

HANDBOOK OF SEXUALITY LEADERSHIP

Inspiring Community Engagement, Social
Empowerment, and Transformational Influence

Edited by James C. Wadley



“While the topics of leadership and sexuality have each received much attention, unfortunately, their intersections have not. Conversely and fortunately, concerning leadership and sexuality, this volume successfully moves the scholarship needle on those understudied intersections. From education and activism to mentoring and more, this volume masterfully reviews what we know, describes what we don’t know, and prescribes what we should know. Kudos on a complex job well done!”

– *Juan Battle, Ph.D., Presidential Professor,
Graduate Center of CUNY, USA*

“The Handbook of Sexuality Leadership is a powerful collection of works. It provides a comprehensive and innovative view of what we need to know now in order to advance empowered thought and activism in the fields of sexuality and relationships. It is particularly timely in relation to intersectionality studies, moving scholars and educators concerned about multilevel justice to new revelations about what comes next in personal, partnered, and communal visibility and liberation.”

– *Jeanine M. Staples, Associate Professor of Literacy
and Language, African American Studies, and
Women’s, Gender, and Sexuality Studies,
The Pennsylvania State University, USA*

“The field of sexology finally has an extraordinary compilation of scholarly essays devoted to various perspectives about leadership. This book has been needed for decades and carves out a new and definitive direction for emergent professionals to consider. Each chapter highlights the complexities of serving as a sexuality professional, and this book will be of great use to leading a variety of populations in a myriad of settings.”

– *Monique Howard, Ed.D., Executive Director
of Philadelphia Center Against Sexual Violence, USA*

“By brilliantly introducing (or simply reflecting) leadership into sexology, Dr. James C. Wadley has created a treasure map for 21st century approaches to not only bridging the perpetual divides between sexology and the larger medical and mental health fields, but more importantly, for laying out paths toward the critical social justice ideals sexologists have traditionally championed and struggled to spread. Furthermore, I don’t recall ever being moved so emotionally by an ‘academic’ text – the chapter authors’ passion is gripping and contagious. I believe the impact of *The Handbook of Sexuality Leadership* on all related sexology fields will be seismic.”

– *Richard M. Siegel, Ph.D., LMHC, CST,
CSTS, Co-Founder Modern Sex Therapy Institutes, USA*

“Many of us working within the field of human sexuality deal with daily frustrations which are mostly due to lack of effective leadership in our communities. Acquiring leadership qualities and skills are not limited to a few with specific social locations. We can all become visionary leaders, inspire others, and be the change we want to see in the world. Any successful leader will tell you that having a generous and insightful mentor has been invaluable in their career. *The Handbook of Sexuality Leadership* brings multiple perspectives to the mix, which are liberating, inspiring, and packed with wisdom that everyone could benefit from. To our colleagues who have a passion to make our world a better place, I would say, don’t just read this book, study it!”

– *Sara Nasserzadeh, Ph.D., Senior Cultural and
Technical advisor to the United Nations and
Author of Wheel of Context for Sexuality Education*

“This edgy, unique book offers a stunning array of perspectives on the intersection between sexuality and leadership. Recommended – or perhaps necessary – reading for professionals in the sexuality field as well as for students and others considering a career in sexuality.”

– *Inge Hansen, Psy.D., Clinical Psychologist, Director,
Weiland Health Initiative, Stanford University,
USA, and Coauthor of The Ethical Sellout*

Handbook of Sexuality Leadership

This interdisciplinary book bridges the gap between sexuality and leadership studies and serves as a blueprint for professionals seeking to understand the rationale behind leadership styles, particularly those which facilitate conversations that educate or liberate individuals, couples, families, and communities.

The *Handbook of Sexuality Leadership* brings together education, clinical, research, and advocacy experts from the field of sexology, who each speak of their unique leadership experiences – with diversity and inclusivity in mind – and serve as a medium of empowerment and transformational influence. This innovative compendium illuminates strategic planning, community engagement, and the necessity of working with underserved or marginalized communities using a combination of leadership styles. Chapters provide tools for risk taking, organizational improvement, collaborative leadership, and cultural intelligence, as well as strategies to emancipate underrepresented groups and lead systemic change.

With questions for further thought included to provoke critical thinking and initiate transformative conversations, this book will be an essential read for anyone interested in becoming a sexuality consultant or serving in a leadership position.

James C. Wadley, Ph.D., CSTS, is Professor and Chair of the Counseling and Human Services Department at Lincoln University in Pennsylvania, USA. He is a licensed professional counselor and AASECT-certified sex therapist and supervisor. Dr. Wadley also maintains a private practice in Pennsylvania and New Jersey.



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This book is dedicated to my sons Corbin and Cairo; my nephews Jordan, Devin, and Darius; and my niece Savannah. The book is also dedicated to my Lincoln University counseling students Sarah, Silvine, Walton, Guy, Nancy, Donna, Mia, Jessie, Elizabeth, Shaneequa, Nicole, and Gregory whom I expect to become leaders in their communities.



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Biosketches

Editor

James C. Wadley, Ph.D. is Professor and Chair of the Counseling and Human Services Department at Lincoln University. As a scholar-practitioner, he is a licensed professional counselor and maintains a private practice in the States of Pennsylvania and New Jersey.

He is the founding editor of the scholarly, interdisciplinary journal, the *Journal of Black Sexuality and Relationships* (University of Nebraska Press). He is also the founder and Principal of the Association of Black Sexologists and Clinicians and his professional background in human sexuality education, educational leadership, and program development has enabled him to galvanize scholars and practitioners in the field of sexology across the world.

His research and publication interests include sexual decision-making among young adults, masculinity development and conceptions of fatherhood by non-custodial fathers, and HIV/AIDS prevention. He has written undergraduate and graduate courses and authored 22 courses for the Master of Science in Counseling program for Lincoln University (Pennsylvania). In addition, he recently coauthored 13 doctoral-level courses for the Theological Seminary of Puerto Rico. In 2015, Dr. Wadley earned his NBCC-International Mental Health Facilitator certification after spending time with Rwandan therapists discussing the impact of genocide and trauma in the early 1990s. In 2016, he helped develop curricula and conducted a sexuality education course at the University of Muhimbili in Tanzania for the nursing and midwifery program. Later that year, he developed and taught an applied research methods course at Cape Peninsula University of Technology in Cape Town, South Africa. In 2017, Dr. Wadley's work and advocacy domestically and abroad enabled him to complete his first documentary, *Raw to Reel: Race, Drugs, and Sex in Trenton, New Jersey*, which captures some of the challenges that emerge in addiction and recovery. Finally, in 2018, Dr. Wadley co-edited *The Art of Sex Therapy Supervision* (Routledge), which is a book devoted to the

clinical experiences of supervisors and supervisees in the field of sex therapy. The book received AASECT's 2019 Book of the Year Award.

Dr. Wadley received his Doctorate of Philosophy degree in Education from the University of Pennsylvania with a concentration in Educational Leadership and Human Sexuality Education. He earned a Master of Science in Education degree in School Psychology from the University of Kentucky after completing his B.A. in Psychology from Hampton University. Finally, he holds a clinical postgraduate certificate from Thomas Jefferson University/Council for Relationships in Philadelphia and is an AASECT Certified Sex Therapist Supervisor. These credentials and a wealth of domestic and international clinical experiences have catapulted him to be one of the nation's best marriage, family, and sexuality clinicians.

Tanya M. Bass, MS, MEd, CHES®, CSE is the founder of the North Carolina Sexual Health Conference (NCSEXCON). She has over 20 years of experience in health education, pregnancy prevention, HIV/STDs, reproductive health, and sexual health. Tanya is a member of the Women of Color Sexual Health Network (WoCSHN), the Association of Black Sexologist and Clinicians (ABSC), the American Association of Sexuality Educators, Counselors, and Therapists (AASECT), and the North Carolina Society for Public Health Education (NCSOPHE). She is a Certified Health Education Specialist (CHES) and an AASECT Certified Sexuality Educator (CSE). She is a current member of the Editorial Board for the *American Journal of Sexuality Education*. Tanya is an alumna of North Carolina Central University's (NCCU) Department of Public Health Education, where she has served as an adjunct instructor for the past 15 years. Currently, Tanya is the lead instructor for Human Sexuality. Tanya is committed to sexual health equity and has a Master of Education and completing doctoral studies at Widener University in Human Sexuality Studies. She is a member of Alpha Kappa Alpha Sorority, Incorporated®.

Jenna Benyounes always had a passion for improving the lives of women. After completing school as a Certified Nurse Midwife (CNM) and Women's Health Nurse Practitioner (WHNP) she continued her education in the field of sexuality. Her clinical specialty includes painful intercourse, recurrent vaginitis, low libido, and menopause. She is current faculty at Georgetown University and believes that knowledge is potential power. She serves as a consultant to other providers and creates educational programs, providers, and patients about their sexuality.

Denise Ford Brown earned her Ph.D. in the field of Human Services with a specialization in Clinical Social Work. After working in Social Work and Mental Health for seven years, Dr. Brown starting teaching part time at Delaware Community College and then onto Lincoln University as an Assistant Professor in the Psychology and Human

Services Department. Dr. Brown is also the Field Placement Coordinator for Lincoln's Human Service students and co-runs a Lincoln grant for opioids research. Dr. Brown is a mentor for students who are doing research in traumatic brain injury during the summer. Recently, Dr. Brown has been involved in research surrounding the LGBTQ community involving the issues of discrimination and bullying which is a continual process. Currently, Dr. Brown has seven years of teaching experience at the college level.

Carole Clements serves as Dean of Undergraduate Education and Associate Professor of Contemplative Psychology at Naropa University in Boulder, Colorado, teaching courses in Dynamics of Intimate Relationships, Erotic Intelligence, and Sexual Narratives. Carole is also a mindfulness-based, LGBTQPIA+ inclusive psychotherapist specializing in issues of gender and sexuality for conventional and alternative, monogamous, and consensually non-monogamous partnerships and relationship constellations. With a B.A. in Political Science from Syracuse University, a Master of Arts in Psychology – Contemplative Psychotherapy and a Master of Fine Arts in Creative Writing (both from Naropa University) Carole's research interests and scholarship in erotic justice, sexual narration, whiteness, intersectionality, critical race theory, and queer temporality are informed and enlivened. Carole has presented on "Queering Time and Space: Beyond the Binary of Gender and Sexual Orientation in Group Psychotherapy" and "Minding the Gap: Gender and Sexuality in the Group Context" at the Annual Meeting of the American Group Therapy Association. Carole's article "The Erotic Academy: How Mindfulness Misses the Mark" was published in *Naropa Magazine* in November 2016. Carole identifies as queer and uses the pronouns they/them/theirs or "Carole." Carole is pursuing a doctorate in critical sexual studies at the California Institute of Integral Studies.

Melanie Davis, Ph.D., CSE, CSES, is a founding partner in the New Jersey Center for Sexual Wellness. She is a professional development provider and speaker on sexuality, and she been on the adjunct faculty of Widener and Drexel Universities and the American Medical Student Association's Sexual Health Leadership Program. She is a Certified Sexuality Educator and Supervisor through the American Association of Sexuality Educators, Counselors and Therapists. She is the Our Whole Lives Sexuality Education Program Associate for the Unitarian Universalist Association and author of *Sexuality and Our Faith: A Companion to Our Whole Lives Sexuality Education for Grades 7–9* (2nd ed.) and *Our Whole Lives Sexuality Education for Older Adults* and was a developmental editor for *Our Whole Lives Sexuality Education for Grades 7–9* (2nd ed.).

Richelle Frabotta has been a professional community-based Sexuality Educator since 1992, certified as an Educator by the American Association of Sexuality Educator Counselors and Therapists since 1996

and as a Supervisor since 2015. She teaches a multitude of subjects that are Human Sexuality to 4th–12th grades in schools, institutions of higher education, public, private, and nonprofit organizations, faith communities, alcohol and drug rehabilitation facilities, jails – anywhere she is invited – for a cumulative number of students in the thousands. When training colleagues and those working in human services, she emphasizes that sexuality education should be taught from a medically accurately informed, compassionate, and person-centered perspective with methods that are developmentally relevant, culturally appropriate, grounded in research, and informed by a code of ethics. She never forgets that teaching also means learning from her students.

Richelle is proud of her focus on individuals with atypical and divergent learning styles. In specific, she has authored curricula, trained staff, provided group education to parents, caregivers and self-advocates, and offered consultation for those in the Intellectual/Developmental Disabilities, Learning Disabilities, Autism Spectrum, and Traumatic Brain Injury communities. Most notably in 1997, she established a full-service sexuality education program for the Butler County Board of DD (Ohio) that is still operating today under the leadership of one of her former students. Since 2009, Richelle has worked with Council of Governments (COGs) and respective Superintendents to offer multiple on-going sexuality education services throughout Ohio. In 2017, she was invited by the Ohio Department of Developmental Disabilities to present throughout the four regions and continues to provide support, resources, and consultation to the DODD Regional Liaisons. She is happy that a historically underserved population and those whom assist are finally getting and giving attention to these quality of life and equity-based topics.

Currently, Richelle is at Miami University, Oxford, Ohio, where she serves as an Instructor in the Family Science and Social Work Department; Directing the Dennis L. Carlson Sexuality Education Studies Center, and wrapping up her doctoral program, Leadership, Culture and Curriculum, in the first Educational Leadership department in the United States. Her two-plus-decade experiences in community-based education informs her research. Richelle's scholarship challenges contemporary sex ed curriculum standards (centering on the benefits of a comprehensive curriculum) and teaching preparation practices (supporting those who want to be/are credentialed and trained). She is an active volunteer member for AASECT having served in numerous leadership roles. She also has served Look Both Ways (Colorado), Health Care Education and Training (Indiana), and Parents Families/Friends of Lesbians and Gays (Ohio), state of Ohio maternal and child health committees, teen pregnancy prevention groups, and is a singer for a classic rock band. Raised in a traditional Catholic home and

strongly influenced by education professionals who value the power of progressive teaching pedagogy, Richelle has a profound respect for diversity of all kinds, believes in prevention education and endeavors to empower people to make healthy choices for sexual pleasure, health, and wellness. Teaching about Human Sexuality is Richelle's passion . . . she loves her work and can think of nothing else she'd rather do than talk about sex/uality!

Shadeen Francis, LMFT is a marriage and family therapist, educator, and author specializing in sex therapy and social justice. She has been featured on platforms like 6-ABC, the *New York Times*, *Reader's Digest*, and NBC to share her expertise, and she speaks internationally on topics such as self-esteem, sexual intimacy, and pleasure. Her curricula on healthy relationships are implemented nationally, and her signature combination of warmth, humor, and compassion has allowed her to develop interprofessional training programs that raise the bar for humanistic healthcare.

Shadeen's belief is that the world is built on the strengths of communities. This worldview has propelled her to focus on underserved populations: ethnic and cultural minorities, the kinky/poly/queer communities, and victims of economic hardship. Her work allows people of all backgrounds to improve their relationships and live in peace and pleasure.

Sydney Fowler identifies as genderqueer and uses "They and Them" pronouns. They are the Administrative Assistant for the Gender Institute for Teaching and Advocacy (GITA) at Metropolitan State University of Denver. Sydney has worked with LGBTQIA communities since 2010 in professional, academic, and community settings. As the former Program Coordinator of LGBTQ Student Resource Center, they personally trained over 600 people to become stronger advocates for our communities. They have presented at local, state, and national conferences including Creating Change on subjects including LGBTQIA activism and leadership, intersectionality of identity, Non-monogamy, and surviving interpersonal violence. In 2016 they published their first academic article in *New Directions Folklore* titled "More Different Than the Same: Customary Characterization of Alternative Relationship Groups and Types."

Kirsten deFur is a sexuality educator and trainer specializing in utilizing sex-positive educational approaches, teaching about healthy and unhealthy relationships, and preventing sexual and intimate partner violence. A contributing author to the curricula *Teaching Safer Sex*, *Sex Ed in the Digital Age*, and *The American Journal of Sexuality Education*, Kirsten is the editor of the 4th edition of the Center for Sex Education's curriculum *Unequal Partners: Teaching About Power, Consent, and Healthy Relationships*.

Kirsten has been facilitating workshops since 2001 in a variety of settings for participants of all ages, especially as an Our Whole Lives Facilitator and Trainer with the Unitarian Universalist Association.

Kirsten is the coauthor of the 2nd edition of *Our Whole Lives* for grades 4–6 and the accompanying Parent Guide.

Kirsten received her Master of Public Health from Columbia University's Mailman School of Public Health in Sexuality & Health and is currently pursuing a Business Certificate at Columbia University's School of Professional Studies. She enjoys the critical analysis of social and cultural constructs of sexuality with her sexuality-based book club, made up of sexuality professionals throughout NYC. She shares insights on topics related to sexuality education on her blog, fearless-sexualityeducator.com, and tweets with the handle @FearlessSexEd.

Kirsten lives in Brooklyn, New York and brings as much enthusiasm to cooking, biking, and cats as she does to sexuality education.

Dr. Jayleen Galarza is a licensed clinical social worker (LCSW) in Pennsylvania and an Associate Professor within the Social Work department at Shippensburg University. She is also a certified sex therapist through the American Association of Sexuality Educators, Counselors, and Therapists (AASECT). She completed her Ph.D. in Human Sexuality at Widener University with a focus on exploring the intersections of queer, Latina identities and experiences.

In addition to her academic and clinical work, Dr. Galarza is involved in various national service initiatives. Some of her service work includes being appointed to the Council for Social Work Education's (CSWE) Council on Sexual Orientation and Gender Identity/Expression. Most recently, she also completed a two-year term as cochair of AASECT's annual conference.

Katherine Glick, LPC, LCADC, ACS, MAC, SAP is the founder of Personal Evolution LLC & Fishtown Wellness Center, a holistic and integrative psychotherapy and education practice. Her professional background includes 11 years of clinical and management experience working in clinical mental health and addiction treatment. She also has held adjunct and part-time instructor positions in higher education for the past eight years, teaching psychology, addictions, social work, and counseling courses at the undergraduate, graduate, and continuing education level. Her recent clinical and educational foci have included sexuality- and gender-based counseling, education, and therapist trainings.

Patrick Grant, M.A., MPH is a fourth-year Doctor of Clinical Psychology (PsyD.) candidate at LaSalle University, whose interests include examining the intersections of sexual health, mental wellness, and religiosity among Black sexual and gender minorities. As a sexual health educator in St. Louis, Missouri, Grant worked to promote sexual wellness among young Black men who identified as gay, bisexual, and queer; as well as among individuals of varying sexual identities with cognitive disabilities. As a sexual health educator in Philadelphia, Pennsylvania, Grant collaborated with self-identifying Black LGBT youth to develop a teen pregnancy prevention curriculum for sexual minority emerging adults.

A podcaster, presenter, and group facilitator, Grant has provided an array of domestic and international presentations. His liberation-focused presentations, such as “We Should All Be ‘Finger in the Boothyhole Ass Bitches,’” has afforded him the opportunity to engage with audiences in Chicago, Illinois, St. Thomas, and Cape Town, South Africa. His recent published works have focused on the ethnographic and autoethnographic study of Black same sex attracted men; and have examined various topics related to this cohort, such as the availability of truly sexually liberating spaces for Black queer men in metropolitan areas. Grant is currently working on his dissertation, which will center on Black queer men’s experiences with internalized homonegativity. In his downtime, Grant enjoys food, wine, and singing.

Leah Hollis is a noted national expert on workplace bullying. She has conducted lectures at Oxford University, the University of Milan, for the American Council of Education (ACE), and for National Conference on Race and Ethnicity (NCORE). Her most recent book, *The Coercive Community College: Bullying and Its Costly Impact on the Mission to Serve Underrepresented Population* (2016) is an extension of her work on bullying in higher education. Other notable work includes, *Bully in the Ivory Tower: How Aggression and Incivility Erode American Higher Education* (2012), which is based on independent research on 175 colleges and universities.

Dr. Hollis has taught at Northeastern University, the New Jersey Institute of Technology, and Rutgers University. She earned her Doctorate of Education from Boston University, as a Martin Luther King, Jr. Fellow. Also, Dr. Hollis continued her professional training at Harvard University’s Graduate School of Education, Higher Education Management Development Program. With certification in Project Management and Executive Leadership at Stanford University and Cornell University, respectively, she is also the president and founder of her own consultant group, Patricia Berkly, LLC, a healthy workplace advocate at www.diversitytrainingconsultants.com. She is currently on the faculty at Morgan State University.

Jeanae Hopgood-Jones is a couples and family therapist, clinical sexologist, and sexuality educator in the Philadelphia area. She originally hails from Brooklyn, New York and holds two Master’s degrees in Marriage & Family Therapy (MFT) and Human Sexuality Education (M.Ed.). She is currently a doctoral candidate at Widener University working on her dissertation for a Ph.D. in Human Sexuality Studies. Her professional memberships and affiliations include WOCSHN (Women of Color Sexual Health Network), AAMFT (American Association of Marriage and Family Therapists), ABSC (Association of Black Sexologists & Clinicians), AASECT (American Association of Sexuality Educators, Clinicians and Therapists), and the Black Scholars in Human Sexuality (Widener chapter). In addition, she is also a

member of Gamma Eta Rho – the Human Sexuality Honor Society. She is the founder of the blog www.blackangelmom.com which focuses on perinatal loss in the black community as well as family creation. Her passions include working with LGBTQ+ black couples, individuals, parenting, family of origin challenges, fertility issues, femme empowerment, processing grief and loss, black feminism, racial justice, and healthy sexuality.

Dr. George James, LMFT speaks, counsels, consults, coaches, and teaches people how to overcome everyday relational struggles to build successful connections in love, family, and career. With a practical approach to relationships and life, Dr. James helps bring success within the reach of those he influences! Dr. James has been a reoccurring expert guest on radio, TV, and online programs including The TODAY Show on NBC, Good Day Philadelphia on FOX29, NBC10, CBS3, and many others. He is also a reoccurring relationship contributor to *Ebony* magazine. He is a licensed marriage and family therapist who specializes in helping couples improve the quality of their relationship, reconcile conflicts, and overcome intense situations such as affairs, lack of communication, parenting struggles, and much more. He also works extensively with professional athletes, adult men, and young adult men on various issues including defining manhood, career, and work-life balance. His expertise also includes treating actors, entertainers, college students, faith-based concerns, anxiety, and depression. In addition, he speaks and consults with universities, for profit and nonprofit organizations, and family-owned businesses. Dr. James is devoted to helping people improve their quality of life, and to be involved in the healing of their wounds and the enrichment of their relationships. Dr. James is a staff therapist and an AAMFT Approved supervisor at Council for Relationships. In addition, Dr. James is the Program Director for the Couple & Family Therapy Program at Thomas Jefferson University. Dr. James is president and CEO of George Talks, LLC, a communication and consulting company. Dr. James is a nationally recognized speaker, seminar presenter, and lecturer on various topics. Dr. James has taught, presented, spoken, and consulted with multiple businesses, organizations, universities, and places of faith. Dr. James is a recognized media personality, speaker, workshop leader, and lecturer on various topics. He has had over 400 speaking and media appearances in the past seven years. His breadth of expertise includes a special emphasis on topics geared towards couples, men, professional athletes, actors/entertainers, musicians, college students, family-owned businesses, and people of color. Dr. James is devoted to working with people to help them improve their quality of life, to be involved in the healing of their wounds and enrichment of their relationships. Dr. James attended Villanova University as a Presidential Scholar, and majored in Psychology and concentrated in Africana Studies. He received his Masters

of Family Therapy degree from Drexel University and his doctorate in Clinical Psychology from Immaculata University. He is married to Candace and they are parents to their beautiful daughter, Nalani, and cheerful son, Alexander.

Bianca I. Laureano is an award-winning sexologist, educator, and revolutionary lover. She identifies as a LatiNegra, Black Puerto Rican, queer, fat, femme. Bianca's focus has been on creating intersectional and inclusive curricula for trans and queer youth, immigrant youth, and supporting seasoned professionals in evolving their practice. She is the foundress of ANTEUP! a professional development virtual freedom school. Women of Color Sexual Health Network (WOCSHN), The LatiNegrxs Project. She's been in the U.S. sexuality field for over two decades and has written several curricula and lesson plans including the New York City Department of Health and Mental Hygiene's *Sexual and Reproductive Justice Discussion Guide*, Planned Parenthood's Peer Education Institute Curricula, *What's the REAL DEAL about Love & Solidarity* (2015), and *Communications Mixtape: Speak on it! Vol 1*.

Satori Madrone has been a holistic practitioner in private practice for 23 years, having received a B.A. in American Indian Studies and Sociology from the University of Minnesota, Twin Cities, a M.A. in Transpersonal Counseling Psychology from Naropa University in Boulder, Colorado, and is currently pursuing a Ph.D. in critical sexuality studies from California Institute of Integral Studies in San Francisco. The founder of Boulder Sexuality and Relationship Counseling, Satori identifies as queer and is an Applied Existential, sexuality, gender, and relationship therapist with a focus in LGBTQPIA+ populations and diverse relational orientations. Satori is Adjunct Faculty at Naropa University and teaches Feminist and Queer Theory Methods of Inquiry.

Katherine Martinez is Associate Professor and Interim Chair of Gender, Women, and Sexualities Studies and the Interim Director of the Gender Institute for Teaching and Advocacy (GITA) at Metropolitan State University of Denver. Having received their Ph.D. in Sociology from the University of Colorado at Boulder, with additional certification in Women's Studies and Ethnic Studies, they teach on a range of topics relating to bodies/embodiment, queer theory, and multicultural genders and sexualities. Katherine's research interests are in queer identities, practices, and activism, as well as family violence. They have published their BDSM research in the *Journal of Sex Research* and *Journal of Homosexuality* and copublished their sibling violence and trauma research in the *Journal of GLBT Family Violence* and the *Journal of Interpersonal Violence*.

Melina McConatha is Assistant Professor of Human Services at Lincoln University. Her research includes gender, sexuality, eco-feminism, and sustainability. Dr. McConatha is the faculty advisor for a student

powered LGBTQ Ally group at Lincoln University and is currently creating a LGBTQA Resource Manual from a collection of data gathered from 25 of the nation's most attended Historically Black Colleges and Universities. She lives with her daughter on a small sustainable farm on the Brandywine River in Pennsylvania.

Dulcinea/Alex Pitagora holds a Master of Arts (M.A.) in Psychology from the New School for Social Research, a Master of Social Work (MSW) from New York University, a Master of Education (MEd) and a Doctorate in Clinical Sexology (Ph.D.) from Widener University, and is an AASECT Certified Sex Therapist (CST). Pitagora has a practice in New York City that includes individual, couples/dyads, and multipartner therapy. Pitagora's practice is person-centered and strengths-based, focuses on self-determination and empowerment, and is LGBTQ, trans, poly, and kink affirmative. Pitagora is an adjunct professor of sexual health at New York University, has published articles and chapters in peer-reviewed journals and books, and presented at conferences on the topics of alternative sexuality and gender diversity. Pitagora conducts research, lectures, and seminars pertaining to these communities; is the founder of ManhattanAlternative.com, an alternative lifestyle affirmative provider listing; and is a co-organizer of the AltSex NYC Conference. Pitagora is Kink Doctor in the Web series by the same name.

Candace Robertson-James, DrPH is an assistant professor and director of the Master of Public Health Program at LaSalle University. Dr. Robertson-James' research interests include health disparities. She has led and evaluated community participatory research initiatives involving multiple sectors (health, community, school, faith, etc.) promoting health in diverse and underserved communities for over 10 years. Dr. Robertson-James has participated in research exploring the role of discrimination in health risk as well as the role of faith institutions in sexual and relationship violence risk reduction and prevention interventions. She has also served as the program evaluator for programs assessing the role of gender in health, programs integrating HIV risk reduction into domestic violence services, health education initiatives targeting women with a history of incarceration as well as other groups of women and heart health initiatives. In addition, she also teaches on a variety of public health, health promotion and research topics.

Her ultimate goal is to serve passionately, promote endearing change and to leave a lasting impression that will inspire action. Dr. Robertson-James received her Bachelor of Science in biology from Villanova University, her Master of Public Health from MCP Hahnemann University, and her Doctor of Public Health from the Drexel University School of Public Health.

Bill Taverner, M.A., is the executive director of The Center for Sex Education and is the editor-in-chief of the *American Journal of Sexuality*

Education. He is the author or editor of more than 75 publications, including teaching manuals and curricula, college readers, journal articles, chapters, lesson plans, and other contributions in sexuality education. Bill is the chief editor of the third edition of *Teaching Safer Sex*, which received the prestigious AASECT Book Award, given by the American Association of Sexuality Educators, Counselors and Therapists. He is the coauthor of *Making Sense of Abstinence*; associate editor of *How I Got Into Sex . . . Ed*, and editor or coeditor of eight editions of *Taking Sides: Clashing Views in Human Sexuality*. Bill served on advisory boards for a number of organizations, including the inaugural board for the graduate Sexual Health Certificate program at the University of Michigan, and on an advisory panel convened by former U.S. Surgeon General David Satcher to provide input on the development of a curriculum to help parents talk with their children about sex. A trainer of thousands throughout the United States, who has twice advocated for sexuality education at U.S. Congressional briefings, Bill has received other national awards recognizing his leadership in sexuality education: the first “Schiller Prize” given by AASECT for best workshop using interactive strategies; Planned Parenthood’s “Golden Apple Award” for leadership in education; a Sexual Intelligence award naming him named “one of the country’s pre-eminent sex educators, trainers, and sex education theorists,” and the AASECT Sexuality Educator Award.

Dr. Tralonda Triplett currently serves as Director of Operations at the Institute for Successful Leadership, Inc. and uses her varied expertise to examine cultural influences on health-seeking behaviors in vulnerable populations. In addition, Dr. Triplett advocates for fair and ethical treatment of public health research participants nationally and worldwide. Dr. Triplett’s commitment to comprehensive wellness and HIV/AIDS prevention in racial and ethnic communities, emerging adult populations, adolescents and women continues to drive her efforts to design, implement, and evaluate health promotion strategies. An internship at the Centers for Disease Control and Prevention-Office of the Director for HIV/AIDS Prevention solidified public health as her professional passion. It is that passion that she saw reflected in professionals at UM that encouraged her to complete both her Master of Public Health and Doctorate of Philosophy in Epidemiology from the Miller School of Medicine. Dr. Triplett came to the UM Graduate Programs in Public Health after completing degrees in Business Administration and Industrial and Systems Engineering at Clark Atlanta University and Georgia Institute of Technology and eagerly anticipates contributing to public health policy, planning, and practice.

Dr. Daniel N. Watter received his doctoral degree from New York University in 1985, and has also earned a post-graduate certificate in Medical Humanities from Drew University. He is licensed as both a psychologist and a marital and family therapist. In addition, he is

Board Certified in Sex Therapy by the American Association of Sexuality Educators, Counselors, and Therapists (AASECT), and the American Board of Sexology (ACS), of which also holds Fellowship status. Dr. Watter is an AASECT certified sex therapy supervisor, and has been elected to Fellowship Status in the International Society for the Study of Women's Sexual Health (ISSWSH).

In addition to his clinical practice, Dr. Watter has held several faculty appointments. He has served as an adjunct professor of Psychology at Fairleigh Dickinson, Drew, and Seton Hall Universities, a clinical instructor of OB/GYN and Women's Health at University of Medicine and Dentistry of New Jersey-New Jersey Medical School, and a clinical assistant professor of psychiatry and behavioral medicine at the New York College of Osteopathic Medicine. Dr. Watter is also a former member of the medical staff of the Saint Barnabas Medical Center in Livingston, New Jersey, and served on the Medical Center's Ethics Committee.

Dr. Watter is a member of several professional organizations, and has been elected to leadership positions in many. He has completed two terms on the New Jersey Psychological Association's Ethics Committee where he spent two years as the Committee's chairperson. He has also served two terms as the Secretary/Treasurer of the Society for Sex Therapy and Research (SSTAR), where he previously served as Membership Officer. Dr. Watter is also the former chair of the Diplomate Certification Committee for the American Association for Sexuality Educators, Counselors, and Therapists (AASECT). Currently, he is serving as the Immediate Past-President of SSTAR. In 2009, Dr. Watter was appointed by New Jersey Governor Jon Corzine to the State Board of Psychological Examiners. He was reappointed by New Jersey Governor Chris Christie in 2017.

A frequent lecturer at professional meetings throughout North America, Dr. Watter is also the author of several professional articles and book chapters on topics such as sexual function and dysfunction, and ethics in healthcare practice. He is currently writing a textbook on Humanistic/Existential Approaches to Sex Therapy Practice.

Kamilah Marie Woodson, Ph.D. As a licensed Clinical Psychologist and the former Associate Managing Director of the Association of Black Psychologists, Dr. Woodson has over 20 years of experience working with individuals, couples, and groups. Her clinical interests include, but are not limited to, sexual victimization, sexual orientation concerns, interpersonal relationships, trauma, and depression. She is a graduate of the California School of Professional Psychology, Los Angeles, where she received the Ph.D. and M.A. degrees in Clinical Psychology and earned her Baccalaureate degree in Psychology from the University of Michigan, Ann Arbor.

Dr. Kamilah M. Woodson is the former Associate Dean/Director of Graduate Studies and a Professor in the Howard University School of

Education, Department of Human Development and Psycho-educational Studies, Counseling Psychology Ph.D. Program. Dr. Woodson is also a Professor in the Department of Psychiatry at the Howard University College of Medicine/Howard University Hospital. In addition to her dual appointment at Howard University, Dr. Woodson was an adjunct professor at the Chicago School of Professional Psychology, D.C., served on the Editorial Board of the *Journal of Negro Education* as the Book Review Editor for the last seven years, is the program evaluator on several NSF-Sponsored research projects, and works as a consultant with the QEM Network, Washington, D.C. She was previously the Director of Training for the Counseling Psychology Ph.D. Program (seven years), Director of the Howard University Office of Nursing Research, Division of Nursing, College of Pharmacy, Nursing & Allied Health Sciences, and the Director of the NSF sponsored (AGEP) Alliance for Graduate Education and the Professoriate Program at Howard University.

Dr. Woodson conducted research as a MHSAC Research Fellow at the Morehouse School of Medicine, Atlanta Georgia and works with the Howard University College of Medicine, Department of Psychiatry as a Research Associate, Professor, and Clinician. Her research is in the areas of health disparities, including the factors that impact health-related risk behaviors (HIV/AIDS and Substance Abuse) among people of color, including incarcerated populations, LGBTQIA identity research, and STEM leadership among women of color. Dr. Woodson also conducts research on the impact of global colorism and will further this research as result of being a recent Fulbright-Hayes Fellow (Brazil, South America).

Introduction

James C. Wadley

Colleagues at a local small college recently asked me to help them develop a graduate-level program that was devoted to leadership studies. The invitation to do the course construction emerged from the institutional recognition that their students could benefit from learning about an array of leadership theories and experiences as well as engage in reflective discourse that allowed for them to consider how individuals position themselves across a variety of contexts (e.g., community, academic, governmental, corporate, legal, medical, etc.). In addition, we conceptualized that the program could help students think critically about how leaders emerge in their respective fields and how those professionals are asked to make critical decisions that may impact present functioning and possibly the trajectory of future growth.

The intended program would be interdisciplinary in nature and serve as a bridge between some of the disciplines that were already a part of the college. The integrative nature of the program would allow the college to refine but enhance the tentacles of their engagement within and beyond the greater Philadelphia area. It was assumed that once the program was completed, the university's mission and ideas could reach communities around the world through the work of its faculty and its students.

I took several months exploring other graduate programs dedicated to leadership studies and reviewed various theoretical models that discussed the nature of leadership. During my research and reflection, I realized that my journey within the field of human sexuality, I had relatively few conversations about the use and application of leadership in communities and how positioning oneself in various spaces requires flexibility, adaptation, and patience. There may have been dialogs that applied some of the principles of leadership, but I had not been a part of a discussion that intentionally centered the concept of leadership.

With the thought of centering leadership and sexuality in mind, I decided to pursue writing a book that highlighted my professional journey. It didn't take long to think about how my social locations (e.g., Black, male, able-bodied, heterosexual, cis, middle class, etc.) influenced or disrupted my advancement at my institution, private practice,

or consultative efforts. I quickly realized that, for this project dedicated to leadership, there were a multitude of experiences that could be shared from respected colleagues who may have taken a different path to become influential towards their peers and communities.

When the call for manuscript proposals was sent out, I had no idea if anyone would be interested in addressing the concept of leadership in the field of sexology. For some professionals I asked in person or by telephone, I simply asked the question, "How did you know what path to take to get to wherever you may be at professionally?" More often than not, there was initial silence for a moment or two. After the silence, these professionals started telling their story of how they figured things out on their own or they happened to advance from one level to the next because of the support they had. For some, their eyes widened as they considered the possibility of offering their personal experience and insight into how to grow within the field. For others who were unsure, I merely rattled off some of their professional accomplishments and experiences and the possible contribution they could make to a project like this.

The Handbook of Sexuality Leadership: Inspiring Community Engagement, Social Empowerment, and Transformational Influence is an interdisciplinary book that serves as a bridge between the fields of human sexuality and leadership studies. It is a blueprint for professionals who seek to understand how, when, where, and the rationale for selected leadership styles in a variety of circumstances and populations. As a professional map, this book empowers professionals who want to learn how to engage or serve communities who seek solutions to multifaceted and sensitive challenges. Emergent complex issues sometimes require time and resource-efficient responses in environments that are constantly evolving.

Recent conservative political shifts have galvanized leaders in the field of sexuality to think differently about how to confront long-standing traditions and paradigms (e.g., heterosexism, gender binaries, notions of privilege, etc.). Thus, this book includes discussions about the utility of collaboration, strategic decision-making and networking, access, and initiating and enduring systemic change. It explores risk taking, organizational change, the importance of various leadership styles, cultural intelligence, and engagement with underserved or marginalized populations. This book is divided into four sections. The first part of the handbook addresses leadership in sex education; the second segment is devoted to leadership in sexuality activism, counseling/therapy; the third section focuses on sexuality leadership and mentoring; and the final portion of the handbook focuses on leadership in sexuality consultation and special issues.

The chapter authors and I are proud of this work because of its spirit of inclusion, diversity, and depth. The field of sexuality is comprised of a variety of professionals who represent many disciplines and the

contributions to this initiative reflect that range. This compendium of research, essays, and narrative experiences is a necessary read for anyone who seeks to become or evolve as a sexuality consultant or serve in a leadership position because of the contributions that are made by chapter authors who are recognized experts in the field. Finally, we hope that this book allows for a different conversation about the many facets and diverse faces of sexuality leadership.



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Section I

Leadership in Sexuality Education



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1 So, Exactly What Is “Appropriate”?

Sex/uality Education and Developmental Disabilities

Richelle Frabotta

2019 . . . Sex Ed Right This Very Minute

Teaching about human sexuality in the United States can be a daunting task for numerous reasons. Given the traditionalist cultural climate, an essentialist approach to public education, attacks by social conservatives on “appropriate” values and behaviors while adding to the rampant misinformation about what is sexuality education, offers challenges of a monumental proportion that no math educator has ever experienced. Sexuality education is very much a matter of national discourse and public policy and includes political platforming and personal agendas. Disability complicates this multifaceted conversation even further.

Accruing information about one’s sexuality is a lived experience. From birth to death, people are inundated with feelings, experiences, desires, and consequences from conscious behaviors and nonconsensual situations. Many people think that their unique way of interpreting and understanding sexuality is the right way, perhaps the only way. Plenty of ideologies and religious doctrine clearly spell out the right and the wrong, the black and the white of sex, sexual feelings, and identity. It would seem that society produces and is inundated with “sexperts” who are simply informed by perceptions and values informed mandates. Sexuality is personal and, therefore, familiar, so many people disregard the science, the data. Societally platformed or even personally platformed “sexperts” often fail to acknowledge that sexuality education is an interdisciplinary, research-informed area of instruction teeming with ethical dilemmas, diverse pedagogy and praxis. In fact, quality sexuality education is transformative at least and liberating at most – especially for the oppressed and marginalized.

There are numerous curricula written for teaching about human sexuality. The best of these are student-centered, culturally relevant, medically accurate, and focus on being socially just and inclusive. Quality curricula are designed to teach topics in an age-appropriate and developmentally relevant manner with an emphasis on prevention of unwanted outcomes, self-reflection, and skills building. Ultimately, the enduring understanding

is about sexual health and well-being. Topics are varied and lesson plans are constructed in a goal-oriented and outcomes-dependent manner. The philosophy behind (pedagogy) and how those topics are taught (praxis) are key to a successful student learning experience. Current best practices encourage reflection about personal values and beliefs, effective communication skills, and opportunities for decision-making that affirms and empowers the learner for personal agency, autonomy, and pleasure.

Sex/ual/ity, written in this form with forward slashes, is a visual reminder that the word contains additional words and many concepts. *Sex* refers to a label assigned at birth based on genital presentation as well as a multitude of behaviors in which one may choose to engage throughout the lifespan. *Sexual* pertains to one's capacity for feelings and sense of erotic energy. And *Sexuality* is about identity: how one presents, represents, and walks through the world at any given moment. Sex/ual/ity is understanding that there is a continuum of identities that is not necessarily restricted to a binary. Sex/ual/ity education recognizes that communication, connection, and community are a few important "C" words that are relevant throughout the lifespan. Sex/ual/ity is facts, statistics, physiological functions and responses, *and* integral core values, beliefs, and perceptions. In short, sex/ual/ity is about being human. Thus, sexuality is a connecting factor among humans and may be considered universal.

Teaching about sex/ual/ity is actually teaching about humanity, health, and well-being and what is so controversial about teaching about those topics? Perhaps it is the idea that sex/ual/ity education promotes and encourages the development of personal agency and is therefore not relevant to certain populations. For example, some people prefer to think of children as "innocents" who can/will be corrupted in the classroom if exposed to "sexual ideas" too soon. This notion is cited frequently when those in society want to protect or to preserve a particular way of living complete with ideologically informed values. It makes learning anatomy and correct names for those body parts (genitals) or exploring physiological processes such as sperm production, menstruation, pubertal development, and baby making, taboo. It disallows body autonomy by teaching that private parts are where the bathing suit goes or that declining a hug from a caring adult is an affront. Some believe that keeping information and resources away from young people is the safest option to maintain a child-like view of the world. This approach is short-sighted, naïve, and does not allow for self-protection against violence. This approach has also been used for decades to further marginalize people of all ages with disabilities.

The United States has a long history where people with disabilities are viewed as child-like innocents, unteachable, and without social value. Particularly individuals who are cognitively, intellectually challenged are often overlooked and not considered to be capable of intimate partner relationships, controlling their own fertility, or setting boundaries

effectively. According to Terri Couwenhoven, society characterizes the sexuality of the intellectually disabled in three ways:

1. As invisible and not a naturally occurring human experience
2. As asexual, lacking capacity for or interest in sexuality; therefore, sexual desires, need for intimacy, physical touch, and potential for partnering or even reproduction are not considered possibilities or options
3. As binary or extreme sexual identities, such as perpetual victims in danger of sexual aggressions; or promiscuous, over-sexed, and animalistic; or as perpetrators and predators

(2007, p. 2)

These three perspectives most certainly do not apply to the majority of individuals assigned the diagnostic label of Intellectually Disabled (ID). This unfair, biased, and prejudicial categorizing has resulted in an exponential amount of rights violations and horrific abuses by familial, private provider, and state supplied “caregivers.” Often these perpetrators of abuses maybe be well intentioned by acting in the spirit of protection, prevention, or intervention. However, history is full of the well-intentioned perpetrating “treatment protocols” (i.e., mandated sterilization, anti-masturbation measures, withholding education about body functions, etc.) and abuses in manner that support marginalization and isolation. This includes forcing people with disabilities to adopt values and perform behaviors that are not authentic, intuitive, comfortable, or genuine.

The invisibility and dismissal of people with disabilities as sexual beings is perhaps the most problematic of the abuses as it completely denies the basis of being human. It disallows any conversation about identity or sexual autonomy. These hostile, negative, and devaluing atrocities makes people with disabilities’ developmentally relevant struggle for sexual agency a challenge and hence, moves each chronologically, naturally occurring event to the problematic. Frabotta, Baldwin, and Daugherty (2013), referring specifically to ID people as individuals, writes in the *Invested in Being ME!* curriculum:

Individuals are typically excluded from educational discourse and programming so lack of info, insight, and safe space leaves Individuals at a great disadvantage for feeling comfortable with their sexual selves . . . AND it may leave folks who care for Individuals a bit stymied as well. Talking frankly, honestly and openly about the topics in this curriculum . . . is progressive, affirming, empowering and just the right thing to do.

(p. 5)

People with disabilities, of any age, are rarely included in sexual/uality education programs in any venue, including their homes. How do chronological

age discordant to developmental abilities Individuals recognize and embrace their sexuality when they experience a lack of visibility and opportunity as sexual persons? How do these Individuals, who are often atypical learners and have limited access to accurate information, manage the physiological challenges of a growing, aging body? How do people with disabilities, often subject to punitive consequences for “inappropriate” sexual behavior, receive affirming, personal agency encouraging supports?

The following modified literature review examines articles and expert voices from the 1970s–2015 that question and explore the value and implementation of sex/uality education for people with disabilities by considering language, theoretical and pragmatic concepts, service provision, and identified expectations.

1974

“Sex Education for the Handicapped” is a paper that was originally presented at the National Council on Family Relationships (NCFR) in 1972. Medora S. Bass at first appears to be a visionary and an advocate for sexuality education for people with disabilities. For example, she asserts that “sexuality education for the handicapped is particularly important at this time” and uses studies (her own and two others) that demonstrate better adjustment of handicapped students after completion of classes as proof for the value of sexuality education (1974, p. 27). But Bass identifies as a Consultant at the Association for Voluntary Sterilization in Pennsylvania. And she writes, “The rights of the retarded to live as a normal a life as possible is bringing up for serious discussion their rights to live together, to marry, and to have children” (1974, p. 27), while using the term *Adjustment* for an achieved positive outcome from what were the major goals of the late 1960s–1970s for handicapped people: normalization and humanization.

With rights comes realization, relationships, and responsibility which Bass identifies as important factors in sex education (1974, p. 29). She distinguishes “sex education” from “sex education for the handicapped” by first suggesting that there are similarities as the goals are the same and young handicapped students are curious to learn as well. Bass then goes on to bullet point numerous differences that, frankly, read as concerns, dangers, and warnings. Paraphrasing Bass’ bullet points, the list reads that the handicapped are ignorant, socially inappropriate, but willing learners who are more inhibited and prone to homosexuality (1974, p. 30). She calls out homosexuality specifically, which is a condition that can be addressed by “severe correction and punishment . . . almost always decreases when heterosexual interests develop” (1974, p. 30). It is relevant to note that homosexuality was eliminated from the Diagnostic and Statistical Manual (DSM) as a mental health diagnosis in 1973.

Bass goes on to write that marriage may be unlikely and inadvisable as, “severe handicaps may make the chances of marriage unlikely.” She

continues, “these individuals must be helped to understand that it is not necessary to marry to be happy; many persons choose not to marry – many others wish they had never married” (1974, p. 30). Bass finalizes her bulleted items list by noting that “competency for parenthood should be considered by all young persons” however, it may prove burdensome for individuals who can’t even take care of themselves, which merits explanation for substitute parenting (1974, p. 30). Bass, who practices a direct communication style with little reference to credentialed authors or research, further articulates her assertions about marriage and parenting education for the handicapped:

The reasons for wanting a baby are often neurotic; while we hear much about the joys of parenthood, the sacrifices and disappointments are seldom mentioned. Marriage and parenthood have been over-romanticized; we should be honest about this. . . . Marriage is a difficult adjustment for the retarded; it is especially important that they wait about two years before having a baby. Genetic factors must be explained and they should know what their chances are of passing on their handicap.

(1974, p. 30)

Wrapping up her list of differences in sexuality education for the handicapped, Bass notes that the content should be simple, repetitive, use pictures, and begin with reproductive education with “humans because it may be confusing for them to shift from the birds to people” (1974, p. 30). She also uses statistics from 1960 to define who the handicapped are and notes that special education is required “to develop their maximum capacity” (1974, p. 30). The rest of her article presents sex education ideology for the blind, the deaf, and the physical and neurologically handicapped as well as identifies seven resources to support sex education services for the handicapped.

Although Bass’ differentiation and characterization of the handicapped are outrageous by today’s standards, it seems important to note that Bass *does* appear to be a visionary who espouses cutting-edge, progressive ideas for her time. She coauthors with and cites historically notable sexuality educators and advocates such as Winifred Kempton and Sol Gordon. Bass also identifies Planned Parenthood and the Sex Information and Education Council of the United States (SIECUS) as quality resources for sex education of the handicapped. Although Kempton and Gordon have passed, they and the organizational resources cited continue to have a positive influence within the field today.

1979

Barbara Edmonson, from The Ohio State University, along with two colleagues, McCombs from the Cuyahoga County Board of Mental

Retardation and Wish from the Milton S. Hersey Medical Center, conducted a research study to discern, "What Retarded Adults Believe about Sex." Edmonson et al. write:

After administering the Socio-Knowledge and Attitudes Test to retarded persons aged 18–41. . . little was found between subjects' ages and response scores, but . . . there were significant relationships between sex-knowledge score and subject's IQ, adaptive behavior level, sex, and/or place of residence.

(1979, p. 11)

This research study was especially interesting because the authors posit that quality of life was defined more by "the universal need for social approval, acceptability, companionship, and love" (Edmonson et al., 1979, p. 11). This implies that matters of dating, love, marriage, sex, and reproduction are indeed relevant to the autonomy of the retarded, which was counter to the popular belief of the time. The research study advances the notion that testing for sexuality knowledge is primary and necessary to determine a starting point for sociosexual instruction. Also, the "test first" approach offers a baseline so that knowledge gained can be noted, therefore, literally measuring the benefit of providing sexuality education.

The authors conclude the research study with several discoveries based on data evaluation. The most notable conclusion and implication was that the research lead to an advancement in actual provision of sexuality education services to intellectually disabled folks as "IQ level was not a limitation on sexual knowledge" (Edmonson et al., 1979, p. 17). Edmonson's final thoughts are indicative of the decade's ideas regarding the intellectually disabled and sexuality education:

There is still conflict over whether to instruct retarded individuals in socio-sexual outlooks and practices to help them function responsible or whether to preserve a state of naiveté. In view of the sexual stimuli from television, magazines, acquaintances in schools and workshops, and even from people in the neighborhood, it should be clear that naiveté is not a reasonable option. Our data indicate that moderately and even severely retarded individuals can acquire facts and attitudes that are components of self-sufficient and responsible behavior but that most individuals were poorly prepared.

(1979, p. 17)

1980s

The 1980s brought continued research and writing about how and what to teach "mentally retarded adults." At this point, educatory and training

programs were in place in some institutions. Retrospectively, this was fortunate as the "deinstitutionalization boom" allowed the disabled, who lived long-term in isolation from larger society, to engage the community (perhaps) more prepared. The notion is that *some* education about sexuality is better than *no education*. This does not imply that the breadth, depth, quality, or best practices of those institutional programs was reflective of an accepted sexuality education standard.

Foxx, McMorrow, Storey, and Rogers (1984) in his article, "Teaching social/sexual skills to mentally retarded adults," reiterates that indeed mentally retarded folks can learn and that socio/sexual skills training is helpful; however, he criticizes that:

most of the research related to the sexual behavior of retarded persons has focused on discovering how much they know and do sexually, rather than helping them obtain skills that may facilitate normal sociosexual development . . . developmental progress may be thwarted by illegitimate births, premarital pregnancies resulting in job loss, financial exploitation and a variety of dysfunctional sexual behaviors.

(p. 9)

Foxx goes on to promote the idea of teaching interactional skills for prevention of identified negative outcomes. He advocates for a standardization of curriculum that focuses on skill building and prevention that disallows staff to add in or teach from their personal values.

Chapman and Pitceathly's (1985) contributions in their article, "Sexuality and mentally handicapped people: Issues of sex education, marriage, parenthood, and care staff attitudes," are notable for two reasons: 1. He underscores and supports Foxx's ideas. 2. He provides continuity in progressive ideas about teaching from a larger, multicultural perspective. Chapman's research is from New Zealand. Chapman asserts that "active sexual life requires a degree of responsibility and maturity that such people do not possess" (p. 227) and goes on to cite American pioneer of sexuality education for the intellectually disabled, Winnifred Kempton by noting that "it is unrealistic for normal society to demand responsible sexual behavior from people who have never been taught what constitutes responsibility and irresponsibility in sexuality" (p. 227). Chapman continues to present ideas that fortify his call to sexuality education for the disabled by noting that socially appropriate behavior, i.e., normalization, cannot occur without improving living conditions, allowing for self-determination via personal decision-making, monitoring and improving staff (caregiver) attitudes, and creating guidelines for sexuality education programs. Chapman and Pitceathly (1985) states:

It is clear that much remains to be done if the rights of the mentally handicapped are to be realized. Parents, guardians, and care staff

can have a significant positive impact in assisting mentally handicapped people attaining those rights. Planned programs dealing with all aspects of psycho-sexual development, marriage and parenthood and sexual problems and dysfunctions would contribute significantly to such a goal.

(p. 234)

This brief historical recounting of sexuality education for people with disabilities would be remiss if it did not include the work of the visionary, Winifred Kempton (June 18, 1918–August 4, 2010). By the mid-1980s, Kempton had amassed a vast and impressive amount of research and writing about the importance of quality sexuality education, specifically, the design, implementation, and teaching of curricula. *Sex Education for Persons with Disabilities that Hinder Learning: A Teacher's Guide* (1988) and *Socialization and Sexuality: A Comprehensive Training Guide for Professionals Helping People with Disabilities that Hinder Learning* (1993) although dated, continue to be a resource for sexuality professionals. Mrs. Kempton advocated for trained educators to deliver sexuality education services. This is an excerpt from her obituary:

Mrs. Kempton was an educator/advocate in the field of socialization, sex education and reproductive rights for persons with mental and physical disabilities. She lectured worldwide and published many books and articles on the subject of rights of the disabled. She received many awards for her pioneering work on behalf of the disabled. In addition to consulting at Elwyn Institute, Mrs. Kempton was Education Director of Planned Parenthood of Southeastern PA for many years.

(www.stretchfuneralhome.com/obituary)

Mrs. Kempton understood the value of best practices and a strong ethical foundation from which to provide quality sexuality education services. Her influence for future decades of work in creating equity for the developmentally disabled cannot be overestimated. A leader in the field of sexuality education, indeed.

1990s

The Association for Retarded Citizens (ARC), a state-based national advocacy group consisting mostly of parents, released a page-long document in 1990 simply titled, "Sexuality." This document is monumentally significant because it spells out the issue quite clearly and in no uncertain terms:

Sexuality is a natural part of every person's life. Sexuality and sexual expression of people with mental retardation creates diverse reactions.

This issue requires respect, understanding, caution, and an awareness of the wide array of human rights. Current social trends make the issue more urgent and complicated. The commitment to full integration into the community has given people with mental retardation new experiences, more risks, and more opportunities to make choices. The ability to make educated choices in the area of sexuality is especially critical.

(Adopted by Delegate Body, November 1990)

The document continues to relay the position of the organization complete with enumerated rights and

support for programs that encourage people with mental retardation to develop expressions of their sexuality that reflect their age and social development, acknowledge the values of their families and are socially responsible.

(ARC, 1990, p. IX)

It seems that when parents proclaim it, back it, and fight for it, change happens quickly! Such is the progress and status of sexuality education services for intellectually disabled people in the 1990s.

This decade brought with it not only an increase in researching psychosocial sexual behaviors, but also adoptable curriculum and more programming. There are notable scholarly works identifying the positive outcomes associated with treating people with intellectual disabilities as typically sexual folks with learning challenges. For example, “Before sex education: An evaluation of the sexual knowledge, experience, feelings and needs of people with mild intellectual disabilities,” by Marita McCabe (1992), calls into account the challenges that people with intellectual disabilities face when their sexual selves are blatantly ignored and repressed. McCabe rang the clarion bell – from Australia – to get sexuality education curricula to focus on general sexuality topics that all learners have a right to know. It is especially important to discern the basics of sex/uality (sex, sexual feelings, and identity) when one is living in the community. The assertion is that knowledge increases and skill-building eliminates “the problematic” approach that informed institutionally utilized curricula.

Another example is Crocker (1992) who authored a research study, “Data collection for the evaluation of mental retardation prevention activities: The fateful forty-three,” that produced a schema for measuring the effects of prevention programs. Crocker uses “items that are quantifiable, accessible, and pertinent to disability outcomes” (p. 303). This relevant work created service indicators, risk indicators, and incidence/prevalence information that aided agencies in providing services to people with disabilities as well as those curricularists and educators