

Providing **Accessible** Comprehensive Sex Ed for Youth with Intellectual & Developmental Disabilities

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DISCLAIMER

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AGENDA

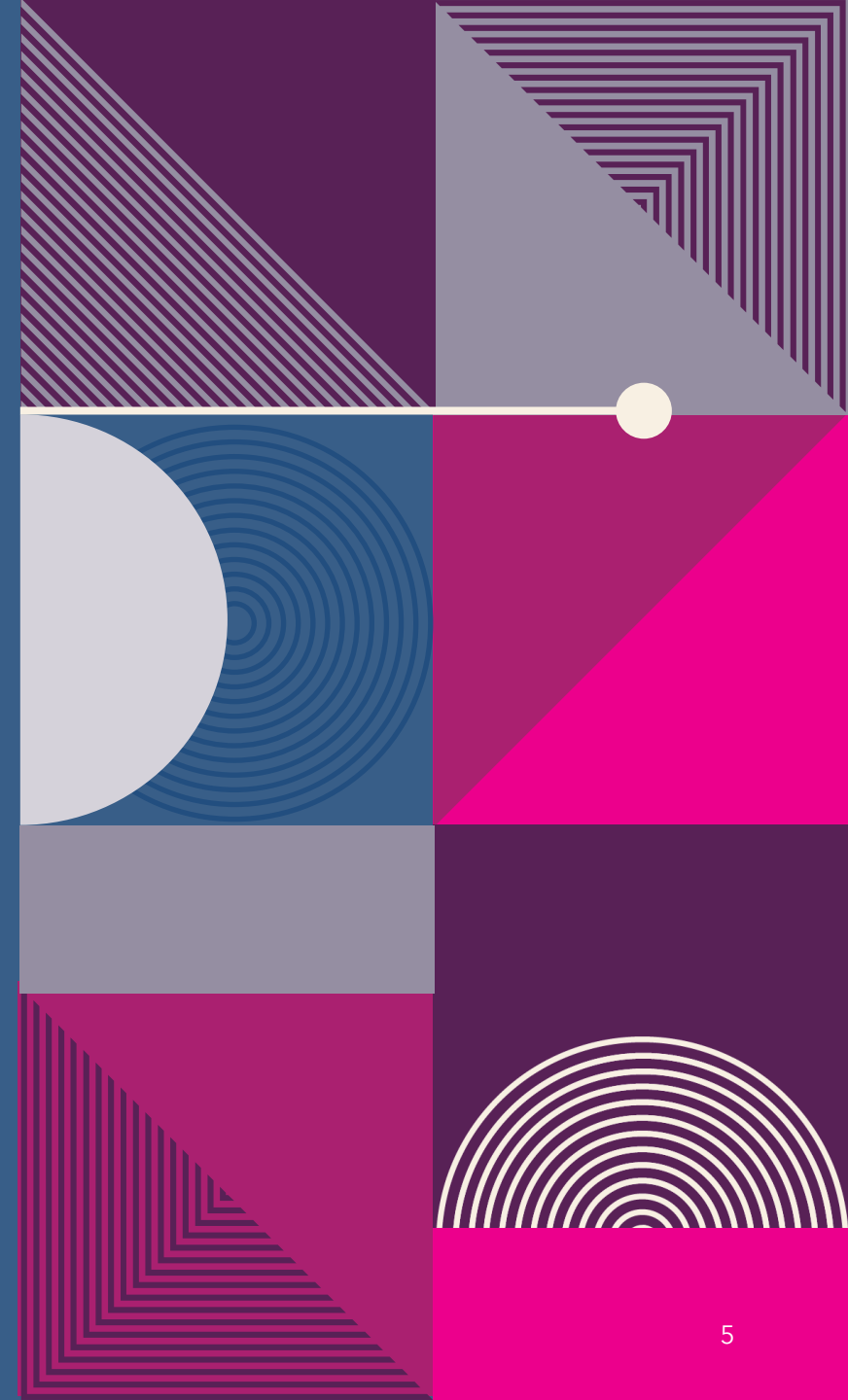
- Icebreaker & learning objectives
- Accessibility in sex education
- Implementing accessible sex ed in Oregon
- Accessible activities practice
- Program evaluation
- Q&A



Have you ever tried to learn something new in a manner that felt so confusing that it prevented you from learning?

After participating in this presentation, participants will be able to:

- Explain barriers to accessibility in sexual health education.
- Implement accessible lessons and activities to promote inclusive healthy relationship learning in their classrooms.
- Identify evaluation practices that support inclusive program implementation.
- Identify partners & resources within their own communities to facilitate sexual health education for young people with intellectual & developmental disabilities (I/DD).





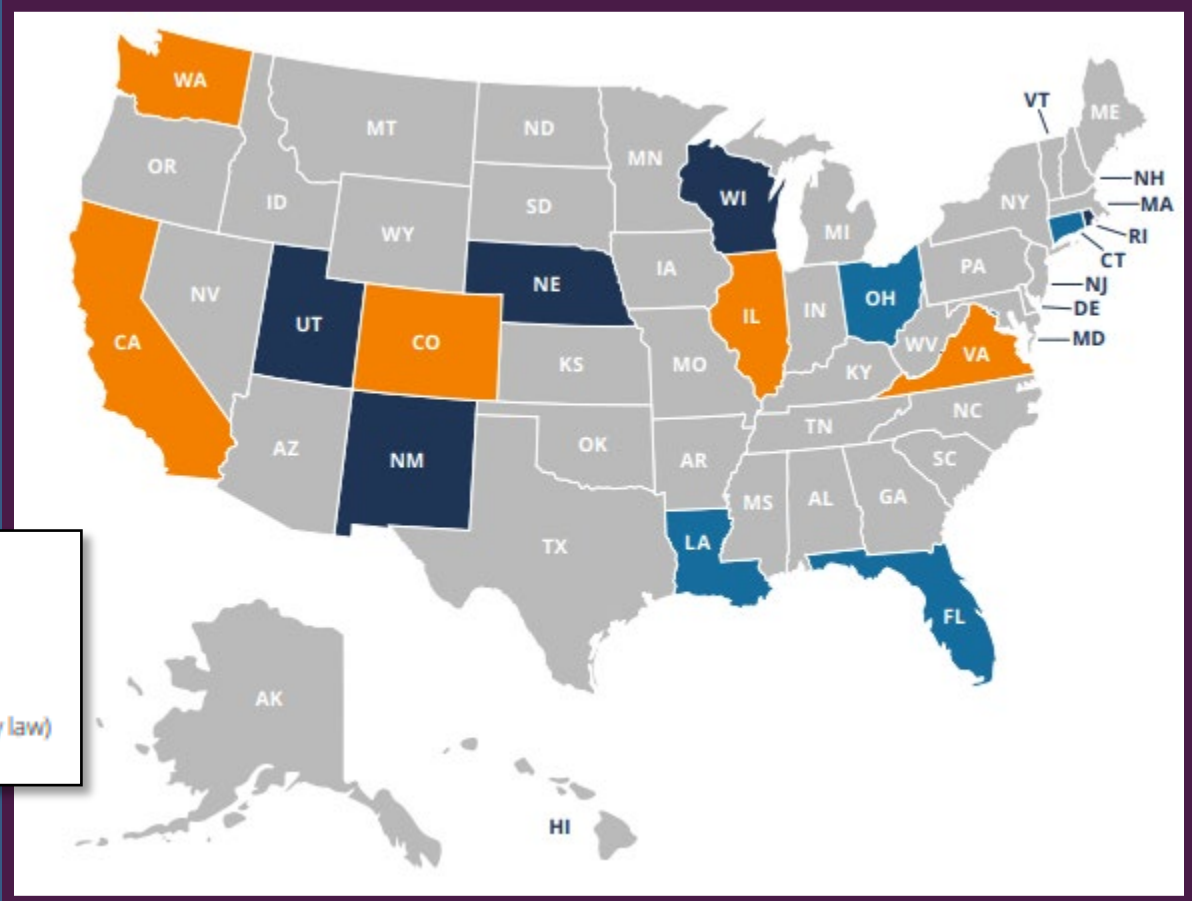
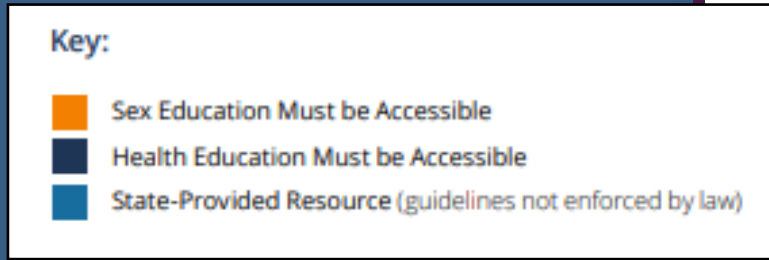
ACCESSIBILITY IN SEX EDUCATION

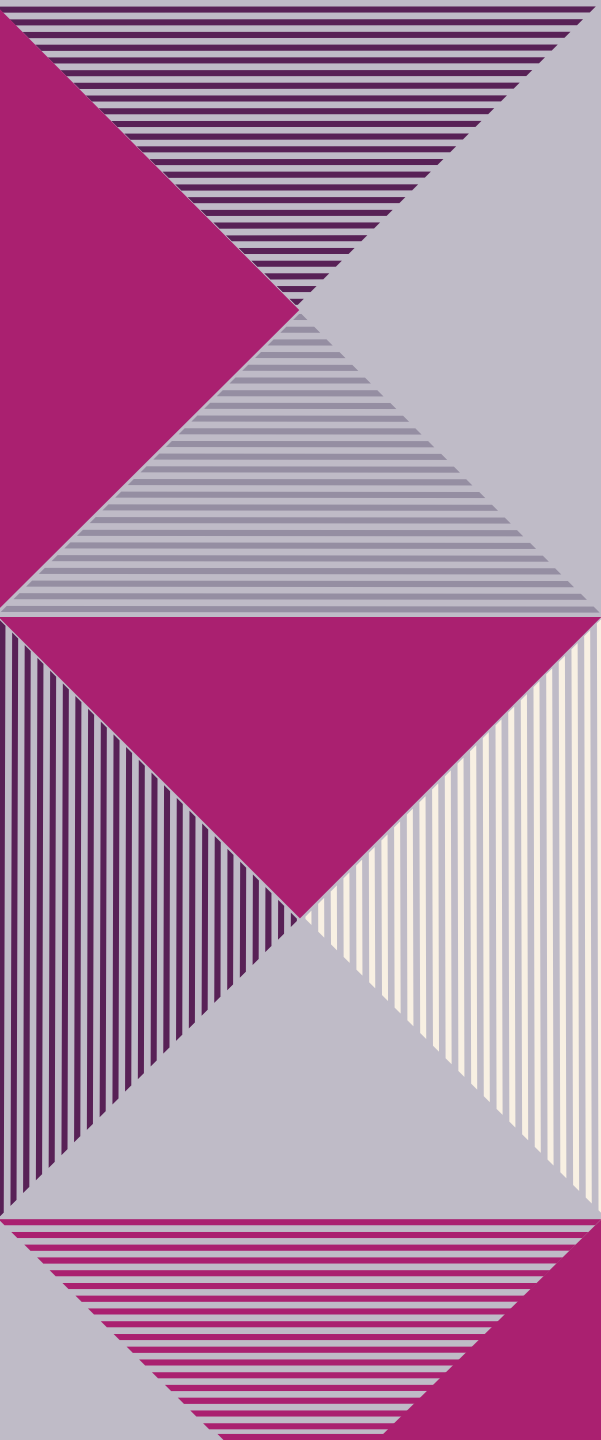
We are all sexual beings & we all have the right to receive sex education that is affirming, inclusive, & accessible.

A study of Oregon survey data found that students with disabilities are sexually active & at high risk of experiencing sexual violence.

- More likely to have had sex
- Equally likely to have had multiple sexual partners*
- Equally likely to have used drugs and/or alcohol during their last sexual experience*
- More likely to experience sexual assault and coercion
- More likely to experience sexual abuse by an adult
- More likely to experience dating violence

The national story: State Laws, Policies, & Resources Related to Accessible Sex Education





What can accessibility in the sex education classroom mean to students with I/DD?

METHODS & PRACTICES

- Breaks/pauses, time for discussion & questions
- Concrete concepts & application
- Scaffolded instruction & repetition
- Trauma-informed

TOOLS & RESOURCES

- Visuals (pictures & video)
- Both audio & text/closed captioning
- Interpreters, translators, or communication devices that include accurate sexual health vocabulary



IMPLEMENTING ACCESSIBLE SEX EDUCATION IN OREGON

It takes a village (or a state).

Partnerships Map

Curriculum



Funding



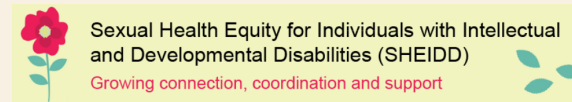
Training



Implementation



Consulting



Management

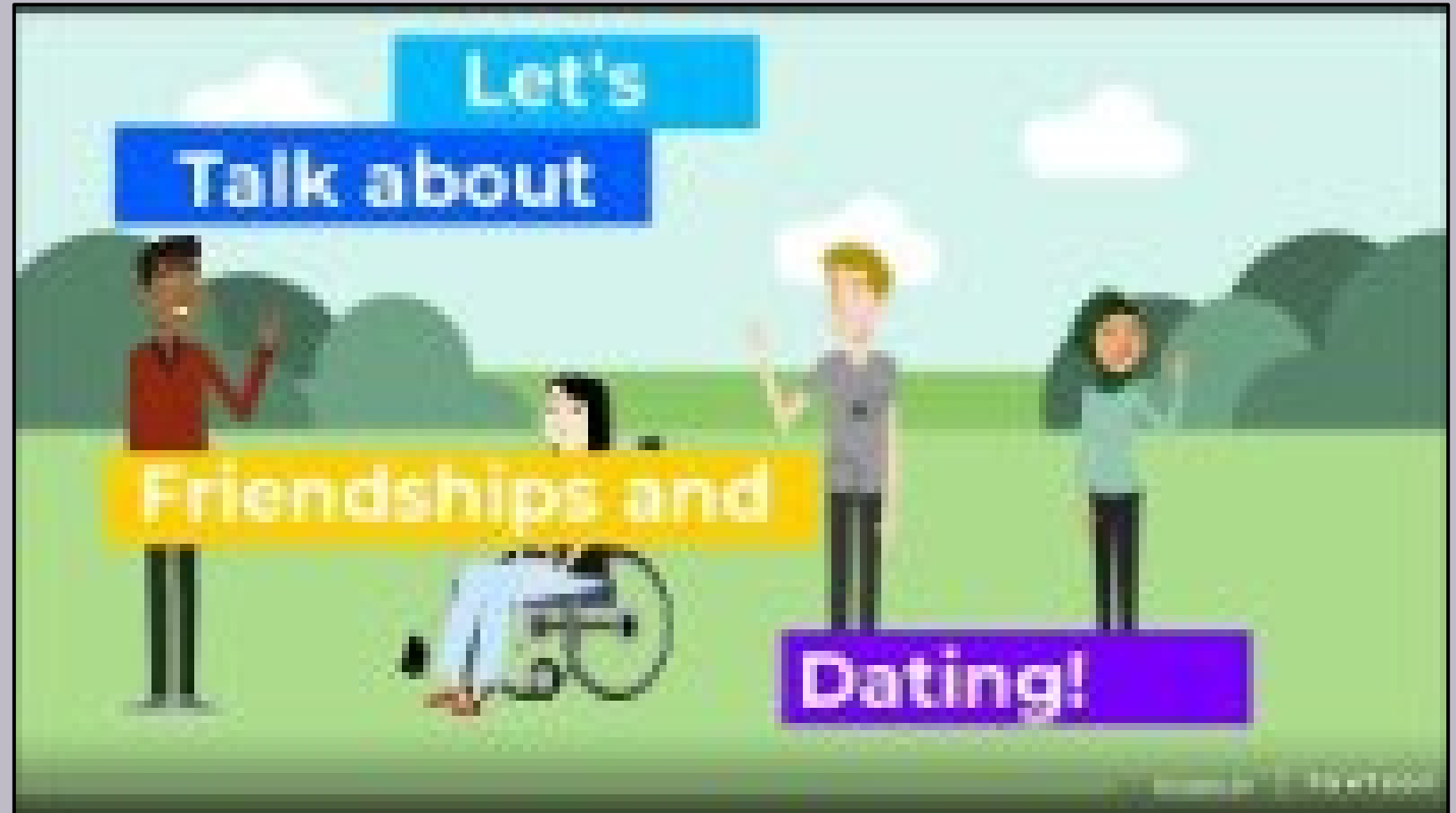




Sexuality for All Abilities (SfAA)

- Thirteen lessons designed for school-age classrooms
 - Healthy relationships & boundaries
 - Public vs. private spaces & relationships
 - Puberty, anatomy, & human reproduction
 - Gender & sexual orientation
 - Consent, body rights, & safety (including online/social media)
- Fourteen trained high school teachers planning implementation in 2023-2024 academic year

Friendships & Dating (FDP)



SKYLA'S EXPERIENCE



- *Friendships & Dating* student from 2020-2022
- Lives near Medford and has lived in southern Oregon her whole life
- Has eight siblings & is very close to her family (Mom is here today!)
- Has a cat named Nani
- Works at Cinemark movie theater
- Loves going to Pride events & her family's medieval craft fair



ACCESSIBLE ACTIVITIES PRACTICE

- What makes a sex education classroom activity accessible?
- How can familiar activities be adapted for accessibility?
- [Mentimeter](#)

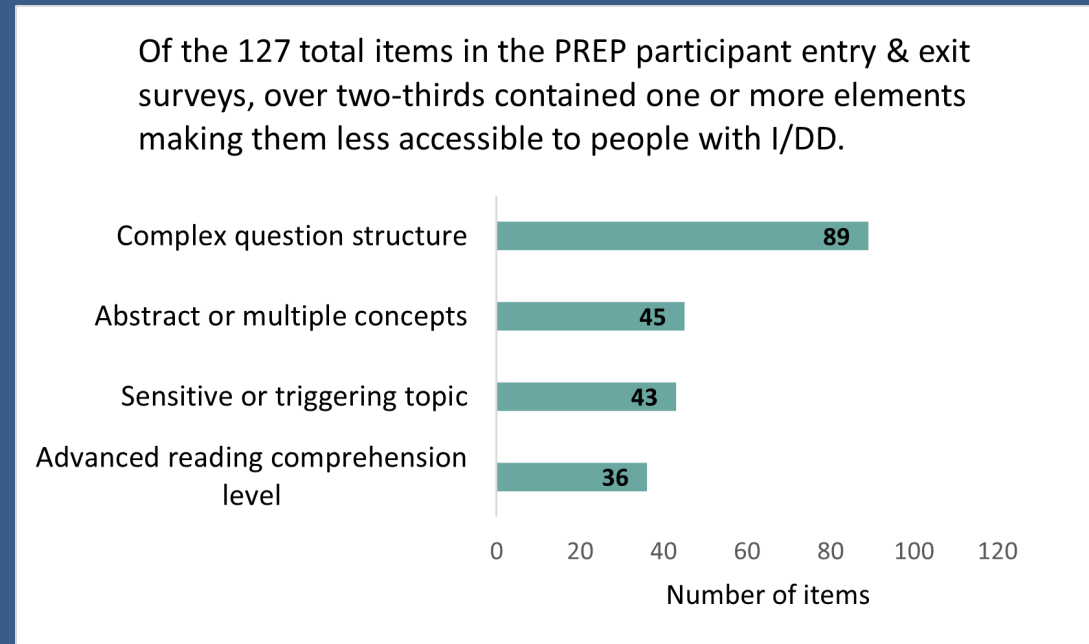


PROGRAM EVALUATION

Accessibility also matters here.

PREP Survey Adaptation

- The required PREP participant entry & exit surveys presented several challenges to youth with I/DD.
- Partnership approach to survey adaptations:
 - OHA (grantee)
 - OHSU-UCEDD (subgrantee)
 - ODE
 - SHEIDD (lived experience & community voice)
- OHA submitted a waiver request to FYSB with proposed changes & justifications (approved May 2021).



Standard Prep Survey Examples

12. For each of the items below, please mark how true each statement is of you.

MARK ONLY ONE ANSWER PER ROW

Entry Survey

	Not true at all	Somewhat true of me	Very true of me
a. I understand what makes a relationship healthy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I would be able to resist or say no to someone if they pressured me to participate in sexual acts, such as kissing, touching private parts, or sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I would talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exit Survey

11. Even if your program didn't cover this topic would you say that being in the program made you more likely, about the same, or less likely to... (Note: If the program has not affected your likelihood to do the following, choose "About the same".)

MARK ONLY ONE ANSWER PER ROW

	Much more likely	Somewhat more likely	About the same	Somewhat less likely	Much less likely
a. talk with your parent, guardian, or caregiver about things going on in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. talk with your parent, guardian, or caregiver about sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

People with I/DD experience higher rates of sexual assault than the overall population, meaning this item can be triggering. Additionally, complications with confidentiality arise when a participant receives assistance in responding.

This item scores at a college reading level.

The separation between the opening & the following statements makes the items overly complex.

A five-scale response option is overly complex.

Adapted Survey Examples for Students with I/DD

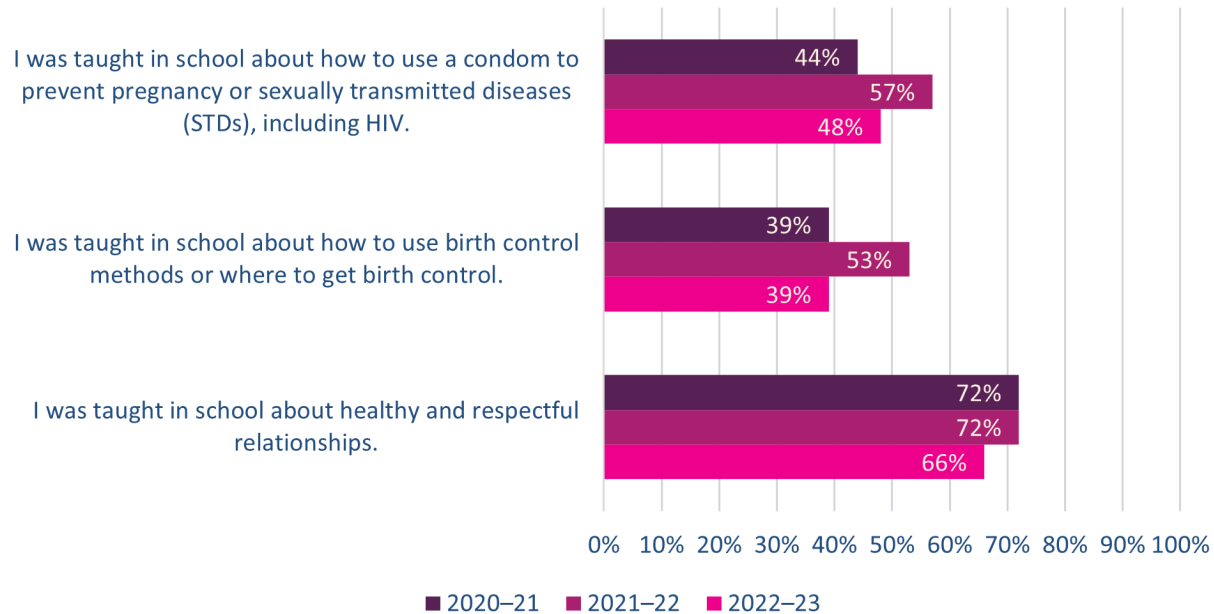
Entry Survey	
I understand what makes a relationship healthy.	Not sure
I would speak up or ask for help if I was being bullied in person or online.	Not sure

Exit Survey	
Has being in the program made you more likely to talk with your parent, guardian, caregiver, or another trusted person about things going on in your life?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not sure
Has being in the program made you more likely to talk with your parent, guardian, caregiver, or another trusted person about sex?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not sure

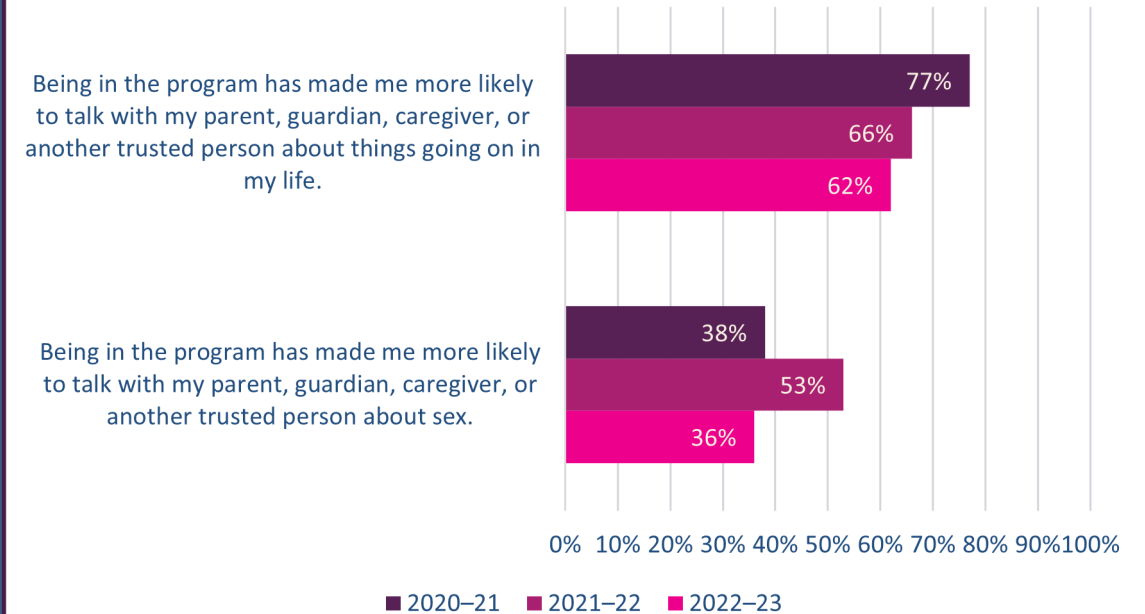
<p>The standard opening and following statements have been combined into single items.</p>	<p>Items involving sexual experience or behavior (such as assault) were removed, but items relating to healthy relationships are maintained for fidelity.</p>
<p>Language has been modified to be more accessible and to limit the number of concepts.</p>	<p>Response options are limited and concrete.</p>

Student Survey Responses

Student Entry Survey



Student Exit Survey



Listening Sessions with FDP Students & Teachers



“Some people don’t get that information in general education because they have a disability. Especially if they have a disability they should get that information.”
-FDP Student

Provide Flexibility and Support Student Comfort



- Students may be uncomfortable with topics like masturbation so it can help to stick to basic information and to try to normalize it
- Allow additional opportunities for students to learn about topics, such as UTIs, when other students are uncomfortable with those discussions in the classroom
- Tell students what to expect from the class and that it is okay if they do not know something
- Content may need to be adjusted for students who have less experience making friends or going on dates



Student-Directed Learning

“Students were leading the discussion amongst them very independently. It was fantastic to see them use new vocabulary and apply it to social situations.” -FDP Teacher



Learning About Consent and Boundaries is Essential



Students benefitted from learning about healthy relationships and personal safety when dating



Students might need more time as some of the concepts are hard to understand

Online Learning-Benefits and Challenges



- Mix of in-person and online classes
- Online classes prevent students from doing community activities in-person
- But are more accessible for some students



Building Trust

Navigating and building relationships with parents and school administrators is key to teacher success

Students Want



- More roleplay
- More videos
- Fewer slides
- Though text on slides is helpful for some

Importance of Inclusion

- It can be difficult to create safe spaces for BIPOC and LGBTQ+ students
- There is a need for more diversity of body types in images (race, size, gender diversity etc.)



REFERENCES

- Cameron, M.L., et al. (2023). *Adapting PREP Participant Surveys to Increase Accessibility for Youth with Intellectual & Developmental Disabilities (I/DD)* [Poster presentation]. 2023 APP Grantee Conference: Atlanta, GA.
- Holmes, L.G., et al. (2021). *Comprehensive Sex Education for Youth with Disabilities: A Call to Action*. SIECUS: Sex Ed for Social Change. <https://siecus.org/wp-content/uploads/2021/03/SIECUS-2021-Youth-with-Disabilities-CTA-1.pdf>.
- Horner-Johnson, W, et al. (2021). Sexual health experiences among high school students with disabilities. *Journal of Adolescent Health*, 69(2), 255–262. <https://doi.org/10.1016/j.jadohealth.2021.03.001>.
- Sauvé, L., et al. (2022). *Friendships and Dating Quality Improvement Study* [Poster presentation]. Association of University Centers on Disability Annual Meeting: Washington, DC.

RESOURCES

THE EXCHANGE (FYSB)

- [Creating Equitable Spaces](#)
- [Sexual Health Toolkit for Parents of Youth with I/DD](#)
- [Digital Citizenship for Youth with I/DD](#)
- [PREP Services for Youth with Disabilities](#)
- [Teaching Students with I/DD about Sexuality & Health Relationships](#)

FEATURED

- [Oregon Friendships & Dating Program \(OHSU, UCEDD\)](#)
- [Friendships and Dating \(UAA\)](#)
- [Sexuality for All Abilities \(Mad Hatter Wellness\)](#)
- [Sexual Health Resources \(SHEIDD & OHSU, UCEDD \)](#)
- [Comprehensive Sex Education for Youth with Disabilities \(SIECUS\)](#)
- [Sex Ed for Individuals with I/DD \(National Council on Independent Living\)](#)

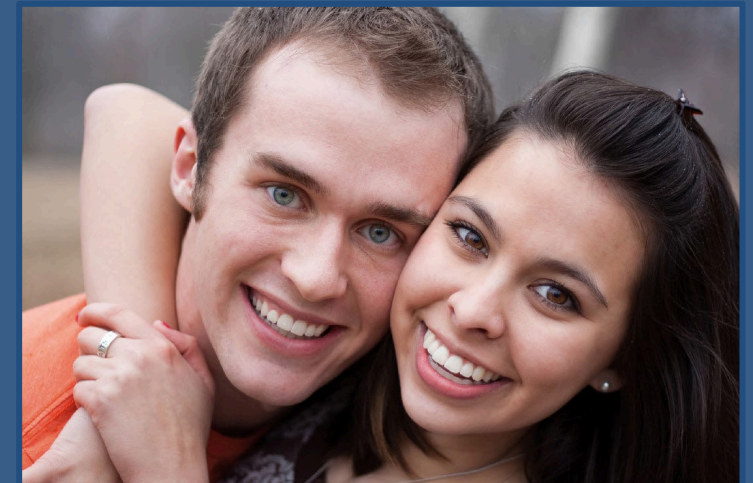
OTHER

- [Elevatus Training](#)
- [Association of University Centers on Disabilities \(AUCD\)](#)
- [Sex Talk for Self-Advocates Webinar Series \(AUCD\)](#)
- [10 Principles of Disability Justice \(SINS Invalid\)](#)

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Questions?



SESSION EVALUATION

Please complete a brief evaluation form for all workshop, forum and networking sessions by scanning the following QR code or visiting the following link:

<https://bit.ly/2024Evaluations>





THANK YOU!

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<https://www.ohsu.edu/university-center-excellence-development-disability/oregon-friendships-and-dating-program>