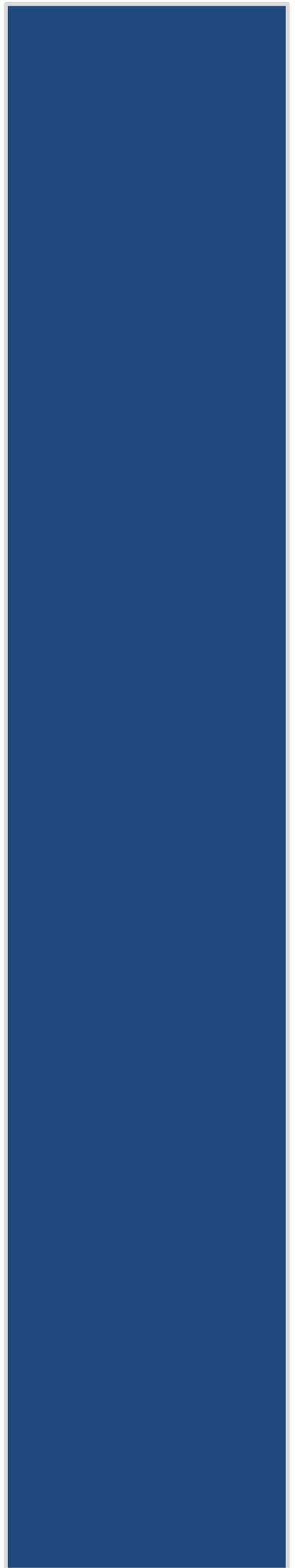


SURVEY REPORT



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Organisations behind the survey

Survey by:



in association with



About Cross the Hurdles

Cross the Hurdles (A rights based non-profit organization) is a registered society founded by Ms. Abha Khetarpal, a disability rights activist and a National awardee. She is polio survivor and is a wheelchair user. Cross the Hurdles helps empower individuals with disabilities in areas such as their educational concerns, career development, vocational decision making, developing their self-advocacy abilities, creating awareness about their rights and teaching them life skills, to name a few.

Through her online counseling website (www.crossthehurdles.org), Ms. Abha counsels individuals with disabilities and her first ever Mobile Application by the name of Cross the Hurdles for the people with disability in India is an information resource. These services are absolutely free of cost. For more information, visit <https://www.crossthehurdles.org/>

About Hum Honge Kamyab Foundation

Hum Honge Kamyab (HHK) Foundation focuses on accessibility needs of People with Disabilities in India. It works towards user-friendliness of buildings, parks, schools, universities and other public/private establishments. For more information, visit <https://humhongekamyab.org/>

HHK was founded by Ajay Gupta and his wife Deepshikha Gupta who being people with disabilities; wish to give back to the society. The couple has polio since an early age yet managed to deal with life challenges and physical disabilities with positivity and smile.

Ajay has been a serial entrepreneur and a rising philanthropist after 34 years of business journey and established businesses while Deepshikha is quite free from her family responsibilities after raising children as doctor daughter and lawyer son. Ajay and Deepshikha feel quite settled in life and now marching ahead to work for inclusivity of people with disabilities and help someway in creating accessible environment, bringing awareness and sensitizing the public at large to analyze and understand the glitches a disabled faces during their lifetime.

About the survey

A survey was conducted in the region Delhi NCR, by Cross the Hurdles (A rights based non-profit organization) and Hum Honge Kamyab Foundation (non-profit organization). Some candidates from Uttarakhand, Maharashtra, Palghar, Nagpur, Lature and Kolkata also took part in it. The survey was done with the help of a prepared questionnaire which was in English and Hindi language and in accessible format. The aim of the survey was to understand the presence of life skills in adolescents and youth with disabilities.

It was conducted by talking to youth with disabilities, between the age 18-33. Youth with different disabilities, especially those with visual, hearing & speech, and locomotor disabilities (including cerebral palsy to some extent), were participants in it.

Background

Life skills development is a life-long process that helps individuals grow and mature, discover sources of strength within and outside, and take decisions on the basis of adequate information and thought.

While life skills are relevant for everyone, these are especially relevant for adolescents and youth with disabilities as they are developing a sense of identity in an environment that bombards them with numerous and often contradictory stimuli with very few reliable resources that they could seek clarifications from. Youth and adolescents with disabilities may face difficulty to understand many things because of lack of formal education with almost no social interactions.

Persons with disabilities need to understand their bodies and relationships yet they often face barriers to information and services. Teens with disabilities experience the same physical and emotional changes as their peers who do not have disabilities. But they may receive less sexual health education as many parents/caregivers and educators might believe that young people with disabilities don't need this education at all.

Specific learning opportunities are important as adolescents with disabilities may be limited in the life experiences necessary to acquire these skills.

Learning about life skills and sexuality education programme can increase knowledge about sexuality and sexual and reproductive health, and help teens with disabilities to identify appropriate behaviours when facing a sexually risky

situation. Life skills can play an essential role in improving communication, safety, social relationships and ultimately, acquiring their independence.

These skills mainly include

1. Self-awareness and self-care
2. Emotional Well-being and Mental Health
3. Interpersonal Relationships
4. Values and Citizenship
5. Gender Equality
6. Nutrition, Health and Sanitation
7. Prevention and Management of Substance Misuse
8. Reproductive Health and HIV Prevention
9. Safety and Security Against Violence and Injuries
10. Promotion of Safe Use of Internet and Social Media Behaviour

Rationale

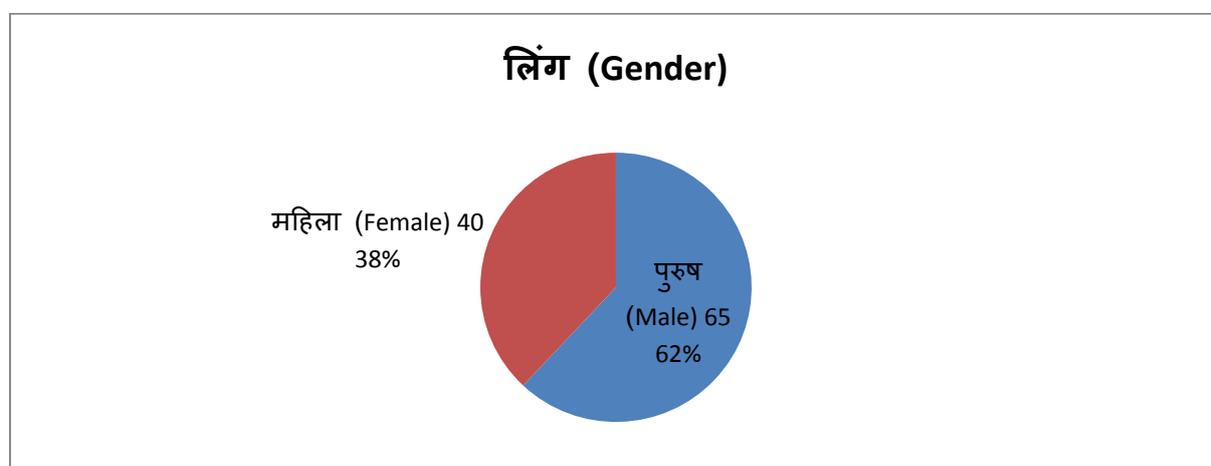
The objective was to know the level of knowledge about life skills and sexuality education among youth with disabilities and based on those recommendations to state agencies and disabled people's organizations to try to inculcate positive attitudes and enhance life skills in order to promote informed, responsible and healthy behaviour among them along with teaching them ways to understand and prevent violence that they often have face.

After evaluation of the survey, we intend to advocate for development of age-appropriate curriculum and instructional material for educating care givers, special educators, facilitators and rehabilitation professionals to impart life skills and comprehensive sexuality education to adolescents and youth with disabilities.

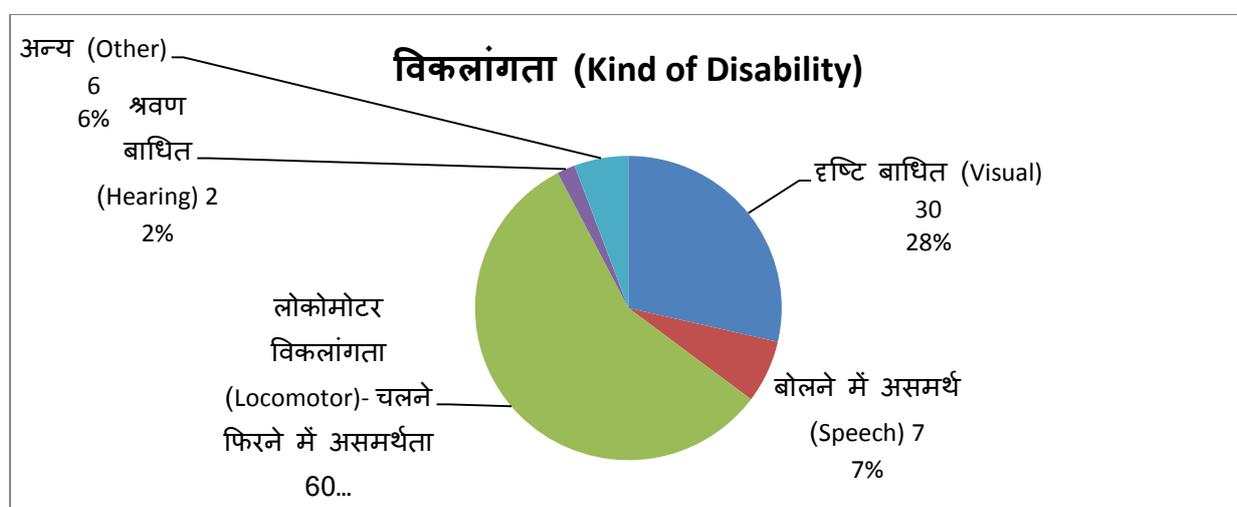
Results

The survey, that was conducted over the period of two months in Delhi NCR region and areas of Uttarakhand, Maharashtra, Palghar, Nagpur, Lature, Kolkata etc., was based on a pre-prepared questionnaire, which was both in English and Hindi languages so that maximum number of participants could take part in it. It contained a total of 38 questions in simple language.

Total of 105 participants with different kind of disabilities in the age group of 18-33 took part in it. The mean age being 26 years, youth with disabilities actively took part in the study. Out of 105 participants sixty-five are male and forty are female.

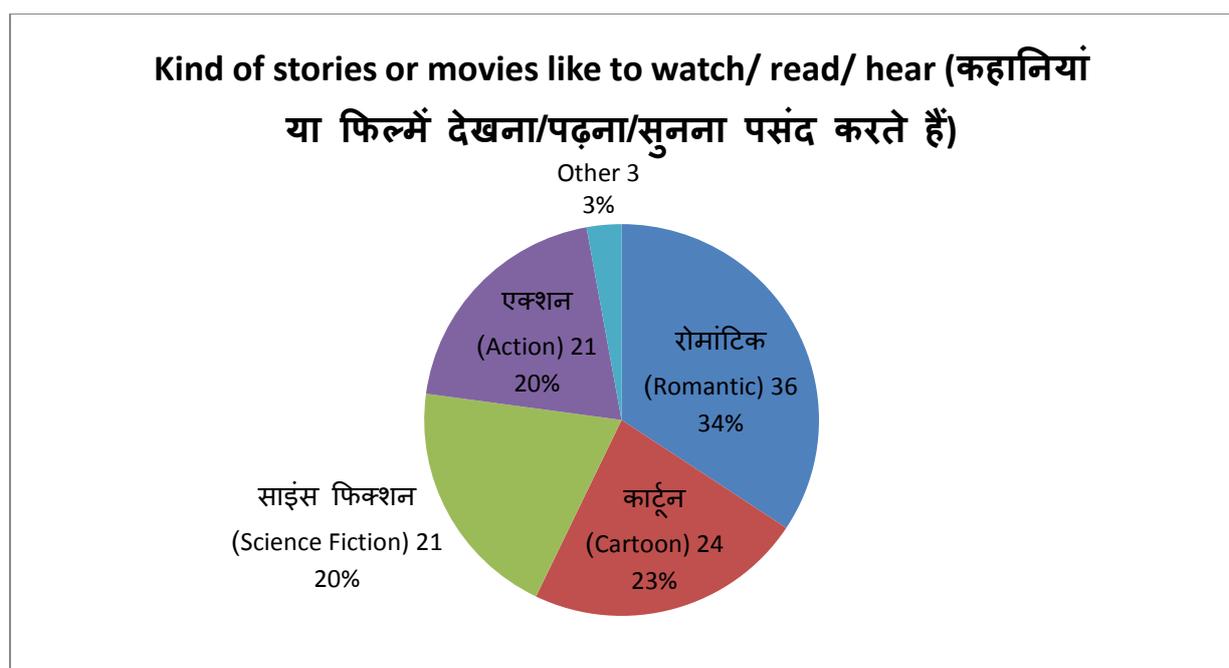


As far as kind of disability is concerned, maximum number of respondents have locomotor disability or having mobility issues.



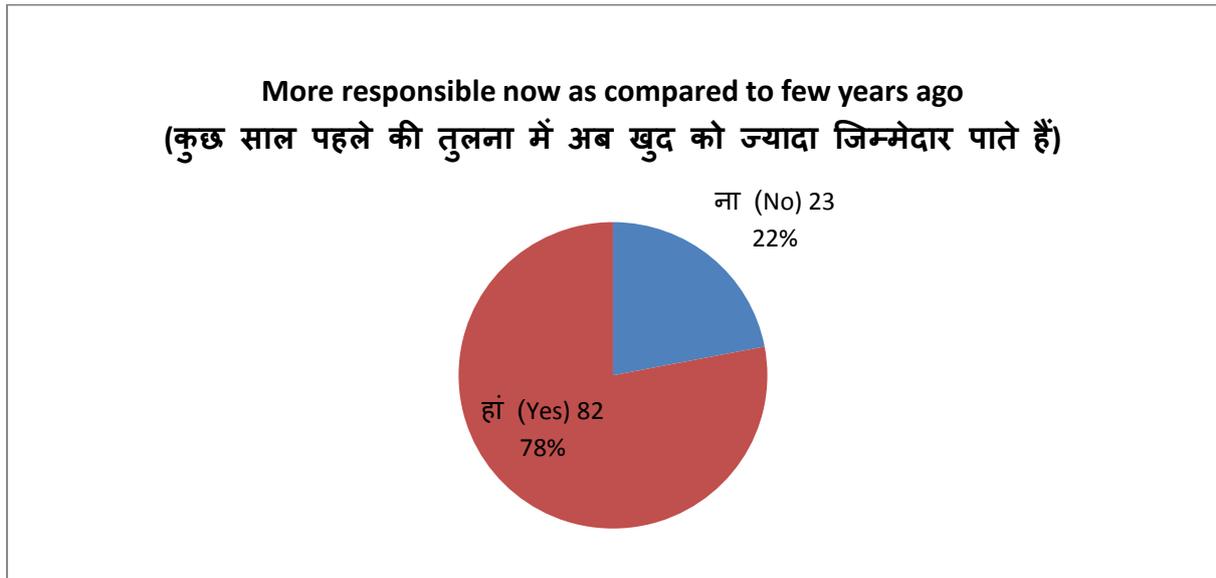
When asked what kind of changes they are observing with age, most of them replied that they are getting more aware of changes in their body. Many of them accepted that they are now more aware of their disability and surroundings. Many of them feel that as they are growing in age, they have so much to learn and do but the physical environment restricts them, making them feel more disabled. Some of them also mentioned that they want to be treated equally and in a dignified way as persons without disability. Some participants also confided that they were ashamed of their disability as the society doesn't accept them.

With age, more 90% of the participants have developed different interests like reading, writing, designing and creative activities. Around 40% wanted to watch romantic movies and hear romantic stories. More than 50% wanted to do activities which their friends do.

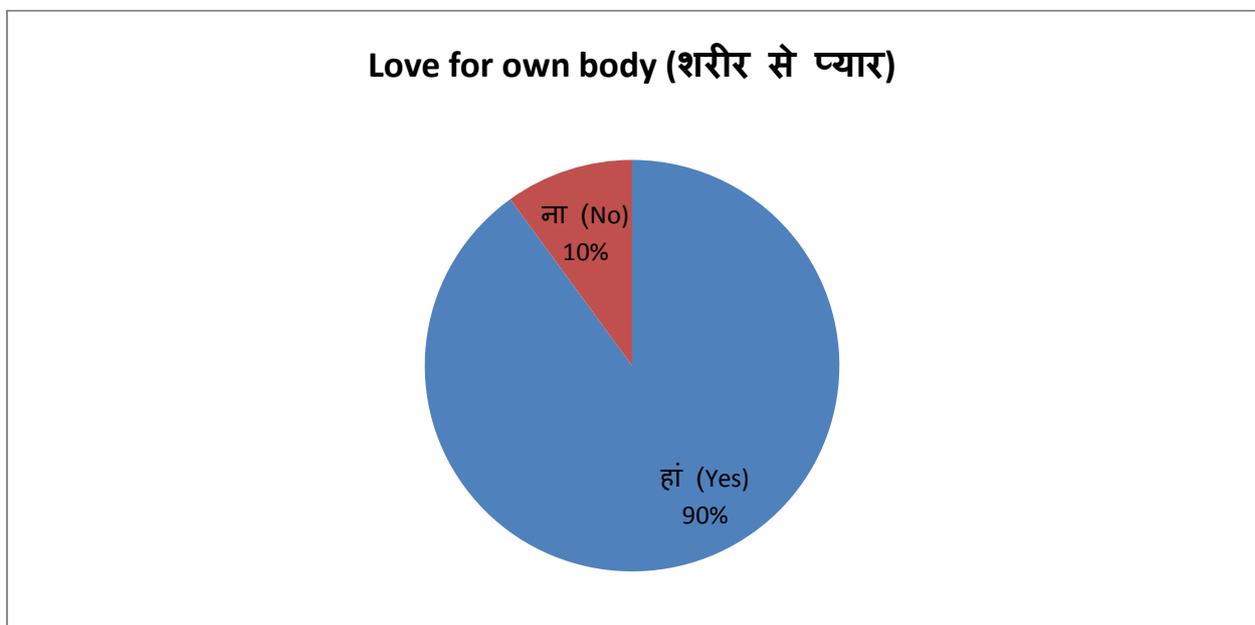


Eighty two out of hundred and five respondents felt that they have become more responsible towards themselves and others which shows they are getting more mentally mature.

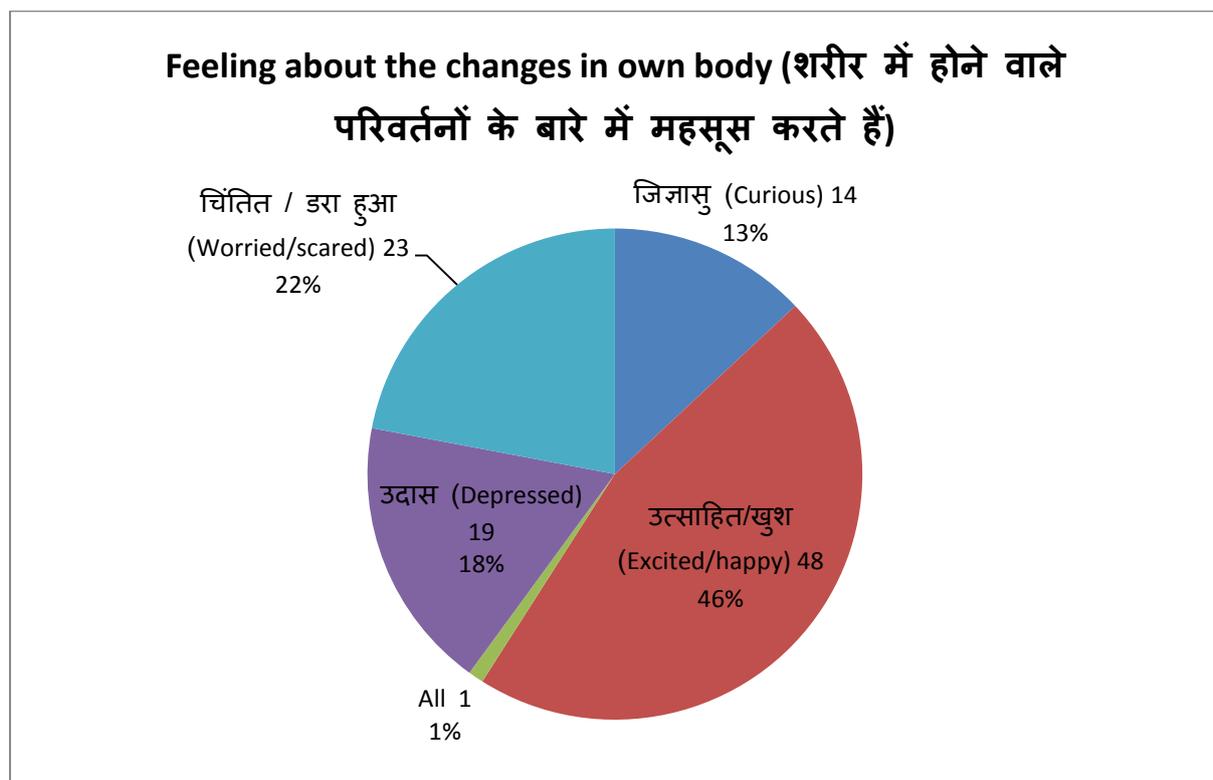
Most of them, around 80%, have started helping in household work. Many have also started advocating for some social cause.



Negative body image is also a problem for some of the respondents and wanted to have bodies that are beautiful according to the societal beauty standards like fair complexion, slim, tall and fit bodies. Few of them voiced that their body was not beautiful according to norm and wanted to change it.

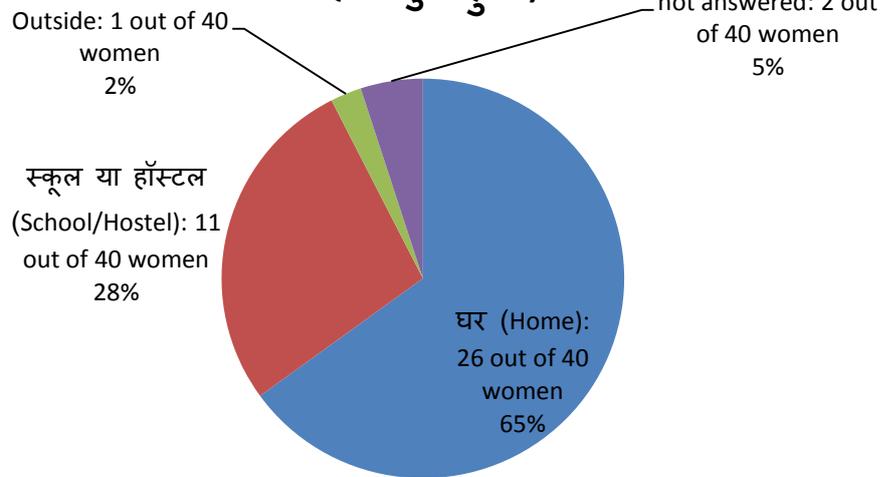


The sexual hormones are responsible for these physical changes; a boy's body produces more testosterone while a girl's body produces more estrogen. When asked how about they feel about changes in their bodies during adolescence and youth, they were quite open in discussing and had mixed feeling. Many of them were curious to know more. Some felt strange. Other feelings ranged from being excited to being apprehensive. Many felt more energetic.



With the beginning of menstrual cycle, many girls felt strange, scared and depressed because did not know about menstruation earlier but those who had prior information were not anxious much. Most of them were at home when they first had their periods and it was their mother or elder sister with whom they shared this experience. Those who stay at some residential institutions talked to their teachers or friends. More than half of the girls have to take help of their care givers during their periods which the girls feel awkward about.

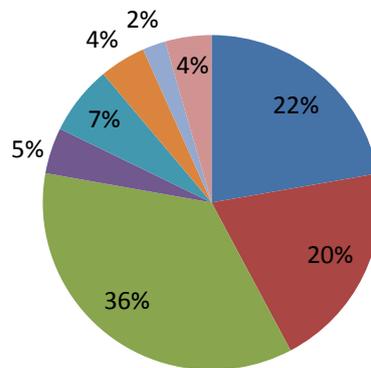
Girls/Women-Place where periods first started (पीरियड्स सबसे पहले शुरू हुए)



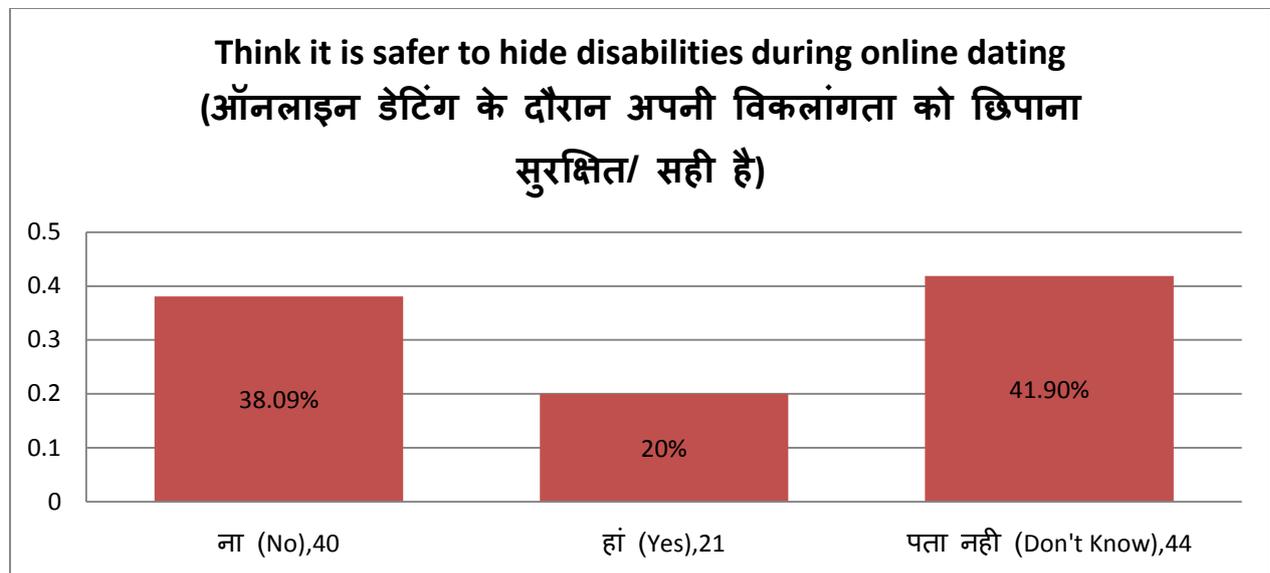
Most of the boys got scared and felt strange when they first had night fall in the absence no prior knowledge.

Boys-Feeling when first had night fall (केवल लड़कों के लिए)- जब पहली बार नाइट फॉल हुआ था तो लगा था

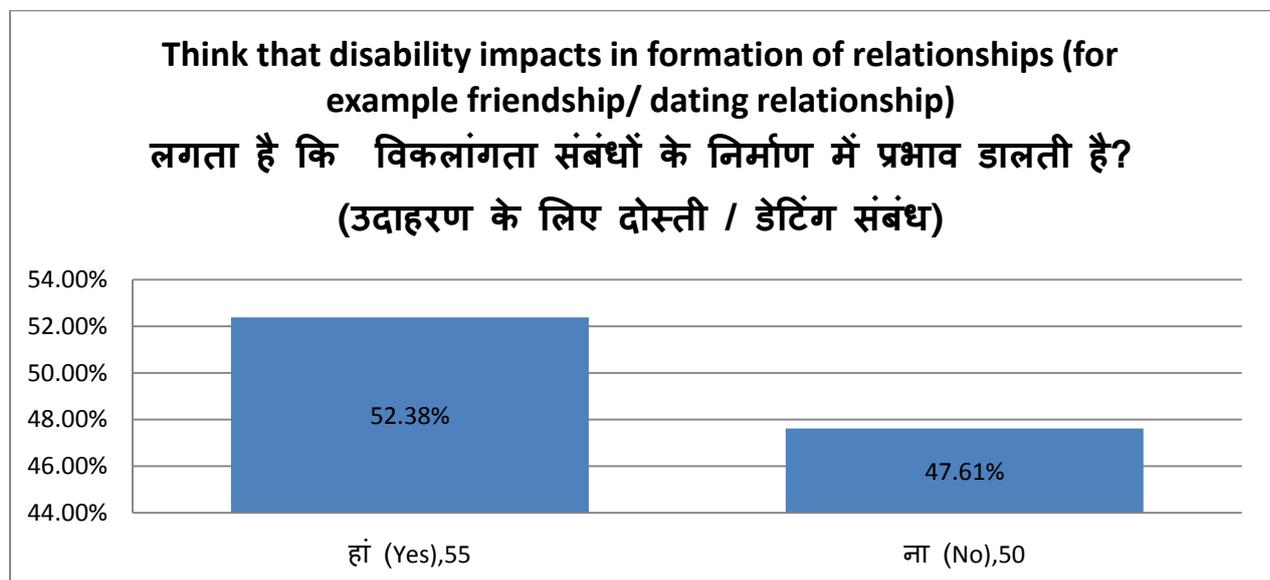
- अजीब (Strange) 10 out of 65 boys
- डरा हुआ (Fearful) 9 out of 65 boys
- गन्दा (Untidy) 16 out of 65 boys
- डरा हुआ (Fearful), गन्दा (Untidy) 2 out of 65 boys
- डरा हुआ (Fearful), अजीब (Strange) 3 out of 65 boys
- अजीब (Strange), गन्दा (Untidy) 2 out of 65 boys
- गन्दा (Untidy), जिज्ञासु (Curious) 1 out of 65 boys
- डरा हुआ (Fearful), अजीब (Strange), गन्दा (Untidy) 2 out of 65 boys



More than 80% shared their first experience with their friends. 44 out of 105 were unsure of whether to disclose their disability during online dating while 21 were not in a favour to disclose it.

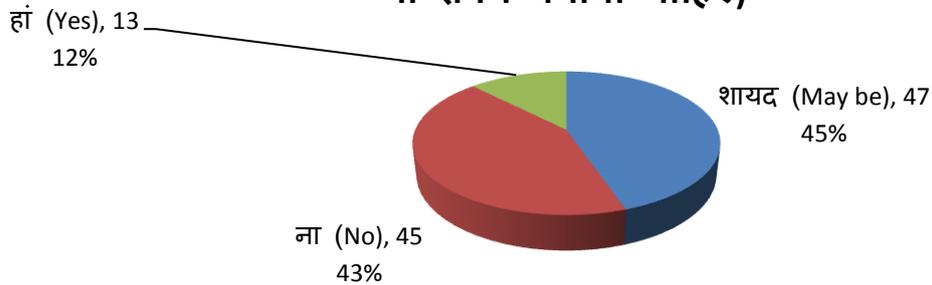


55 out of 105 feel that their disability can have negative impact on their potential romantic relationships.

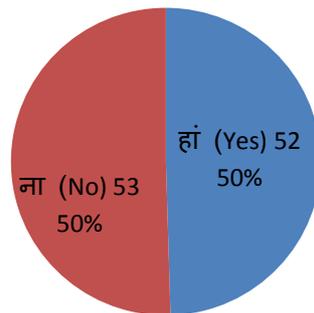


Most of them are scared of rejection. But around 44% believe that a person with disability should not marry another person with disability.

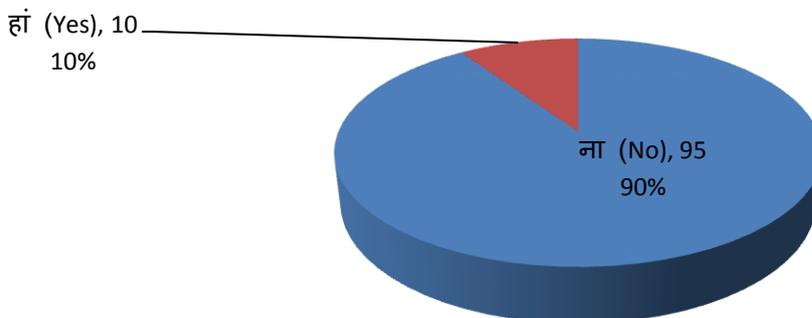
**Think that Persons with disabilities should marry or have relationship with another person with disability only
(विकलांग व्यक्ति को केवल विकलांग व्यक्ति के साथ ही शादी या संबंध बनाना चाहिए)**



Feel angry or upset when parents stop from having a boy friend/ girl friends (जब माता-पिता बॉय फ्रेंड/गर्ल फ्रेंड बनाने से रोकते हैं तो बुरा लगता है या गुस्सा आता है)



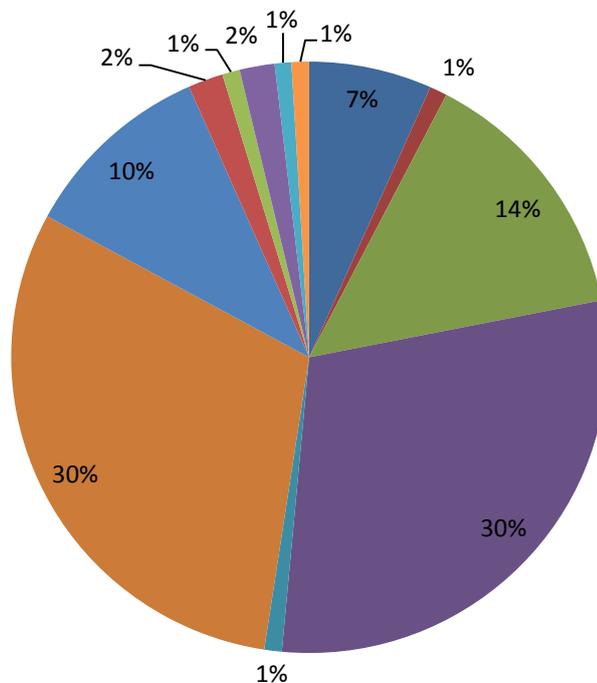
**Ever faced gender bias (in family, school or peer group)
(लैंगिक पक्षपात का सामना किया है-परिवार, स्कूल, साथियों के समूह में)**



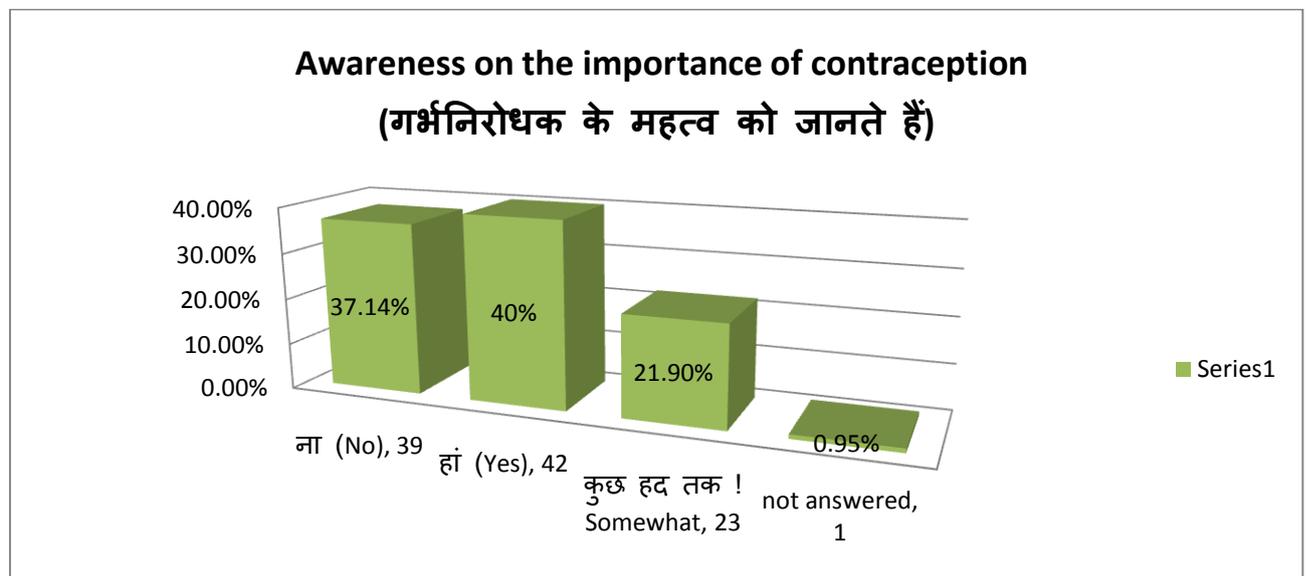
With growing curiosity about sex, sexuality and bodily changes around 50% respondents said that they depended on internet for information. Only 4% got information from their parents. 11% had their teachers to help them with this and rest got it from their friends. Now they want to make boyfriends/ girls friends and more than 50% hated when they were denied this freedom.

Sources of information about sex and sexuality (Sex और Sexuality के बारे में जानकारी)

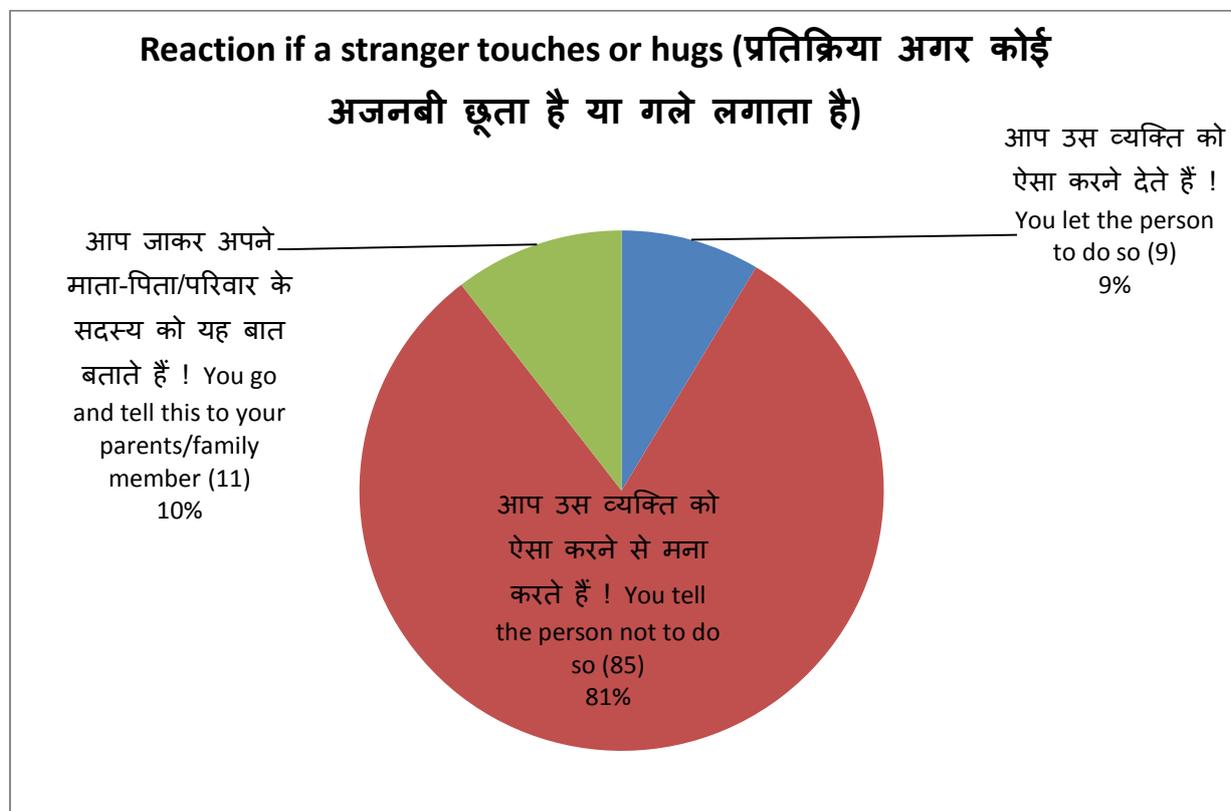
- शिक्षक (Teachers), 7
- माता - पिता (Parents), 1
- दोस्त (Friends),15
- इंटरनेट (Internet),31
- Others,1
- Not answered,32
- दोस्त (Friends), इंटरनेट (Internet), 11
- दोस्त (Friends), माता - पिता (Parents), 2
- दोस्त (Friends), Others, 1
- इंटरनेट (Internet), शिक्षक (Teachers), 2
- दोस्त (Friends), शिक्षक (Teachers), 1
- दोस्त (Friends), माता - पिता (Parents), इंटरनेट (Internet), शिक्षक (Teachers), 1



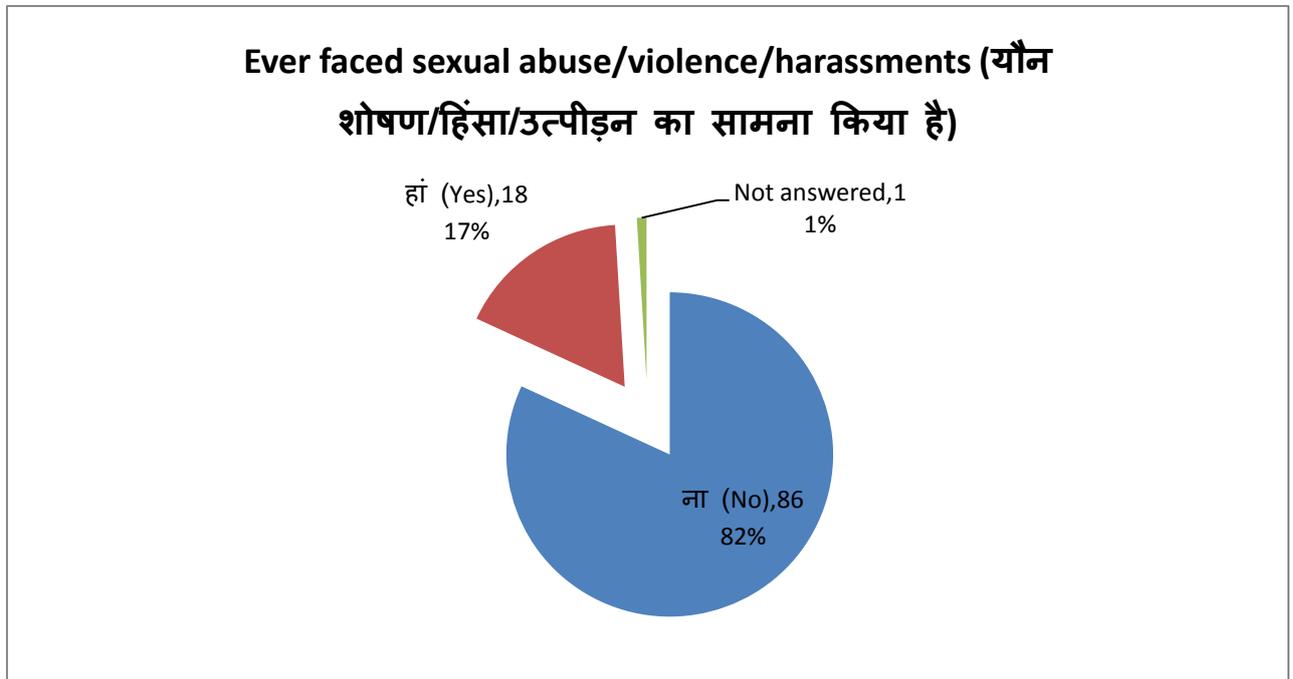
Shockingly most of them either don't know about contraceptives or have a very limited knowledge of it. When asked to share their experience and level of knowledge about contraceptives, only 50 of the participants replied and that too with vague answers.



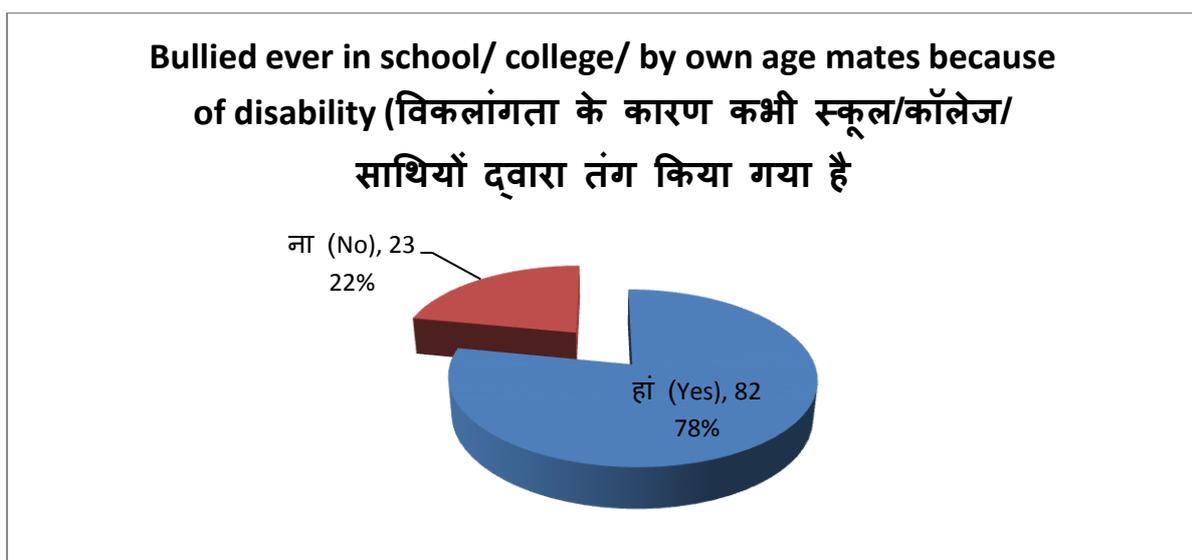
Good thing was to see that they were able to respond and when they were touched or hugged by a stranger.



Talking about sexual violence and/or harassment, 17% replied in affirmative but only few were able to talk and share their experience.



82 out of 105 respondents complained of getting teased and bullied because of their disability in neighbourhood or in schools. Most of them felt angry, helpless and got scared because of it. But only 6% were able to confront the person who had bullied them.



Conclusion

After analyzing the survey results it can be concluded that Comprehensive Sexuality and Life Skills Education is essential for persons with disabilities for their normal sexual development and relationship management. Living with a disability, chronic illness, or chronic pain doesn't make a person fundamentally sexually different from anyone. Learning about sexual health, for example knowledge about correct use of contraceptives must be taken as a necessity rather than a luxury, for all of us. Right education and skill practice are significant in promoting healthy and mutually respectful behavior, regardless of one's abilities. Unfortunately, many young people, including those with disabilities, receive little or no formal sexual health education, either in school or at home. Whatever knowledge they get is mostly from internet which might not be accurate and age appropriate for them. While approaches to sexual health education and communication may vary, young people with disabilities need correct information and skills, and have the same rights as those without disabilities, to learn about self, relationship safety, and responsibility. People with disabilities need reassurance that they can have satisfying sexual relationships and practical guidance on how to do so.

Appendix 1: Questionnaire-Disability Research Survey

This survey is a part of study being conducted by Cross the Hurdles (A rights based non profit organization) and Hum Honge Kamyab Foundation. The aim is to understand the presence of life skills in adolescents and youth with Disabilities. The objectives is to increase knowledge, inculcate positive attitude and enhance life-skills in order to promote informed, responsible and healthy behavior among them along with teaching them ways to understand and prevent violence that they often face. After evaluation of the survey, we intend to advocate for development of age appropriate curriculum and instructional material for educating care givers, special educators, facilitators and rehabilitation professionals to impart life skills and comprehensive sexuality education to adolescents and youth with disabilities.

यह Survey क्रॉस द हर्डल्स (गैर-लाभकारी संगठन) और 'हम होंगे कामयाब फाउंडेशन' द्वारा किए जा रहे अध्ययन का एक हिस्सा है। इसका उद्देश्य किशोरों और विकलांग युवाओं में जीवन कौशल की उपस्थिति को समझना है। इसका उद्देश्य ज्ञान में वृद्धि करना, सकारात्मक दृष्टिकोण विकसित करना और जीवन-कौशल को बढ़ाना है ताकि उनके बीच सूचित, जिम्मेदार और स्वस्थ व्यवहार को बढ़ावा देने के साथ-साथ उन्हें हिंसा को समझने और रोकने के तरीके सिखाए जा सकें, जिनका वे अक्सर सामना करते हैं। सर्वेक्षण के मूल्यांकन के बाद, हम किशोरों और विकलांग युवाओं को जीवन कौशल और व्यापक कामुकता शिक्षा प्रदान करने के लिए देखभाल करने वालों, विशेष शिक्षकों, सुविधाकर्ताओं और पुनर्वास पेशेवरों को शिक्षित करने के लिए आयु उपयुक्त पाठ्यक्रम और निर्देशात्मक सामग्री के विकास की वकालत करना चाहते हैं।

*Required

Q1: आपका नाम (Name)? *

Your answer

Q2: आपकी उम्र (Age)? *

Your answer

Q3: आपका शहर (City)? *

Your answer

Q4: आपका लिंग (Gender)? *

- पुरुष (Male)
- महिला (Female)
- अन्य (Other)

Q5: आप को किस तरह की विकलांगता है? (Kind of Disability) *

- दृष्टि बाधित (Visual)
- श्रवण बाधित (Hearing)
- लोकोमोटर विकलांगता (Locomotor)- चलने फिरने में असमर्थता
- बोलने में असमर्थ (Speech)
- अन्य (Other)

Q6: हम सब उम्र के साथ बदलते हैं। आप किस तरह के बदलाव देख रहे हैं? कुछ परिवर्तनों के बारे में बतायें। We all change with age. What kind of changes are you observing? List some of the changes. *

Your answer

Q7: क्या आप कुछ साल पहले की तुलना में अब खुद को ज्यादा जिम्मेदार पाते हैं? Do you find yourself to be more responsible now as compared to few years ago? *

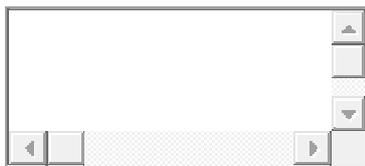
- हां (Yes)
- ना (No)

Q8: यदि हाँ, तो कैसे? [आप एक से अधिक विकल्पों पर टिक कर सकते हैं] If yes, how? [You can tick more than one options]

- आप घर के कामों में अपने माता-पिता की मदद करते हैं। You help your parents in household work
- आप स्वतंत्र रूप से अपना खयाल रखने की कोशिश करते हैं। You try to take care of yourself independently
- आप खुद खरीदारी कर सकते हैं। You can shop yourself
- आप अपने दोस्तों की मदद करते हैं। You help your friends
- आप कुछ सामाजिक समस्याओं की वकालत करते हैं। You advocate for some social problems

Q9: क्या आप नई रुचियां/शौक/गतिविधियां विकसित कर रहे हैं? उनमें से कुछ लिखें। Are you developing new interests / hobbies / activities? List some of them. *

Your answer



Q10: क्या आप अपने शरीर से प्यार करते हैं? Do you love your body? *

- हां (Yes)
- ना (No)

Q11: किशोरावस्था या युवावस्था के दौरान क्या आपको लगता है कि आप अलग दिख रहे हैं (गोरा रंग, लंबा कद, पतला शरीर)। इस पर कुछ पंक्तियाँ लिखिए। During teenage or youth do you have a feeling that you looked different (fair complexion, taller height, thinner body). Write few lines on this. *

Your answer



Q12: आप अपने शरीर में होने वाले परिवर्तनों के बारे में कैसा महसूस करते हैं? How do you feel about the changes in your body? *

- उत्साहित/खुश (Excited/happy)
- चिंतित / डरा हुआ (Worried/scared)
- उदास (Depressed)
- जिज्ञासु (Curious)
- Other:

Q13: क्या आपको अपनी विकलांगता पर शर्म आती है? Do you feel ashamed of your disability? *

- हां (Yes)
- ना (No)

Q14: (केवल लड़कियों के लिए)- आपके पीरियड्स सबसे पहले कहाँ शुरू हुए थे? For Girls- Where were your periods first started?

- घर (Home)
- स्कूल या हॉस्टल (School/Hostel)
- Other:

Q15: उस समय आपको कैसा लगा? (लड़कियों के लिए) How did you feel? (for girls)

- अजीब (Strange)
- चिंतित (Anxious/worried)
- डरा हुआ (Scared)
- मुझे इसके बारे में पता था इसलिए मैं मानसिक रूप से तैयार थी। knew about it so I was mentally prepared.

Q16: आपने किसे बताया कि आपके पीरियड्स शुरू हो गए हैं? (लड़कियों के लिए) Whom did you share that your periods have started? (for girls)

- माता-पिता/माता (Parents/Mother)
- दोस्त (Friend)
- अध्यापिका (Teacher)

- बहन (Sister)
- Other:

Q17: क्या आप अपने पीरियड्स को स्वतंत्र रूप से मैनेज करने में सक्षम हैं? Are you able to manage your periods independently?

- हां (Yes)
- ना (No)
- कभी-कभी मुझे मदद लेनी पड़ती है! Sometimes I have to take help

Q18:(केवल लड़कों के लिए)- जब आपको पहली बार नाइट फॉल हुआ था तो आपको कैसा लगा था? आप एक से अधिक विकल्पों पर टिक कर सकते हैं। For Boys- How did you feel when you first had your night fall? You may tick more than one options.

- डरा हुआ (Fearful)
- अजीब (Strange)
- गन्दा (Untidy)
- जिज्ञासु (Curious)
- Other:

Q19: नाइट फॉल की बात आपने सबसे पहले किसके साथ साझा की? With Whom did you share about the night fall (for boys)

- दोस्त (Friends)
- माता - पिता (Parents)
- भाई- बहन (Siblings)
- शिक्षक (Teacher)

Q20: आप किसके साथ भावनाओं, विचारों और अनुभवों को साझा करते हैं? With whom do you do you share feelings, thoughts and experiences?

- दोस्त (Friends)
- माता - पिता (Parents)
- भाई- बहन (Siblings)
- शिक्षक (Teacher)

Q21: आप Sex और Sexuality के बारे में बहुत सी बातें पूछने के लिए उत्सुक हो सकते हैं। आपको जानकारी कहाँ से मिलती है? आप एक से अधिक विकल्पों पर टिक कर सकते हैं। You might be curious to ask many things about sex and sexuality. Where do you get the information from? You can tick more than one option.

- दोस्त (Friends)
- माता - पिता (Parents)
- इंटरनेट (Internet)
- शिक्षक (Teachers)
- Other:

Q22: आप किस तरह की कहानियां या फिल्में देखना/पढ़ना/सुनना पसंद करते हैं? What kind of stories or movies you like to watch/ read/ hear? *

- रोमांटिक (Romantic)
- साइंस फिक्शन (Science Fiction)
- एक्शन (Action)
- कार्टून (Cartoon)
- Other:

Q23: क्या आप भी वह सब करना चाहते हैं जो आपके मित्र करते हैं? (उदाहरण के लिए खेलकूद, धूम्रपान, मद्यपान आदि में भाग लेना) Do you want to do what your friends do? (For example participating in sports, smoking, drinking etc.) *

- हां (Yes)
- ना (No)

Q24: जब आपके माता-पिता आपको बॉय फ्रेंड/गर्ल फ्रेंड बनाने से रोकते हैं तो क्या आपको बुरा लगता है या गुस्सा आता है? Do you feel angry or upset when your parents stop you from having a boy friend/ girl friends? *

- हां (Yes)
- ना (No)
- Other:

Q25: अगर कोई अजनबी आपको छूता है या गले लगाता है, तो आप कैसे प्रतिक्रिया करते हैं? If a stranger touches you or hugs you, how do you react? *

- आप उस व्यक्ति को ऐसा करने से मना करते हैं ! You tell the person not to do so
- आप उस व्यक्ति को ऐसा करने देते हैं ! You let the person to do so
- आप जाकर अपने माता-पिता/परिवार के सदस्य को यह बात बताते हैं ! You go and tell this to your parents/family member
- Other:

Q26: क्या आप गर्भनिरोधक के महत्व को जानते हैं? Do you know the importance of contraception? *

- हाँ (Yes)
- ना (No)
- कुछ हद तक ! Somewhat

Q27: यदि हाँ। कृपया अपना अनुभव साझा करें। If Yes. Please share your experience.

Your answer

Q28: क्या आपने कभी यौन शोषण/हिंसा/उत्पीड़न का सामना किया है? Have you ever faced sexual abuse/violence/harassments? *

- हाँ (Yes)
- ना (No)

Q29: यदि हाँ, तो कृपया अपना अनुभव साझा करें! If yes, please share your experience

Your answer

Q30: क्या आपने कभी लैंगिक पक्षपात का सामना किया है? (आपके परिवार, स्कूल, साथियों के समूह में) Have you ever faced gender bias? (in your family, school, peer group) *

- हाँ (Yes)
- ना (No)

Q31: क्या आपकी विकलांगता के कारण आपके स्कूल/कॉलेज/आपके उम्र के साथियों द्वारा कभी आपको तंग किया गया है? Have you ever been bullied in your school/ college/ by your age mates because of your disability? *

- हाँ (Yes)
- ना (No)

Q32: यदि हाँ, कहाँ तंग किया गया? If yes, where were you bullied?

- विद्यालय (School)
- अड़ोस - पड़ोस (Neighborhood)
- घर (Home)
- सोशल मीडिया (Social Media)
- Other:

Q33: जब आपको तंग किया गया तब आपको कैसा लगा ? How do you feel when you were bullied? *

- डरा हुआ (Scared)
- मजबूर (Helpless)
- गुस्सा (Angry)
- शांत रहा/ रही (Remained Calm)

Q34: जब आपको तंग किया गया तो आपने क्या किया? What did you do when you were bullied? *

- उस व्यक्ति का सामना करने की कोशिश की जिसने आपको धमकाया ! Tried to confront the person who bullied you
- अपने शिक्षक से शिकायत की ! Reported to your teacher
- अपने माता-पिता से कहा ! Told your parents

- डर के मारे कुछ नहीं किया ! Did not do anything out of fear

Q35: क्या आपको लगता है कि ऑनलाइन डेटिंग के दौरान अपनी विकलांगता को छिपाना सुरक्षित/सही है? Do you think it is safer to hide your disabilities during online dating? *

- हां (Yes)
- ना (No)
- पता नहीं (Don't Know)

Q36: क्या आपको लगता है कि आपकी विकलांगता संबंधों के निर्माण में प्रभाव डालती है? (उदाहरण के लिए दोस्ती / डेटिंग संबंध) Do you think your disability impacts in formation of relationships? (for example friendship/ dating relationship) *

- हां (Yes)
- ना (No)

Q37: यदि हाँ, तो कैसे? If yes, How?

Your answer

Q38: क्या विकलांग व्यक्ति को केवल विकलांग व्यक्ति के साथ ही शादी या संबंध बनाना चाहिए? Persons with disabilities should marry or have relationship with another person with disability only? *

- हां (Yes)
- ना (No)
- शायद (May be)

Please Note: आपके द्वारा दी गई जानकारी को पूरी तरह गोपनीय रखा जाएगा। इसे सार्वजनिक रूप से साझा नहीं किया जाएगा। The information given by you would be strictly kept confidential. It will not be shared publicly.

Recommendations for Government Departments, Education Institutions, Special Schools and Disabled People's Organizations

Many young people, including those with disabilities, receive little or no formal life skill and sexual health education, either in school or at home.

Young people with disabilities have the same right to this education as their peers. This education needs to be imparted in schools, colleges or by special educators.

The State can need to instruct schools to include this information and knowledge in curriculum. For this content, guidelines and methodology needs to be chalked out. Considerations must be made in order to modify the program to allow for information to be understood and learned in a way that is meaningful to youth with different disabilities.

Develop specialized teaching tools and resources for the young people with whom you work. For example, in working with those who have developmental disabilities, you may need to use visuals like models, dolls and pictures. For youth with physical disabilities, it may be useful to use stories and examples of others with similar disabilities.

This education can be directly imparted in special schools and/or in mainstream schools in direct form. Or special educators can be trained in this subject so that they can instruct the students at school or even their care givers at home.

Educators are in the unique position of being cognizant of their student's different abilities and learning styles and are well-positioned to support the decisions being made on when and how much sexuality information a young person should receive.

While parents/guardians should be the primary sexuality educators for their children, regardless of disability status, for many young people, this is not always the case.

For young people with disabilities, it is necessary for educators to engage parents/guardians in developing a plan of instruction that is positive, gradual, and takes into account the individual young person's developmental and maturity levels and considers the parent/guardians' beliefs and values.

Educators should have resources and supports available to modify and adapt programs to meet the needs of their students. In addition to resources and supports, educators should receive training that includes content and skill development for teaching sexual health education.