

The background is a gradient of dark blue and purple. On the left side, there are several concentric circles and a large arc with a degree scale ranging from 140 to 260. There are also some smaller circular patterns and arrows scattered across the background.

ASK ME FIRST: CHOICES

IT STARTS – BUT DOESN'T END WITH! - CONSENT

SEXUAL HEALTH EDUCATION FOR STUDENTS WITH INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES

STARTERS

INTROS, ACKNOWLEDGEMENTS, DISCLOSURES, AND OTHER STUFF YOU SHOULD KNOW

- Today's Presenters
 - Mika Baugh, MPH (she/her)
 - Lisa Greathouse, MS (she/her)
- Acknowledgements
 - Supported by a grant from the Indiana Clinical and Translational Sciences Institute
 - Our work was largely conducted on the unceded land of the Miami, Delaware, Potawatomi, and Shawnee nations.
- Disclosures
 - We have no conflicts of interest to disclose
- Housekeeping
 - Raise your hand AND say your name
 - Use the microphone
 - Feel free to meet your body-mind's needs
 - We'll be using identity-first language throughout the presentation



SEXUAL HEALTH EQUITY PROJECT (SHEP) TEAM



WHAT IS “ASK ME FIRST: CHOICES (CHOICES)”?

- 4-module sexual consent intervention for high school students receiving special education services
 - Defining consent
 - Communicating and interpreting consent
 - Is this consent?
 - Legal/advocacy issues related to consent
- Developed using:
 - Data generated by special education and health education teachers
 - Extensive literature review
 - Consultation with community-based expert in disability and sexual health
 - Collaboration with school district partners

HOW WAS CHOICES DEVELOPED?

- 2+ year project (extended due to COVID-19)
- Supported by a grant from the Indiana Clinical and Translational Sciences Institute
- Intent to address access to sexual health education for students receiving special education as an equity issue
- Data collected through focus groups, interviews, and a survey with teachers.
- CHOICES is SHEP's flagship artifact and is part of a 7-lesson resource kit made available district-wide.

WHAT MAKES CHOICES UNIQUE?

- Community-Based Participatory Research (CBPR) paradigm
 - University researchers
 - School district administrators and teachers
 - Community-based partners
- Backward Design (BD)
 - Results, assessment, instruction
- Universal Design for Learning (UDL)
 - Multiple means of presentation and expression
 - Stoplight menu system
 - UDL prompts throughout

WHAT DID STUDENTS THINK OF CHOICES?

Meet Ethan

“I am 22 years old, I plan to get involved in some form of media and entertainment someday, and my interests are graphic design, history, & logos of any kind.”

[Ethan's Thoughts on Sex Education](#)

WHERE DO WE GO FROM HERE?

- Continue testing CHOICES
 - MCCSC Special Education classrooms
 - Extend partnership to other school districts
 - Community-based providers
 - Clinical settings
- Expand the SHEP team
 - Consistent and sustained engagement and leadership from disabled students
 - Increased parent/family/caregiver involvement
- Begin testing other lesson topics
 - Public vs. Private Places
 - Masturbation
 - Legal and Advocacy Issues

HOW DO WE *DO* SEXUAL HEALTH EDUCATION FOR DISABLED STUDENTS?

- Don't
 - Assume they don't need it
 - PWD are at significantly higher risk for sexual assault
 - ADA, IDEA, FAPE
 - Equity
 - Make it about you
 - Comfort
 - Efficacy
 - Time/resources
 - Go rogue
 - State, national standards
 - Legislation
- Do
 - Look inside your backpack – what are you carrying?
 - Be proactive
 - Make friends (with the right people)
 - Try it in the mirror
 - Vet your resources
 - Utilize community partners
 - Make the IEP work for you
 - UDL

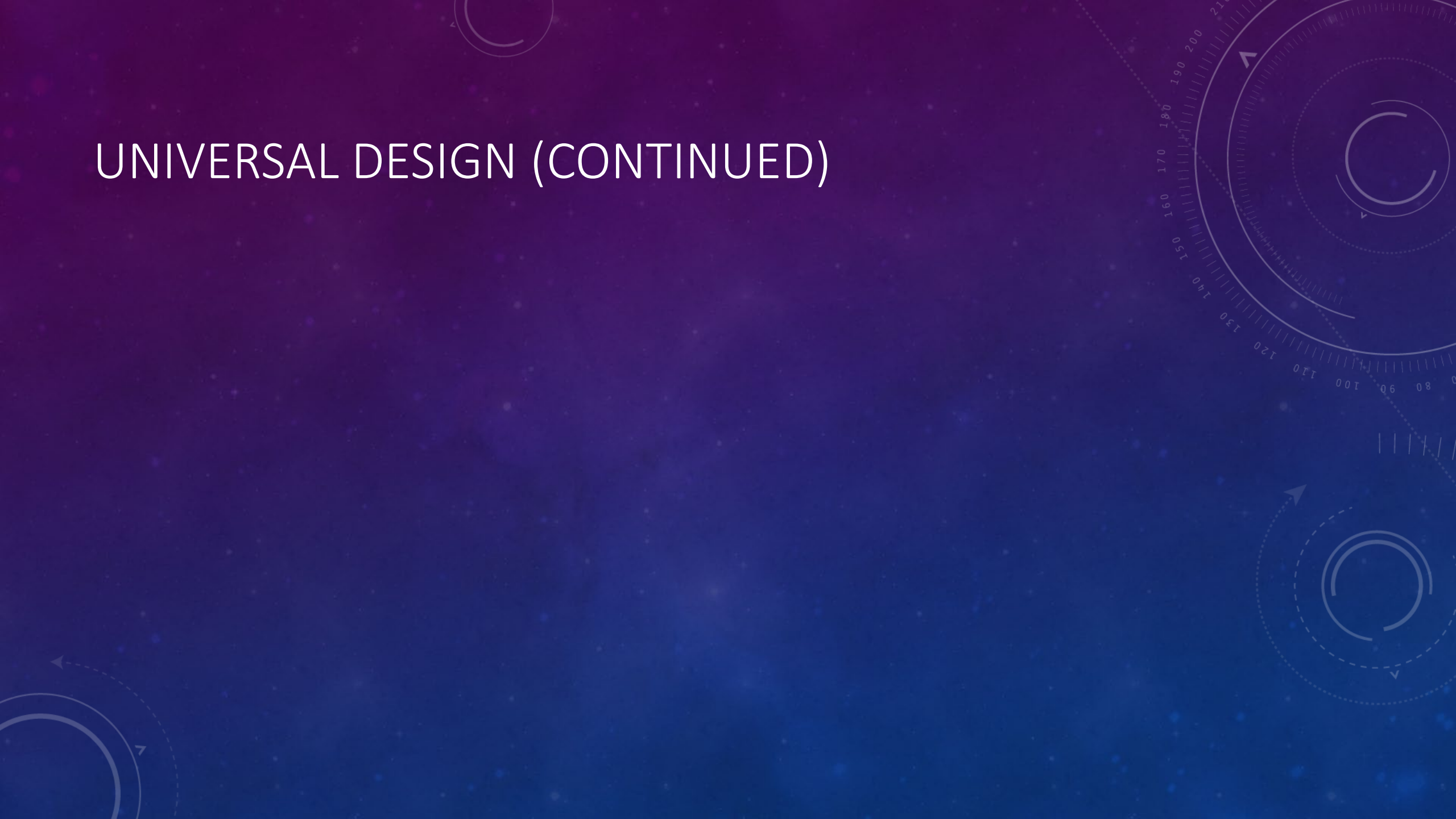
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the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design

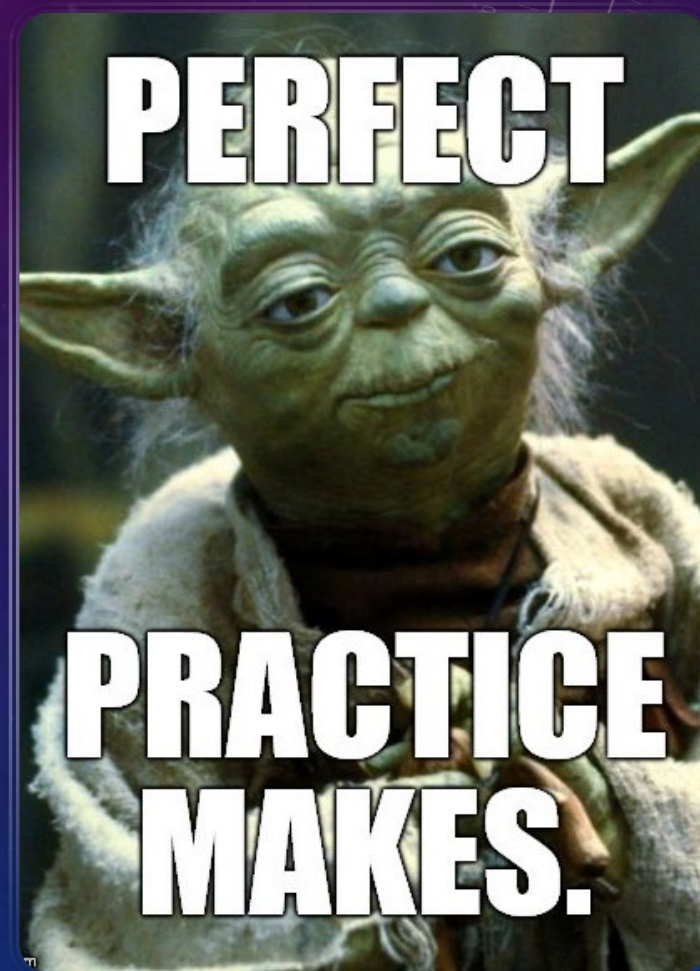
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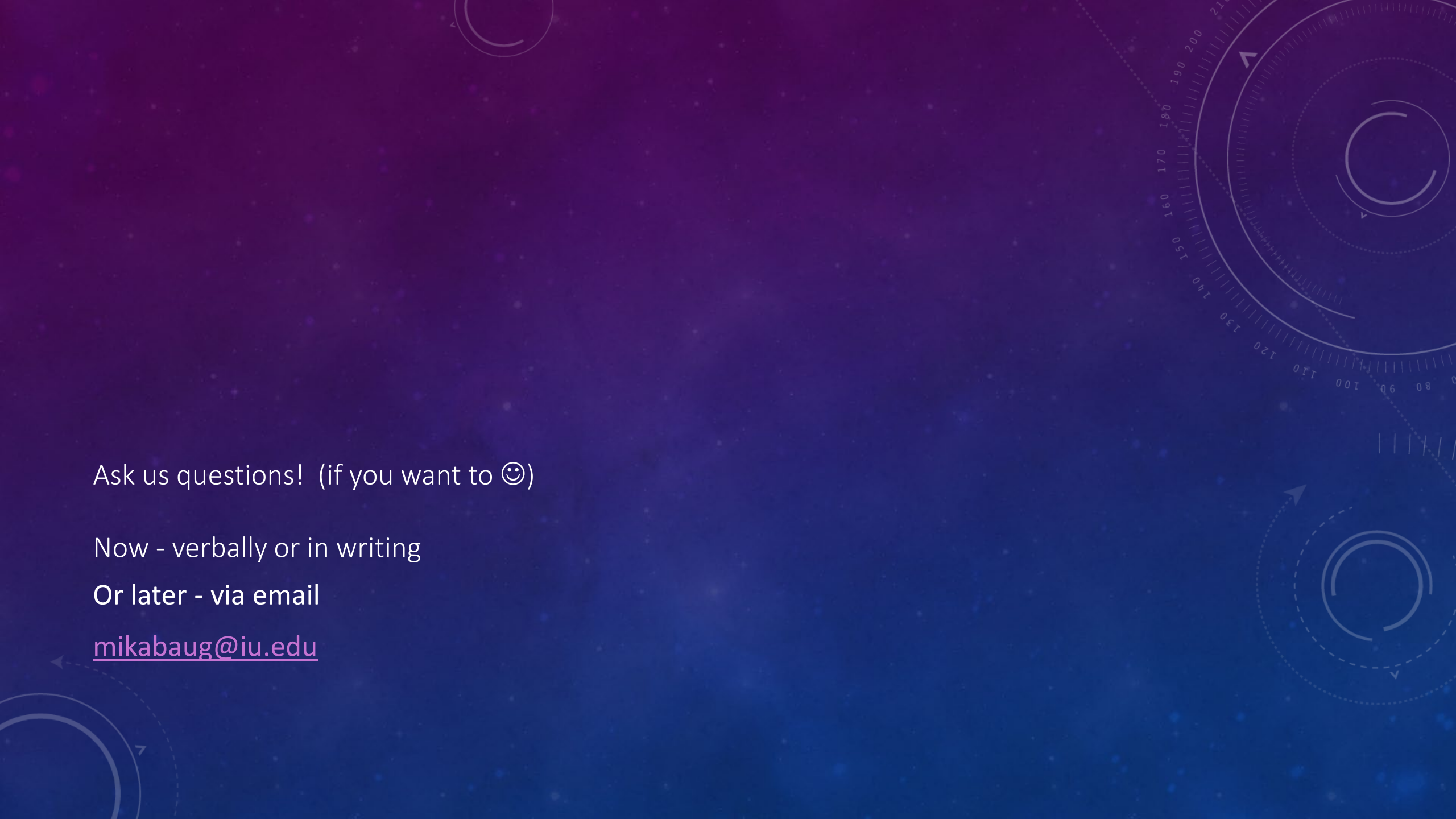
-Center for Universal Design

UNIVERSAL DESIGN (CONTINUED)



LET'S PRACTICE





Ask us questions! (if you want to 😊)

Now - verbally or in writing

Or later - via email

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