TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE SEXUALITY AND CONSENT (TALK-SC)
# TABLE OF CONTENTS

- Acknowledgments
- Purpose and Process
- Cover Page
- Preamble
- Giving My Okay To TALK – SC
- Tool for the Assessment of Levels of Knowledge Sexuality and Consent
- Staff Questionnaire Consent
- Support Questionnaire
ACKNOWLEDGMENTS

The authors would like to acknowledge Mackenzie Health and Vita Community Living Services for their ongoing support of this project. The two organizations worked closely together in the creation of this tool and were supported by both Mackenzie Health and Vita Community Living Services in the dissemination of this tool without cost.

The authors would also like to acknowledge the invaluable contributions made by Angie Nethercott, Patty Barnes and Joe Jobes. Your ongoing commitment to this project was essential to the successful completion of the tool and the authors are extremely grateful.
TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
SEXUALITY AND CONSENT
(TALK-SC)

D. Hingsburger, K. Beattie, T. Charbonneau, J. Hoath, S. Ioannou, S. King, S. Loftman, L. Lynn, K. Miller, M. Mudunuru, C. Outhwaite-Salmon, S. Woodhead

Purpose and Process

Purpose of the TALK-SC:

The TALK-SC Tool has two purposes:

1) Pre and Post Assessment: the tool can be used simply as a pre and post assessment for people participating in relationship training/sex education. The tool, as a pre assessment will assist trainers in determining where a person’s knowledge base regarding sexuality and relationships has gaps. With this information, trainers will be able to better target their training to the learners needs. Further, by using it as a post assessment, the effectiveness of training can be determined and areas identified for further training as necessary.

2) Consent Assessment: the tool is also part of a consent assessment process. The pre/post assessment discussed above, determines if the person has the information necessary to give informed consent to sexual behaviour. Used alone it does NOT determine consent, it accompanies a second interview with supporting staff or family members which looks at the application of skills in real world situations and the individual's ability to generalize those skills.

Who can administer this assessment tool?

As a pre assessment this tool must be used for a purpose; either to determine if someone needs further education, treatment in the area of sexuality or to determine an appropriate curriculum for training.

Please note: This assessment is presently undergoing research to establish its validity for use with people who have intellectual disabilities. The assessment was based on previous assessment tools and a literature review on the components of consent for people with intellectual disabilities. All of the authors of this assessment tool have worked closely with people with intellectual disabilities in the area of sexuality. The two agencies involved in the creation of the assessment have extensive history in service provision to those who require support and assistance with relationships and sexuality.
purposes. Therefore, the pre assessment may be done by a direct support staff, someone who will be facilitating sex education, or a clinician for assessment purposes.

As a post assessment alone, the tool will be used solely to measure effectiveness of training or treatment. Post assessment should only be done by a trained sex educator or clinician.

Note: The pre/post assessment is also part of the consent assessment process. If one is assessing for consent, the post assessment will be used in conjunction with a second interview. This interview may only be done by those trained in the area of sexuality for education or consultation.

The TALK-SC Assessment Process (for pre and post assessment)

1) Ensuring Assent for Assessment (Part One): As most people with intellectual disabilities are referred by others for training, before beginning the process the individual will be asked questions to ensure that they are assenting to participate in the pre-assessment and the training itself.

Note: On the first page of the TALK-SC tool there is list of topics covered which the individual can either read or be read to. There is a space where the individual can sign or make a mark indicating that they have agreed to participate. If the individual does not agree then the TALK-SC will not be completed. Meetings with the referring agent and the individual will need to be undertaken.

2) Ensuring Assent for Assessment (Part Two): People who are about to undertake assessment have a right to be informed regarding the risks and benefits of the consent assessment process. If the tool is only being used as part of a pre and post-test for relationship/sexuality training, it only needs to be explained that the assessment will help the trainers develop training specific to the needs of the learner. If, however, the full consent assessment is being done the individual needs to know that the test may lead to a determination that the individual cannot consent to sexual touching and sexual intercourse. It also needs to be explained that this is not a permanent state, that training will be offered in the areas which there is a lack of knowledge and then the assessment can be undertaken again. Training and education should be provided as soon as possible so that the individual does not remain unable to consent indefinitely.

Note: When someone does not demonstrate consent for sexual touching or sexual intercourse, it does not mean that they cannot have a boy/girlfriend, nor that they cannot engage in a range of socio-sexual behaviours like hand holding, kissing or dating. This
assessment is only looking at knowledge that is related to consent to engage in sexual intercourse or intimate sexual touching.

3) Permission Given: The individual will be informed that they may, at any time, refuse to answer a question or to end the pre-assessment. They will be assured that they can come back again if need be to finish the questions. Alternately, an individual can at any time stop the assessment and indicate that they do not wish to continue the assessment. During the pre-assessment if the individual begins to look tired or uncomfortable they will be asked if they want to continue, to take a break, or end for the day. If the individual does not agree to do the assessment or if they withdraw during the assessment and do not want to continue, the tool is considered incomplete and capacity to consent to intimate sexual touching or intercourse cannot be determined at this time.

4) Ending Assessment: After the person is finished they will be given the opportunity to ask questions or to chat about the experience. Sometimes individuals may be upset by the nature of some of the questions. In this case the individual will be asked for permission to inform their support staff that the process has been upsetting.

The TALK-SC Process – Nuts and Bolts

1) Privacy: The TALK-SC tool will be done in a private space where the questions and answers cannot be heard by others. This private space may NOT be the individual’s bedroom.

2) Assessor Present: It is best for two assessors to be present for the pre/post assessment. If this is not possible, then the assessment must be done in a place where there are other staff present nearby.

3) Stopping. The process will stop for the following reasons:
   a. if the individuals asks to stop the assessment
   b. if the individual becomes extremely uncomfortable
   c. if the individual becomes aroused
   d. if the individual makes a sexual advance toward the assessor
   e. if the individual begins to masturbate

4) Disclosures of Abuse: If the individual discloses abuse that is unknown to the assessor, the assessor should temporarily suspend questioning to determine that the allegation has been
appropriately dealt with. If the allegation has been dealt with, the assessor can continue the assessment process. If the allegation has not been previously reported the individual will be informed that the police will need to be called.

**Scoring the TALK-SC**

1) **Must Pass Questions:** Throughout the assessment there are six questions which are deemed ‘must pass.’ These questions are about key concepts without which the individual cannot be considered to have basic socio-sexual knowledge – they are questions that go to the core of consent. If the person does well on all the rest of the assessment but misses one of these questions, the individual would automatically be considered in need of retraining which should occur as soon as possible. These questions are:

   a. Section 1 question 6
   b. Section 2 questions 1, 4, 6
   c. Section 5 questions 2, 4

2) **Scoring Criteria:** Each question has acceptable minimum criteria. That information is shown, in italics, under the question.

3) **Section Criteria:** Each section has minimum passing criteria. To pass each section, a score of 70% is required which must include all of the “must pass” questions. For each section the criteria for passing is stated on the scoring sheet. The criteria vary between sections and are based on the number of questions and total potential score. If the individual does not meet criteria for any section (with the exception of Section 6), they would automatically be considered in need of retraining.

4) **Section 6 is not scored.** These questions are intended as an exit out of the assessment process.

5) **The TALK-SC specifically targets 3 areas of consent which were indicated in a review of the literature:**

   a. Knowledge
   b. Voluntariness
   c. Rationality
Though these targets are not part of the official scoring, assessors may want to know if the individual has difficulty in any of these areas. Each question on the assessment has a letter or letters underneath representing which area is being assessed.

K-Knowledge
V-Voluntariness
R-Rationality

Using the same 70% benchmark for the official scoring, the following is a summary of how each of those areas is targeted throughout the assessment and the minimum overall score required to ensure proper understanding of the concept.

If an individual scores less than 70% on any of those areas as illustrated below, it may be an area of weakness to be targeted in follow up training.

<table>
<thead>
<tr>
<th>Section</th>
<th>Knowledge</th>
<th>Voluntariness</th>
<th>Rationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>17</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>70%</strong></td>
<td><strong>27</strong></td>
<td><strong>12</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Who to interview for the Consent portion of the assessment:

Known Staff or Family Member: Somebody who is currently supporting or has previously supported the individual, has seen them in a variety of settings and situations, and is well versed in the individual’s history. If the individual has a history of concerning or abusive sexual behaviours, the staff must be aware of past concerns or offences.

Number of Staff/Family members to be interviewed: Two people are preferable; however, one person is acceptable when the results of the interview are consistent with what the assessor, trainer or clinician observed in the education or clinical settings.

A Final Word:

The authors of this test have worked to create an assessment which can be used to do one of two things: determine someone’s ability to give consent to intimate sexual behaviour or to assist a clinician,
TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
SEXUALITY AND CONSENT
(TALK-SC)

educator or trainer to pinpoint areas where there is a deficit of knowledge and therefore a need for further training. Our concern, which was expressed often during the development of this assessment, is that someone who takes the test and is determined to not have the ability to give consent will end up experiencing a lifetime of loneliness because they are then not offered the opportunity to increase their knowledge. Therefore, as we are deeply concerned about this, we hereby state: this assessment should not be used unless there is a clear commitment on the part of the organization or individual who is administering the assessment to provide training, if needed, in a timely fashion. Using the test and then not offering the follow up training is considered, by each person contributing to the creation of this tool, an unethical use of our work and a misuse and abuse of the assessment.
TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
SEXUALITY AND CONSENT
(TALK-SC)
Cover Page

Person Being Assessed: 

Assessors: #1: #2: 

Date Assessed: 

Assessing For: (Indicate Tools Used) 

<table>
<thead>
<tr>
<th>Sexual Knowledge</th>
<th>Sexual Knowledge &amp; Consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALK -SC □</td>
<td>TALK -SC □</td>
</tr>
<tr>
<td>Staff Questionnaire □</td>
<td></td>
</tr>
</tbody>
</table>

Pre Test: □ Post Test: □ 

Signature of Reviewer: 

Reason for Assessment: 

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*Please refer to Purpose and Process before administering the TALK - SC.

Overall the individual was observed to be:

<table>
<thead>
<tr>
<th>Comfortable</th>
<th>Cautious</th>
<th>Neutral</th>
<th>Embarrassed</th>
<th>Anxious</th>
<th>Other__________</th>
</tr>
</thead>
</table>

Please describe your observations: 

________________________________________________________________________
TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
SEXUALITY AND CONSENT
(TALK-SC)

Preamble
for Pre/Post Test Questions

Prior to administering the pre/post test questionnaire, please ensure that the following statement is communicated to the participant by the assessor:

Part 1:

"We will be asking some questions about sexuality, sex education and privacy. If you feel uncomfortable at any time you can let us know and we will stop. If you know the answer to a question and do not feel comfortable using the words, you can say pass and we can come back to it later if you want, if you do not know the answer, it is okay to say " I don't know." The person asking the questions will be writing down your answers. They will be writing exactly what you say. We will not be showing this to anyone outside our team without your permission."

If completing the Consent component of the assessment, please read the following:

Part 2:

"In order for us to understand what you know about consent, we will need to ask your staff or family some questions. If you want, we will show you and explain the questions first. If there is someone that you do not want us to talk to, please tell us. We will not be able to do this assessment unless we are able to talk to someone who knows you well."

Please check the box to indicate that you have used the above statement.

• Part 1 □
• Part 2 □

________________________________                       ______________________________________
Signature                                                                             Signature of Assessor

________________________________                      _______________________________________
Date                                                                                     Date
Giving My Okay To TALK - SC

My name is ______________________ and I understand that I am going to be asked questions about relationships and sexuality.

Some of the topic will be:

- Public and Private
- Pregnancy and choice
- Possible problems in relationships

I know that I can:

- Stop any time that I want
- Take a break when I need one
- Pause and finish later

By signing this I am saying that it is okay to start.

_______________________________
Signature

____________________
Date
## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
### SEXUALITY AND CONSENT
#### (TALK-SC)

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Name: ____________________________________  Pre (  ) Post (  ) Test Date: __________

Assessor: ____________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1. a) In everyone's home, there are public places and private places. Can you tell me what are some of the private places in your home? | Correct answer: Any place in your home that you are allowed to be alone and there is a door and no one can see you or dependant on one of 4 living environments:  
- own apartment - bedroom, bathroom most private, own apartment when alone or with an intimate partner  
- shared living/own room - bedroom and bathroom  
- shared living/shared room - when bedroom door is closed and you are all alone or with an intimate partner, bathroom  
- Parent's Home - dependant of parental rules and attitudes | a) Indicates answers or equivalent | More than one of the answers provided |

K R

b) Why is the bedroom in your home a private place and the kitchen is not? | b) Person should be able to indicate: everyone has access to the kitchen but not everyone has access to my room, the kitchen belongs to everyone and my room belongs to me, I decide who comes in my room, I do not decide who comes in the kitchen. | b) Indicates answers or equivalent | |

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<th>Question</th>
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### TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
### SEXUALITY AND CONSENT
### (TALK-SC)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Indicates answers or equivalent</th>
<th>Total</th>
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<tbody>
<tr>
<td>2. Is there a difference between the bathroom in your home and the bathroom in the mall?</td>
<td>Person should indicate one of the following: yes, because the bathroom in the mall is shared with everyone else and the bathroom at home I use by myself, strangers come into the mall washroom and strangers do not come into my washroom at home, I can masturbate in the washroom at home and not in the one at the mall.</td>
<td>Indicates answers or equivalent</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. a) You are in the mall and somebody you do not know asks for your phone number, what would you do?</td>
<td>Any of the following answers are correct: ignore it, say no, walk away and report it to someone you trust.</td>
<td>a) Indicates answers or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>K V R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) When is it okay to give your phone number?</td>
<td>b) If it is a person who you would like to get to know better.</td>
<td>b) Indicates answer or equivalent</td>
<td></td>
</tr>
<tr>
<td>4. You get a text/a phone call from someone you do not know, they say they would like to send you a gift certificate and just need your address. What would you do?</td>
<td>Person should be able to identify at least one of the following: ignore, say no, hang up, delete</td>
<td>Indicates answers or equivalent</td>
<td>2</td>
</tr>
<tr>
<td>K V R</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADDITIONAL COMMENTS TO QUESTIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Part</th>
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</tbody>
</table>
5. When you need to touch someone to get their attention, where can you touch them?

<table>
<thead>
<tr>
<th></th>
<th>Person should state at least one of the following: speak to them, try to get their attention, touch their upper shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>R</td>
</tr>
</tbody>
</table>

6. a) If someone asks you to take your clothes off do you have to?

<table>
<thead>
<tr>
<th></th>
<th>Person should answer: no</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>V</td>
</tr>
</tbody>
</table>

b) Why would a doctor ask you to take off your clothes?

<table>
<thead>
<tr>
<th></th>
<th>Person should answer: because the doctor needs to examine me and it is a part of their job</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>R</td>
</tr>
</tbody>
</table>

7. Can you say no to a doctor when they ask you to take your clothes off?

<table>
<thead>
<tr>
<th></th>
<th>Person should answer: yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>V</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicates answers or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) No</td>
</tr>
<tr>
<td>b) Indicates answer or equivalent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Criteria:</th>
</tr>
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<tbody>
<tr>
<td>• 2/2 on question 6</td>
</tr>
<tr>
<td>• 8/11 total</td>
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<tr>
<td>Section</td>
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### Section #2

Person has an awareness of the nature of sexuality and the right to say yes or no.

- **Note 1**: Let the participant know the following questions asked will be about sex
- **Note 2**: The assessor may ask non-leading, clarifying questions

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. Two people are having sex, what are their bodies doing?</td>
<td>Person should be able to explain: the mechanics of sexual intercourse (penetration) or any form of intimate contact with sexual organs. Should be able to reference one form of sexual intercourse e.g. two people on top of each other, in the bed naked etc. If needed ask a follow up question for clarification... what are their bodies doing?</td>
<td>References one form of intercourse but cannot explain mechanics</td>
<td>References one form of intercourse and explains the mechanics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K

| 2. There are different ways to have sex, what are they?                   | Person must be able to identify: at least 2 forms of sexual intercourse i.e. vaginal, anal, oral, mutual masturbation or any form of intimate contact with sexual organs. | Identifies one form of sexual intercourse | Identifies more than one form of sexual intercourse |                   |

K

Total/2

---

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### ADDITIONAL COMMENTS TO QUESTIONS

<table>
<thead>
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<th>Section</th>
<th>Question</th>
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</table>
### TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE SEXUALITY AND CONSENT (TALK-SC)

#### 3. a) Your partner wants to touch your penis/vulva, what are your choices?

- **K**
- **V**

*Note: throughout the assessment, the word vulva is used. Vagina is an acceptable alternative. If person does not understand the question because of the word vulva, substitute for vagina.*

- **K**
- **R**
- **V**

b) If no, what should you do?

- **K**
- **R**
- **V**

c) If yes, what should you do?

- **K**
- **R**
- **V**

<table>
<thead>
<tr>
<th></th>
<th>a) Person should be able to identify: they have a choice</th>
<th>b) Person should: Say no or indicate no using hand gestures etc.</th>
<th>c) Indicate: yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

#### 4. A person wants to have sex with their partner and the partner does not want to, what are their choices?

- **K**
- **R**
- **V**

<table>
<thead>
<tr>
<th></th>
<th>Person should be able to identify: that even though they are in a relationship they can have a choice to say no or yes</th>
<th>Indicate they have a choice of yes or no</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V</strong></td>
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</table>

#### 5. You meet somebody at the dance and bring them home; they will let you kiss them but nothing else. You are horny and would like to do more, what would you do?

- **K**
- **R**
- **V**

<table>
<thead>
<tr>
<th></th>
<th>Person should indicate: they would respect the person's answer no and stop pursuing more than what has been consented to.</th>
<th>Accept no and stop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V</strong></td>
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</table>
### TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE SEXUALITY AND CONSENT (TALK-SC)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>6.</strong> You are making out (kissing and touching) with your partner, they ask you if they can touch your penis/vulva and you say yes. When they start, you get uncomfortable, can you still say no? <strong>K R V</strong></td>
<td>Person should indicate: that they always have the choice to say no at any time.</td>
<td>Indicate they have a choice and can stop any time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total /1</td>
</tr>
<tr>
<td><strong>7.</strong> A support staff or parent gets mad at you because you had sex. Is it okay to say that someone forced you to have sex so that you do not get into trouble? <strong>K R V</strong></td>
<td>Person should indicate: that it is wrong to get someone in trouble by lying and that it is against the law.</td>
<td>Indicate no it is not ok and identify why (ie: other person could get charged, could get in trouble)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total /2</td>
</tr>
</tbody>
</table>

**Section Criteria:**
- 2/2 on Question 1
- 1/1 on Question 4
- 8/12 total

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## Section #3
Person will have an understanding about pregnancy and choice.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How is a baby made?</td>
<td>Person should be able to: reference intercourse or fertilization of an egg, doing it/making love need clarification, need a follow up question - Can you tell me what that means?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If you and your partner are not ready to have a baby but would still like to have sex, what would you do to prevent pregnancy?</td>
<td>Person should identify at least one of the following: use condom, use birth control, oral sex or anal sex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If your partner wants a baby and you do not, what would you do?</td>
<td>Person should identify at least one of the following: tell them, negotiate and come to an agreement, sometimes break up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K V R</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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ADDITIONAL COMMENTS TO QUESTIONS

Section ______  Question ______  Part ______

Section ______  Question ______  Part ______

Section ______  Question ______  Part ______
4. A woman is pregnant and is not ready to raise a baby, what are her choices? **K**
   - Person should identify at least one option: abortion or adoption and education.
   - Indicates answers or equivalent
   - Total /1

5. A woman is pregnant and wants to keep the baby, what should she do? **K**
   - Person should indicate: go to the doctor or seek support from someone.
   - Indicates answers or equivalent
   - Total /1

**Section Criteria:**
- 4/6 total
**Total** /6
ADDITIONAL COMMENTS TO QUESTIONS

Section _______  Question _______  Part _______

Section _______  Question _______  Part _______

Section _______  Question _______  Part _______
## Section #4

Persons will have an understanding of STIs (Sexually Transmitted Infections)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sometimes when you have sex with another person you can get an infection/disease, can you name any?</td>
<td>Person should be able to identify: two or more by name or symptoms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If you think you have or may have a Sexually Transmitted Infection what should you do?</td>
<td>Person should be able indicate at least one the following: make a doctor's appointment, go to a clinic or tell your partner(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If you want to be sexually active and do not want to get a Sexually Transmitted Infection, what can you do?</td>
<td>Person should indicate: use condoms, dental dams, choose other sexual activities, mutual masturbation, use a sex toy, kissing, petting, getting tested by a doctor etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Please Note - If by this point in the assessment it is clear that the person is not going to pass, you should stop the assessment and go straight to Section #6 questions.

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### ADDITIONAL COMMENTS TO QUESTIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Part</th>
</tr>
</thead>
<tbody>
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</table>

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### Section #5
Person has an understanding of sexual acts that are against the law and the potential consequences.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some people do sexual things that can get them in trouble with the police, can you tell me some?</td>
<td>Person should be able to identify two of the following: public masturbation, exposure, voyeurism, public sex, rape, stalking, peeping tom, child pornography or others.</td>
<td>Indicates answers or equivalent</td>
<td>Indicates more than one of the answers or equivalent</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>2. You are on the bus and your crotch is itchy, is it okay to pull your pants down to scratch it?</td>
<td>Person should indicate: no and the bus is a public place or that it is illegal.</td>
<td>Person indicates no</td>
<td>Person indicates no and identifies why it is not, using answers provided or equivalent</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>3. A clerk at a store that you have never gone to before smiles at you and says it is really nice to meet you. Would it be okay to give them a hug?</td>
<td>Person should answer: no because you are strangers or it is inappropriate.</td>
<td>Person indicates no</td>
<td>Person indicates no and identifies why it is not, using answers provided or equivalent</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td><strong>4. You see someone really sexy in the park and you decide to go to the bushes and start to masturbate. Is this okay?</strong></td>
<td>Person should answer: no and be able to indicate that you can get arrested and charged by police.</td>
<td>Person indicates no</td>
<td>Person indicates no and identifies why it is not, using answers provided or equivalent</td>
<td>Total /2</td>
<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>5. Two people decide to have sex in their bedroom and one of them is standing; can they get arrested by the police for doing that?</strong></td>
<td>Person should answer: no because it is not illegal, is a private place, is consensual.</td>
<td>Person indicates no</td>
<td>Person indicates no and identifies why it is not, using answers provided or equivalent</td>
<td>Total /2</td>
<td></td>
</tr>
<tr>
<td><strong>6. a) Is it illegal to have sex with a child?</strong></td>
<td>a) Person should answer: yes</td>
<td>a) Yes</td>
<td>b) Indicates answers or equivalent</td>
<td>Total /2</td>
<td></td>
</tr>
<tr>
<td><strong>b) How can you tell an adult from a child?</strong></td>
<td>b) Mention of any secondary sexual characteristics: breast development, facial hair, males with deep voice, can drive or go to a bar.</td>
<td>b) Indicates answers or equivalent</td>
<td>c) Indicates answers or equivalent</td>
<td>Total /2</td>
<td></td>
</tr>
<tr>
<td><strong>c) What will happen to an adult who has sex with a child?</strong></td>
<td>c) Person should answer: get arrested and go to jail.</td>
<td>c) Indicates answers or equivalent</td>
<td>d) Indicates answer or equivalent</td>
<td>Total /2</td>
<td></td>
</tr>
<tr>
<td><strong>d) At what age can a person legally agree to have sex?</strong></td>
<td>d) Adjust for your local laws. Person should indicate age of consent or higher.</td>
<td>d) Indicates answer or equivalent</td>
<td></td>
<td>Total /4</td>
<td></td>
</tr>
</tbody>
</table>

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ADDITIONAL COMMENTS TO QUESTIONS

Section _______  Question _______  Part _______

Section _______  Question _______  Part _______

Section _______  Question _______  Part _______
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. You have said no to having sex and someone makes you anyways. Is that against the law?</td>
<td><strong>K</strong> Person should answer: yes Person should indicate yes</td>
<td>/1</td>
</tr>
<tr>
<td>8. You like someone a lot so you call/text them all the time and they have told you to stop. What can happen if you keep doing it?</td>
<td><strong>K</strong> Person should indicate: get arrested and charged by the police. Indicates answers provided</td>
<td>/1</td>
</tr>
<tr>
<td>9. You want to have sex and your partner does not want to, you make them do it anyways. Is that against the law?</td>
<td><strong>K</strong> Person should answer: yes Person should indicate yes</td>
<td>/1</td>
</tr>
<tr>
<td>10. A support provider kisses you, is this okay? Why or why not?</td>
<td><strong>K R V</strong> Person should answer: no because it is a professional relationship, power relationship. Person indicates no and identifies why it is not okay.</td>
<td>/2</td>
</tr>
</tbody>
</table>

**Section Criteria:**
- 2/2 on Question 2
- 2/2 on Question 4
- 14/19 total

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**Section #6**

Exit Out Questions: the following questions are intended to complete the assessment on a neutral note.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do you think people have relationships?</td>
<td></td>
</tr>
<tr>
<td>2. Where are some places that you could go out with a friend?</td>
<td></td>
</tr>
<tr>
<td>3. What are some things you could do with your date?</td>
<td></td>
</tr>
<tr>
<td>4. How did you find the questions today?</td>
<td></td>
</tr>
</tbody>
</table>

Please Note the Following Passing Criteria:

1. A passing score on Section 1-5
2. All ‘must pass’ questions answered correctly
ADDITIONAL COMMENTS TO QUESTIONS

Section ______  Question ______  Part ______

Section ______  Question ______  Part ______

Section ______  Question ______  Part ______

Section ______  Question ______  Part ______
Giving My Okay To TALK - SC
Staff Questionnaire

My name is ______________________ and I understand that my support staff/family member are going to be asked for examples about how I show:

- Boundaries
- Saying No
- Trust with others

I know that I can:

- Look at the questions
- Have choice in who is being asked the questions
- Say no to having the questions asked

How this assessment can help me:

- It can show me and those who support me that I am able to have a sexual relationship
- It can show me areas where I need to learn more
- It can help me get the training I need to have good relationships

How this assessment may change things:

- I may need more support from my family or staff while I am learning
- I may need to wait to have a sexual relationship

Things that will not change:

- This assessment will have no effect on my ability to love or fall in love with another person
- This assessment will not stop me from being able to have a boy/girl friend, going on dates, holding hands and kissing
By signing this I am saying that it is okay to start.

__________________________________________  ______________________________________
Signature                                                                 Signature of Assessor

__________________________________________  ______________________________________
Date                                                                                     Date
Support Questionnaire

Support Name: ________________________________ Date: _________________

Relationship: ________________________________ Number of years: ______

SECTION #1 - Boundaries

1) Does the individual show a consistent understanding of public and private:
   a. Spaces (i.e. Bedrooms versus Kitchens)
   b. Behaviours (i.e. Nose picking, dressing)
   c. Topics (i.e. public sexual talk with strangers)

If yes, please give one example of each:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________

Score: /3

2) Does the individual show a consistent understanding of boundaries based on relationship:
   a. New staff versus long term staff
   b. Friend versus Clerk in store
   c. Friend/Family vs Staff

If yes, please give one example of each:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________

Score: /3

3) Does the individual practice boundaries when it comes to sharing personal information:
   a. Address, phone number, email.
   b. Private topics of conversation.
TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE
SEXUALITY AND CONSENT
(TALK-SC)

If yes, please give one examples of each:

a. _________________________________________________

b. _________________________________________________

Score: /2

SECTION #1 - Total Score: /8

Passing Criteria: 70% (6 or higher)

SECTION #2 - Saying No!

1) Does the person demonstrate the ability to use an assertive ‘no’ when necessary?

If yes, please give two examples involving different situations:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Score: /2

2) Has the person ever come forward to report when someone hasn’t listened or hasn’t treated them fairly?

If yes, please give one example:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Score: /1
3) When somebody else says "No", does the person respect it and react appropriately?

If yes, please give three examples of different situations:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Score: /3

SECTION #2 Total Score: /8

Passing Criteria: 70% (4 or higher)

SECTION #3 - Trust as a Skill

1) Does the individual take time in developing relationships? i.e. does not mistake friendliness for sexual attraction.

Please provide an explanation of your answer:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Score: /1

2) Does the person demonstrate caution around "overly friendly strangers?"
3) Would the person be successfully lured by a stranger in the community? i.e. food court, park, mall.

Please provide an explanation of your answer:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Score:   /1

SECTION #3 Total Score:   /3

Passing Criteria: 70% (2 or higher)

SUMMARY OF RESULTS

Total Score for Test:   /17

Summary of Answers:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Page 4 of 5
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In Conjunction with the TALK-SC, this person has or does not have the capacity to consent:
(Explanation necessary):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________