


New Mexico Department of Health (DOH) Developmental Disabilities Supports Division (DDSD) PROCEDURE	Procedure Number: SP-003a Supersedes: SP-003 - Support for Individuals with Intellectual/Developmental Disabilities (I/DD) Who Need Socialization and Sexuality Education Procedure
Procedure Title: Socialization and Sexuality Education for Individuals with Intellectual/Developmental Disabilities Procedure	
Effective Date: November 24, 2008	
Approved: 	Date: 11-24-08

I. POLICY REFERENCE

S-003a: Socialization and Sexuality Education for Individuals with Intellectual/Developmental Disabilities Policy

II. PURPOSE OF PROCEDURE

This procedure outlines the roles and responsibilities of the Interdisciplinary Team (IDT) members, and the Developmental Disabilities Waiver (DD Waiver) and State General Fund (SGF) provider agency staff members for identification of, referral to, and support for individuals who want to participate in Friends and Relationships Course classes offered through DDSD, Office of Behavioral Services (OBS).

III. APPLICABILITY

This procedure applies to Interdisciplinary Team (IDT) members, DDSD staff, and Developmental Disabilities Waiver (DD Waiver) and State General Fund (SGF) provider agency staff supporting adults with Developmental Disabilities participating in SGF or DD Waiver services on the DD Waiver or SGF programs.

IV. DEFINITIONS

Behavior Support Consultant (BSC): Means a licensed professional approved by DDSD Office of Behavioral Services to provide Behavioral Support Consultation services.

Case Managers: Means the individual designated to coordinate services for individuals on the Developmental Disabilities Medicaid Waiver. The Case Manager is external to, and independent from, all other direct services provided to the individual.

Community Access Services: Means the development of valued social relationships and building connections within local communities. These services support the development of skills and behavior that strengthen an individual's connection with his or her community. The objective of these services

is to create meaningful, sustained relationships with non-disabled community members who share common interests, preferences, and goals.

Comprehensive Integrated System of Sexuality Services: Means a multi-component system that provides services to address the socialization and sexuality skills and supports needed for individuals with intellectual/developmental disabilities (I/DD) to live safely in the community and to obtain and keep jobs and form relationships, including intimate ones.

Friends and Relationship Course (FRC): Means the OBS approved curriculum for socialization and sexuality education and training regarding relationship and sexual matters, including (but not limited to) socialization and relationship-building skills, making friends, values clarification, support to couples about dating and intimate relationships, personal boundaries and stranger safety, sexually transmitted disease, birth control, pregnancy, childbirth, and sexual choice.

Individual: Means, for the purpose of this procedure, a person with a developmental disability over the age of 18 years.

Individual Service Plan (ISP): Means a plan developed by an individual, a group of natural supports and professionals (Interdisciplinary Team) that includes information about history, current status, health needs, long term vision and outcomes of each individual receiving services funded through the Developmental Disabilities Supports Division.

Interdisciplinary Team (IDT): Means a group of support professionals, natural supports, medical supports and the Individual in services that develops the ISP and addresses all planning on behalf of the individual and addresses any emergent needs.

Qualifications/Qualified: Means education, specialized training, supervised practice, and/or other activities that demonstrate professional competency as defined by OBS.

Quarterly Reports: Means the written update of progress toward PBSP goals and objectives submitted to the OBS every three months in accordance with the Behavior Support Consultation Practice Guidelines.

Positive Behavior Supports Assessment: Means the process and written result of conducting evaluation procedures, including observation and interview of an individual, his or her caregivers, family and others in his or her life. A Positive Behavior Supports assessment includes a functional assessment of behaviors and all other evaluative procedures as appropriate.

Positive Behavior Supports Plan (PBSP): Means a supportive set of interventions tailored to the identified needs of the individual; the plan represents a holistic approach to providing positive supports interventions to the individual via his or her IDT.

Refer/Referral: Means the process through which the OBS is notified that an individual with I/DD wants to participate in socialization and sexuality education.

Socialization: Means the process whereby individuals are made aware of what is expected of them in social situations from their family, culture, tribe, school, friends, church, and other social or environmental settings.

Socialization and sexuality education: Means the Friends and Relationships Course curriculum and classes; and follow-through by the IDT to promote skills and opportunities.

V. PROCEDURE

	Responsible Person / Agency	Actions
1.	The IDT	<ul style="list-style-type: none"> • Listens to the individual’s wants and needs regarding relationships and sexual expression; • Offers support to any individual who self-refers to participate in FRC classes; • Assesses whether socialization and sexuality education might enhance the individual’s ability to form relationships and safely express her or his sexuality; • Assesses whether socialization and sexuality education might enhance the individual’s ability to meet other goals, such as work and community involvement. • Member(s) may recommend participation in FRC classes to the individual and the IDT. • Determines that the FRC classes are a needed service and describes in the ISP how team members will support participation including transportation and staff needed to accompany individual to class. It is highly recommended that a BSC and staff member attend classes with the student in order to provide support and assure that new skills will be transferred from the classroom to the student’s life. <ul style="list-style-type: none"> ○ If BSC services are added solely to support the individual in attending classes, the case manager can request a BSC exemption from writing a Positive Behavior Supports Plans (PBSP) or Positive Behavior Supports Assessments (PBSA) and Quarterly Reports from the OBS Director. In this case, educational goals must be written directly into the Individual Service Plan (ISP). • Makes a recommendation to the case manager or BSC to make the referral for an individual to participate in FRC classes. In response, class schedules and registration forms will be e-mailed. A seat in class is not held until after the Student Registration form is completed and returned to the OBS. • If the IDT has concerns about other sexuality issues, such as abuse or sexually inappropriate behavior, or

		<p>if concerns or questions arise about individuals attending classes, the IDT will refer the situation to any OBS team member for technical assistance.</p> <ul style="list-style-type: none"> • Can identify community access (CA) services as a support to be used to directly support students in to complete homework, and practice and expand skills learned in FRC classes. Service goals, objectives, and strategies in this area need to be identified in the ISP and PBSP.
2.	The Behavior Support Consultant (BSC)	<p>In addition to requirements outlined for the IDT, if FRC class participation is determined to be needed as part of existing BSC services, the BSC will:</p> <ul style="list-style-type: none"> • Integrate educational goals, objectives, and strategies into the PBSP, if one is required. • Assure that educational goals, objectives, and strategies are adequately integrated into the ISP, especially if FRC class participation is the only BSC service being provided, • Support students in the classes and will be responsible, through either the ISP and/or PBSP, for training provider agency staff and others directly involved with the student's daily life and activities about how to support students to practice and expand skills learned in classes. • Request assistance from the OBS if there are any additional issues or concerns regarding sexuality needs.
3.	Residential, Vocational, and Day Habilitation Provider Agencies	<p>In addition to requirements outlined for the IDT, all provider agencies will:</p> <ul style="list-style-type: none"> • Assure their agencies have sexuality policies that are in compliance with the DDS policies and procedures. • Assure implementation of ISP and PBSP strategies to address socialization and sexuality education needs. • Assure that direct care staff has the supervision, training, and professional support to needed implement ISP and PBSP strategies that address socialization and sexuality education needs. • Assure individuals have the resources necessary to participate in socialization and sexuality education classes, including transportation and staff to accompany them, as determined to be needed by the class teacher, BSC, and IDT.
4.	The OBS	<ul style="list-style-type: none"> • Provide leadership, coordination and oversight of sexuality education services. • Maintain, distribute and keep updated the <i>Friends and Relationships Course</i> curriculum and materials.

		<ul style="list-style-type: none"> • Provide technical assistance to teams regarding issues of socialization, sexuality and sexuality education. • Include families and guardians in trainings about how to provide support for individuals participating in socialization and sexuality education classes. • Disseminate information about upcoming socialization and sexuality education classes. • Disseminate information regarding training opportunities related to socialization and sexuality education. • Provide technical assistance to individuals and their teams regarding the referral of individuals to socialization and sexuality education.
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VI. REFERENCES

Code of Conduct and Ethics of Professional Licensing Boards for Behavior Support Consultants

Friends and Relationships Course curriculum

Introduction to Sexuality for People with I/DD Training Manual

Policies or Guidelines of DDSD:

- Aversive Intervention Policy
- Behavior Support Consultation Practice Guidelines
- Crisis Prevention/Intervention Policy and Procedure
- The Guidelines Concerning Sexual Contact and Consent 6-30-97
- S-002 & SP-002: Promoting Healthy Relationships for Individuals with Intellectual/Developmental Disabilities Policy and Procedure
- S-003 & SP-003: Socialization and Sexuality Education for Individuals with Intellectual/Developmental Disabilities Policy and Procedure
- S-004 & SP-004: *Friends and Relationships Course* Teacher Certification Policy and Procedure

Regulations:

- Developmental Disability Act [28 –16A-13 (C) (2)]
- 7 NMAC 26.2 - 6;
- 42 CFR 483.400-483.480;
- 7 NMAC 8.2

Standards:

- Developmental Disabilities Waiver Service Standards
- State General Fund Service Definitions and Standards