scissors, sentence papers

Before starting the activity, the trainer cuts the sentences in Table-1 and puts them in the bag / box / envelope. S/he writes “TRUE” on one of the cartons and “WRONG” on the other.

Activity

Mistakes We Know

The trainer tells the group, “Today, we will be doing an activity with you to prevent negligence/abuse and to intervene in negligence/abuse situations.” S/he cuts the sentences given in Table-1 and distributes them to each participant. Participants are given a few minutes to consider the sentences they have. Meanwhile, s/he hangs the true / false table, which is given as an example of Table-2 in a suitable area of the class. Participants paste the sentences they take into the table they find appropriate. The trainer evaluates the sentences in the “Right” table together with the participants by using Table-3. According to the evaluation, if the sentence is suitable, it remains in place, if not, it is attached to the appropriate side by making the necessary explanation.

Table 1

1. The child can stay alone at home.
2. The family can give bath to their children until they start middle school.
3. It is a negligence to send the child to school without meeting basic needs.
4. The family can kiss the child without permission, at any time.
5. When the child is scared, s/he can sleep with his/her parents.
6. When the teacher suspects that the child has been sexually abused, he / she informs the guidance service immediately.
7. When the teacher notices negligence / abuse, he / she should inform the family first.
8. When sudden changes in emotions, food and sleep patterns of the child (the child becomes angry while s/he is calm or introverted while s/he is an extroverted person etc.) are observed, it might be suspected from negligence or abuse.
9. The photos of the child can be shared on social media without permission.
10. When the child states that he / she has been neglected or sexually abused, I report it.
11. I know that caregivers will receive a prison sentence when they leave the child.
12. Anyone that the child allows can touch the child.
13. Caregivers can leave the child to an acquaintance that they think as suitable.
14. People who are not in the circle of trust of the child can also touch the child.
15. The teacher informs the family if s/he sees bruises in various parts of the body of the child, observes that the child loses his/her appetite, has nervous breakdowns or sudden changes in emotions.
16. Individuals in the circle of trust can touch the special parts of the child.
17. It is wrong for caregivers to kiss the child on the lips with permission.
18. Making the child watch sexual content broadcast is sexual abuse behavior.
19. It is sexual abuse behavior for adults to show their private body parts to the child and to make them touch these parts.
20. As a teacher, when I detect negligence and sexual abuse, I report the situation to the police.
21. When someone else wants to touch the child, s/he says «Don't do this to me.» However, if it continues, the child pushes him/her slightly to protect himself/herself.
22. The teacher can kiss the child without permission, at any time.

Table-2

True	False
It is a negligence to send the child to school without meeting basic needs.	The child can stay alone at home.
When the teacher suspects that the child has been sexually abused, he / she informs the guidance service immediately.	The family can give bath to their children until they start middle school.
When sudden changes in emotions, food and sleep patterns of the child (the child becomes angry while s/he is calm or introverted while s/he is an extroverted person etc.) are observed, it might be suspected from negligence or abuse.	The family can kiss the child without permission, at any time.
When the child states that he / she has been neglected or sexually abused, I report it.	When the child is scared, s/he can sleep with his/her parents.
I know that caregivers will receive a prison sentence when they leave the child.	When the teacher notices negligence / abuse, he / she should inform the family first.
People who are in the circle of trust of the child can also touch the child.	The photos of the child can be shared on social media without permission.
It is wrong for caregivers to kiss the child on the lips with permission.	Anyone that the child allows can touch the child.
Making the child watch sexual content broadcast is sexual abuse behavior.	Caregivers can leave the child to an acquaintance that they think as suitable.
It is sexual abuse behavior for adults to show their private body parts to the child and to make them touch these parts.	People who are not in the circle of trust of the child can also touch the child.
As a teacher, when I detect negligence and sexual abuse, I report the situation to the police.	The teacher informs the family if s/he sees bruises in various parts of the body of the child, observes that the child loses his/her appetite, has nervous breakdowns or sudden changes in emotions.
When someone else wants to touch the child, s/he says "Don't do this to me." However, if it continues, the child pushes him/her slightly to protect himself/herself.	The teacher can kiss the child without permission, at any time.
Making the child watch sexual content broadcast is sexual abuse behavior.	



Table 3- Explanations

1. The child can stay alone at home: Leaving a child with mental disabilities unattended is negligence behavior.

2. The family can give bath to their children until they start middle school: The child between 36-60 months is expected to take a bath on his/her own without help by acquiring the habit of washing himself/herself.

3. It is a negligence to send the child to school without meeting basic needs: The child's needs such as self-care and nutrition must be met before coming to school.

4. The family can kiss the child without permission, at any time: Caregivers must also obtain permission before kissing the child. If it is not allowed, the child is not forced.

5. When the child is scared, s/he can sleep with his/her parents: When the child turns 1, hs/e should leave his/her parents' room and start sleeping alone in his/her room. When the child is scared and comes to the parents' room, it is necessary to talk to him/her about his/her concern, to convince him/her that the house is a safe place, then take him/her to his/her room and make him/her sleep there. It is recommended that parents show consistent behavior in this regard.

6. When the teacher suspects that the child has been sexually abused, he / she informs the guidance service immediately: In case of doubt, the teacher informs the

guidance service about the situation so that the process can be managed better.

7. When the teacher notices negligence / abuse, he / she should inform the family first: In accordance with their legal responsibilities, the teacher must first inform the police in cases of negligence and abuse.

8. When sudden changes in emotions, food and sleep patterns of the child (the child becomes angry while s/he is calm or introverted while s/he is an extroverted person etc.) are observed, it might be suspected from negligence or abuse: Individuals may show various traumatic reactions in cases of negligence and abuse. There may be changes in sleep, food patterns, and changes in their emotional states. However, these changes may not necessarily indicate negligence and abuse.

9. The photos of the child can be shared on social media without permission: According to the personal data protection law, personal data of any individual such as photos or videos can't be shared.

10. When the child states that he / she has been neglected or sexually abused, I report it: When caregivers are informed that the child has been abused, they are obliged to report this to the police. A person who does not report a crime being committed to the competent authorities is punished with a prison sentence of up to 1 year. In the event that the victim is a child who has not completed

the age of 15, who is physically or mentally disabled or who is unable to defend himself due to her pregnancy, the penalty to be imposed according to the above paragraphs is increased by half (Clauses 1 and 3 of Article 278 of Turkish Penal Law).

11. I know that caregivers will receive a prison sentence when they leave the child: A person who leaves a person under the obligation of protection and surveillance is punished with imprisonment from 3 months to 2 years.

12. Anyone that the child allows can touch the child: No individual can touch, hug and kiss the child, including those who are in the circle of trust of the child. People in the circle of trust can also touch with permission from the child. If the child does not allow to these people, it is not insisted on the behaviour, or forced.

13. Caregivers can leave the child to an acquaintance that they think as suitable: The child can only be left to those who are in the circle of trust. S/he cannot be left to anyone other than these.

14. People who are not in the circle of trust of the child can also touch the child: No individual can touch, hug and kiss the child, including those who are in the circle of trust of the child. People in the circle of trust can also touch with permission from the child. If the child does not allow to these people, it is not insisted on the behaviour, or forced.

15. The teacher informs the family if s/he sees bruises in various parts of the body of the child, observes that the child loses his/her appetite, has nervous breakdowns or sudden changes in emotions: It is legally imperative to inform the relevant institutions immediately without waiting for the family to be notified if the teacher sees bruises in various parts of the body of the child, observes that the child loses his/her appetite, has nervous breakdowns or sudden changes in emotions.

16. People who are in the trust circle of the child can touch the private parts of the child: No individual can touch the child's body, including those in the trust circle. However, in situations such as cleaning and changing the clothes, people in the trust circle can meet these needs of the child by obtaining permission. In cases where the health personnel must touch the child for examination, at least one person in the trust circle must be with the child.

17. It is wrong for caregivers to kiss the child on the lips with permission: Noone can kiss the child on the lips including those in the circle of trust.

18. Making the child watch sexual content broadcast is sexual abuse behavior: It is a sexual abuse behavior to have children watch pornography.

19. It is sexual abuse behavior for adults to show their private body parts to the

child and to make them touch these parts.

20. As a teacher, when I detect negligence and sexual abuse, I report the situation to the police: If the negligence and sexual abuse situation is detected, the caregivers are obliged to report the situation to the security forces without undertaking any research and losing time.

21. When someone else wants to touch the child, s/he says “Don’t do this to me.” However, if it continues, the child pushes him/her slightly to protect himself/herself.

22. The teacher can kiss the child without permission, at any time: Sometimes students may want to hug their teachers, and sometimes they may want to kiss. In these cases, using an appropriate voice tone, you can say that “When you want to hug me, you need permission from me.” The fact that all of the school staff have the same attitude is very important in terms of common language. Objective 10.4 Explains the ways to be followed in cases of negligence and sexual abuse.

Objective 10.5 explains the appropriate intervention methods in cases of negligence and sexual abuse.

Target Group: Teacher

Activity Type: Informational

Tools and Equipment: ANNEX 1 (Questionnaire is duplicated as many as the number of participants), ANNEX 2 (Answer Form is

duplicated as many as the number of participants), pens

Activity 1:

The trainer states the following: “Occasionally, negligence / abuse cases may occur. Often, in these situations, you may not know what to do or how to proceed. Sometimes the child can come and explain the situations of negligence / abuse, and sometimes the teacher can observe the child and identify the situation based on what the child says or does. Children with mental disabilities may have more difficulty in expressing negligence / abuse compared to children with usual development. The fact that the teacher knows the children well, observes them well, establishes good relationships, accepts them unconditionally makes it easier for them to notice the changes in the child and makes the child express himself/herself. Today, we will carry out a study with you on the ways to determine the negligence and abuse and in case of doubt. Now I will distribute you an A4 paper with questions. I want you to write the answers to the questions in the space under the questions.” The trainer distributes the questionnaire in ANNEX 1. After the group answers the form, the trainer shares the answer form in ANNEX 2 with the group. At the end of the study, a short summary is provided and the study is completed.

ANNEX 1 QUESTION FORM

1. Do children with mental disabilities lie about sexual abuse ?

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2. What does the principle of confidentiality mean in case of sexual abuse ?

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3. Who is responsible for reporting in cases of sexual abuse ?

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4. What behaviors are observed in children after sexual abuse cases ?

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5. Do children with intellectual disabilities tell stories about sexual abuse to attract attention ?

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6. What should you do as a teacher when there is a suspicion of sexual abuse ?

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7. Which institutions or phones should you report to in cases of sexual abuse ?

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8. What would happen if the teacher asks the child detailed questions about their experiences describing sexual abuse ?

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9. When is the family informed in cases of sexual abuse ?

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10. Who is legally responsible for following the sexual abuse case ?

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11. What can be done if the teacher is anxious about her/his own safety while reporting sexual abuse cases ?

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12. What are the sanctions for sexual abuse crime ?

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13. What are the legal sanctions for not reporting the sexual abuse case to the competent institutions on time ?

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14. What are the points that the teacher should pay attention to while communicating with the student after the sexual abuse case ?

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15. If the child's life safety is at risk in cases of sexual abuse, what can the teacher do about it ?

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1. Do children with mental disabilities lie about sexual abuse?

Children can explain the sexual content they watch or the sexual content they hear, but they can talk more about what they say about negligence / abuse and they can touch on details that cannot be known before it happens. One should not think of what children are telling as imagination. It is not expected that a child who has not come to the period of abstract transactions will portray an event such as negligence / abuse in her/his mind.

2. What does the principle of confidentiality mean in case of sexual abuse?

The victim child's experiences should not be the subject of a conversation by the school staff. Following the notification to the necessary institutions, considering the confidentiality principle of the subject, no information should be shared with anyone other than those who will help the child. It is sufficient for only the relevant guidance teacher and school principal to know.

3. Who is responsible for reporting in cases of sexual abuse?

Whoever is the first person to hear about sexual abuse, the responsibility of reporting continues hierarchically from that person.

4. What behaviors are observed in children after sexual abuse cases?

Fear, depression, anger, hostility, improper sexual behavior, physical problems, fainting, numbness, behavioral disorders, eating disorder, sleep disturbances, concentration disorder, differentiation in self-care skills, feeling dirty, self-accusatory statements use, introversion, different emotional states (sudden crying, laughter, etc.), decline in academic skills, using expressions related to marriage it was not the case before, using obscene words, exhibitionism, somatic pain disorder in the body (physical complaints without a physiological reason) etc.

5. Do children with intellectual disabilities tell stories about sexual abuse to attract attention?

It is not expected that a child who has not come to the period of abstract transactions will portray an event such as negligence / abuse in her/his mind.

6. What should you do as a teacher when there is a suspicion of sexual abuse?

When the teacher is suspicious about sexual abuse, s/he must report this to the school guidance service without wasting any time. If there is no guidance teacher in the school, s/he must inform the necessary institutions together with the school principal by paying attention to the principle of confidentiality.

7. Which institutions or phones should you report to in cases of sexual abuse?

-155

-156

-183

-ÇİM (Child Monitoring Center)

-Chief Public Prosecutor's Office

- Children's Branch

- Provincial / District Directorate of Family, Labor and Social Services

8. What would happen if the teacher asks the child detailed questions about their experiences describing sexual abuse?

The teacher may cause the child to relive the trauma he / she has experienced, not to forget the details about the incident, and to feel more guilt. After reporting on the incident, questions should only be asked to the child by the responsible staff in the necessary institutions. The child should not be asked detailed questions (what were you wearing, where were you, with whom were you, why did not you say it before, did you do something to cause it, why did not you resist, etc.).

9. When is the family informed in cases of sexual abuse?

In cases of sexual abuse, the family is not informed first. Necessary institutions are informed first. It is the institution where the case is reported, not the teacher who will inform the family.

10. Who is legally responsible for following the sexual abuse case?

The officer who makes the legal notification can ask orally or in writing whether or not an action has been taken regarding the incident.

11. What can be done if the teacher is anxious about her/his own safety while reporting sexual abuse cases?

If the secret witness, who is heard in the criminal procedure is known by the accused and if it poses a “severe and serious danger” to the witness or his/her relatives, the witness may be heard as a “secret witness” during the investigation and prosecution stages. The secret witness is heard by the prosecutor herself/himself during the investigation phase and by the court during the prosecution phase. The law enforcement (police, military police, etc.) has no power to listen to secret witnesses. Whether or not a witness will be heard as a secret witness is a decision that requires legal evaluation.

12. What are the sanctions for sexual abuse crime?

The person who abuses the child sexually is punished with imprisonment from eight to fifteen years. In the event that sexual abuse remains at the level of molestation, the sentence will be imposed as imprisonment from three years to eight years. (Additional sentence: 24/11/20166763/13 art.) If the victim has not completed the age of twelve, the penalty cannot be less than ten years in case of abuse and five years in case of molestation. In the event that the perpetrator of the crime that remains at the level of molestation is a child, the investigation and prosecution depends on the complaint of the victim, parent or guardian.

13. What are the legal sanctions for not reporting the sexual abuse case to the competent institutions on time?

Pursuant to Article 279 of the Turkish Penal Code, “The public officer who has learned that a crime requiring investigation and prosecution on behalf of the public has been committed in connection with his/her duty and neglects to report the case to the authorities or delays it is sentenced to imprisonment from 6 months to 2 years.”

14. What are the points that the teacher should pay attention to while communicating with the student after the sexual abuse case?

In order not to affect the student negatively, after the case is reported, the teacher continues his/her relationship with the student as s/he does with the other students, presents a supportive approach to the student, should not talk about the traumatic case continuously and express feelings of pity to the student.

15. If the child’s life safety is at risk in cases of sexual abuse, what can the teacher do about it?

If the child’s safety of life is in danger, this situation is written in the report where the notification is made and the necessary shelter and protection measures for the child should be taken immediately.





GUIDANCE ON
PEOPLE WITH
DISABILITIES AND
MARRIAGE

11

11. GUIDANCE ON PEOPLE WITH DISABILITIES AND MARRIAGE

Objective 11.1 explains the basic legal processes for individuals with disabilities.

Objective 11.2 Explains the situations that will require the initiation of the legal process.

Objective 11.3 explains the legal arrangements for the marriage of individuals with disabilities.

Objective 11.4 Guides on the problems that may arise if the individual gets married.

Target Group: Teacher

Activity Type: Informational

Tools and Equipment: ANNEX 1 (Basic legal processes for individuals who need special education), ANNEX 2 (Conditions that will require the initiation of the legal process), ANNEX 3 (Legal arrangements for the marriage of individuals who need special education), ANNEX 4 (Problems that may arise if the individual gets married and guidance on this subject), scissors, glue, adhesive paper, paint, background board (4 pieces).

Activity 1:

Legal Process on Marriage of People with Disabilities

The trainer states the following: There are

basic legal processes for individuals who need special education. Let's repeat these laws through group work. The big group will be divided into 4 subgroups " and divides the participants into 4 groups. "ANNEX 1" is distributed to the first group, "ANNEX 2" to the 2nd group, "ANNEX 3" to the 3rd group and "ANNEX 4" to the 4th group. Groups are given 30 minutes and are asked to prepare banners / posters / short films about their subjects. After that, each group presents what they have prepared to the big group and the group spokesperson reads the information text given to them to the big group. The trainer completes the activity by making a general assessment of the subject.

ANNEX 10

Basic legal processes for individuals with disabilities

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

Mental Disability: In order for a mental disability to affect the ability to act, it must be capable of affecting the ability to distinguish, that is, the person's ability to act reasonably. (It

refers to the fact that a mental illness causes the person not to recognize the causes and consequences of their actions.) The point to be paid attention to is whether the disease is in a degree to affect the ability to distinguish of the patient while performing a certain operation. What is important is the level of ability of the patient to distinguish between the causes and the results of what the s/he does. The exception is that mental illness is able to remove the ability to distinguish in marriage. Regardless of whether it eliminates the ability to distinguish (regardless of whether the individual distinguishes the causes and consequences of their actions), unless it is documented that there is no medical problem to marry with the medical board report, all kinds of mental illnesses are foreseen as a definite marriage obstacle.

Weakness of Mind: Weakness of mind is defined as follows: Mental faculties are not developed enough or weakened later on. In order for mental weakness to affect the capacity to act, it must be capable of destroying the ability to distinguish. The restricted person is kept under guardianship and a guardian is appointed. For example, if a person is mental disabilities, if s/he is able to do his/her own work, is not in need of constant protection and care, or does not endanger the safety of others, s/he is not restricted just because s/he has mental (or mental weakness).

Capacity to have rights: Capacity to have

rights is the status of having (possessing) the rights and obligations that every person has, which is obtained with full and right birth.

Capacity to act: It is the condition of the individual to have rights or be legally able to enter into a contract as a result of his/her own act.

Restriction (Guardianship): It is the limitation of the act of a person (having rights and entering into a contract) who is adult and not under custody by a court decision based on the legal protection needs of himself/herself directly and primarily and others indirectly.

Absolute Nullity: It is the state of lack of the ability to distinguish constantly (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 individual with disabilities.

ANNEX 11

Situations that will require the legal process to be initiated

When the Turkish Criminal Code (TCK) is examined, crimes of physical or verbal assault on a person's sexual integrity are listed as Sexual Assault (TCK art. 102), Sexual Abuse of Children (TCK art. 103), Sexual Relationship with Minors (TCK art. 104) and Sexual Abuse (TCK art. 105) and 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/her actions accordingly. Undoubtedly, the legal value protected in crimes against sexual integrity is the sexual inviolability of the person. The acts subject to crimes, which we will examine in detail below, are violated by sexual behaviors or words on the victim's body. At the same time, indirectly protected legal value is the physical and spiritual integrity that may occur due to violation of sexual inviolability.

Since crimes with sexual content are regulated as deliberate crimes in the Turkish Criminal Code, the victim or the family of the victim child who has been subjected to sexual assault or sexual abuse due to negligence is not punished unless they act as an accomplice in sexual assault or sexual abuse. We will examine the crimes that damage the sexual integrity of the individuals with mental disabilities 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 inviolability through sexual behavior is punished with imprisonment from five to ten years upon the complaint of the victim. If sexual behavior remains at the level of

molestation, two to five years' imprisonment is imposed.

(2) In the event that the act is carried out by inserting an organ or other items into the body, it is sentenced to imprisonment not less than twelve years. In the event that this act is committed against the spouse, the investigation and prosecution depends on the victim's complaint.

(3) If the crime is committed

a) against the person who is unable to defend himself/herself physically or mentally,

b) by abusing the influence of public office, guardianship or service relationship,

c) against a person who is in the relationship of blood kinship or kinship by marriage, including third degree, or by stepfather, step-brother, step-sister, adoptive or adopted child,

d) with a gun or by more than one person together,

e) if the crime is committed by taking advantage of the convenience provided by the environments where people are obliged to live together, the penalties given in accordance with the above paragraphs are increased by half.

(4) In cases where force and violence applied for sexual assault cause severe consequences of deliberate injury crime, provisions related

to deliberate injury crime are also applied.

(5) In the event that the victim falls into a vegetative state or dies as a result of the crime, an aggravated life imprisonment is imposed. ”

Pursuant to Article 102 of the Turkish Penal Code, it is envisaged that the person who violates the sexual inviolability of a person with the 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 is hugged by being held by the waist, and that the victim also resists and kicks, is that there is a sexual assault according to the established case-law of the Supreme Court. the perpetrator is punished for the simple form of sexual assault crime. In the simple procedure of the crime, the investigation is subject to the complaint of the victim.

However, the realization of this crime by inserting an organ or other items into the body is regulated in the law as an aggravating reason. With the term “organ”, the law does not mean only “genitals”, and inclusion of 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 and it is not sought for the victim to feel pain by the crime. Inserting

organs or other objects into the body can be done by the perpetrator, or by the force or threat, by the victim himself/herself. 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 to be imposed on the perpetrator will be increased by half if the acts that have the nature of sexual assault are committed against those who cannot defend themselves mentally or physically. The point to be considered in terms of the person who cannot defend himself/herself mentally or physically 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 Crime Against Children

“(1) (Revised first and second sentence: 24/11 / 2016-6763 / 13 art.) The person who abuses the child sexually is punished with imprisonment from eight to fifteen years. In the event that sexual abuse remains at the level of molestation, imprisonment from three to eight years is imposed (Supplementary sentence: 24/11 / 2016-6763 / 13 art.). If the victim has not completed the age of twelve, the penalty cannot be less than ten years in case of abuse and five years in case of molestation. In the event that the perpetrator of the crime that remains at the level of molestation is a

child, investigation and prosecution depends on the complaint of the victim, his / her parent or guardian. Sexual abuse includes:

- a) All kinds of sexual behaviors against children who have not completed or have 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 force, threat, fraud or other cause affecting willpower.

(2) (Revision: 24/11 / 2016-6763 / 13 art.) In the event that sexual abuse is carried out by inserting an organ or other items into the body, it is sentenced to imprisonment 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) together with more than one person,
- b) by taking advantage of the convenience provided by the environments where people are obliged to live together,
- c) against a person who is in the relationship of blood kinship or kinship by marriage, including third degree, or by stepfather, step-brother, step-sister, adoptive or adopted child,
- d) by guardian, educator, instructor, caregiver, foster family or healthcare provider or those

who are obliged to protect, care or supervise,

e) by abusing the influence of public office, or service relationship, the penalty to be imposed according to the above paragraphs is increased by half.

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

(5) In cases where force and violence applied for sexual assault cause severe consequences of deliberate injury crime, provisions related to deliberate injury crime are also applied.

(6) In the event that the victim falls into a vegetative state or dies as a result of the crime, an aggravated life imprisonment is imposed. ”

As can be seen from the above article, the crime of “Sexual Abuse of Children” is regulated in the 103rd article of the Turkish Penal Code and the law has made a triple distinction. Accordingly, a distinction has been made regarding the fact that the victim child has not completed the age of fifteen, has completed the age of fifteen, but has not developed the ability to perceive the legal meaning and consequences of the act. If the victim has completed the age of fifteen, force, threat, fraud or another reason affecting will

is sought for this crime to occur. However, the legislator also envisaged that the punishment would be increased by protecting the child who had not completed the age of twelve within the article. Legal value protected by this crime is the benefit of the child victim. The lawmaker has protected the child against both outside and against himself/herself, by not respecting the consent of children under the age of fifteen, in order to prevent child victims from sexual behaviours in sexual abuse crimes. The act, 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 items into the body, a sentence is imposed for not less than sixteen years. If the victim has not completed the age of twelve, it has been ruled that the sentence cannot be less than eighteen years.

If the crime is committed together with more than one person, by taking advantage of the environments where people are obliged to live together, in the relationship of blood kinship or kinship by marriage including third degree, or by step-father, step-mother, step-sister-brother, by abusing the influence of public office, or service relationship, against the obligation to protect and observe, such as guardian, trainer, instructor, doctor and so on, the penalty to be imposed according to the above paragraphs is increased by half. In

the event that the victim falls into a vegetative state or dies as a result of the crime, an aggravated life imprisonment is imposed.

Sexual Abuse Crime

“(1) A person who is sexually harassing someone is sentenced to three months to two years in prison or a judicial fine on the complaint of the victim; if the act is committed against the child, s/he is sentenced to six months to three years in prison.

If it is committed

a) by making use of the convenience provided by the public service or service relationship or family relationship,

b) by guardians, educators, instructors, carers, foster families or healthcare providers, or those who are obliged to protect, maintain or supervise,

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

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

e) through exposure, the penalty to be imposed according to the paragraph above is increased by half. If the victim has to quit his/her job and leave the school or his/her family because of this act, 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. Committing 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.

ANNEX 12

Legal regulations regarding the marriage of individuals with disabilities

The marriage license is regulated in the Civil Code separately and slightly different from the general license. First, a minimum age is foreseen for marriage. There is a disqualification for those under this age. It is not possible for these people to marry with the will of the legal representative. This is why those who have not reached the age prescribed for marriage do not have the right to marry. To put it more precisely, since there are the same conditions here, there is both a lack of rights and a lack of capacity to act. People who are above the age of marriage stipulated in the law but do not have the ability to distinguish do not have the license to marry. On the other hand, the provisions to be applied depending on whether the ones who are over the age of marriage and have the ability to distinguish are adults or restricted

change. While those who have the ability to distinguish, who are 18 years old and adult and not restricted, have full marriage license, those who have the ability to distinguish and are restricted and minors over the age of marriage have a limited marriage license. In summary, the two basic conditions for having a full or limited marriage license are the age and the ability to distinguish, among other conditions.

Having reached the age of marriage is not enough to be married. In addition, Civil Code 125 has sought the ability to distinguish 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 it is known, the ability to distinguish is a relative concept and it means being able to understand the causes and consequences 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 stated above, according to Civil Code 125, although those who lack the ability to distinguish get married, this marriage is null and void. However, the type of invalidity varies depending on whether the lack of the ability to distinguish is permanent or temporary. In this regard, nullity will be emphasized. The difference is that while the result of the lack of the ability to constantly distinguish is absolute nullity, the

lack of ability to distinguish temporarily (for example, one of the parties is drunk during the marriage ceremony) only when performing the marriage ceremony results in voidable marriage. People with mental disabilities cannot marry unless it is understood by the official medical board report that they have no medical problems in their marriage. The mental disability mentioned here is the mental disability that does not permanently eliminate the ability to distinguish. Because if the mental disability constantly removes the ability to distinguish, the person does not already have a marriage license according to Civil Code 125. Problems that may arise in case of an individual's marriage and guidance studies on this subject

The rights of individuals regarding marriage and sexual relationships are primarily regulated between Articles 118 and 160 of the Turkish Civil Code. However, before proceeding to these articles, it is necessary to define the concepts of the ability to distinguish and marriage license. Our Turkish Civil Code regulated two types of driver's licenses: capacity to have rights and capacity to act. Capacity to have rights is the status of having (possessing) the rights and obligations that every person has, which is obtained with full and right birth. Likewise, according to the Turkish Civil Code, all people are equal in the competence of rights and debts within the boundaries of the legal

order. Here, it refers to the equality article of the Constitution. The capacity to act was negatively regulated in the Turkish Civil Code. An individual has the capacity to act if s/he can be entitled or under debt as a result of her/his own act. Article 10 of the Turkish Civil Code regulated the conditions of the capacity to act, as two positive and one negative. The positive conditions are to be an adult and have the ability to distinguish, not limited by the negative condition. The issues that need to be explained in relation to our subject are the concepts of "the ability to distinguish" and "restriction". If we first explain the concept of "the ability to distinguish", it 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 ability to distinguish has two elements: consciousness and willpower. Consciousness is the ability to evaluate the causes and consequences of one's actions. Here, the individual does not need to understand all the consequences of his/her action. It is enough for him/her to know the desired result and act accordingly. The will is for the person to take action to realize a matter that the person evaluates. The the ability to distinguish is defined negatively in Article 13 of the Turkish Civil Code. In other words, the lawmaker, who accepts that the the ability to distinguish is present as a rule in individuals, listed in which cases the individuals lack the ability to distinguish. Accordingly, anyone who



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does not lack the ability to act in a reasonable way due to the young age or mental disability, mental weakness, intoxication, or any other reason has the ability to distinguish according to this Turkish Civil Code. Other issues to be emphasized are the concept of “mental weakness” and “mental disability”. Mental disability 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 disability is important in terms of the ability to act. In order for a mental disability to affect the ability to act, it must be capable of affecting the ability to discriminate, that is, the individual’s ability to act reasonably. Weakness, on the other hand, is defined as the mental faculties of the individual not being developed enough or weakened afterwards. In order for this situation to affect the capacity to act, it must be capable of destroying the ability to distinguish. Indeed, the ability to distinguish is a relative concept. That is, it is necessary to determine whether the ability to distinguish exists in each event individually. The point to be examined is not whether the individual is acting reasonably in general or whether s/he always has the willpower to resist against external factors. The point to be determined is whether the person has the ability to distinguish during the process in question. The arrangement of the concepts of mental disability and the ability to distinguish in the Turkish Civil Code,

besides the capacity to act and guardianship, also appears in terms of marriage. Those who do not have the ability to distinguish the legal meaning and consequences of marriage are not fully competent for the legal process of marriage, in other words, they cannot marry (Turkish Civil Code art. 125). On the other hand, limited individuals have partial disability for marriage, and cannot marry without the legal representative’s permission (Turkish Civil Code art. 127). In this context, an individual with a mental disability who wants to marry must document that there is no medical drawback to marry with the medical board report. Otherwise, all 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 limitation in the Civil Code. It is organized as mental disability 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 guardianship and demand restrictions due to mental health or weakness. The restriction due to mental disability or mental weakness is regulated in article 405 of the Turkish Civil Code. According to this, “Every adult who is unable to complete his / her work because of mental disability or mental weakness or who needs constant help for his/her protection

and care, or endangers the safety of others is restricted.” First, let’s examine what mental disability and mental weakness are in two headings as biological condition and social condition. As a biological condition, an individual must have a mental disability or a mental weakness to be restricted. However, article 409 of the Turkish Civil Code stipulates that the restriction will be made only on the official health board report due to mental disability and mental weakness. As a social condition, the phrase “unable to complete their work due to mental health and weakness or need constant help for their 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 lawmaker made it possible to appoint a guardian to the adult person, who has the ability 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, “Anyone who proves that s/he is unable to manage his/her business properly due to the “old age,” (Different phrase: 6462 - 25.4.2013 / m.1 / 52-c) “disability “, inexperience or severe illness may want to be restricted.” 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 psycho-social disabilities are considered to be individuals with mental disabilities or mental weakness, it is assumed that they do not have the ability to distinguish and they are in the category of absolute disability, and the legal proceedings they make are deemed to be spontaneously invalid and already have a special clause. Since the demand for restriction here is an exercise of absolute right attached to the person, the individual making this request must have the ability to distinguish. The demand element here should also be clear, but the individual does not have to go and make a request. For example, he / she may accept the custody case filed due to the notice of a third person with a notification of acceptance.

While examining the third person’s notice, it is necessary to briefly mention the course of the guardianship case. The competent court in charge of the guardianship is the Court of Peace in the settlement of the person to be taken under guardianship. The authority here concerns the public order since it has strict authority and is observed by the court ex officio (without permission). Due to mental disability or mental weakness, the restriction is decided only through the official health report, where the judge can hear the person who should be restricted. However, it was also regulated that this individual could be



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heard before the judge makes a decision on restriction. Although it seems to be optional to “hear” from the letter of the law, the Supreme Court does not find it appropriate to make a decision about an individual without hearing, who will be restricted in various decisions. The restriction decision is announced immediately at the place where the restricted person is registered. Here, the announcement consists of notifying the third parties of the restriction, for which 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 is not a member of the family, expert persons who are knowledgeable about this subject, if possible, should be appointed by seeking a “special qualification requirement”. The mandatory article 456 sets the duty period of the guardian to be two years. At the end of the period, the Court of Peace, where the custody decision has been taken, can extend the duty of the guardian, whose duty has been completed by considering 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, in its various decisions, the Supreme Court accepted the appointment of the guardian for two years as a rule. Since this rule was not mandatory and there was no evidence that the guardian had been dismissed, the Court did not find it correct to dismiss the case on the grounds that no additional decision was made to extend the guardian’s term of office. If we examine the authority of representation, the guardian is the legal representative of the individual under guardianship. However, the guardian is responsible for the damage caused to the person under guardianship with his/her imperfect behavior while performing his/her duty. While the guardian takes legal action as a legal representative, s/he acts as a direct or indirect representative. If the person under guardianship has absolute disability, the guardian must carry out the transactions for the person under guardianship, excluding forbidden transactions. The legal proceedings made by people with absolute disability are absolutely null and will not validate the permission or consent to be granted in relation to the legal action in question. If the person under guardianship has partial disability, the guardian can carry out the transactions for the person under guardianship, except for prohibited transactions, and with his/her permission, even the person under

guardianship (in other words, minor or restricted with the ability to distinguish) can carry it out and the guardian can validate the legal procedure without permission from the beginning by giving a subsequent ratification. The legal representative cannot delegate his/her 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 may delegate representation to the lawyer for a lawsuit to be filed on behalf of the person under guardianship. Apart from the permissions that the guardian can get from the courts, there are also prohibited procedures. What these prohibited transactions are is regulated in article 449 of the Turkish Civil Code. Accordingly, the legal representative cannot vouch for a person under guardianship, establish a foundation and make important donations. In these transactions, it is not possible for the person with partial disability 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, it is stated that "If the person under guardianship has the ability to form and explain her/his views, the guardian is obliged to take his/her opinion as much as possible before deciding on important jobs." and this imposes an obligation on the guardian to

listen to the person under guardianship. Undoubtedly, the guardian should inform the person under guardianship at every point necessary so that s/he can form a healthy view. However, despite this obligation to listen, 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 foreseen. As stated in the second paragraph of the article, "The fact that the person under guardianship finds the job appropriate does not relieve the guardian from responsibility." Accordingly, the guardian remains responsible for the damages of the person under the guardianship who has given permission or consent after legal proceedings. If we examine the person under guardianship to act alone, the person under guardianship who has the ability to distinguish may be under obligation or waive a right with the guardian's explicit or implicit consent or subsequent consent. What is meant by the person under guardianship with the ability to distinguish is undoubtedly the person with partial disability. The permit or consent here is a complementary phenomenon in the nature of the legal process. 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 can give consent or not. During this period, legal action is null and suspended. The guardian, who learns that

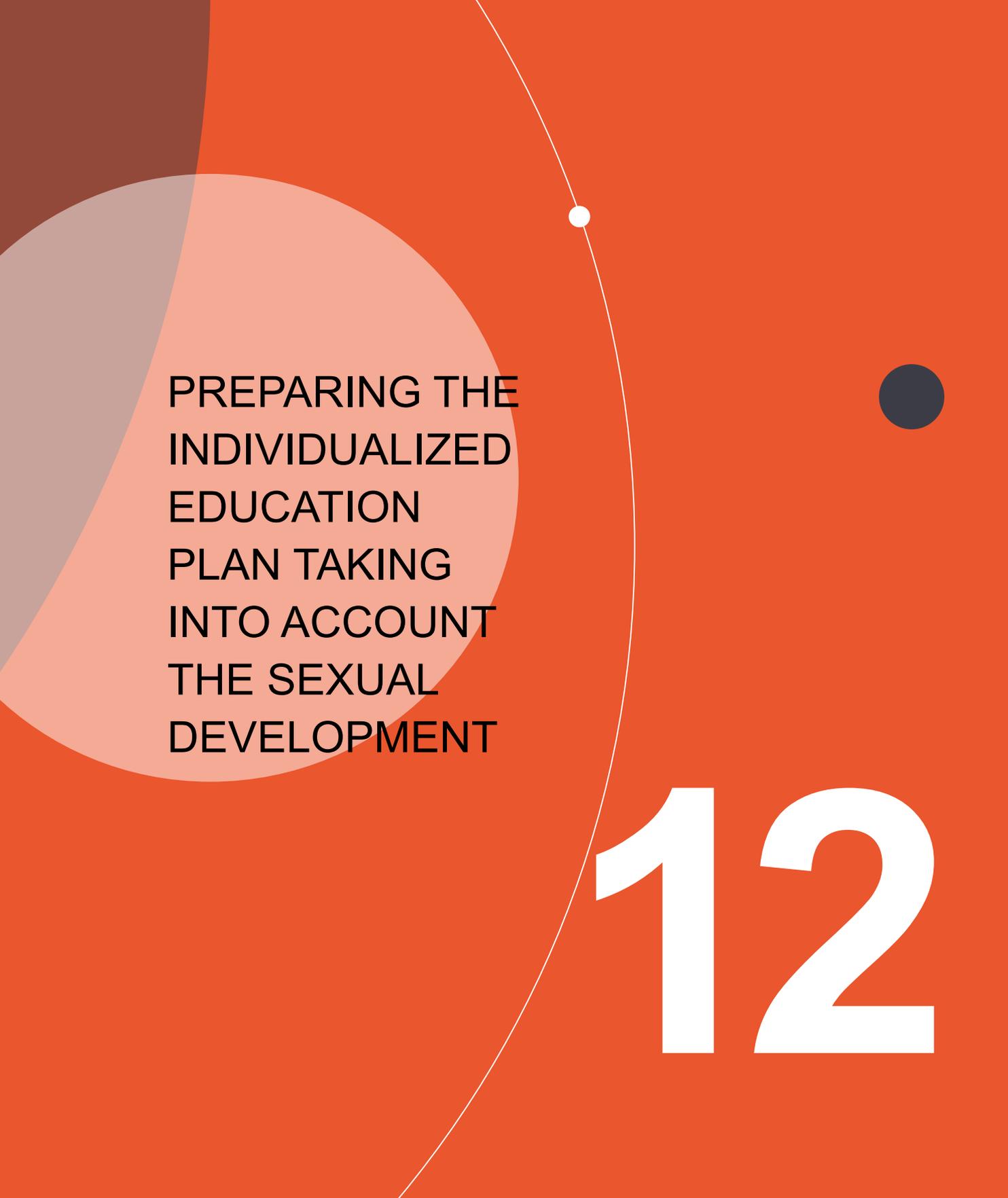


the person under guardianship has entered into a legal procedure, must provide a ratification in a reasonable time. If the transaction is given consent, it is deemed to be valid since the beginning of the transaction. However, if the guardian does not reveal her/his will to give consent to the transaction within a reasonable time or if s/he declares that s/he does not, the process becomes superstitious from the very beginning, effectively to the past. 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 has been required along with the permission of the guardian. In the 453th article of the Turkish Civil Code, the permission of the supervisory authority (the Civil Court of First Instance) as well as the guardianship authority was required. The termination of the guardianship is listed in the 479th and later articles of the Turkish Civil Code. It is necessary to go to a dual distinction as when the guardianship mission ends spontaneously and when the guardianship duty does not end spontaneously. The cases when the guardianship mission ends spontaneously include the death of the guardian, disability (in other words, the appointment of a guardian), being sentenced to prison for intentionally committed crime and expiration of the guardian's term. The cases where the guardianship duty does not end spontaneously can be counted as the presence of

guardianship barriers and the reason for avoiding guardianship. If the guardian neglects her/his duty heavily during his/her period in office, abuses his/her powers, behaves in a way that will break the confidence, acts insufficiently in paying his/her debts, or apart from these reasons, if the guardians are unable to perform their duties for other reasons and the interests of the person under guardianship are compromised, the guardianship authority may dismiss the guardian. The competent court in terms of the deposal is the Magistrates' Court in this regard.







PREPARING THE
INDIVIDUALIZED
EDUCATION
PLAN TAKING
INTO ACCOUNT
THE SEXUAL
DEVELOPMENT

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12. PREPARING THE INDIVIDUALIZED EDUCATION PLAN TAKING INTO ACCOUNT THE SEXUAL DEVELOPMENT

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

Objective 12.2 Cooperates for the implementation of the Individualized Education Plan.

Target Group: Teacher

Event Type: Informational

Tools and Equipment: ANNEX 14 (Sexual Education Performance Determination Form; filled by the family), ANNEX 15 (Individualized Education Plan Sample Form), ANNEX 16 (Individualized Education Plan Sample), ANNEX 17 (Sexual Development Monitoring Form; filled by the family)

Activity 1:

Preparation Process of Individualized Education Plan (IEP)

In order to be able to work to support your student's sexual development, you should accept that sexual development is a development area and should be supported, and you should work in collaboration with caregivers to determine needs. You should ensure that caregivers actively participate in the process to support their child's sexual development.

Since preparing an IEP requires teamwork,

start by creating the team. The first thing to do after creating the team is to organize a IEP meeting. You should talk to all the members of the team and tell them the time, venue and agenda of the meeting. Before the IEP meeting, ask your student's family to fill out the "Sexual Education Performance Determination Form" in Annex 14. Instruct your student's family to answer each article in this form with sincerity as "Yes" or "No". In the process of filling out the form, direct the family to exchange information with the people who are in the trust circle of your student. After that, by taking this form into consideration which is filled out by the family during the meeting, fill out the same form with the team members. Articles you mark as "Yes" on the form are your student's performance. The articles you mark as "No" express the behaviors that you have to work with and direct you to determine the goals in the plan. After determining your goals, prepare your student's IEP considering the sample form in ANNEX 15. An IEP prepared to set an example for you is given in ANNEX 16. At the end of the meeting, inform your student's family about how to fill out the Sexual Development Monitoring Form in ANNEX 17 and agree with the family that you should meet occasionally to discuss this form.

ANNEX 14 Sexual Education Performance Determination Form

Acquisition	Yes	No	Explanation
Knows that there is the toilet, bathroom and his/her room.			
Recognizes the private parts of his/her body.			
Knows the privacy areas in his/her 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/her own bed.			
Cleans his/her private areas on his/her own.			
Knows the people in his/her trust circle.			
Asks for help from people in the trust circle when needed.			
Distinguishes the good and bad touching.			
Knows what do to when encountered with bad touching.			
Knows gender roles.			
Acts in accordance with the gender roles.			
Dresses in accordance with the gender roles.			
Follows menstrual periods.			
Knows the use of pads during menstrual periods.			
Wears his/her underwear and clothes on his/her own.			
Takes off his/her underwear and clothes on his/her own.			
Has relaxation behaviours.			
Knows where to do the relaxation behavior.			
Does not let being kissed by others with or without permission.			
Notices the changes in his/her body during adolescence.			
Takes bath alone.			
Does not open the private body parts.			
Does not open others' private body parts.			
Asks for permission to touch.			
Does not touch to his/her private body parts other than the privacy areas.			
Does not touch to others' private body parts.			
Meets the toilet needs only in the toilet.			
Makes cleaning after relaxation.			
Does not use sexual topics in daily conversations.			
When neglected and abused, tells the person in the trust circle.			
tells the person in the trust circle about the neglect and abuse s/he witnessed.			
S/he knows the telephone numbers (155 or 156) to which s/he will seek help in case of neglect and abuse.			



Individualized Education Plan Sample Form

Student's Name-Surname:

Date:16/10/2019

Student's Age:

Performance: Deniz knows the gender roles in the field of sexual development, recognizes the intimate parts of her body and asks for permission to touch.

Time	Long Term Objectives	Short Term Objectives	Method - Techniques	Tools and Equipment	Evaluation	Responsible Ones
	Knows the privacy areas.	<ol style="list-style-type: none"> 1. Shows the toilet as a privacy area. 2. Shows parent bedroom as privacy area. 3. Shows her own room as a privacy area. 4. Shows the bathroom as a privacy area. 5. Shows the school toilet as a privacy area. 6. From the parts of the house, she says that the toilet is a privacy area 7. From the parts of the house, she says that parent's the bedroom is a privacy area. 8. From the parts of the house, she says that her room is a privacy area. 9. From the parts of the house, she says that the bathroom is a privacy area. 10. From the parts of the house, she says that the toilets is a privacy area. <p>Note: If there are "privacy areas" in the parts of the school or other social environments used by the child, you can add these areas for short term purposes.</p>	Teaching with Simultaneous Hints Direct Instruction	Pictures of privacy areas	In the "Show" step, an evaluation will be made to show the picture card related to the asked privacy area correctly, and in the "Tell" step, to tell the name of the privacy area on the displayed card correctly.	Classroom teacher, branch teacher, guidance teacher, parent, child himself/herself



*PA. (Physical assistance):

*MO. (Modeling):

*VT. (Verbal Tip):

*I. (Independent):

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Desem

developing sexual education model
for mentally disabled people



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