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SYLLABUS FOR HUMAN SEXUALITY AND RELATIONSHIP DEVELOPMENT

Module Description

This module is designed to help the students explore attitudes and values regarding healthy relationship development with consideration of specific issues related to Asperger Syndrome and the Autism Spectrum. Topics presented include sexuality education, establishing friendships, communication skills, dynamics of relationships and more. Information will be shared from many viewpoints of sexuality and relationships with the hope the information will be applicable in one's own life.

The module materials are presented in a multi-sensory fashion. The format of the class will include lecture, discussion, review of assigned readings and interactive exercises. Course objectives are based on the Guidelines for Comprehensive Sexuality Education (by National Guidelines Task Force), RDI-Relationship Development Intervention, and many other materials.

Module Structure

This module utilizes lecture, small group discussion, and community activities. Lectures will emphasize the factual information on each of the subjects; the discussion session will provide an opportunity to explore attitudes, feelings, and communication. Sexually explicit media will be shown during the lecture session. Students can choose not to view the media without a penalty. Personal information shared in class will be kept confidential however; public social information may be shared with other staff members.

Module Objectives

This module will attempt to assist students to reflect on their own personal sexual and relationship experiences, development, background, and value stance while becoming acquainted with research findings, current concepts, and diverse viewpoints about human sexuality. It is hoped that as a result of their experiences in this module, students will be more aware and accepting of their own individual sexuality; and value system and develop an intelligent and responsible sexual lifestyle; and be more aware and accepting of the lifestyle and sexual value system of others, especially those which are divergent (Sherwood-Puzzello, 2005). Each lesson will include specific learning objectives linked to the topic

Module Requirements/ Evaluation

Attendance – students will be expected to attend all sessions unless sick or otherwise excused by Program Director.

You will be required to compile and keep organized an individual class portfolio using information handed out each week and your assignments. This will include:

- Homework assignments, reading lists, resources linked to the topic, personal strategies, class notes, handouts, miscellaneous information linked to the course.

You will be evaluated according to the learning rubric.

Rubrics - Class Expectations

	Skilled Learner	Intermediate Learner	Initial Learner
Attendance	Attended 15 out of 15 classes unless medical or approved absence	Attended 14/15 classes unless medical or approved absence	Attended 13/15 classes unless medical or approved absence
On time to class	On time 15 out of 15 classes	On time 14/15 classes	On time 13/15 classes
Involvement in discussion	Weekly shared in discussions, stayed on topic, and listened to others responses.	Gave only one comment during class	Sat through class and didn't say a word or dominate the discussions by talking too much.
Homework Completion	Accurately completed all assignments.	Accurately completed 10 to 13 of the 14 assignments.	Accurately completed 7 to 9 of the 14 assignments.
Post Test	Improve score from pre test to post test to equal 90% or better.	Improve score from pre test to post test to equal 80-89% or higher.	No to little improvement between pre to post test scores (79% score or lower)
Keep binder organized	Have a tab for each week with the work, resources, and handouts in order as related to the syllabus calendar 15 out of 15 weeks.	Have a tab for each week with the work, resources, and handouts in order as related to the syllabus calendar 14/15 weeks.	Have a tab for each week with the work, resources, and handouts in order as related to the syllabus calendar 13/15 weeks.
Collection of Resources (websites, books, professional resources).	Can share (discuss and share exact resource) a minimum of 1 resource each week found useful related to the topic.	Can share (discuss and share exact resource) a minimum of 1 resource 14 out of 15 weeks found useful related to the topic.	Can share (discuss and share exact resource) a minimum of 1 resource 13/15 weeks found useful related to the topic.
Collection of personal strategies to use in social situations.	Can utilize individual class portfolio to provide at least one personal strategy for each lesson topic.	Can utilize individual class portfolio to provide at least one personal strategy for 14 of the 15 lesson topics.	Can utilize individual class portfolio to provide at least one personal strategy for 13/15 lesson topics.

Skilled Learner: Can complete class expectations without teacher intervention. Individual should decide on their own when and where to make adaptations. Student's end-products should meet all criteria for each week's lessons.

Intermediate Learner: Students are able to develop quality products within the deadline, but need considerable assistance from the teacher(s). Students should demonstrate expertise in some areas, yet lack skills in other. Some freedom will be given to each person's strengths, but will be held accountable throughout the process in area of weaknesses.

Initial Learner: At this level, individuals need to have everything explained, shown what to do to complete the project, and be given a model of the end product.

Student Objectives

<p>Session 1 – Introduction and Assessment</p> <ol style="list-style-type: none"> 1. Understand the syllabus outline and have a concept of what the module will include. 2. Understand the issues around confidentiality and sensitivity of the material to be discussed. 3. Begin to assess their own knowledge attitudes, beliefs and learning needs regarding sexuality and relationships. 4. Evaluate depictions of sexuality in 2 different TV genres and magazines. 5. Reflect on the creation of social and sexual relationships and how this applies to their own lives. 	<p>Session 2 & 3 Sexual Anatomy</p> <ol style="list-style-type: none"> 1. Distinguish between the slang name and the factual term for each male and female part of the both genders genitalia. 2. Understand the function of each of the male and female organs. 3. Discuss the fears and joys associated with the physical changes that took place during puberty. 4. Generate relevant questions and communicate these in an appropriate way to the visiting expert. 5. Demonstrate their knowledge of sexual anatomy and function by completing the quiz. 6. Discuss the fears and joys associated with the physical and emotional changes that took place during puberty.
<p>Session 4 &5 – Communication 101</p> <ol style="list-style-type: none"> 1. Identify different communication types (expressive, receptive, verbal, non-verbal). 2. Understand the behaviors that are involved in different communication types. 3. Develop an awareness of their personal strengths and challenges in social communication. 4. Begin to acquire knowledge of communication strategies. 5. Organize the information (handouts, class notes etc.) into their binder to develop a resource for communication information. 	<p>Session 6: Sexual Orientation/ Attitudes, Values and Insights</p> <ol style="list-style-type: none"> 1. List and describe critical thinking skills, including examples of value judgments and objectivity; opinions, biases and stereotypes. 2. Begin to develop an awareness of cultural, religious and historical influences on sexuality. 3. Explore, question and assess their own sexual attitudes in order to develop their own values and insights concerning other peoples' values.
<p>Session 7 – Sensory Sensitivities</p> <ol style="list-style-type: none"> 1. Be able to list own sensitivities as related to their five senses including proprioceptive and vestibular. 2. Share how having hyper or hypo-sensitivities has been helpful or hard to deal with in a relationship (friendships or partners). 	<p>Session 8 -Friendships</p> <ol style="list-style-type: none"> 1. Begin to acquire knowledge of communication strategies (e.g., small talk, joining a conversation, sensitive to listeners interests) 2. Learn what the bases for friendship skills are (where do I meet friends? What could I do with a new person? What do I do on the first meeting, second meeting, or third meeting? How will I know if I should pursue the relationship)? 3. By role playing and videoing ourselves, will practice skills in order to try them in our community for homework. 4. Organize the information (handouts, class notes, etc) into binder.
<p>Session 9 -Relationships</p> <ol style="list-style-type: none"> 1. Learn how to have conversations with reciprocity 2. Understand others emotions to facilitate social-emotional problem solving 3. Go into the community and practice starting a conversation using a script or verbal prompt. 	<p>Session 10-Dating Relationships</p> <ol style="list-style-type: none"> 1. Identify the purpose of dating and identify if they are ready to date. 2. Understand the steps in appearing confident and building confidence on the inside. 3. Develop awareness of the concept of getting 'in shape' for dating. 4. Understand the link between dating and friendship. 5. Gain awareness of the things to consider in order to find a date and in asking someone on a date. 6. Have an understanding of things that need to be considered before and during a first date. 7. Gain knowledge of the social communication skills involved in dating (flirting, complimenting, signaling interest, what to tell, ending the date etc.) 8. Gain awareness of how to evaluate if a date was successful.
<p>Session 11- Stages of Relationships, Confidence and Building One's Own Self Esteem:</p> <ol style="list-style-type: none"> 1. Understand the stages of both friendships and romantic relationships 2. Assess their personal relationships in terms of these stages 3. Identify the next step for moving their relationships to the next stage 4. Carry out the first step they have identified in the stages 5. Identify positive character traits about oneself 6. Identify positive character traits in others within class to help them identify their own traits 7. Start to improve confidence so one will be willing to take risks in new situations this coming week. 	<p>Session 12- Sexual Expression</p> <ol style="list-style-type: none"> 1. Develop an awareness of the variety of definitions of "abstinence" and "sex" 2. Begin to develop ideas regarding personal definitions of sex 3. Develop an awareness of activities that make up a healthy sex life in order to make a positive decision. 4. Acquire a list of resources where they can find further information regarding sexual expression and sexual techniques. <p>Sexual Coercion: Harassment, Aggression and Abuse</p> <ol style="list-style-type: none"> 5. Gain an awareness of the signs of abuse within a relationship 6. Be informed of the gray areas of social blunders and factors to consider in this regard. 7. Be informed of abusive and illegal behaviors in order to protect themselves and others. Discuss the impact of rape and gain awareness of preventing sexual assault.
<p>Session 13-Contraceptives and Sexually Transmitted Infections</p> <ol style="list-style-type: none"> 1. Become familiar with the options of contraceptives for both males and females 2. Become aware of the causes of sexually transmitted infections 3. Become aware of the preventions of sexually transmitted infections 	<p>Session 14: Meeting New People Socially</p> <ol style="list-style-type: none"> 1. Using the handouts that have been provided all semester for this module; the students will implement skills have learned in class for the semester (e.g., using non-verbal communication, starting a conversation, maintaining a conversation, interacting during activity, showing confidence, and ending the activity) by playing games of their choices with "neuro-typical" peers. <ul style="list-style-type: none"> ➤ This social event will be considered a part of the students' final in response to grading rubrics on "collection of personal strategies to use in social situations."

My Learning Needs

Circle below the things that you think it would be most helpful for you to learn about during our module this semester.

- How to interpret non-verbal behavior
- A guide to flirting
- Dating issues
- How to use non-verbal behavior
- How to interpret overt (like pornography) and covert (like a commercial) information about sexuality on TV, magazines etc.
- Understanding religious and cultural beliefs and values and how these relate to sexuality.
- Legal issues and abuse within a relationship.
- Communication differences between men and women.
- Making and keeping friendships
- How to develop a long-term relationship
- Assertiveness
- Decision making
- Masturbation
- Sexual behavior involving another person e.g. kissing, sexual intercourse.
- Sexual anatomy
- Sexual fantasy
- Sexual dysfunction
- Sexual abstinence
- Safe sex and sexually transmitted diseases.
- Contraception
- Sexual Orientation (heterosexuality and homosexuality)

Other things I would like to learn about are

Human Sexuality Module: Exercise: Am I Ready For Friendship?

Check which things apply to you (be honest this is just for your own assessment of where you are in your life).

Expectations

- I am able to separate who I am and what I want from who my friend is.
- I accept that my friend is not just like me.

Tolerance

- I am as tolerant of my friend as I would like him/her to be of me
- I apply the same set of standards to myself that I expect of my friend

Availability

- I am willing to put myself out for my friend (such as cancel something I had planned tonight if my friend calls and really needs to talk about an upsetting situation)
- I have the time and energy to invest in being and having a friend (such as at least a couple of hours a week)

Honesty

- I am willing to be my true self
- I am willing to say what I feel even if this is not what my friend is expecting (such as if I disagree with what is happening)

Openness

- I am willing to be vulnerable and intimate and share my feelings

Dependency

- I am able to stand on my own and take care of myself

Empathy

- I am able to look at a conflict from someone else's point of view

Perspective

- There is something I like about my friend other than the fact that he/she likes me
- I am able to be a bit unselfish and less self-centered

If you checked most or all of the items you are great friendship material. If not you probably need to work on some of these things before you think about dating. (Wachs, 2002).

Lesson Plans

<p>Session 1 – Introduction and Assessment</p> <ul style="list-style-type: none"> • Review syllabus, rubric, binder system • Students complete Pre-test and My Learning Needs • Discussion of confidentiality and respect issues • Discussion of attitudes, beliefs and social norms regarding sexuality. ○ Split into 2 groups to view 2 different groups of music videos, commercials, non-pornographic magazines. ○ Each group given written questions to discuss example: “What were the sexuality-related values that were reflected on the covers? Were you comfortable with this?” ○ Instructors used flip charts to record ideas visually. Whole class then met to report to each other and summarize their discussions. 	<p>Session 2 & 3 Sexual Anatomy</p> <p>Discussion: Did your parents give the “sex talk”?</p> <p>Activity: Generate a list of slang words for men and women genitalia</p> <p>Power point presentation:</p> <ul style="list-style-type: none"> • Using detailed photos label and understand function of female genitalia, organs, reproduction, menstruation, breast exam, gynecological exam, and sexual arousal. • Using detailed photos label and understand function of male genitalia, organs, reproduction, testicular and prostate exams, and sexual arousal. <p>View video clip from NBC Today Show on why college students are taking course on human sexuality and relationships: http://video.msn.com/v/us/msnbc.htm?g=669399a8-4506-b878-7b0d0460fd1a&f=00&fg=email</p>
<p>Session 4 & 5 – Communication 101</p> <ul style="list-style-type: none"> • Discussion of the personal communication strengths and challenges sheet that they did for homework. • PowerPoint presentation on communication including discussion points and video clips: <ul style="list-style-type: none"> ○ Definitions- expressive, receptive, verbal, non-verbal ○ Non-verbal communication- use of videos to encourage analysis of other people’s behaviors ○ Tips for improving your non-verbal communication ○ Verbal communication – tone, pitch, volume etc., initiating conversations, maintaining conversations, joining conversations. ○ Activity in pairs role-playing conversational skills of ‘Asking and Telling’ (Baker, 2005) ○ How to make small talk ○ Practicing being boring leading to how to be sensitive to listener’s needs included video clip from Shop girl movie (2006, Touchstone Home Entertainment). ○ Role-play activity “Joining a Conversation” in groups of 3 (Baker, 2005) Understanding the concept of the communication process being lifelong and picking one thing to be working on now. 	<p>Session 6: Sexual Orientation/ Attitudes, Values and Insights</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Three articles read for homework. 3 completely different views on sexual orientation. • Own attitudes and values worksheet <p>Invited a panel of people from the local gay, lesbian, bisexual community group to share personal stories and answer questions from students in class.</p>
<p>Session 7 – Sensory Sensitivities</p> <p>Activity: Set up class with lamps, hand fidgets, and brought different oil scents, lotions, peppermint candy and gum, calming music, and snack was related to spicy, sour, crunchy, healthy food.</p> <p>Power point and discussion:</p> <ul style="list-style-type: none"> • Experienced (e.g., scents and hyperbaric chamber) and talked about each of the 5 senses plus vestibular and proprioceptive input. • What sensory issues do students’ encounter every day? • What impact does your level of sensitivities have on your relationships? • If you have experienced sexuality with another person, what sensitivities have you needed to work through or need ideas on how to overcome? 	<p>Session 8 -Friendships</p> <p>Activity: Getting to know someone new (Baker, 2005)</p> <ul style="list-style-type: none"> • Video recorded staff using role playing of a situation to get together with a new person – student critiqued staff (Bellini, 2007) • Students role played <p>Power point:</p> <ul style="list-style-type: none"> • Friendship is foundation for strong love relationships • Look for a person with same interests and values that one enjoys being with and a person one trusts. • Where do I meet friends? • What to do on first meeting? • What do we talk about? Or Not talk about? <p>2nd Activity:</p> <ul style="list-style-type: none"> • List own interests and where want to explore? • Who do you know already who likes to do these things? • Challenge to initiate conversation to go together.
<p>Session 9 –Relationships</p> <p>Activity: Play conversation game View DVD (showing emotions)</p> <ul style="list-style-type: none"> • Describe social scenario, setting behavior – what’s happening or what has happened? • Recognize feelings/thoughts of actors/actresses – describe what in scene shows this evidence? • Predict next scene <p>Videotape staff starting a conversation</p> <ul style="list-style-type: none"> • Say hello, give compliment • Brief eye contact ask a question or make an inquiry <p>Visit local bookstore to practice initiating conversations</p>	<p>Session 10-Dating Relationships</p> <ul style="list-style-type: none"> • PowerPoint presentation much of which was based on ‘Dating for Dummies’: <ul style="list-style-type: none"> ○ What is dating? ○ Appearing confident on the outside/ confidence on the inside ○ You’re ready to date if... ○ How to get ‘in shape’ for dating ○ Finding a date (included discussion of movie video clip of 2 people meeting and arranging a date) ○ Asking for a date – what works and what doesn’t work ○ First date: Where to go, events to avoid, what to wear, who pays, what to say. ○ Flirting, what is it, how to do it, gender differences (included discussion of video clip from American Idol.), and websites with flirting guides. ○ Using compliments on a date ○ How to tell if your date is interested ○ How to end a date (successful, so-so, disaster) ○ What to do after a date (evaluate it) and how to set up further dates • Students also filled in “Am I Ready for Friendship” worksheet
<p>Session 11- Stages of Relationships, Confidence and Building One’s Own Self Esteem:</p> <ul style="list-style-type: none"> • PowerPoint <ul style="list-style-type: none"> ○ Diagrams and explanations of stages of both romantic and friendship relationships ○ Group activity – stages posted around room and scenarios read out ○ Timelines of relationships and discussion that these things are not absolute ○ Worksheet activity – identify which stage you are in ○ Identify your next step – guidelines for how to get there ○ Each student made written plan for getting to the next step and one thing they were going to do this week ○ Resources given for where to find information regarding complex issues within a long-term relationship (e.g. when to consider co-habiting or marriage) • Activity – worksheet identify your positive character traits, pair up and ask the other person to list some positive things about you. Discussion on self-esteem and how other people view you. 	<p>Session 12- Sexual Expression</p> <ul style="list-style-type: none"> • Sexual Expression <ul style="list-style-type: none"> ○ Discussion of the link between emotions and behaviors ○ Scripts that we use to plan our lives and behavior ○ Fantasy and dreams ○ Activity: What is sex? Definitions from research and an activity designed to encourage thinking about personal definitions ○ No graphic information was given on sexual technique but students were given resources that they could choose to refer to such as books, videos and website • Sexual Coercion: Harassment, Aggression and Abuse <ul style="list-style-type: none"> • Abuse, harassment, and legal issues <ul style="list-style-type: none"> ○ Warning signs that someone may become abusive and what to do if you see these things- included video clip ○ Social boundary blunders – when do they become illegal? ○ Sexual harassment ○ Sexual aggression and rape (included reducing your risk and webcam video clip: www.nytimes.com/justinberry)
<p>Session 13-Contraceptives and Sexually Transmitted Infections</p> <p>Evaluate own knowledge of contraceptives and STI’s. Guest Presenter:</p> <ul style="list-style-type: none"> • Models of what a lump on breast or testicles would feel like • Video on breasts and testicular exams • Free condoms and lesson on use • List of variety of contraceptive options with information on pro’s and con’s for each. • Factual information on sexually transmitted infections <p>Free pamphlets available through Planned Parenthood</p>	<p>Session 14: Meeting New People Socially</p> <ul style="list-style-type: none"> • Students were prepared ahead of time by explaining what will happen and asking them to review certain handouts that targeted meeting new people and social communication skills • A group of typically developing students of similar age from the education dept. of a university volunteered to help out • The groups had 90mins to play games (our students brought the games) and eat snacks • Following this both groups of students evaluated in writing their interactions with peers Instructors then met individually with each student to give them some feedback/suggestions

Meeting New People Socially

Name of Student _____ Game Played _____

Please put a score by any of the items below using the following rating:

- 1= Not a problem, this happened as often as most people would expect
 2= The person had some difficulty with this but attempted to do it
 3 = This was a significant difficulty for the person or they did not attempt it at all.
 N = No opportunity to do this

Non-verbal communication

- Sit up straight
 Person was alert, smiling, and talking
 Person used gestures directed towards self or others
 Use eye contact periodically or at least look in the area of the face
 Facial expression matched the mood

Starting Conversation

- First to say hello
 Introduced self or others in the group

Maintaining Conversation

- Asked open ended questions or started conversations
For example; what is your major in school? What classes are you taking? Where are you from? What do you like to do in Bloomington? Have you gotten any new video games lately? What kind of work do you do? Etc.
 Gave a compliment if appropriate
 Tells others information about their self
 An active listener
 Appropriate amount of asking and telling in conversation
 Showed respect for your views if topic occurs by saying "Well that's your opinion, I have a different opinion."

Playing Game

- All agreed on rules
 Compromised if needed to

Confidence

- Made a good first impression with appropriate clothing, personal hygiene etc.
 Appeared appropriately confident (*e.g. smiled voice loud enough but not too loud, stood up straight*).

Ended Social Event

How did person end game and the meeting?

Other Comments (please note anything that you saw as a particular strength for the student or anything that seemed more challenging or socially inappropriate):

Evaluation of Meeting New People Socially

Please put a score by any of the items below using the following rating:

- 1= Not a problem, this happened as often as most people would expect
 2= The person had some difficulty with this but attempted to do it
 3 = This was a significant difficulty for the person or they did not attempt it at all.
 N = No opportunity to do this

Name:	You	One of the IU students
Non-verbal communication		
Sit up straight		
Person was alert, smiling, and talking		
Person used gestures directed towards self or others		
Used eye contact periodically or at least look in the area of the face		
Facial expression matched the mood		
Starting Conversation		
First to say hello		
Introduced self or others in the group		
Maintaining Conversation		
Asked open ended questions or started conversations <i>For example: What is your major in school? What classes are you taking? Where are you from? What do you like to do in Bloomington? Have you gotten any new video games lately? What kind of work do you do? Etc.</i>		
Gave a compliment if appropriate		
Tells others information about their self		
An active listener		
Appropriate amount of asking and telling in conversation		
Showed respect for others views if topic occurs eg by saying "Well that's your opinion, I have a different opinion."		
Playing Game		
Agreed on rules, or listened to explanations or explained.		
Compromised if needed to		
Confidence		
Made a good first impression with appropriate clothing, personal hygiene etc.		
Appeared appropriately confident (<i>e.g. smiled, voice loud enough but not too loud, stood up straight</i>).		
Ended Social Event		
Ended the game and meeting appropriately? (<i>e.g. smiled, said 'good to meet you' etc.</i>)		

- **Other Comments (please note anything that you saw as a particular strength for you in this situation or anything that seemed more challenging or anything you wish that you did differently):**
- **Any areas or strategies that you would like to focus more intently on changing about yourself or developing in the future:**

References

Research

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Lesson 1: Introduction to Sexuality

Newport, J. and Newport, M. (2002). *Autism-asperger's & sexuality : Puberty and beyond*. Arlington, TX: Future Horizons.

Lesson 2 & 3: Anatomy

American Social Health Association (no date provided). Sex talk: Fooling around, making love better, healthier [pamphlet]. Research Triangle Park, NC: www.ashastd.org.

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ETR Associates (1996). Getting what you want from relationships [pamphlet]: www.etr.org.

Henault, I. (2006). *Asperger syndrome and sexuality: From adolescence through adulthood*. London; Philadelphia: Jessica Kingsley.

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Websites: Male Health Center – <http://www.malehealthcenter.com>, National Organization of Circumcision Information Resources –

<http://www.nocirc.org>, National Women's Health Network – <http://www.womenshealthnetwork.org>, Planned Parenthood –

<http://www.plannedparenthood.org>, The Nemours Foundation – http://kidshealth.org/college/sexual_health, Talk sex with Sue

Johanson a sex educator – www.talksexwithsue.com

Lesson 4 & 5: Communication 101

Baker, J. (2005). *Preparing for life: The complete guide for transitioning to adulthood for those with autism and asperger's syndrome*. Arlington, Texas: Future Horizons.

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Shore, S. (2004). *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KA: Autism Asperger Publishing Company.

Lesson 6: Sexual Orientation

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Website: National Gay, Lesbian and Bisexual and Transgender Association - <http://www.lgbtcenters.org>

Lesson 7: Sensory

Kranowitz, C. (2005). *The out-of-sync child: Recognizing and coping with sensory processing disorder*. New York; New York: Skylight Press.

Zaks, Z. (2006). *Life and love: Positive strategies for autistic adults*. Shawnee Mission; Kansas: Autism Asperger Publishing Company.

Lesson 8: Friendship

Grandin, T., & Barron, S. (2005). *Unwritten rules of social relationships: Decoding social mysteries through the unique perspectives of autism*. Arlington; Texas: Future Horizons.

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Books from lesson 4 & 5 (Baker, Gabor)

Lesson 9: Relationships - None**Lesson 10: Dating Relationships**

Browne, J. (2006). *Dating for dummies*. Hoboken; New Jersey: Willey Publishing, Inc.

Lesson 11: Stages of Relationships, Confidence and Building's One's Own Self-Esteem

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Lesson 12: Sexual Expression & Sexual Abuse, Harrassment, and Legal Issues

Buron, K.D. (2007) *A 5 is against the law! Social boundaries: Straight up*. Shawnee Missions; Kansas: Autism Asperger Publishing Company.

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Lesson 13: Contraceptives, Sexually Transmitted Infections

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