

Circles of Relationships

Building-wide Implementation in a Center-based program

Agenda

- Intro
 - Background on Burger program
 - Background on Curriculum development
 - Why is this important?
 - Phase 1: 2016–2017 school year
- Burger’s Sexuality Education Curriculum Overview
 - Scope & Sequence
 - Developmental levels
- Circles program
 - Overview
 - Resources available
 - Adapting for individual student needs
- Phase 2: 2017–2018 school year
 - Focus on increasing personal safety skills
 - Pacing Guide
 - Data collection & progress monitoring

Learning Objectives

Participants will learn:

- The importance of having a comprehensive curriculum to teach social boundaries and appropriate social relationships to students with developmental delays.
- About the Circles curriculum.
- How to implement the Circles curriculum school-wide.
- How to adapt and expand upon for individual student needs.

Intro Activity:

Who's in the room?

- Work in a general education building?
- Work in a center-based program?
- School Psychologist?
- School Social Worker?
- District administrator?
- Others?

Burger School for Students with Autism

Burger School for Students with Autism is committed to maximizing the potential of each student to gain independence and self-fulfillment. Through a collaborative effort we will work in partnership with students, each other, parents, community, and local school districts to assure each student has the opportunity to become a happy, healthy, productive, and contributing member of society.

Our program is a center-based school for Western Wayne County students an Autism Spectrum Disorder diagnosis. We are located in the Garden City School District and overseen and operated with Wayne County Regional Educational Service Agency. RESA oversees the Intermediate School Programming for Wayne County School Districts. The students range in age from five through twenty six, and we operate in two school buildings.

Our program services students in districts of; Allen Park, Crestwood, Dearborn, Trinity, Garden City, Huron Valley, Flat Rock, Livonia, Northville, Plymouth- Canton, Redford Union, Riverview, Romulus, South Redford, Southgate, Taylor, Van Buren, Westwood, Wayne-Westland, and Wyandotte.

Background on Burger's Sexuality Education Curriculum

- A Sexuality Education Advisory Committee formed in the fall of 2015
 - preview additional materials for the prior approved curriculum from May 2010.
- Primary concern of the committee:
 - Curriculum review- curriculum is based on an original authored by the Gratiot-Isabella ISD
 - Additional materials that would provide appropriate educational images for visual learners
- Conducted a parent survey
 - Results indicating overwhelming parent support for continuing to teach this curriculum
- Advisory committee formed
 - Included; teachers, school social workers, the school psychologist, the Director of Instructional Services, a nurse, a clergyman, and parents
 - Met on several occasions to openly discuss the topics involved with teaching this curriculum.
- The primary consideration of all members was for the *protection and safety* of a vulnerable population of students, personally and socially.
- In June 2016, the new curriculum materials were board approved
 - the committee developed a plan for its initial implementation phase for the 2016-17 school year.

Why is Quality Sexuality Education important?

- Because we are all sexual beings
 - even students with Autism & Cognitive Impairments
- Because young people need facts and skills to make healthy decisions
- Because sexuality education will happen with or without adult guidance
- Because there are many health risks associated with sexual activity including HIV, other STD's and unintended pregnancy
- Because young people are overwhelmed with conflicting and powerful messages about sexuality
- Because the law doesn't accommodate for a person's disability
- Because students with disabilities (ASD included) very often do not receive ANY sexuality education
- Because students with ASD are overrepresented when it comes to sexual offenses, often unintentional

What does research tell us?

- 73% of 18 year olds with DD said they had sex (Murphy & Elias, 2006)
- 41% of individuals with DD get married
- 4.1+ million parents have disabilities
- Rate of abuse= 2.2 times higher (AAP, 2006)
- 68%-83% of women with DD will be sexually assaulted in their lifetime & less than half of them will seek assistance from legal or treatment services (Disability Justice Initiative, 2003)
- > than 90% of people (male & female) with DD will experience physical or sexual abuse at some point in their lives. (Valenti-Hein, D. & Schwartz, L. (1995)
- Offenders are often family members or caregivers

Turn and Talk

- What level of sexuality education do special education students in your district receive?
- Are social boundaries and relationships specifically taught?
 - If so, what is being taught?
 - How is it being taught? (who is teaching, what setting etc.)

Be ready to share out!

Phase 1: Implemented 2016-2017

- Building wide- BB & BTC
- Circles monthly pacing guide
 - Monthly themes & activities
- All staff training at beginning of school year
- Barb Flis- Wayne RESA consultant: HIV-STD training on PD day & Talk
Early Talk Often evening training for Parents
- Parents received letter at beginning of the year & were able to view curriculum materials at Open House

Burger's Sexuality Education Curriculum: Scope & Sequence

- Anatomy & Physiology
- Personal Hygiene
- Self Advocacy
- Interpersonal Communication
- Relationship Development
- Health Concerns
- Communicable Disease Including HIV/AIDS and Sexually Transmitted Diseases
- Non-acceptable Sexual Expression
- Legal Issues (Teen and Young Adult only)

Parent permission

Required only for the following topics:

- Puberty
- Reproductive Health
- Contraceptive strategies
- Rights and responsibilities of sexual expression

An Opt Out form send home to parents with introductory letter at the beginning of the year.

Burger's Sexuality Education Curriculum

Developmental Levels

- Preprimary (age 3-6)
- Primary (age 6-10)
- Intermediate (age 10-15)
- Teen (age 14-18)
- Young Adult (age 18-26)

-Depending on students' cognitive levels, staff can be flexible on which level of instruction you teach

“I can statements” aligns with scope & sequence of the curriculum

Barriers to implementation

Lessons learned from year 1:

1. Staff buy-in essential for success
2. Administrative support and enforcement essential for success
3. It's a team effort, the committee needs to include staff invested in being productive

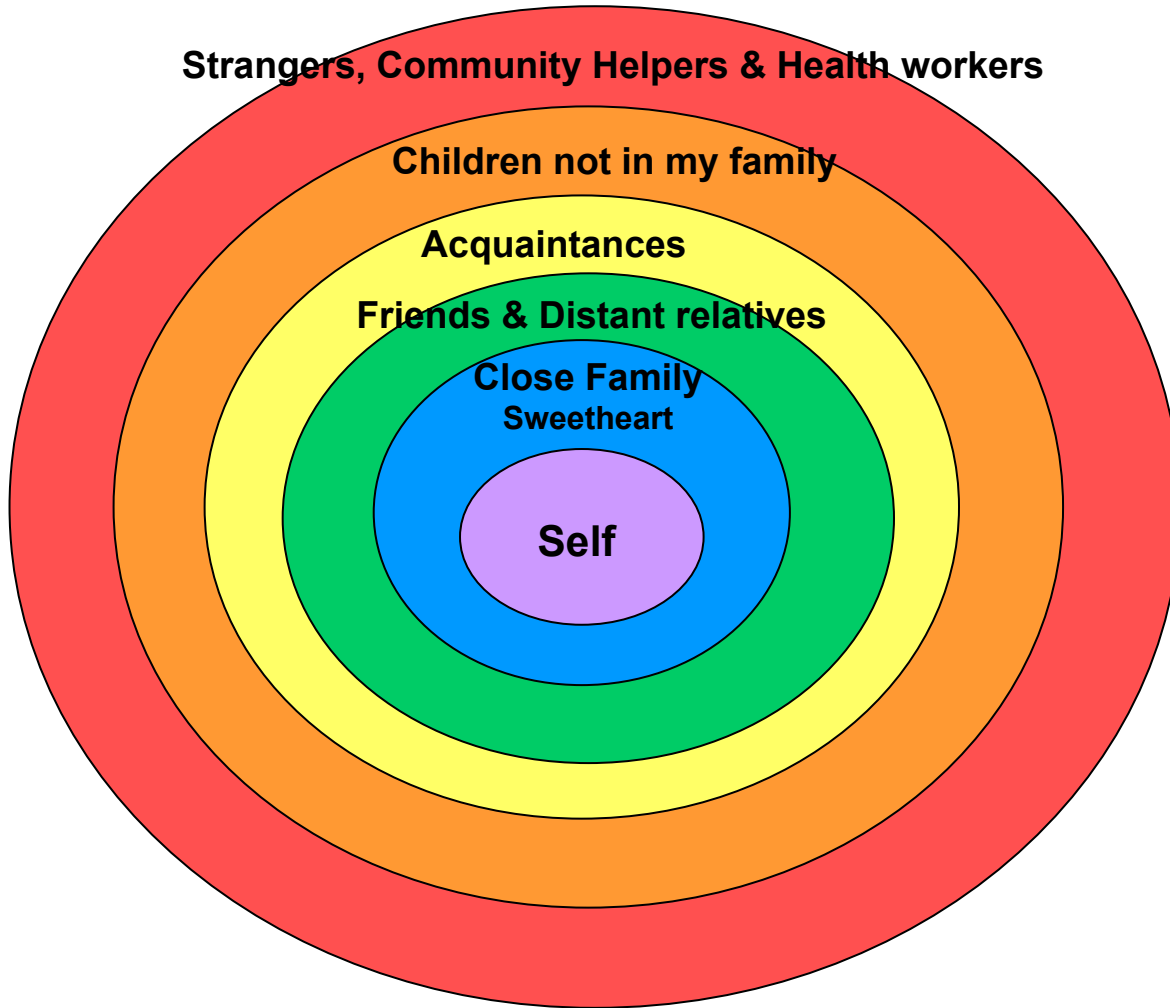
The logo features a stylized sun with a red, wavy, scalloped border at the top. Below the sun is a horizontal white band containing the text. At the bottom, a rainbow is depicted with a purple circle at its center. The background is a solid purple color.

Circles[®]

Teach your students
the Circles rules of
social boundaries.

Circles- What is it?

- The Circles Curriculum, developed by James Stanfield Co., focuses on teaching social and relationship boundaries, interpersonal skills and relationship-specific social skills.
- The program uses a simple multi-layer colored circle diagram to demonstrate the different relationship levels students will encounter in daily life.
- Starting from the center circle, which is self, each new color represents behaviors, feelings, and actions appropriate to the distance from the center or self.



RELATIONSHIP CIRCLES

*Teaches Boundaries of
Talk, Touch, Trust*

Circles- Why it's useful

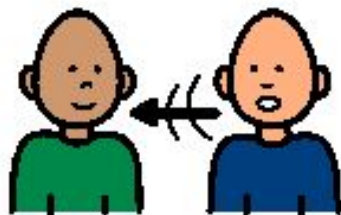
- Circles is a concrete, organizational paradigm for students with special educational needs that helps them learn to act and interact in self-enhancing ways.
- This curriculum uses principles of behavioral psychology and proven techniques in special education that help students to generalize their learning across many settings: school, home, social and vocational.

Benefits of implementing Circles

- common language utilized across settings
- opportunities to teach appropriate social boundaries across settings
- provides a context to discuss difficult issues
- provides students with the tools to advocate for themselves.
- can easily be incorporated with school-wide PBIS expectations as it teaches appropriate social skills

The 3 T's of Circles

talk



touch



trust



purple circle



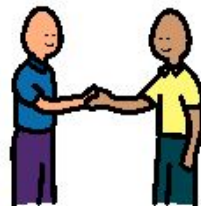
your own body



yellow circle



hand shake



blue circle



close hug



orange circle



wave



green circle



far away hug



red circle

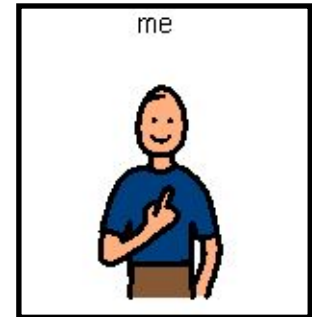
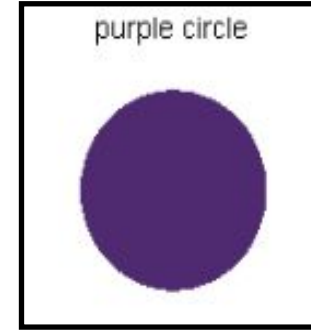


no touch



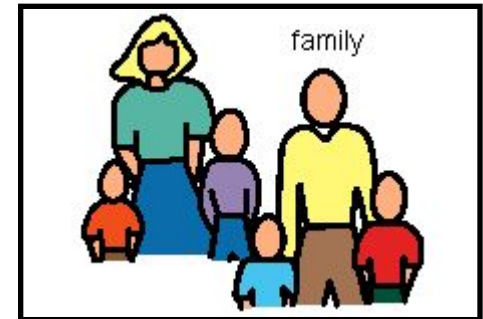
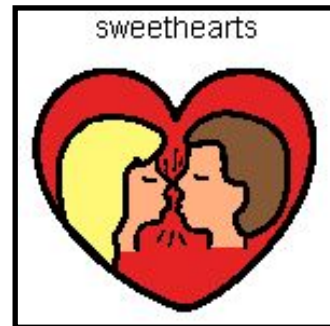
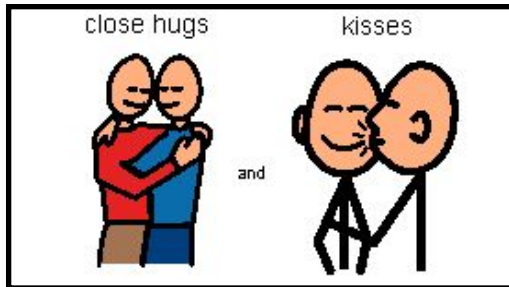
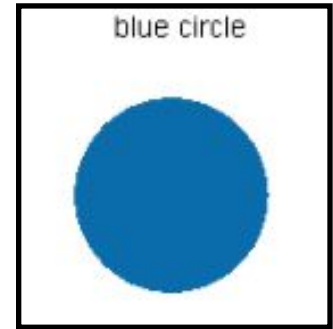
Purple Private Circle

- The center circle
- Key Concepts:
 - Everyone has their own purple private circle
 - You are the most important person in your world
 - No one touches you unless you want to be touched
- Places for privacy
 - Bedroom & Bathroom
- Extending the curriculum:
 - Public vs. private (places & activities)
 - Personal Hygiene
 - Self- Advocacy
 - Appropriate sexual expression

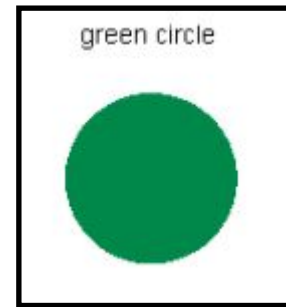


Blue Family Circle

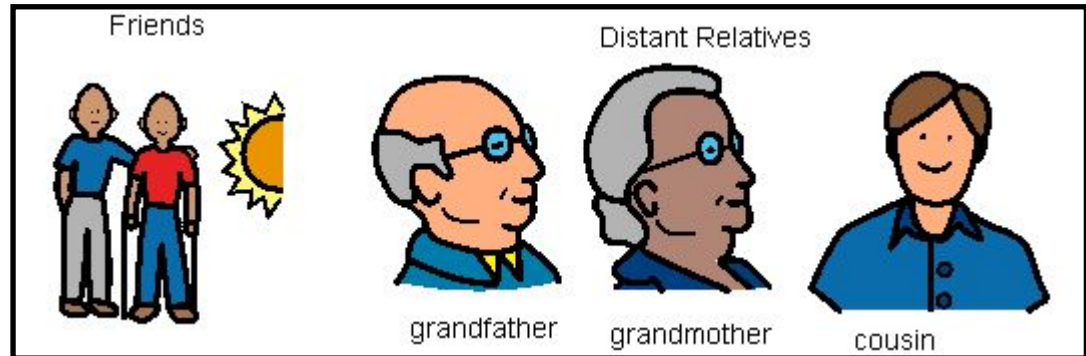
- Who: Close family (parents, siblings)
 - Sweethearts (girlfriend or boyfriend)
- Talk: Share personal & private news, questions, feelings or thoughts
- Trust: Full trust
- Touch: Close hugs, kisses
- Extending the curriculum:
 - Interpersonal Skills
 - Relationship development



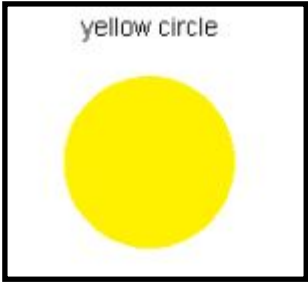
Green Circle



- Who: Close friends & distant relatives (ex. grandparents, cousins)
- Talk: Personal news
- Trust: Full trust
- Touch: Far away hugs, brief touch
- Extending the curriculum:
 - Interpersonal Skills
 - Relationship development

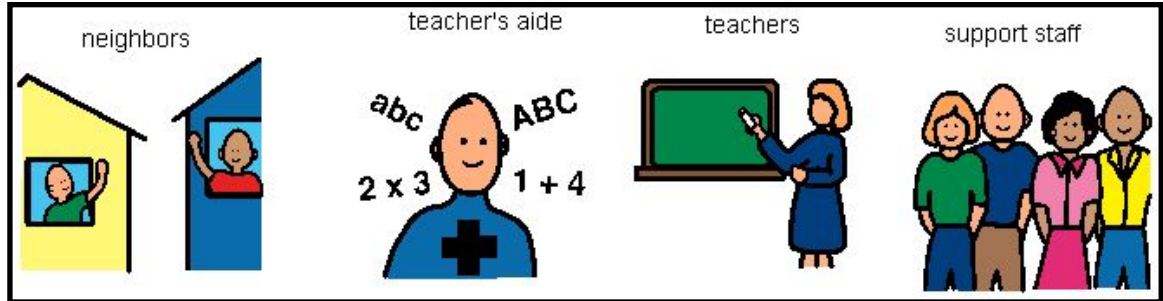


Yellow Circle



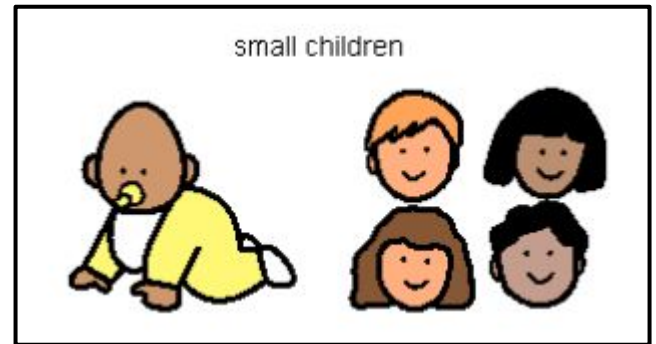
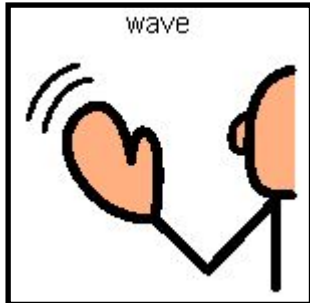
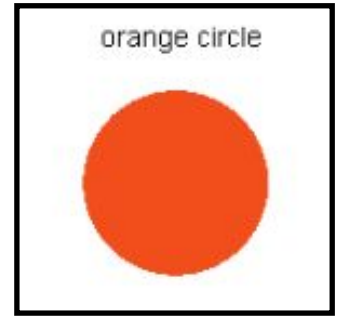
- Who: Acquaintances (Neighbors, teachers, bosses)
- Talk: Small talk, not personal or private topics
- Trust: Limited trust
- Touch: Hand shake, High 5
- Extending the curriculum:
 - Interpersonal Skills
 - Continue Relationship Development
 - Anatomy and Physiology

Health Concerns

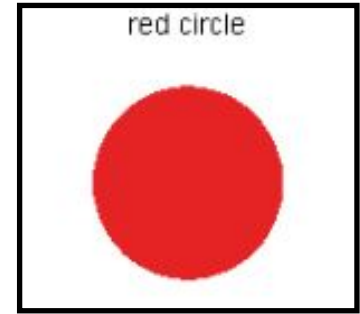
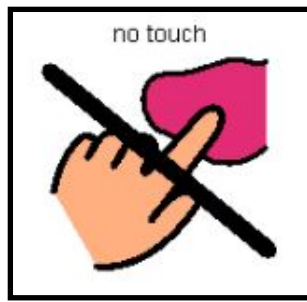


Orange Circle

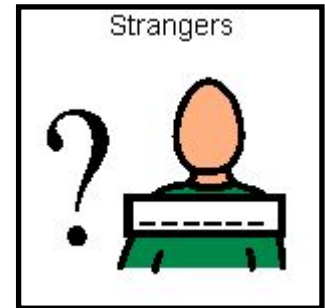
- Who: Small children (not in your family)
- Talk: No talk, no conversations
- Trust: No trust
- Touch: No touch, wave and smile
- Extending the curriculum:
 - Legal Issues



Red Circle

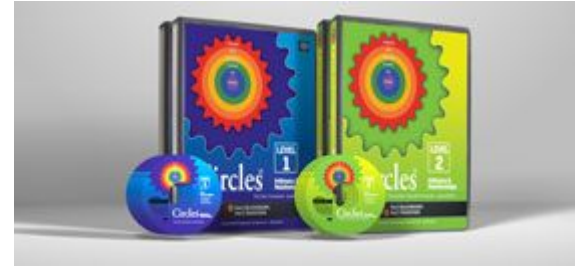


- Who: Strangers (Community Helpers, Health Care Workers, Total Strangers)
- Talk: No talk (Total Strangers) or business talk (Community Helpers & Health Care Workers)
- Trust: No trust (Total Strangers) or limited trust (Community Helpers & Health Care Workers)
- Touch: No touch (Total Strangers) or business touch only (Community Helpers & Health Care Workers)
- Extending on the curriculum
 - Self-Advocacy
 - Relationship Development
 - Interpersonal Communication



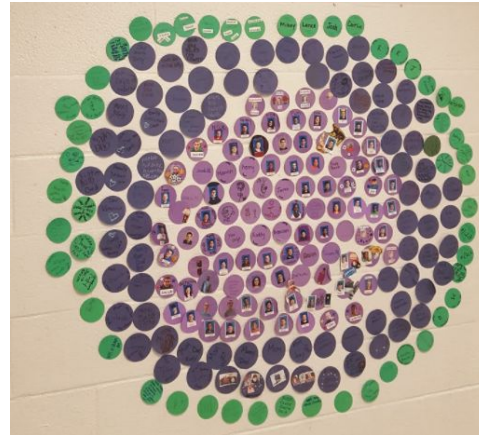
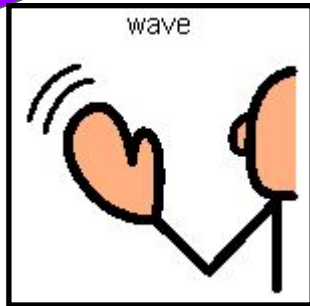
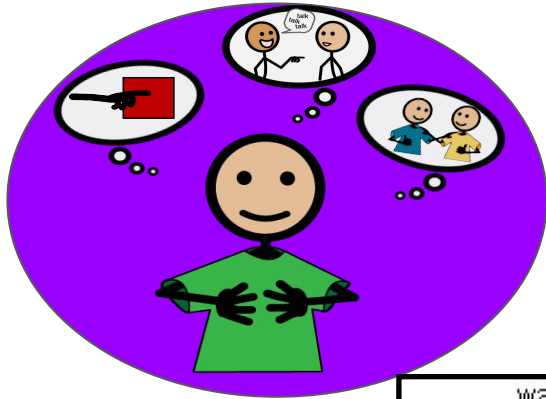
Resources available to support teaching Circles

- Manual
 - Hardcopy: Can be borrowed from SW/Psych
 - Virtual copy: Available in Google Drive
- Google Drive
 - Visuals & Social stories
 - Activities
 - Folders for each Circle
- Videos
 - Circles Level 1
 - Circles Level 2
 - Circles Stop Abuse
- Circles App



Examples of extending the curriculum

- Visual supports (Pic Sticks from ULS, Boardmaker)
- Social stories
- Personal Diagrams



Social Story Example:

Circles®

Intimacy & Relationships

- Stranger Circle
- Wave Circle
- Handshake Circle
- Far Away Hug Circle
- Hug Circle
- Private Circle



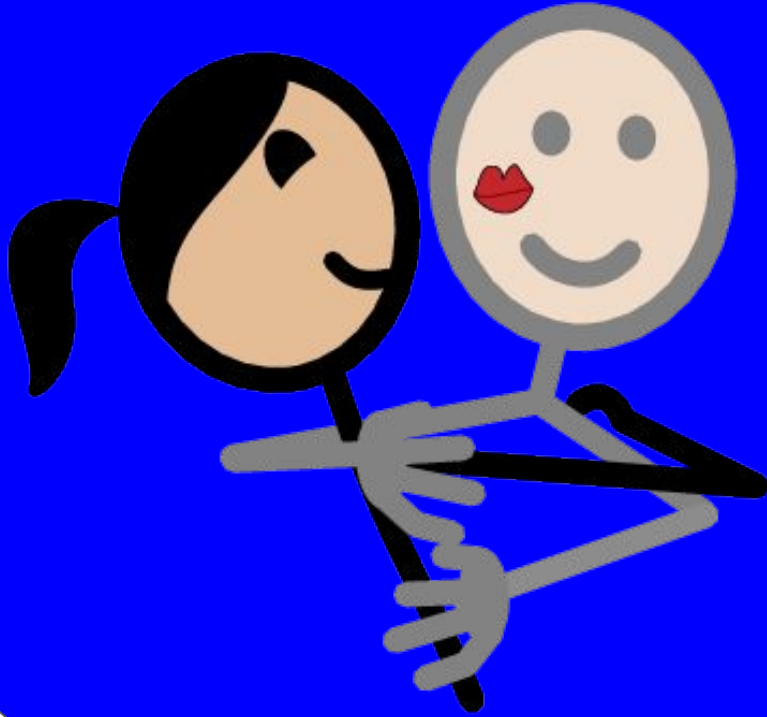
It's ok to hug your mother... It's not ok to hug the mail carrier.



This circle is all about
ME!

I decide who can touch
me and when and where
I'm okay with being
touched.

I am responsible with my
private parts and am sure
to be modest.

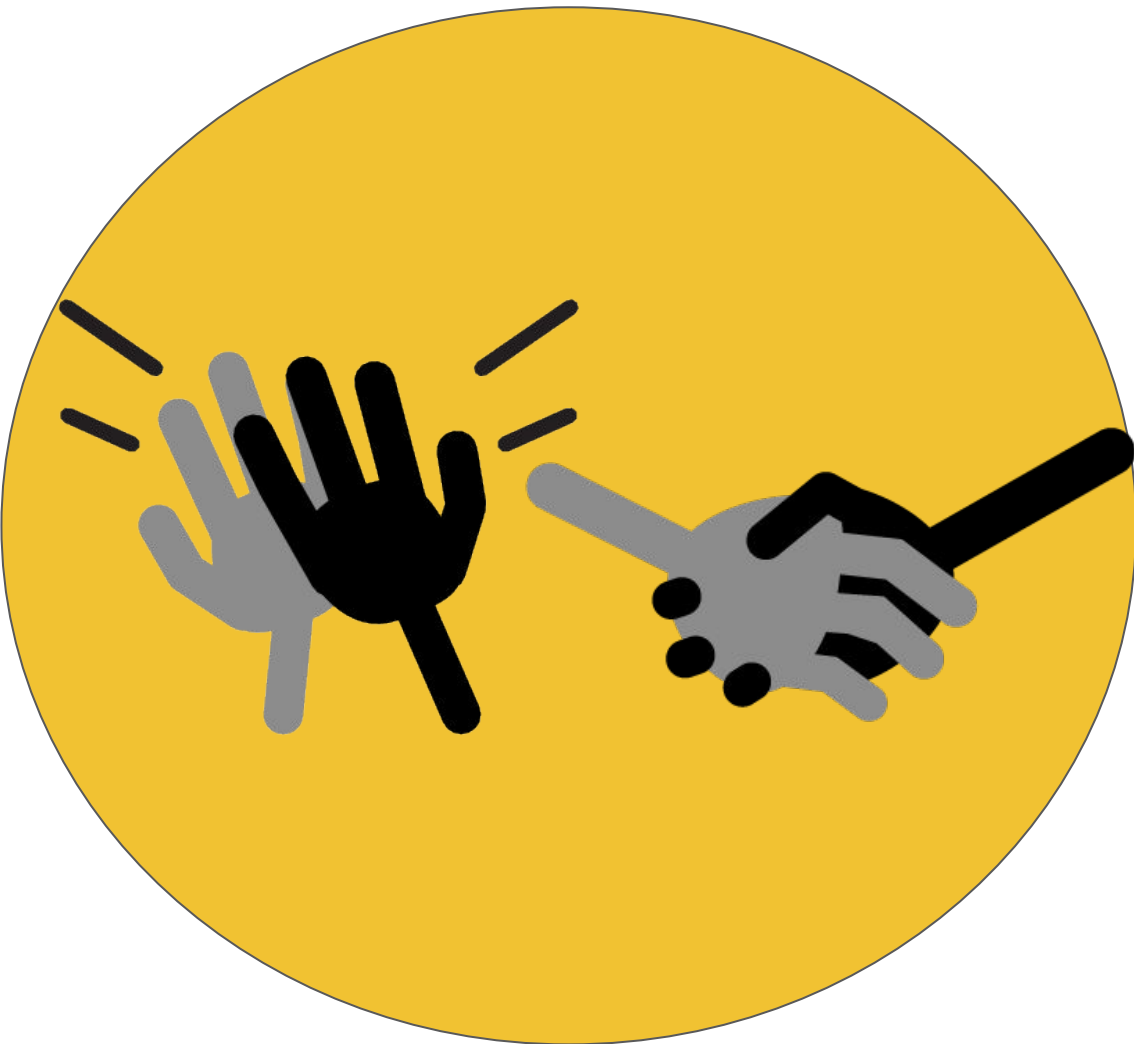


This circle is about hugs and kisses. This circle includes my Mom, my Dad, and my sisters or brothers and my grandparents.
I can hug and kiss these people because I love to them and they love me just as much.

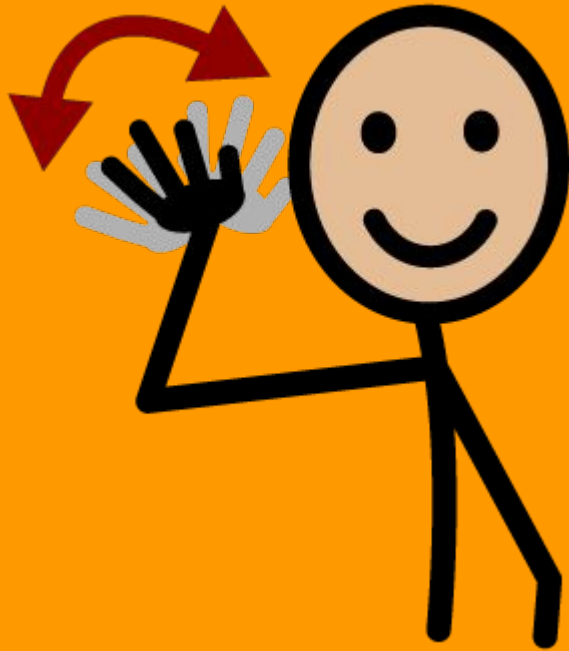


This circle is about who I hug but don't kiss. This includes my aunts, uncles, cousins and friends.

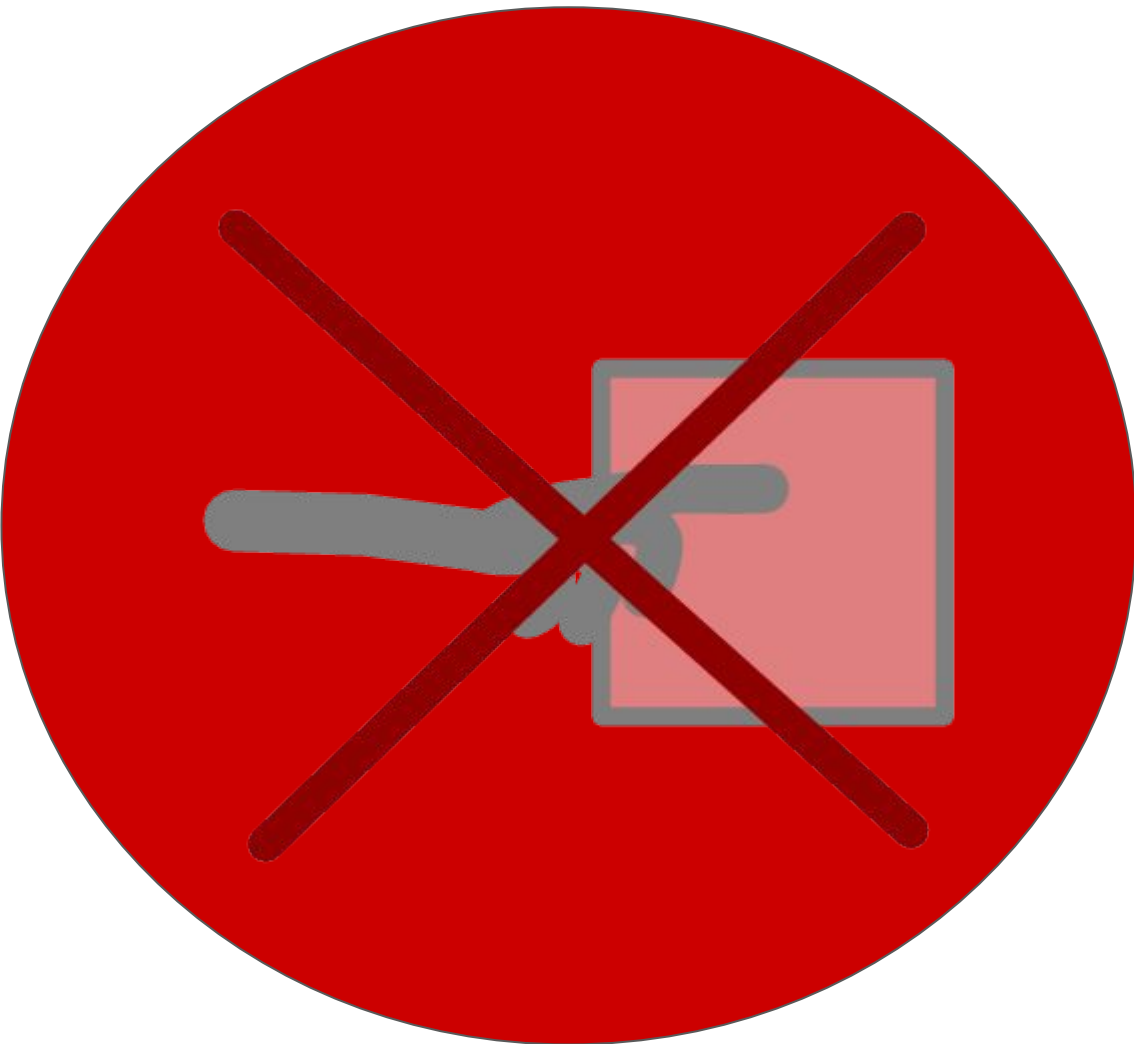
I can hug these people because they're a part of my family or my close friends but I don't kiss these people.



This circle is about who I only touch with a handshake or high-five. These are people I know but who I'm not very close with. There are a lot of people who are in my handshake and high-five circle like my parents friends, my school principal, and my teachers to name a few.



This circle is about who I can wave at but shouldn't touch. I wave and say hello to these people instead. I do not need to touch them. Some of the people who I wave to are people passing me in a hallway, a neighbor kid, and young children.



This circle is all about people I do not need to touch at all. People in this circle may be strangers. I do not touch them. Some people in this circle include the server at a restaurant, someone at a store or people in the community.

It's important to remember who
I can trust, talk and touch.



The circles will help me find
my way!

Turn and Talk

- Can you think of a student or group of students with special needs in your district that would benefit from the Circles curriculum?
- How can you incorporate this curriculum into your current practice?

Be ready to share out!

Phase 2: 2017-2018

Focusing on increasing personal safety skills

- Linked to a School Improvement Goal
- Continuing to teach Circles Curriculum
- Adding in objectives from Sex Ed Curriculum
 - Self Advocacy
 - Interpersonal Communication
 - Relationship Development
- Updated Monthly Pacing Guide
- Pre-post test
 - Check points throughout the year
- Additional parent training & involvement
- Monthly Circles newsletter for staff & parents
 - Featuring AHA moments

Monthly Pacing Guide

Month	CIRCLE	Concepts Taught <i>(appropriate to age or developmental level)</i>	Activities and Curriculum Sources <i>(appropriate to age or developmental level)</i>
October			
<p>Week 1: Student posters <i>Students create individual posters on the Purple Circle Theme and post in hallway</i></p> <p>Week 2: Student CIRCLES graph <i>Students begin a personal CIRCLES graph either from the Shared Drive form or individually created version</i></p> <p>Week 3: Creative Lesson (Co-taught) <i>Teacher created lesson utilizing resources, paired with another classroom.</i></p> <p>Week 4: Shared Drive Activity <i>Utilize resources provided on Google Drive</i></p>	<p>Purple Private Circle -My Self</p> <p>The center circle</p> <p>Everyone has their own purple circle</p> <p>You are the most important person in your world</p> <p>No one touches you unless you want to be touched (give them permission)</p>	<p>Identify good vs. poor personal hygiene</p> <p>Perform steps to good grooming and identify supplies for doing so</p> <p>Teach proper toilet habits for health, cleanliness, safety and socially appropriate behavior</p> <p>3 T's as it applies to "body rights" and saying NO</p> <p>Identify things people do in public and in private (e.g. undress, masturbation)</p> <p>Identify places that are public and private</p> <p>Topics which require parent permission will be bolded (this month has no topics which require parent permission)</p>	<p>Curriculum References</p> <ul style="list-style-type: none"> Hygiene section in Sex Ed Curriculum Self Advocacy & Interpersonal Communication sections in Sex Ed Curriculum for saying NO and identifying public and private activities and places <p>Check out resources from Psych/Social Work</p> <ul style="list-style-type: none"> Taking Care of Myself Teaching Children with Down Syndrome about Their Bodies, Boundaries and Sexuality My Body Belongs to Me Your Body Belongs to You CIRCLES DVD for classroom use <p>Purple Circle Folder on Shared Drive for CIRCLES lesson plans from manual and activities.</p>

Monthly Newsletter

CIRCLES MONTHLY

October 2017 edition



It helps you find your way!



"My son had a sleep study this summer and was telling the nurse "hi" when she went to put a wire down his pant leg starting at his waistband. I explained that she was a nurse and needed to put the wire through his pant leg and my son accepted it. I don't remember him being aware of his own body rights before the circles program began last year. Now I need to work on getting him to close the bathroom door! Lol!" - Burger Baylor Parent

Success Stories? Please share!!

October is Private Purple circle month

This is the center of the six concentric circles and it contains only one person, oneself. It conveys the specialness and autonomy of the individual and provides the point of view for all other relationships.

PARENTS AND GUARDIANS

We do many activities that require pictures. Please send in a picture of your child for these activities. All pictures will remain at school and will not be distributed in any form.

3 T's

"I am the most important person in my world. No one touches me unless I want to be touched!"
Touch: Self Love, caring for yourself.
Talk: Self honesty, being true to yourself.
Trust: self reliance, trusting your instincts.

Reminders

Start small, ask your student about the Circle of the month, Who's in that Circle? What kind of Talk, Touch and Trust happen in that Circle?

Additional Information

Burger Transition Center videos will be shown on Monday at 9:00 am, and again in the afternoon at 2:30pm. Burger Baylor videos will be shown in small groups.

Helping at Home

Learning requires a 24/7 effort and we need your support at home. We have created a number of activities, picture systems, social stories and other fun stuff to assist in the learning process. Call, email or stop in and we'll share our resources!

Pacing Guide

- Monthly guide to Circles & Curriculum topics
 - Will be given out one month at a time with September as a preparation & overview month
 - Will focus on personal safety goal for all students
- Circles themed months to continue throughout school year
- Curriculum Concepts built into Circles to take this a step further
 - Curriculum activity ideas/pages added to monthly pacing guide
 - Encourage teachers to “dig into” the curriculum and use board approved resources to plan own lessons
 - Lessons to be appropriate to age and developmental level of your students
- Data collection added, in September, December, March and June
- Building teams available to work with teachers in formal and informal ways

Pre- Post test

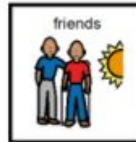
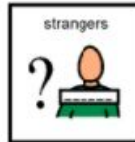
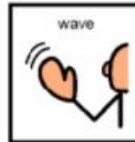
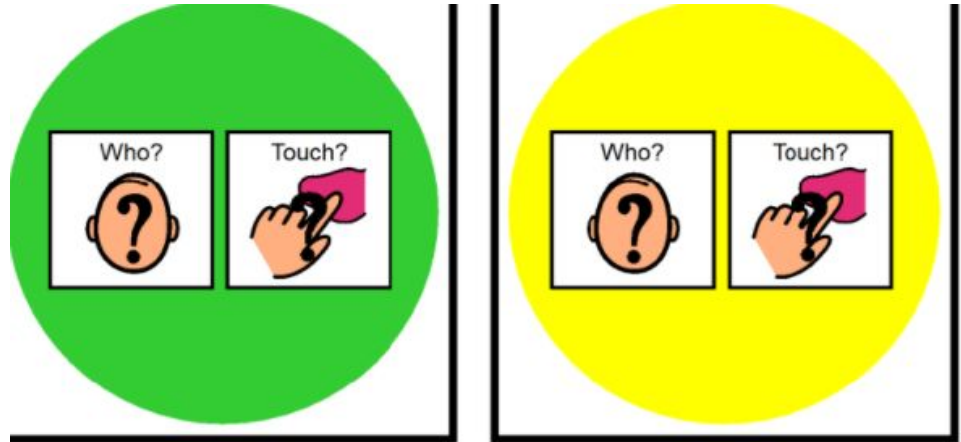
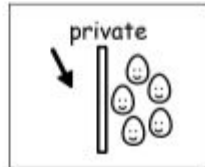
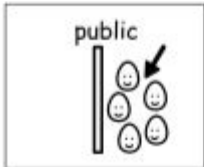
- 15 Multiple choice Questions
 - Visual supports for answers to provide nonverbal responses
- Matching (visual) assessment option for lower functioning students
- Built in testing windows into pacing guide
 - Check-ins throughout the year
 - Data collected by committee to utilize
- Data will be used for school improvement goal
 - Teachers encouraged to use for SGI's or Individual Development Plan

Examples of Pre/Post test Questions with visuals

Rooms for privacy:



Dressing, undressing, bathing, showering, and using the toilet are all:



Thoughts?

- Thoughts from you?
- Things to think about:
 - What excites you about this idea?
 - What barriers do you anticipate?
 - What needs does your program have?
 - What will you need to carry this out?
 - What are your next steps?

Questions?

Contact Information;

Patrizia Severy- Burger Baylor Social Worker
severyp@gardencityschools.com

Alison Arnold- Burger Baylor & Burger Transition Center School Psychologist
arnolda@gardencityschools.com