CALI – Functional Skills for Independence Domain: Sexual Health and Well-Being  
Scoring Protocol ­­― Level 3

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

Directions

* Administer the items as indicated in the Administration Guide *Sexual Health and Well-Being*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |
| Identify different methods of contraception, their pros and cons, and how to correctly use each one |  |  |  |  |
| Identify the consequences of unprotected sex |  |  |  |  |
| Recognize the symptoms of sexually transmitted infections (STI), identifies methods for preventing STI and identify when to seek medical attention |  |  |  |  |
| Access sexual health services |  |  |  |  |
| Identify when a medical appointment is necessary to address sexual health needs |  |  |  |  |
| Prepare for medical appointments |  |  |  |  |
| 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) |  |  |  |  |
| Understand the body’s reaction to masturbation (erections, ejaculation, orgasm) |  |  |  |  |
| Understand rules for cleaning one’s self and the environment |  |  |  |  |
| 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 |  |  |  |  |
| Recognize that some people may identify themselves as male, female or transgender (gender identity) even though their biological sex is different |  |  |  |  |
| Access appropriate support to address relationship issues (e.g., difficulty in a dating relationships, making decisions about sexual activity) |  |  |  |  |
| Recognize what constitutes dating, identifies appropriate dating behaviours (e.g., dating rules, safety, conversation) and demonstrates dating skills in role play (e.g., choosing a partner, asking for a date, choosing a location) |  |  |  |  |
| Demonstrate appropriate responses to deal with rejection and unreciprocated romantic and sexual feelings |  |  |  |  |
| Recognize that pornography and other media portrayals of sex and relationships may be unrealistic and unrepresentative of real life |  |  |  |  |
| Recognize the causes of relationship breakdown and appropriate behaviours when dealing with the end of a relationship |  |  |  |  |
| Identify strategies and supports for dealing with feelings when a relationship ends and appropriate responses when dealing with the involved person and other concerned parties (e.g., friends, family, colleagues) |  |  |  |  |
| 9.1.5 Sexual Decision-Making | | | | | |
| Does your child? | **Appropriate knowledge and behaviour** | **Emerging knowledge and behaviour** | **Limited**  **knowledge** | **Requiring education and intervention** | Notes |
| Recognize the possible consequences of masturbating or engaging in other sexual behaviours in public places |  |  |  |  |  |
| Recognize that sexual consent is always needed, and that everyone has the right to change their mind at any time |  |  |  |  |
| Recognize that consent cannot be given by someone who is intoxicated (i.e., under the influence of drugs or alcohol), forced, threatened, bribed, intimidated or offered a reward in exchange for a sexual favor |  |  |  |  |
| Recognize that the law dictates that a person must be 16 years old to consent to sexual activity |  |  |  |  |
| Recognize that sexual assault occurs when consent is not given, when one person is in a position of authority, or the sexual activity is exploitive (e.g., pornography and prostitution) |  |  |  |  |
| Recognize that recording sexually explicit video or images of another person without their consent violates the law |  |  |  |  |
| Recognize that distribution of sexually explicit material (e.g., pictures or video) may violate the law |  |  |  |  |
| Identify behaviours that could be considered harassment (e.g., swearing or staring at someone, or other behaviours that make people afraid or uncomfortable) and recognizes the potential consequences (e.g., loss of employment, criminal charges) |  |  |  |  |
| Identify how to access help if threatened and/or subjected to unwanted sexual behaviour |  |  |  |  |
| Recognize that engaging in sexual activity for money is against the law |  |  |  |  |
| **Comments** | | | | | |