



Bodies, Boundaries, & Independence

Community Advisory Committee (CAC)

March 26, 2026



Agenda

- Welcome!
- Statistics
- Bodies & Boundaries
- Digital Safety
- Building Independence
- ATP Students Share Their Story

Hello! I'm Hong



Background in school psychology,
Licensed Educational Psych in
private practice, program specialist,
and currently a special education
coordinator at the NOC SELPA

Hi! I'm Charlotte Dobyns



Over 35 years of experience in special education. Thirty years in the Fullerton Adult Transition Program (ATP) and five years in community adult programs

Vulnerability is Created by Silence, Not Disability

1

3-4x

more likely to experience abuse or neglect.



2

2.2x

more likely to experience sexual abuse.

3

1 in 7

reported child abuse victims has a disability.

4

Up to 88%

of abuse incidents go unreported.



Blueprint Rule Box

Knowledge is a shield. Teaching body autonomy creates the tools to prevent and report abuse.







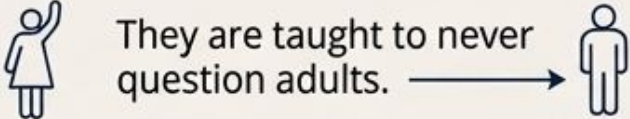










Peers without disabilities



Peers with disabilities

3x Rate of Victimization

THE VULNERABILITY TO EMPOWERMENT MATRIX

 THE STRUCTURAL WEAKNESS (RISK FACTOR)	 THE ASSUMED VULNERABILITY (PREDATOR'S VIEW)	 THE REINFORCEMENT (EMPOWERING COUNTER-SKILL)
 <p>Learned Compliance</p>	 <p>They are taught to never question adults. →</p>	 <p>Teach the absolute right to say "No" to uncomfortable touch.</p>
 <p>Dependence on Adults</p>	 <p>They require constant physical help, blurring boundaries.</p>	 <p>Define explicitly what types of physical help are appropriate vs. inappropriate.</p>
 <p>Communication Barriers</p>	 <p>They won't be able to explain or report what happened.</p>	 <p>Equip with correct anatomical terminology and identify trusted reporting adults.</p>
 <p>Social Isolation</p>	 <p>They have no one else to tell.</p>	 <p>Build independent social networks and remove all secrecy around touch.</p>

DIAGNOSING THE TOUCH SPECTRUM

Structuring the understanding of touch boundaries and safety classifications.

SAFE TOUCH

Definition: Respectful touch that makes us feel cared for, happy, or healthy.

Examples: High-fives, a wanted hug, holding hands, parent/doctor helping with hygiene.



TRICKY TOUCH

Definition: A touch that comes from a safe person but feels wrong, confusing, or includes a demand for secrecy.

Examples: A relative asking for a secret game, a trusted adult touching too long, forced tickling.



UNSAFE TOUCH

Definition: Any touch that hurts our body or our feelings.

Examples: Hitting, kicking, any touch on private parts (unless for hygiene/health), a touch that makes you scared.



CONSENT

for

KIDS

The Family Safety Plan



TRUSTED ADULTS LIST

1. _____

2. _____

3. _____

Action Item

Create a written, visible list of specific, trusted adults the child can talk to if they ever feel scared, confused, or hurt.

Building the Network

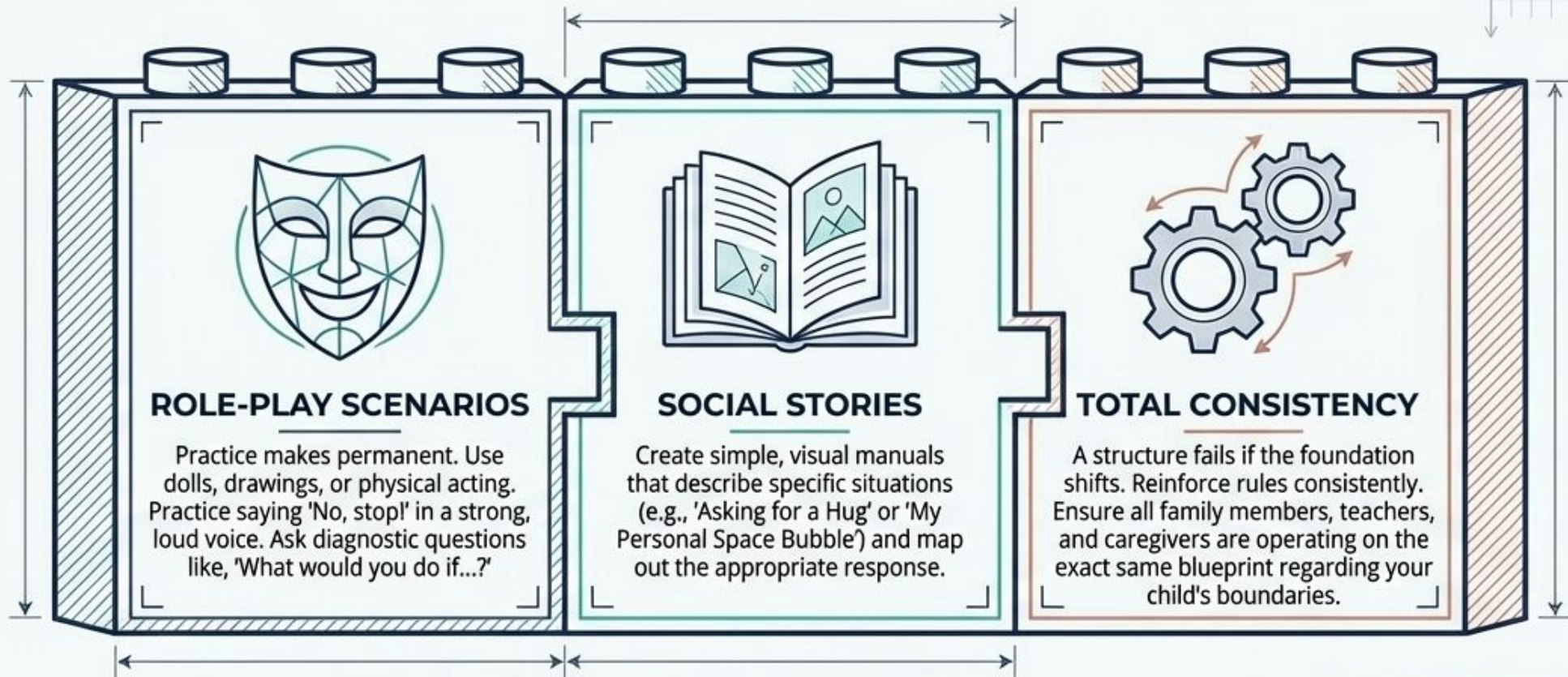
Emphasize persistence. "If the first adult doesn't listen, tell another."

Communication Protocol

Establish a clear signal for distress that works for your child's abilities (a specific verbal phrase, an ASL sign, or pointing to a visual device).

The goal is not to scare our children. The goal is to prepare them.

THE ARCHITECT'S TOOLKIT: PRACTICAL IMPLEMENTATION



The Compliance Trap

The Trap: Children with disabilities are often taught to prioritize compliance over consent ("Do what the teacher says", "Give Grandma a hug").

The Reality: If a child cannot say "No" to you, they lack the muscle memory to say "No" to an abuser.



Requests Affection
("Can I have a hug?")



Says "No"



Adult accepts refusal
without guilt.

Everyone deserves accurate information about their bodies and the ability to protect themselves.



The Hard Rule:

A child's refusal of affection (hugs, tickles) must be respected by all family members. This builds the exact self-advocacy skills needed to stop unsafe behavior.

THE BLUEPRINT SYNTHESIZED: THE 10 SAFETY RULES

MY BODY



- 1 Your body belongs to you; no one touches without permission.
- 2 Private parts are private (covered by a swimsuit).
- 3 Understand the difference between safe and unsafe touch.

MY VOICE



- 4 You can say NO to unwanted touch (even to adults/relatives).
- 5 Trust your feelings: if it feels weird, it is okay to leave.
- 6 Practice saying STOP and moving away.

MY TEAM



- 7 Safe adults do not ask children to keep secrets.
- 8 Tell a trusted adult (parent, teacher, counselor).
- 9 Keep telling until someone helps you.
- 10 You will NEVER get in trouble for telling.



GET SAFE

Train Trip to LA

Building the Expanding Shield

1. The Core (Body Knowledge)

Correct anatomical language and body positivity. ("All bodies are good bodies.")

3. The Environment (Independence)

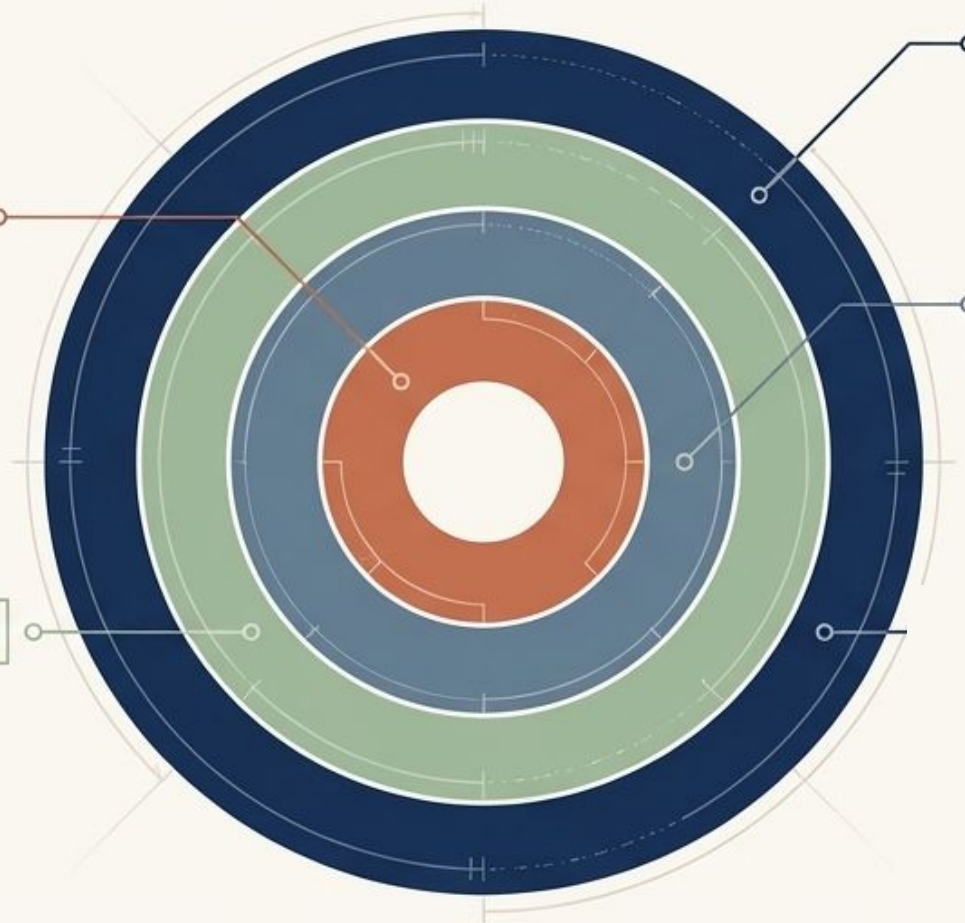
Engineering safe homes and digital perimeters.

4. The Community (Resources)

Activating support networks and safety plans.

2. The Contact Zone (Boundaries)

Personal space bubbles and categorizing touch.



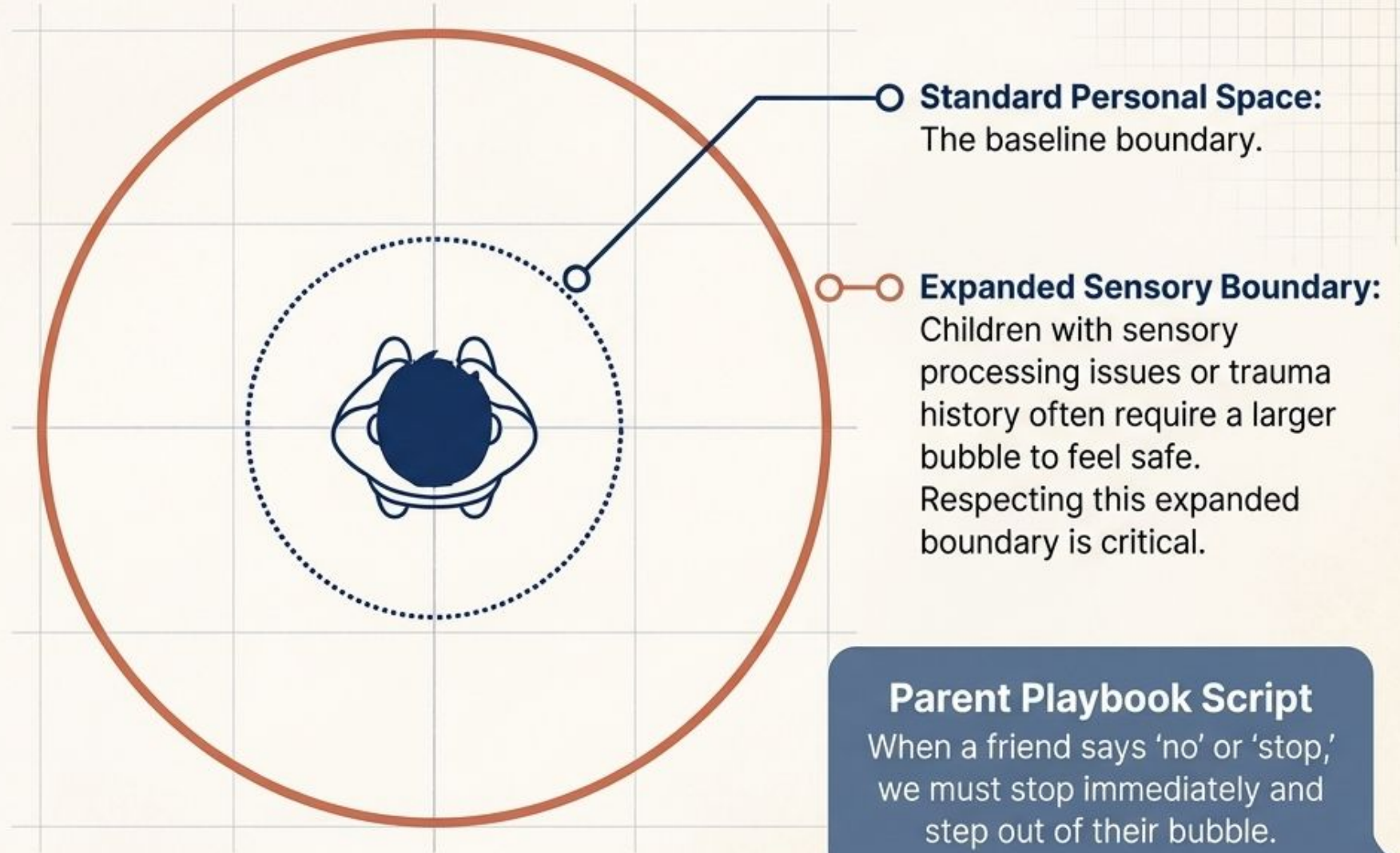
Blueprint Note

Nothing about us without us. Self-advocacy starts at the core and expands outward.

Visualizing the Personal Space Bubble

The Bubble Rule

We teach boundaries as an invisible line around our bodies. No one enters without an invitation, and we must respect others' bubbles.



Standard Personal Space:
The baseline boundary.

Expanded Sensory Boundary:
Children with sensory processing issues or trauma history often require a larger bubble to feel safe. Respecting this expanded boundary is critical.

Parent Playbook Script

When a friend says 'no' or 'stop,' we must stop immediately and step out of their bubble.

Establishing a Digital Perimeter

Independence requires navigating the virtual boundary safely



The Digital Blueprint



Location: Devices remain in public areas of the home, never in bedrooms.



Controls: Mandatory parental controls installed on all devices.



The Rule: Never share name, address, or school. Never agree to meet an online stranger.

Concept Connection: 'Stranger Danger' applies to the screen just as it applies to the street.

Parental Control Apps



Digital Movement:
www.waituntil8th.org

Top Apps

- Bark – monitors texts & social media
- Qustodio – screen time & app blocking
- Google Family Link – free, Android
- Apple Screen Time – built-in for iPhone
- FamiSafe – location tracking

How to Choose

- Younger kids: Built-in tools
- Tweens/Teens: Bark or Qustodio
- Safety focus: FamiSafe

*Reminder: Apps are tools, not replacements.
Pair with conversations with your children about digital safety*

Building Independence

Why It Matters

- Independence leads to better life outcomes
- Essential for transition planning

Daily Living Skills

- Personal care and hygiene
- Money management
- Transportation and community access

Community Participation

- Build relationships
- Engage in activities
- Access resources



Building Independence

Decision-Making & Autonomy

- Make personal choices
- Set goals
- Advocate for needs and rights

Employment Readiness

- Follow routines
- Work independently
- Communicate effectively

Quality of Life

- Increased dignity
- Greater independence
- More control over future



Partner with the school team and community resources to build your child's independence

Empowerment is a Journey

You are not alone. Building this protective blueprint is a team effort.



School Teams

Your Child's IEP Team, School Psychologist, Social Worker, and Case Manager.



Community Support

Parent Training and Information Centers (PTIs), The Arc (National), Local Parent Support Groups.



Crisis & Education

"Stop It Now!" (Guidance on healthy sexual development), ChildHelp National Child Abuse Hotline (1-800-422-4453).

Now let's hear from
our students!



Adult Transition Program (ATP)



Hearing from Our Students

- **Julia:** Let your kids have some space. Let them have fun, go out, and spend time with friends. And let them learn—take the classes, practice the skills—so they can be safe and independent. Because we can do it... we just need the chance.
- **Emma:** I learned how to stick up for myself. I can use my voice and speak up if something doesn't feel right.
- **Adam:** Becoming independent is the best thing I have ever done!



Reflections & Wonderings

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Next CAC Meeting

Make-and-Take Tools and Resources

- Thursday, April 16, 2026 @ 9:30am
- Please register by March 31!
- Locations:
 - NOC SELPA
 - La Habra City School District
 - Buena Park Middle School

Scan Here!



North Orange County SELPA
Community Advisory Committee (CAC)
Support for Parents of Children with Special Needs

Presentation and Public Hearing

Preparing for Summer: Make-and-Take Tools and Resources
Annual Budget and Annual Service Plan

Presented by the North Orange County SELPA Administration Team



WHEN:

Thursday, April 16, 2026 9:30 am - 10:30 am

REGISTRATION DEADLINE:

To guarantee supplies for the Make-and-Take activity, registration must be submitted by
12:00PM on Tuesday, March 31, 2026

REGISTRATION:

The presentation will be recorded, however, the Make-and-Take activity will only be available to those who register to attend in person at one of the locations below:

North Orange County SELPA Office	La Habra City School District Board Room	Buena Park Middle School
1021 W. Bastanchury Road, Suite 161 Fullerton, CA 92833	500 N. Walnut Street La Habra, CA 90631	6931 Orangethorpe Ave Buena Park, CA 90620

