CALI – Functional Skills for Independence Domain: Sexual Health and Well-Being
Scoring Protocol ­­― Level 2

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Setting: |
| Name of Assessor: | Dates: |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Sexual Health and Well-Being*

Before sending out the questionnaire, discuss with the parent/guardian the objectives of the assessment, how the information gathered from the questionnaire will be used in planning the learner's intervention program, and how the learner will participate in this planning.

Scoring

Questionnaire

* The parent/guardian will choose from the following options:
	+ Appropriate knowledge and behaviour: has adequate knowledge and demonstrates appropriate behaviour related to the topic without reminders or support;
	+ Emerging knowledge and behaviour: has some knowledge regarding the topic, and/or demonstrates the behaviour inconsistently, and requires support;
	+ Limited knowledge: has no or limited knowledge regarding the topic, and/or needs frequent reminders and redirection, or demonstrates inappropriate behavior;
	+ Requiring education and intervention: skill or behaviour the parent/guardian would like the learner to acquire.
* The evaluator will review the questionnaire and follow up with the parent/guardian if needed.

Parent/Guardian Questionnaire

9.1 Sexual Behaviour

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Respondent’s name: | Relationship to learner: |

From the screener, *Sexual Health and Well-Being* was identified as a priority area for the learner. The concepts and skills below are important for personal safety, understanding of boundaries, and behaviours. As a parent/guardian, your knowledge regarding the learner’s level of understanding, behaviours and communication skills in this area is important for program planning. The following questionnaire is designed to obtain a picture of the learner’s current knowledge base and daily functioning with regard to *Sexual Health and Well-Being*, and to identify areas requiring further development.

For each of the statements below, place a checkmark in the appropriate column to indicate whether the learner demonstrates:

* **Appropriate knowledge and behaviour**: has adequate knowledge and demonstrates appropriate behaviour related to the topic without reminders or support;
* **Emerging knowledge and behaviour**: has *some* knowledge regarding the topic, and/or demonstrates the behaviour inconsistently or with support;
* **Limited knowledge**: has no or limited knowledge regarding the topic, and/or needs frequent reminders and redirection, or demonstrates inappropriate behaviour;
* **Requiring education and intervention:** this is a skill or behaviour that you wish the learner to learn;
* If an item is **not applicable**, write N/A next to it.

In the “Notes” column, provide examples or any clarifying information that may be helpful to better understand the learner’s strengths and needs.

In the “Comments” sections, provide information about family values, questions or concerns you may have regarding concepts and skills listed below.

The learner’s team will follow up with you to further discuss goals selection and teaching strategies. Some concepts or skills may not be taught by the school team, but resources and teaching strategies may be suggested to support you in helping the learner grasp the concept or skill at home.

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| 9.1.1 Safety  |
| Does your child? | **Appropriate knowledge and behaviour** | **Emerging knowledge and behaviour** | **Limited****knowledge** | **Requiring education and intervention** | Notes |
| Identify and label body parts |  |  |  |  |  |
| Identify and label private and public places |  |  |  |  |
| Identify behaviours that are appropriate in private and public places  |  |  |  |  |
| Refrain from engaging in private behaviours in public places |  |  |  |  |
| Identify parts of the body that are appropriate and inappropriate to touch in a given context (self and others) |  |  |  |  |
| Understand the appropriate response if touched inappropriately  |  |  |  |  |
| Differentiate between familiar people and strangers  |  |  |  |  |
| Understand boundaries (e.g., touching, being naked, personal care)  |  |  |  |  |
| Identify when and where it is appropriate to be naked  |  |  |  |  |
| Demonstrate understanding of what constitutes abuse and exploitation  |  |  |  |  |
| Identify when it is appropriate to consent to being touched (i.e., doctor’s office, in a personal relationship)  |  |  |  |  |
| Respond appropriately to request from others not to be touched  |  |  |  |  |
| Use the appropriate terminology to identify private body parts |  |  |  |  |
| Identify information and other media (i.e., pictures and video) that should not be shared on social media and other Internet sites |  |  |  |  |
| 9.1.2 Sexual Health |
| Does your child? | **Appropriate knowledge and behaviour** | **Emerging knowledge and behaviour** | **Limited****knowledge** | **Requiring education and intervention** | Notes |
| Identify changes that occur during puberty |  |  |  |  |  |
| Identify personal hygiene practices related to puberty and personal well-being |  |  |  |  |
| Demonstrate a positive attitude toward their body and sexuality |  |  |  |  |
| 9.1.3 Boundaries and Knowledge Related to Masturbation |
| Does your child? | **Appropriate knowledge and behaviour** | **Emerging knowledge and behaviour** | **Limited****knowledge** | **Requiring education and intervention** | Notes |
| Understand that masturbation occurs in private |  |  |  |  |  |
| Distinguish private and public spaces |  |  |  |  |
| Understand that masturbation should only occur when alone in one’s bedroom at home with the door closed (i.e., understands that masturbation should never occur in a public place, such as at school even in a washroom with the stall door closed) |  |  |  |  |
| 9.1.4 Relationship Skills |
| Does your child? | **Appropriate knowledge and behaviour** | **Emerging knowledge and behaviour** | **Limited****knowledge** | **Requiring education and intervention** | Notes |
| Differentiate different categories of relationships (e.g., friendship, dating, acquaintance) |  |  |  |  |  |
| Recognize that the amount of personal information shared and the type of physical contact with another person differs depending on the closeness of the relationship |  |  |  |  |
| Identify characteristics of healthy and unhealthy relationships |  |  |  |  |
| Recognize that relationships develop in stages over time |  |  |  |  |
| Recognize that there is diversity in sexual orientation, and that some people have intimate/sexual relationships with same sex partners  |  |  |  |  |
| **Comments** |