

Verbal Informed Sexual Consent Tool Summary Sheet

Name of Individual: Click here to enter text.	Residence: Click here to enter text.	Date of Birth: Click here to enter text.
Developmental Disability: Click here to enter text.	Psychiatric Diagnosis: Click here to enter text.	Medical Conditions: Click here to enter text.
Evaluator #1: Click here to enter text.	Evaluator #2: Click here to enter text.	Date of Evaluation: Click here to enter a date. Date of Review: Click here to enter a date.

(From IPOP)

Community Access YES ☐

NO ☐

Home Alone Time YES ☐

NO ☐

Notes:

Click here to enter text.

Instructions: This verbal informed consent tool should only be utilized by at least two qualified staff. The tool is an aid in helping to determine verbal sexual consent, but is not to be used as a sole or final determination. The two qualified staff will make a clinical decision, not a mechanical decision based upon a given score. The overall impression is most important.

Complete the following sections prior to the evaluation:

1. Reason for Determining Informed Consent:

- ☐ Consumer is currently sexual active and has the prerequisite verbal skills needed to be evaluated.
- ☐ Consumer has expressed interest in becoming sexually active and has the prerequisite verbal skills needed to be evaluated
- ☐ Consumer has been sexually active within the past five years and has the prerequisite verbal skills needed to be evaluated.
- ☐ Other (specify):
[Click here to enter text.](#)

2. Relevant History: (please elaborate on sexual experiences and include any medical/developmental/psychiatric condition that may impact on the consumer's ability to comprehend information or make decisions, and any overt discrepancies between knowledge base and observed behavior).

[Click here to enter text.](#)

Complete the following sections after the evaluation:

3. Summary of Clinical Impressions: (summarize all indices and integrate history with the results of the evaluation)

[Click here to enter text.](#)

4. Ability to Give Informed Consent:

- ☐ Able to verbally give informed consent without any needed follow up
- ☐ Able to verbally give informed consent to most indices relevant to their lives but requires further training/counseling for indices # [Click here to enter text.](#) (see recommendations)
- ☐ Not yet able to determine verbal informed consent, needs further exploration (see recommendations)
- ☐ Not yet able to verbally give informed consent, needs to be evaluated using the *Tool for Assessing Informed Sexual Consent through an Evaluation of Responsible Sexual Behavior* (see recommendations)

5. Recommendations:

[Click here to enter text.](#)

Evaluator #1

Evaluator #2

Residential Manager

INDICE #1	The consumer has an awareness of the nature of the sexual act under consideration and of having choice to engage in or abstain from the type of sexual contact under consideration.			
Item	Consumer's Response	No Knowledge	Limited Knowledge	Sufficient Knowledge
1. What is sex? (find out what sex means to this person)	The consumer should be able to describe the mechanics of sex, given their preferences and orientation. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A person who you live with comes up to you while you are sitting in the living room, puts their arm around you and gives you a hug. What would you do?	The consumer should be able to state what are the appropriate boundaries to set with other individuals. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If anyone ever tried to touch your private parts and you didn't want them to, what would you do?	The consumer should recognize violation, be able to state how to stop the behavior, and seek appropriate assistance. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is it okay to let someone touch your private parts just because they live with you? Why or why not?	The consumer should verbalize the special nature of intimate contact. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5. If you wanted to have sex with someone, what would you do? If the person said no, what would you do? If someone wants to have sex with you and you don't, what would you do?</p>	<p>The consumer should verbalize strategies for initiating sexual contact, behaving appropriately when rebuffed, and setting limits with others. Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Someone asks their partner to do a sex act that they don't want to do. What should that person do?</p>	<p>The consumer should recognize the need to assert themselves regarding choices during sexual contact. Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Overall Summary (must be completed): Click here to enter text.</p>				

INDICE #2	The consumer has an understanding of how to prevent an unwanted pregnancy and diseases which are sexually transmitted.			
Item	Consumer's Response	No Knowledge	Limited Knowledge	Sufficient Knowledge
7. How do a man and woman make a baby?	The consumer should be able to describe how intercourse could result in pregnancy. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When a man and woman want to have sex but not make a baby, what could they do?	The consumer should be able to describe at least one methods of birth control. When condoms are mentioned, have the consumer demonstrate condom application on model. Condom application is for assessment purposes only and has no bearing on the individual's ability to give consent. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you know of any diseases you can get from having sex with another person?	The consumer should be able to name at least one sexually transmitted disease. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What must you do to prevent getting a sexually transmitted disease (use name of a disease mentioned, e.g., AIDS)?	The consumer should identify condom use and abstinence as a means of disease prevention. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Summary (must be completed): Click here to enter text.				

INDICE #3	The consumer has an understanding of the need for restriction of sexual behavior as to time, place, or behavior (e.g., public vs. private, leisure vs. program time).			
Item	Consumer's Response	No Knowledge	Limited Knowledge	Sufficient Knowledge
11. You are on the bus and you see a couple who are tongue kissing. What do you think about that? Is that something you would do on a bus? Why or why not?	The consumer should recognize the bus as a public place and the difference between public and private behavior. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. You are in a room watching television with another person who starts to play with his/her private parts. Do you think it is okay? Why or why not?	The consumer should recognize public room and the presence of others and contain behavior appropriately. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. You are at your day program/work site. Someone you like and who you only see there comes up to you and asks you to have sex in the bathroom. What would you do? Why?	The consumer should recognize the work place as public and set limits with peer, regardless of desires. The consumer may make alternate, private arrangements for sexual contact. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>14. You are going out on a date and you want to have sex/make love. Where could you go? Where would you not go?</p>	<p>The consumer should identify private places where sexual contact can take place and public places where sexual contact cannot take place. Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Overall Summary (must be completed): Click here to enter text.</p>				

INDICE #4	The consumer has an understanding that certain sexual activities are against the law and could result in or have dire consequences.			
Item	Consumer's Response	No Knowledge	Limited Knowledge	Sufficient Knowledge
15. Some sexual behavior is against the law and a person can get arrested. Do you know of any sexual behavior that can get you arrested?	The consumer should be able to name at least one sexual behavior which is against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. You are on the bus and a man takes out his penis and shows it to you. What can happen to that man?	The consumer should identify the act as against the law and the behavior results in arrest. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. You and your partner decide to have sex on the floor of your bedroom with the door closed instead of on your bed. Is that against the law?	The consumer should identify the act as consensual activity and not against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. An adult can have sex with an adult. At what age does a child become an adult? What will happen to an adult who has sex with a child?	The consumer should identify the age of consent and the need to restrict sexual behavior to adults. The consumer should recognize sexual activity with a child as against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Someone grabs you and forces you to have sex. Is that against the law?	The consumer should identify the act as against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. You don't want to have sex, but your partner says you must and forces you to. What would you do? Is that against the law?	The consumer should identify the act as against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. You really want to have sex. You force someone to have it with you. Is that against the law? Can you be arrested?	The consumer should identify the act as against the law. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. What is rape?	The consumer should define as any sexual act without consent. Click here to enter text.			
Overall Summary (must be completed): Click here to enter text.				

INDICE #5	The consumer's understanding of being at risk in a potentially harmful/abusive/exploitive sexual situation and being capable of making a reasonable plan for removing him/herself in the situation <i>(It is strongly recommended that due to the sensitive nature of these scenarios that role plays be tailored to fit the consumer's sexual orientation without reference to the consumer, their partner, or an individual with whom they might be familiar).</i>			
Item	Consumer's Response	No Knowledge	Limited Knowledge	Sufficient Knowledge
23. <u>Explain:</u> Steve and Rachel are dating. <u>Role play 1:</u> <i>Rachel asks Steve for money. Steve is short on money and doesn't want to loan her the money. Rachel gives a really good reason for needing the money. Steve gives in and lends the money.</i> What do you think of this situation?	The consumer should recognize the exploitation in the relationship and verbalize how to handle it appropriately. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. <u>Explain:</u> A few days later Rachel asks Steve for more money. <u>Role play 2:</u> <i>Rachel asks Steve for more money. Steve refuses because Rachel hasn't paid him back from the first time she borrowed money. Rachel says that unless he gives her the money, they can't be friends, date, or have sex anymore.</i> What do you think of this situation? What should Steve do? What would you do if you were in this situation?	The consumer should recognize the exploitation in the relationship and verbalize how to handle it appropriately. Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>25. <u>Explain:</u> Two people have been dating for a really long time (e.g., two years), care for each other a lot, and are having a fight</p> <p><u>Role Play:</u> <i>The couple is arguing over how often to have sex, with one partner being more dominant (e.g., loud, bossy). This person then pretends to hit the other partner (more passive).</i></p> <p>What does the consumer think of this situation? What should the person do who was hit? What if this happens a lot? Have you ever been in a similar situation? What would you do if you were in this situation?</p>	<p>The consumer should recognize the exploitation in the relationship and verbalize how to handle it appropriately.</p> <p>Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Overall Summary (must be completed):</p> <p>Click here to enter text.</p>				