

Supporting Healthy Sexuality for Individuals with Down Syndrome



April 22, 2023 | Katie Frank, PhD OTR/L

Adult Down Syndrome Center

Park Ridge, IL



Our mission is to enhance the well-being of people with Down syndrome who are 12 and older by using a team approach to provide comprehensive, holistic, community-based health care services.

Disclaimer

This information is provided for educational purposes only and is not intended to serve as a substitute for a medical, psychiatric, mental health or behavioral evaluation, diagnosis or treatment plan by a qualified professional.

Today's agenda

- In supporting individuals with sexuality education, you will learn...
 - Why it is important.
 - What needs to be learned.
 - How best to teach it.
- We will go over case studies and practice scenarios.
- Resources will be shared.



The Why

Benefits of sexuality education

- More responsible sexual behavior.
- Learn essential skills in social etiquette and self-care.
- Reduces inappropriate sexual expression.
- Increases pride, confidence and self-acceptance.
- Aids in the development of a personal sexual identity.
Facilitates healthy sexual development.
- Helps recognize inappropriate sexual advances and be able to report incidents of suspected sexual abuse.

(Ballan, 2001; Couwenhoven, 2007; Gomez, 2012)

Benefits of parents as the primary sexuality educators

- **Decreases sexual risk behavior** as well as improved the parent-child relationship (Klein et al., 2005).
- Facilitates **healthy** sexual development (Bundy & White, 1990).
- Adolescents who have repeated communication about sex, sexuality, and development with their parents are more likely to have an **open and closer relationship** with them, in addition to being more likely to talk with their parents in the future about sexual issues (Martino et al., 2008).
- Parents can **individualize** what they teach based on their family life, their values, their child's needs at the time, and modify the content so their child understands. They can model appropriate behavior and supervise their child's comprehension (Jaccard et al., 2002).

Attitudes...true or false?

- It is best to wait for the individual with DS to raise questions about sexuality before discussing the topic with him/her.
- Sex education for individuals with DS has a valuable role on safeguarding them from sexual exploitation.
- Individuals with DS can have safe, healthy relationships with individuals without a disability.
- Parents of adults with DS should be informed of all medical issues including reproductive and sexual ones.
- Sterilization should be used as a means of inhibiting sexual desire in individuals with DS.
- In general, sexual behavior represents a major problem area in management and caring for adults with DS.
- People with DS are less likely to identify as non-heterosexual (LGBTQ+) than the general population.

Myths about sexuality and people with I/DD

- Are asexual.
- Have decreased needs for touch and affection.
- Do not recognize pleasure or the expression of love.
- Lack self-confidence.
- Do not get sexually assaulted.
- Do not need sex education.
- Should only marry and have sexual relationships with other people with I/DD.
- Should not have children.
- Do not identify as anything other than heterosexual.

Barriers

Parent-reported

- Unsure of how to approach the topic.
- Uncomfortable with their own sexuality or sexuality of their loved one.
- Fear of exploitation.
- Fear of arrest/legal problems.
- Social appropriateness.
- What the future holds.

Staff-reported

- Negative attitudes about sexuality and people with disabilities.
- Lack of training.
- Lack of support/resources from employer or parents.
- Lack of consent to teach from parents/guardians of constituents.
- Lack of policies about sexuality and sexuality education by employment agency.

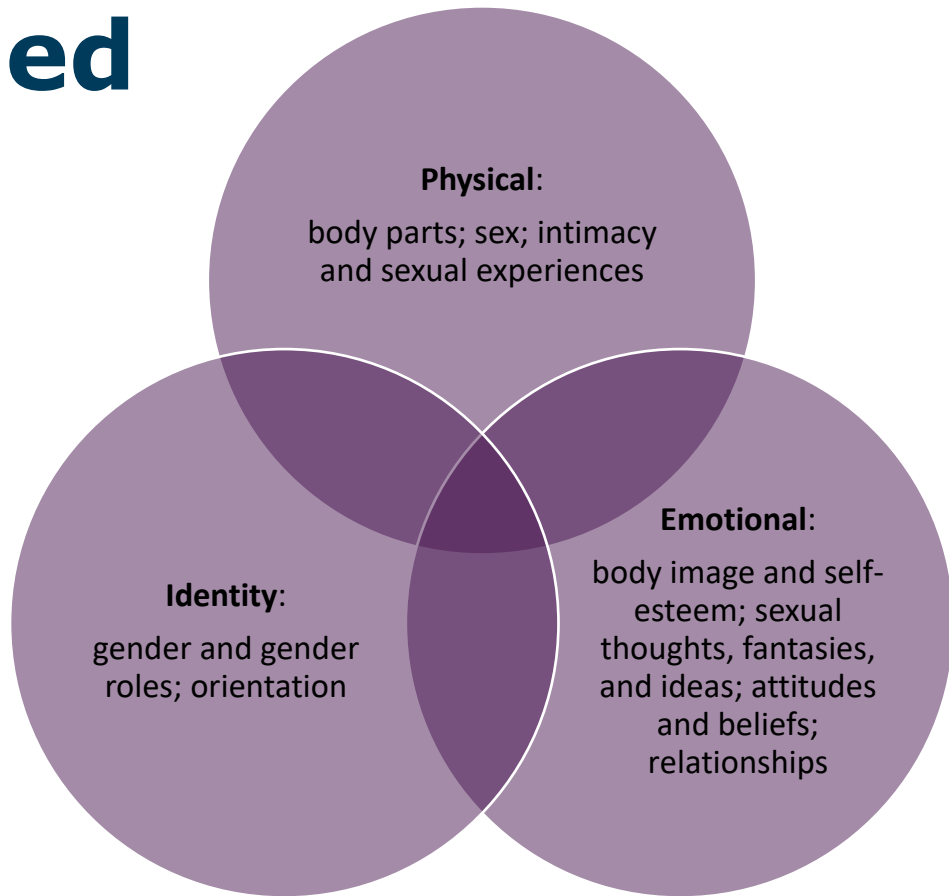


The What

SEXUALITY

Sexuality defined

Sexuality is an integral part of who we are, what we believe, what we feel, and how we respond to others.



Sexuality topics to consider

Human
development

Dating and
relationships

Sexual activity

Sexual health

Pregnancy

Rights and
responsibilities

Sexuality topics to consider

- Identification of sexual body parts
- Puberty
- Physical differences between males and females
- Privacy of the body
- Feelings of arousal
- Grooming/hygiene
- Self-esteem

Sexuality topics to consider

- Types of relationships
- Crushes
- Alternate sexual identities
- Boundaries
- Who to date
- Planning a date
- Handling rejection
- Healthy vs. Unhealthy relationships
- Breaking up
- Consent
- Marriage
- Socially appropriate behavior

Sexuality topics to consider

- Kissing
- Touching
- Foreplay
- Intercourse
- Safety
- Consent

Sexuality topics to consider

- Use of contraception
- Sexually transmitted infections (STIs)
- Menstruation
- Masturbation
- Wet dreams
- Erections
- Sexual health exams

Sexuality topics to consider

- How it happens
- Body changes
- Giving birth
- Raising a child

Sexuality topics to consider

- Laws and consequences
- Consent
- Exploitation and abuse
- Responsibilities of marriage
- Responsibilities of parenting

Specific topics for healthy relationships

Social skills

Social
boundaries

Conflict
resolution

Handling
rejection

Understanding
emotions

Dating skills

Consent

Abuse

Intimacy



The How

Role of parents/staff

1. Acknowledge your attitudes about sexuality and disability.
2. Communicate your values. (parents only)
3. Recognize sexuality as a healthy and positive aspect of being human.
4. Share information.
 - Teach how the individual learns best.
 - Provide opportunities to practice new skills.
 - Use teachable moments.
 - Be a role model.

Core concepts

- COMMUNICATION

- **Communication** should be a 2-way street. There should be opportunities for all participants (family/staff and individuals with DS) to ask questions, provide feedback, and express their values.

- RESPECT

- Having an attitude of **respect** that shows respect for yourself and the person with DS as well as a respect for the rights previously mentioned.

- SAFETY

- Creating a **safe** space allows for questions and recognizes that there are no wrong or bad questions. It avoids shaming or blaming in thoughts and statements. Remember nonverbal cues (voice, tone, body posture) should be open and relaxed.

Ways to approach sexuality education

Planful approach

When a situation involving sexuality or sexual behavior arises, **the parent/disability service provider takes the initiative and uses the opportunity to teach** instead of punish or scold. Being planful creates a learning experience for everyone involved, leading to improved communication and knowledge.

Reactive approach

When a situation involving sexuality or sexual behavior arises, **the parent/disability service provider responds to the situation by restricting, punishing or limiting the behavior or communication.** This response contributes to a negative message about sexuality and sexuality education.

Example of a planful approach

A parent of an adolescent boy with DS is called by the principal because her son was found playing with his penis in the classroom. Mom tells the principal she will take care of it when he comes home.

You can ...

- Talk with Mike about the concepts of private and public.
- Mention touching your penis is something that should be done in private.
- Identify everything at school is considered a public space, even the bathrooms.
- Tell him that he can talk with you about masturbating/touching his penis at home in his bedroom or bathroom because those are private areas.

Example of a reactive approach

An adolescent boy with DS is found playing with his penis in the classroom.

At school...

- The teacher yells at him to stop touching his penis.
- Everyone else in the classroom stops, stares, and laughs at him.
- The teacher tells him his parents are going to be so mad and disappointed in him when they find out.
- You shame him and send him to the principal's office

At home...

- You ground him when he comes home.
- He feels shamed for doing something that is natural.
- He does not understand why what he did was wrong.

Learning styles

- Visual
 - These learners need to “see” the information or material in one form or another.
- Auditory
 - These learners are likely to learn best when hearing the information.
- Motor
 - These learners need to do an activity, practice a skill or manipulate material physically in order to learn most effectively.

Learning style examples-Visual

- Visual supports like pictures or schedules
- Social stories
- Demonstration
- Movies/videos
- Written materials with lots of graphics

Learning style examples-Auditory

- Verbal praise
- Verbal prompts
- Listen to a social story
- Reading out loud
- Group discussion

Learning style examples-Motor

- Practice/Experiment
- Role play
- Model behavior
- Write
- Play a game

Case study

At work, the boss is concerned that your young adult with DS is having trouble with personal boundaries and has been touching peers “inappropriately.” Basically, hugging co-workers and customers. The boss does not want your child to be fired for this behavior. You have recently noticed similar behaviors when you are with your child in public.

Learning strategies

VISUAL	AUDITORY	MOTOR

Learning strategies

VISUAL	AUDITORY	MOTOR
<ul style="list-style-type: none">• A social story on hugging/appropriate touch.• Demonstrating appropriate touch (both the type of touch as well as where to touch) for different people.• Have a picture of people they can hug and/or pictures of “Strangers” with an X through them.• Circles Curriculum.		

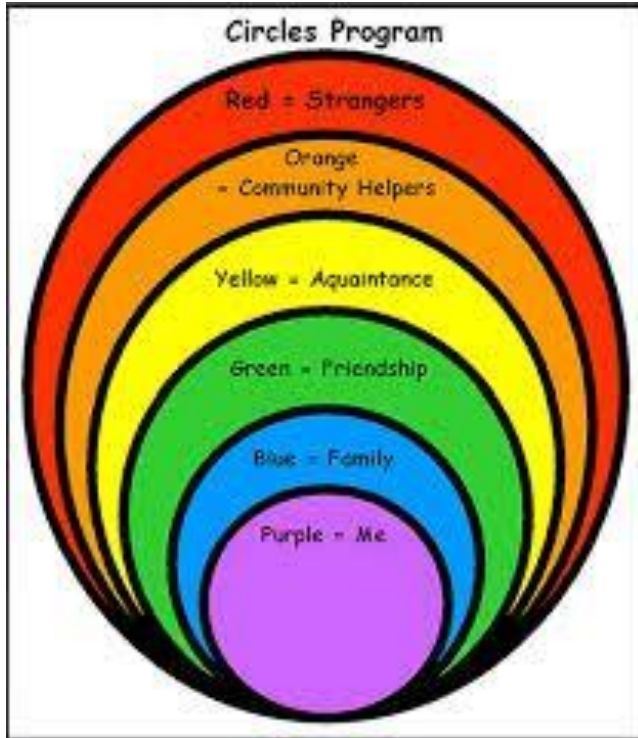
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Learning strategies

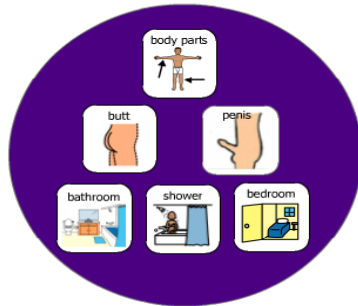
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Circles curriculum[©]



Published by Stanfield Publishing
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Hirsch

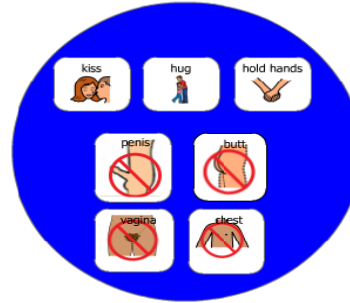
The ME Circle



I can touch all of my body parts.

I can touch my private body parts in private spaces (like my bedroom and my bathroom at home).

The FAMILY Circle



I can kiss, hug, and hold hands with my family including my parents, siblings, aunts, uncles, and cousins.

I do NOT touch my family's private parts and they do NOT touch mine without my permission.

The FRIENDS Circle



I can side hug, fist bump, far away hug, high five, shake hands, and wave to my friends.

I do NOT kiss my friends or hug them closely.

I do NOT touch my friends' private parts and they do NOT touch mine.

Adapted from the Circles Curriculum ®

Sample video on appropriate touch

Appropriate Touch

Appropriate Touch for People in My Life



BOYFRIENDS and GIRLFRIENDS



PEOPLE I DON'T KNOW WELL



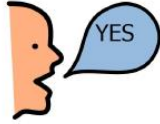
CHILDREN NOT IN MY FAMILY



Consent

- Give permission
 - It is ok to change our mind. We can give permission and take it away.
- In a relationship **both** people must give permission
 - To be boyfriend/girlfriend
 - Touching our body and how they may touch it
 - Hold hands, put arm around, hug, kiss, etc.
 - Seeing our body
- If someone touches you without your permission, talk to a trusted adult.

Consent means to give permission for something to happen.



It is ok for me to change my mind after I give consent.



That means I can say yes one time and say no another time.



I will NOT get in trouble if I change my mind.



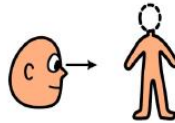
My consent is important to decide who will touch my body.



My consent is important to decide who will see the private parts of my body.



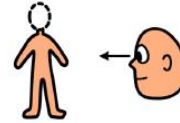
My consent is important to decide if I will see or touch another person's body.



Other people can give consent too.



The other person gets to choose if I can see or touch his or her body.



For intimate behavior to happen both people need to give permission.



The law says children can NOT give consent for intimate behavior.



Intimate behavior without consent is against the law.



If this happens you or your parents can report it to the police.



It is NOT consent if someone asks you to keep a secret about intimate behavior.



It is NOT consent when someone gives you gifts, money, or treats to get you to do something sexual you do not want to do.



It is NOT consent when someone threatens or forces you to do something sexual you do not want to do.



If I have questions about consent I can ask my parents.

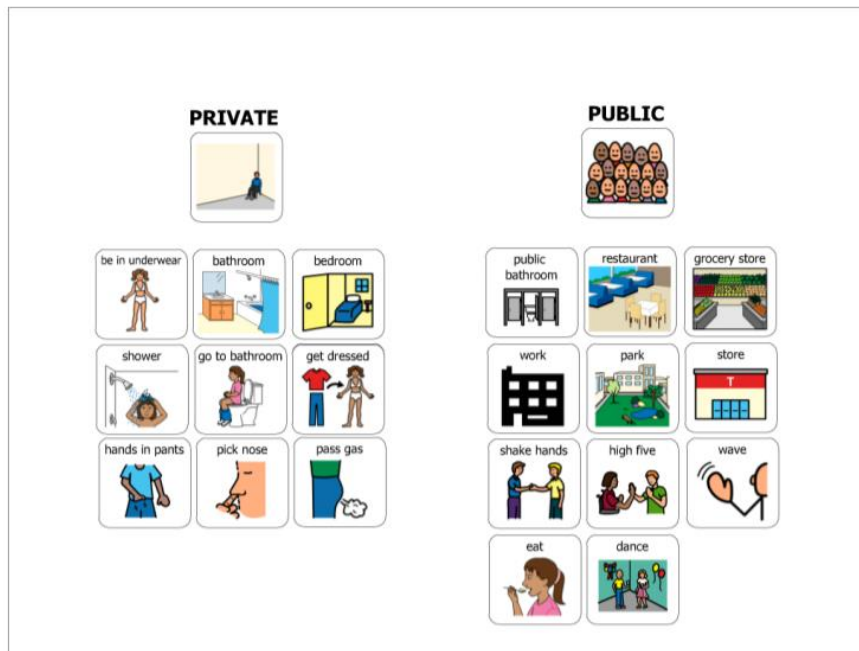


Story about Consent

Public and private

PRIVATE VS. PUBLIC



FEMALE



Public and private

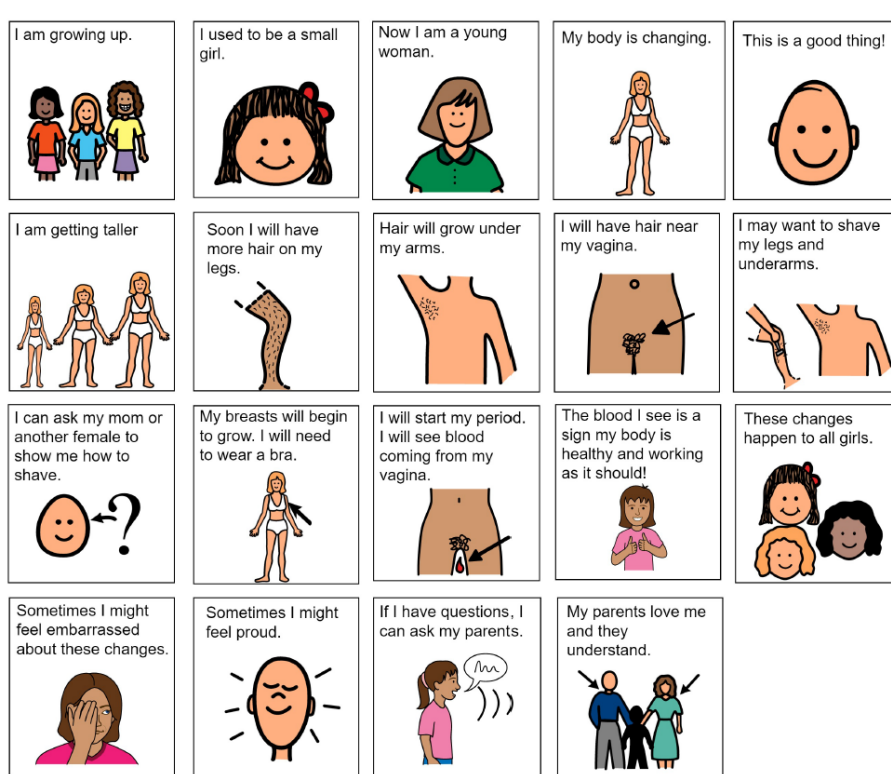
<p>Privacy means no one should see my body without my permission.</p> 	<p>My body is private.</p> 	<p>My body parts that can be covered by a bathing suit are private.</p> 	<p>My penis, scrotum, and bottom are private body parts.</p> 	<p>My parents can see my private body parts with my permission.</p> 
<p>My doctor can see my private parts during a medical exam with my permission.</p> 	<p>No one else should see my private parts without my permission.</p> 	<p>Some behaviors are private.</p> 	<p>No one can enter my space without my permission.</p> 	<p>Getting dressed is a private behavior.</p> 
<p>Going to the bathroom is a private behavior.</p> 	<p>Some places are private.</p> 	<p>My bathroom at home is private.</p> 	<p>The bathroom at school or work is not private. It is public.</p> 	<p>My bedroom is a private place.</p> 
<p>When I want privacy in my room, I can close the door.</p> 	<p>I can talk about private things with my parents at home.</p> 	<p>I should not talk about private things when I am in public.</p> 	<p>If I have questions I can talk to my parents.</p> 	<p>Privacy means my body is special.</p> 

Story about Privacy for Boys

<p>Public means lots of other people are around.</p> 	<p>School is a public place.</p> 	<p>My classroom at school is a public place.</p> 	<p>Work is a public place.</p> 	<p>The bathroom at school or work is a public place.</p> 
<p>The bathroom stall at school or work is a private space.</p> 	<p>I can change clothes at school or work in a bathroom stall because it is private. The door closes and locks.</p> 	<p>I can use the toilet in a bathroom stall because it is private. The door closes and locks.</p> 	<p>Stores are public places.</p> 	<p>Restaurants are public places.</p> 
<p>I can do lots of things in public!</p> 	<p>I can eat in public.</p> 	<p>I can play with my toys and my friends in public.</p> 	<p>I can talk to my parents and friends in public.</p> 	<p>There are things I can NOT do in public.</p> 
<p>When I am in public I should NOT show the private parts of my body.</p> 	<p>When I am in public I should NOT show private behaviors.</p> 	<p>When I am in public I should NOT talk about private things.</p> 	<p>If I have questions about public and private, I can talk to my parents.</p> 	

Story about Public

Body changes

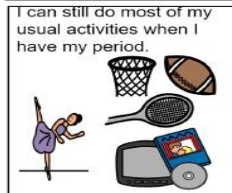
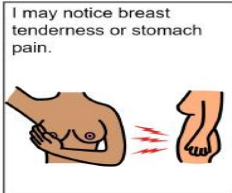
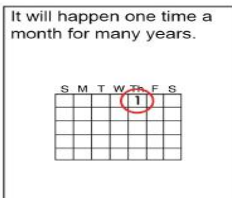
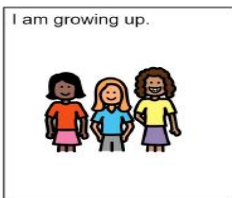


Story about Body Changes for Girls





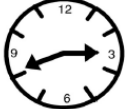







Story about Body Changes for Boys

Menstruation



Story about Menstruation







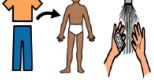
Menstruation

<p>I have my period.</p> 	<p>I wear a sanitary pad in my underwear when I have my period.</p> 	<p>I need to change my sanitary pad every few hours when I have my period.</p> 	<p>There are some times when I will need to change my pad.</p> 
<p>When I wake up in the morning I will put a new sanitary pad in my clean underwear.</p> 	<p>I will change my pad at lunchtime.</p> 	<p>I will change to a clean sanitary pad before dinner.</p> 	<p>Finally, I will put on a new sanitary pad in my underwear when I get ready for bed.</p> 
<p>Sometimes blood may get on my underwear by accident. If that happens I will need to change my underwear too!</p> 	<p>I will let my mom know if there is blood in my underwear so she can help me wash it out.</p> 	<p>If I have questions, I can talk to my mom.</p> 	

<p>This is how I will change my sanitary pad.</p> 	<p>I will go to the bathroom for privacy.</p> 	<p>I can keep clean pads and underwear in a bag so I can bring the supplies to the bathroom with me.</p> 	<p>When I go to the bathroom I will pull down my pants and my underwear.</p> 	<p>I will sit on the toilet.</p> 
<p>I will take the dirty pad out of my underwear.</p> 	<p>I will fold it in half so I do NOT see the blood. Then I will wrap it in toilet paper.</p> 	<p>I will throw the pad and toilet paper in the garbage can.</p> 	<p>I will NOT throw it into the toilet.</p> 	<p>I will make sure there is no blood on my underwear. If there is, I will need to put on clean underwear.</p> 
<p>I will get a new, clean sanitary pad out of my bag.</p> 	<p>I will open the wrapper and take the pad out.</p> 	<p>I will remove the paper so I can see the sticky tape.</p> 	<p>I will put the clean pad in my underwear with the sticky side touching my underwear.</p> 	<p>I will make sure the pad sticks to my underwear.</p> 
<p>I can throw the paper away in the garbage can.</p> 	<p>I will pull up my underwear and pants.</p> 	<p>I will take my bag of supplies with me when I leave the bathroom.</p> 	<p>I will wash my hands.</p> 	<p>If I have questions, I can ask my mom.</p> 

A story about changing a sanitary pad- Part 2

Masturbation

<p>My special private time.</p> 	<p>My body is mine.</p> 	<p>I can touch myself.</p> 	<p>Some touches feel very good.</p> 	<p>I like to touch my private parts.</p> 
<p>NO ONE should see me touch my private parts.</p> 	<p>My bedroom is a private place.</p> 	<p>My bathroom at home is a private place.</p> 	<p>I will close the door so I can have privacy.</p> 	<p>Touching my private parts is something I do when I am alone.</p> 
<p>If Mom or Dad knocks on my door, I can say, "I'm busy."</p> 	<p>It is ok for ME to touch MY OWN penis and testicles.</p> 	<p>If my penis feels sticky, I can clean it off with a towel or washcloth.</p> 	<p>I put my clothes on and wash my hands when I am done.</p> 	<p>If I have questions, I can talk to my Mom and Dad about my special private time.</p> 
<p>Touching myself is one way I can make myself feel good. And that is ok!</p> 				

A Story about Male Masturbation

<p>My special private time.</p> 	<p>It is ok for ME to touch MY OWN penis and testicles.</p> 	<p>NO ONE should see me touch my private parts.</p> 	<p>It is NOT ok to rub or touch my private parts in front of others even if I have my clothes on.</p> 	<p>My bedroom is a private place.</p> 
<p>My bathroom at home is a private place.</p> 	<p>I will close the door so I can have privacy.</p> 	<p>Touching my private parts is something I do when I am alone.</p> 	<p>If Mom or Dad knocks on my door, I can say, "I'm busy."</p> 	<p>My penis may get big and firm. This is called an erection. It is ok. It will get soft again!</p> 
<p>When I have an erection, I can touch my penis.</p> 	<p>I take off my clothes when I want to masturbate.</p> 	<p>I hold my penis and move my hand up and down the shaft.</p> 	<p>I can use a lubricant to help if it hurts to touch my penis.</p> 	<p>I can look at pictures or a movie to help me think sexy thoughts.</p> 
<p>I can touch my penis while it feels good. It may take a few minutes.</p> 	<p>A little sticky liquid might squirt out of my penis. This is ok. It is not pee. It is semen.</p> 	<p>I will wipe my penis when I am done.</p> 	<p>I put my clothes on and wash my hands.</p> 	<p>If I have questions, I can talk to my Mom or Dad about my special private time.</p> 

Story about How to Masturbate-Male

Orientation vs. Identity

Sexual orientation

Attraction to other people

- Straight
- Gay
- Lesbian
- Bisexual
- Asexual
- Pansexual

Sexual/Gender identity

How individuals perceive themselves and what they may call themselves. It may be the same or different from the sex assigned at birth.

- Male
- Female
- Nonbinary

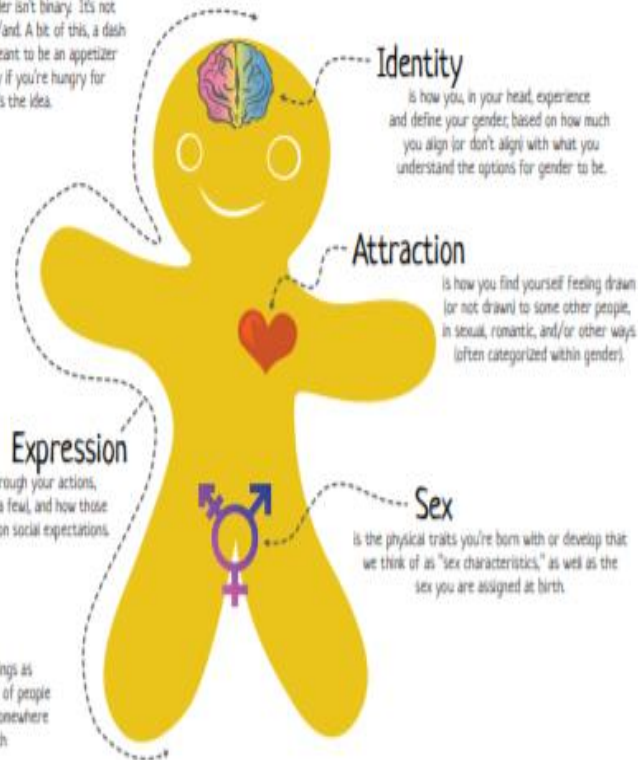
Use pronouns to help with identity

- she/her
- he/him
- they/them

The Genderbread Person

it's pronounced **METROsexual**

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



0 means a lack of what's on the right side.

Gender Identity

- Woman-ness
- Man-ness

personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

Gender Expression

- Femininity
- Masculinity

style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

Anatomical Sex

- Female-ness
- Male-ness

body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth

- Female
- Intersex
- Male

Typically based solely on external genitalia present at birth, separating internal anatomy, biology, and change throughout life. Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Sexually Attracted to...

and/or (a/o)

- Women a/o Feminine a/o Female People
- Men a/o Masculine a/o Male People

Romantically Attracted to...

- Women a/o Feminine a/o Female People
- Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Kilermann

For a bigger bite, read more at www.genderbread.org

<https://www.genderbread.org/>

Social skills

Why are conversation skills important in romantic relationships?

They help us communicate!

- Get to know someone.
- Help to plan a date.
- Help to have conversations when we are on a date.
- Help us share our feelings.
- Help us say what we want and do not want in the relationship.

My Rules for Conversation

I will look at the person talking and smile.



I will listen to what others are saying.



I will maintain good personal space.



I will speak in a loud and clear voice.



I will wait my turn to speak.



I will talk about what everyone else is talking about.



I will ask questions when I am confused.



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COMPROMISE

What does it mean?

- **Not** always getting your way.
- Doing something that is **not** your idea.

Compromise...

- Requires flexible thinking.
- Is a skill that helps us develop & maintain healthy relationships.

Let's get burgers and see a movie.



Let's get pizza and go bowling.



Jacob



Cristina

WHAT SHOULD JACOB & CRISTINA DO?

Compromise 1

Do one thing that they both want to do.



Jacob



Cristina

Compromise 2

Do one of their choices this time and the other person's choice the other time.

Time 1



Jacob

Time 2



Cristina



Compromise 3

Decide together to do something that is not either of their first choices.



Jacob AND Cristina



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Social skills

Sharing touch and affection

Types of touch and affection

- Hugging



- Holding hands



- Kissing



Rules for sharing touch and affection

- Know your boundaries.
 - What types of touch and affection are you comfortable sharing?
- Talk with your partner about their boundaries.
 - What types of touch and affection are they comfortable sharing?
- Respect each other's boundaries.
- Avoid public displays of affection (PDA)!
 - PDA is demonstrating a private behavior in a public space.

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HANDLING REJECTION

What is rejection?

- You do not get something that you want
- Someone tells you "No"

Examples of rejection:



Your boyfriend or girlfriend breaks up with you



You do not get the job you want



Your family tells you you cannot have something



Your friend does not want to hang out



Your crush does not like you back

Is rejection OK?

- Yes. We do not always get what we want
- It is OK for someone to tell me "No"
- It is OK for me to say "No"

How to handle rejection:



it is OK to be sad



take some deep breaths



use an "I" statement



talk to friends or family



remember that it will get better

Page 1 of 1
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 Advocate Medical Group
Adult Down Syndrome Center

Social skills

How to Plan a Date



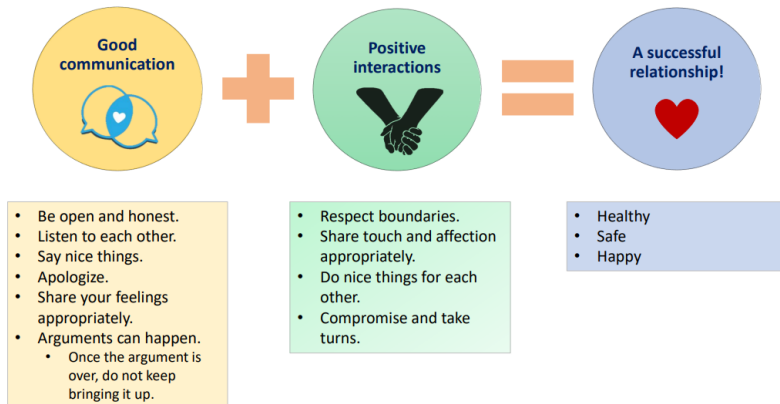
Cristina



Jacob

In this booklet, Cristina and Jacob help us learn what we need to think about when planning a date.

Ingredients for a successful relationship



BREAKING UP



What is breaking up?

Ending your relationship with your boyfriend or girlfriend



People break up when...

- They do not want to spend time together anymore
- They no longer have romantic feelings



How to break up

- Meet up or call the person
- Say "I am breaking up with you because..."
- Tell them why



How to feel better



it is OK to be sad



write your feelings



time with family



talk to friends



listen to music



do your hobbies



remember that it will get better



stick to your decision

Things to remember

- Sexuality is a right.
- Sexuality is a very broad topic.
- Parents play an important role in the sexuality education of their children, especially those with DS.
- Be playful!
- Use the concepts of communication, respect, and safety.
- Teach the way the person learns best!
- It is ok to ask for help!

Resources

- ***Healthy Relationship Workbook*** by The Arc of Spokane- <http://www.arc-spokane.org/Resrg/Healthy%20Relationship%20Workbook.pdf>
- ***Sexuality across the Lifespan***-Florida Developmental Disabilities Council-
<http://www.fddc.org/sites/default/files/file/publications/Sexuality%20Guide-Parents-English.pdf>
- ***Healthy Relationships Toolkit*** by Vanderbilt Kennedy Center <https://vkc.mc.vanderbilt.edu/healthybodies/>

Resources cont.

- ***Family Life and Sexual Health*** by King County Dept. Public Health
<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/SpecialEducation.aspx>
- ***Sexuality and Disability: A Guide for Parents*** by Alberta Health Services
http://www.srcp.org/pdf_versions/Alberta.pdf
- ***Planet Puberty***
<https://www.planetpuberty.org.au/>

Resources cont.

- ***TeachABodies dolls***

<https://teach-a-bodies.com/>

- ***Circles Curriculum***

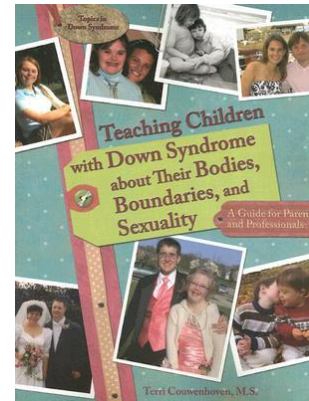
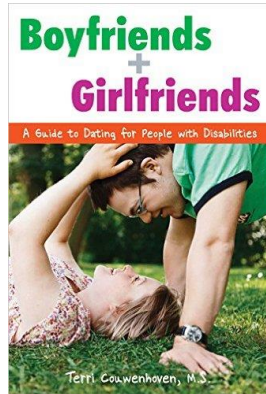
<https://stanfield.com/product/circles-curriculum-bundle-w1004-38/>

- ***Life Horizons Curriculum***

<https://stanfield.com/product/life-horizons-family-life-program/>

Resources cont.

- ***Boyfriends and Girlfriends*** by Terri Couwenhoven
- ***Teaching Children with Down Syndrome about their Bodies, Boundaries, and Sexuality*** by Terri Couwenhoven

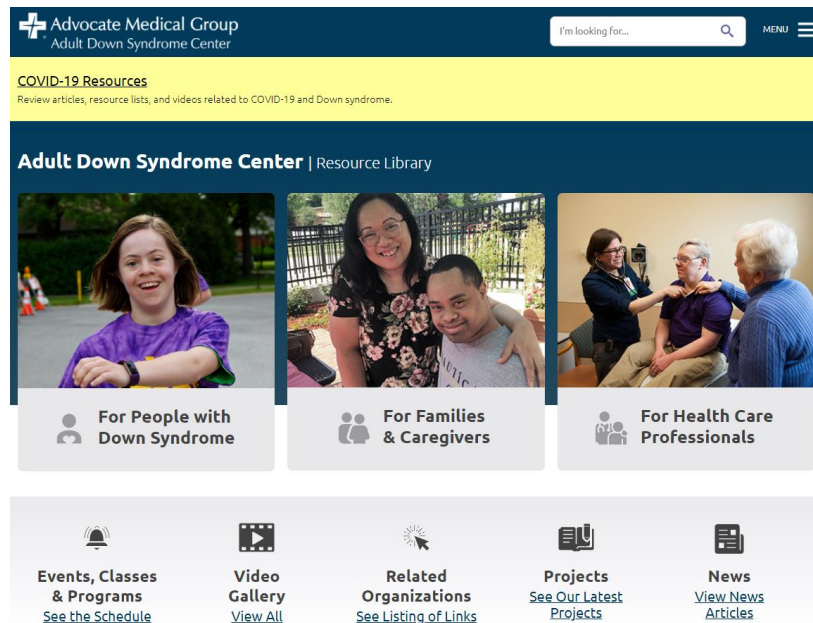


Videos

- ***Amaze.org***
 - [AMAZE Org – YouTube](#)
- ***National Council on Independent Living***
 - [Sex Ed for People With I/DD. – YouTube](#)

Online Resource Library

- Contains videos, articles, and booklets on a variety of topics
- Resources are continually being updated.



adscresources.advocatehealth.com

Social Skills

[All Social Skills](#)

[Social Skills for People with DS](#)

[Social Skills for Families and Caregivers](#)

Puberty, Sexual Health, and Relationships

[All Puberty, Sexual Health, and Relationships](#)

[Puberty, Sexual Health, and Relationships for People with DS](#)


[Puberty, Sexual Health, and Relationships for Families and Caregivers](#)


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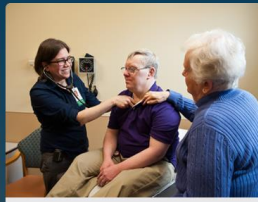
I'm looking for... MENU


COVID-19 Resources
Review articles, resource lists, and videos related to COVID-19 and Down syndrome.


Adult Down Syndrome Center | Resource Library



For People with Down Syndrome



For Families & Caregivers



For Health Care Professionals

 Events, Classes & Programs
[See the Schedule](#)

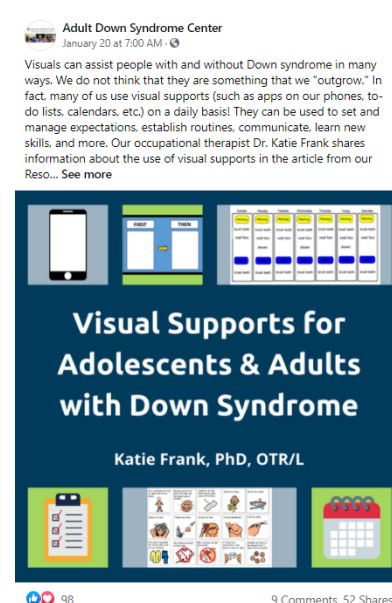
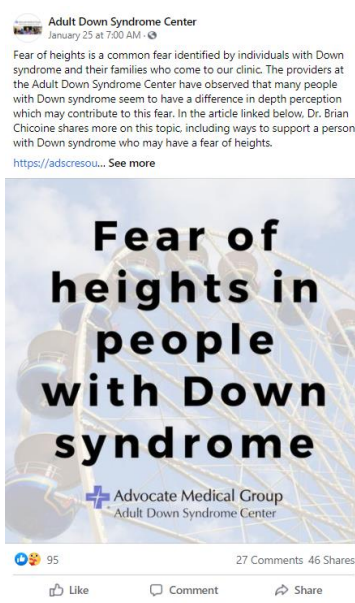
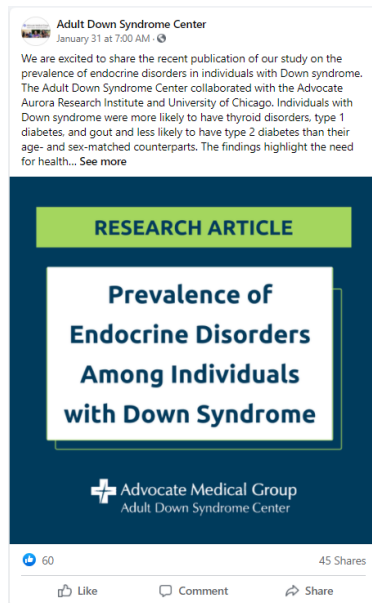
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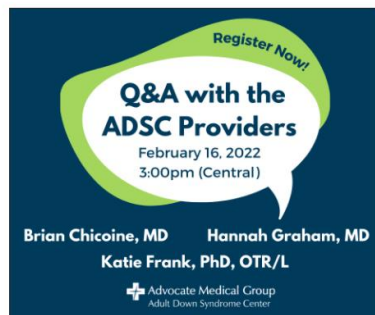
 News
[View News Articles](#)

Facebook



<https://www.facebook.com/adultdownsyndromecenter>

Email list



Do you have questions about health and wellness of adolescents and adults with Down syndrome? Our next webinar is for you! Join Brian Chicoine, MD, Katie Frank, PhD, OTR/L, and Hannah Graham, MD for a Q&A on Wednesday, February 16, at 3:00pm (Central). Questions may be submitted before the webinar and/or during the webinar. Please click the button below to register and submit a question.

REGISTER NOW

Resources

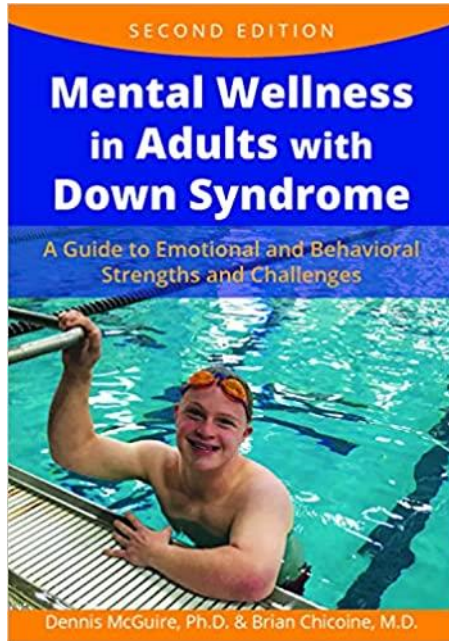


Even if the weather outside is frightful, there are many activities we can do at home to fight boredom, stay active, be social, and have fun. We recently updated our "Activities You Can Do at Home" resource. There are ideas for arts and crafts, cooking, education and learning, fitness and physical activity, games, and more.

Explore activities

<http://eepurl.com/c7uV1v>

Free Copy of the Mental Wellness book



[https://adsresources.
advocatehealth.com/
mental-wellness-in-
adults-with-down-
syndrome-2nd-
edition/](https://adsresources.advocatehealth.com/mental-wellness-in-adults-with-down-syndrome-2nd-edition/)

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