

AN EVIDENCE-INFORMED ASSESSMENT OF:

SEXUALITY EDUCATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES: CURRICULUM FOR HIGH SCHOOL STUDENTS AND ADULTS WITH DEVELOPMENTAL DISABILITIES

In 2009, *Sexuality Education for People with Developmental Disabilities: Curriculum for High School Students and Adults with Developmental Disabilities* was written because of the lack of resources for teaching the I/DD population on this topic that were evidence-informed; in 2018, it was updated to include relevant issues such as social media and gender identity/expression. This version is now a 22-lesson curriculum that includes a manual with instructions on how to implement the curriculum.

What is unique about this curriculum?

- Fully incorporates Disability Rights, Independent Living, and Self Advocacy
- Places emphasis on the individual being a sexual self-advocate
- Created by not only professionals in the field but also by individuals with developmental disabilities.
- Instruction of curriculum co-facilitated by an individual from the I/DD population

The curriculum is also an evidence-informed program guided by theories and practices that have a history of demonstrating positive results, including: Sexual Script Theory, Self-Determination Theory, Social Learning Theory, Social Impact Theory.

Elevatus has also engaged assessments by an outside consultant to provide an unbiased review of the curriculum that included comparisons of the curriculum to the Professional Sexuality Education Standards as well as other effective assessment tools in analyzing the curriculum for teaching individuals in the I/DD population.

1. Professional Sexuality Education Standards: see Appendix A, page Best practices for sex education: reviews 18 different components of what “best practices” would entail. Of the 18 components assessed in regards to this curriculum, 15 were identified as area of “high capability” and the remaining three areas were rated as “moderate.” Key content areas: assesses 52 different components of areas that need to be addressed. Of the 52 components reviewed, an overwhelming number, 40, were rated as being present within the curriculum with a “high” rating.
2. Analyzed “Identifying Effective Methods for Teaching Sex Education to Individuals with Intellectual Disabilities: A Systematic Review in *Journal of Sex Research* (May 2015)” and identified effective techniques in teaching this population and compared those techniques to the curriculum. The teaching techniques that were recommended were all present in the curriculum.
3. SHEIDD Assessment Tool
Using these reviews, we were able to compare the curriculum to an evidence-based curricula review using the same tool to see the similarities and assume we would have similar positive outcomes based on these similarities. For the results of the comparative analysis see Appendix B, page 27-32.