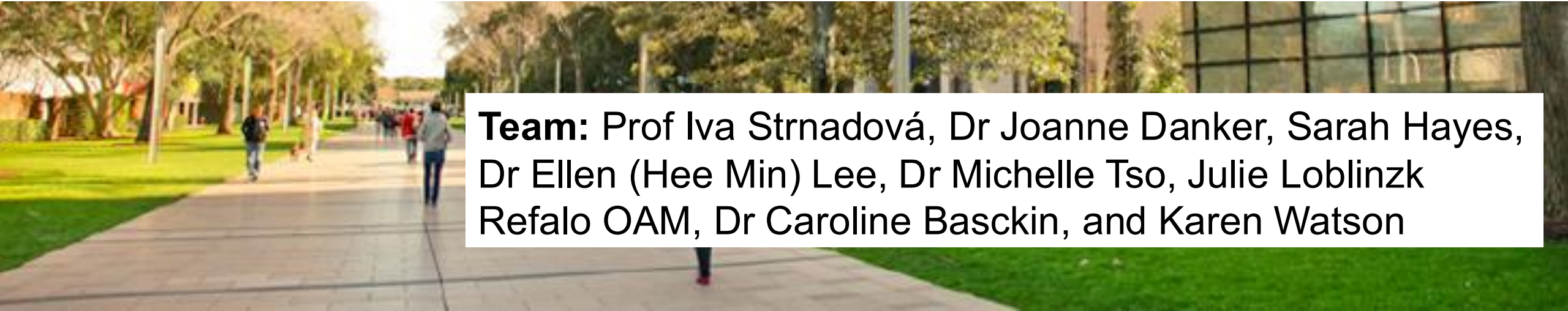


Co-Creating Inclusive Relationships Education: The Rights and Relationships program's Impact on Student Knowledge



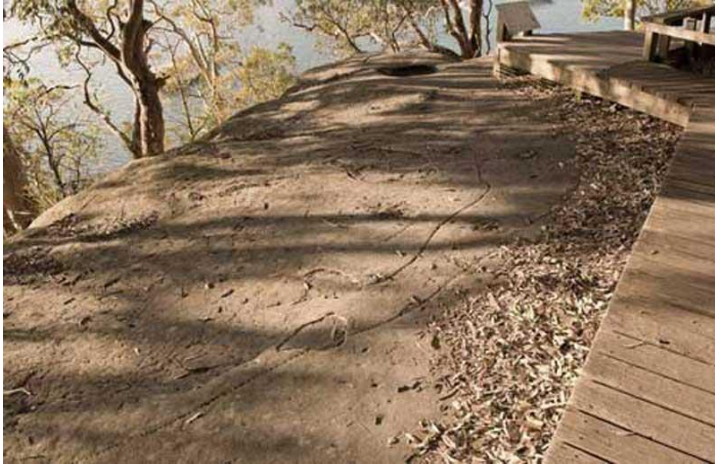
Team: Prof Iva Strnadová, Dr Joanne Danker, Sarah Hayes, Dr Ellen (Hee Min) Lee, Dr Michelle Tso, Julie Loblinzk Refalo OAM, Dr Caroline Basckin, and Karen Watson

We know we are on First Nations land.

We respect the First Nations people from this land.

On this land we

- Live
- Work
- Play
- Swim
- Dream



Berry Island, Wollstonecraft

First Nations people have lived on this land for many years.

Now we live on this land together.

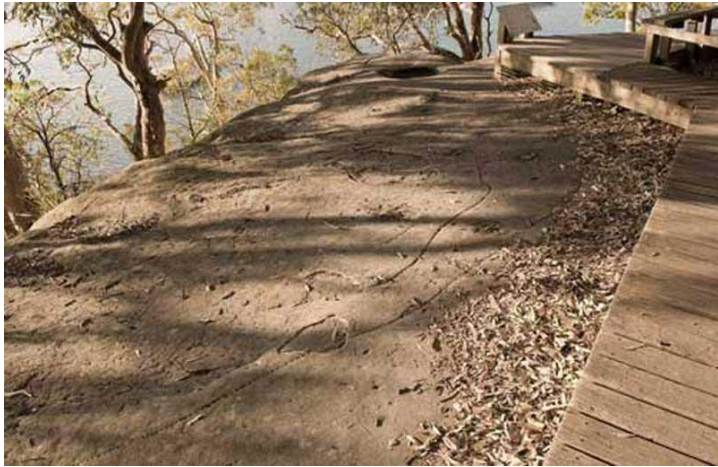
We respect all First Nations people and Elders.

We can learn a lot from their stories.

We can all learn from each other at this conference.

This Acknowledgement of Country is written by

- New South Wales Council for Intellectual Disability



Berry Island, Wollstonecraft

A Little Note About the Slides



These slides follow Easy Read principles

PHOTO  **SYMBOLS[®]**

We use many images from
www.photosymbols.com



ROBERT STRIKE, AM

- Intellectual disability is a disability that slows down learning.
- **We can learn if the way of teaching matches how the person learns.**
- Intellectual disability is not an inability to think!
- We know what is going on around us, and we can feel what's going on too!

(NSW CID)

This presentation will discuss themes that may be triggering for some people.



TRIGGER WARNING

If at any time you need to take a break, please do so.

If you wish to speak to someone after this presentation, please contact Iva

Themes that will be discussed:

- Sexual violence
- Abuse

Many people with intellectual disabilities experience

- Bullying
- Sexual abuse
- Physical abuse
- Financial abuse



Katarina said

So, when I hit puberty, I was still playing with my dolls. (...) I was raped at 14, ended up having a baby at 15...

Sammy said

I get transport money (...) and my dad feels that he has the right to it. (...) That's for me. I only get \$68 from NDIS for transport. My dad's charging me \$70.

Royal Commission Findings Drive Change

- **People with disability:** 2x as likely sexual violence
- **Women with disability:** violation of sexual rights (forced termination of pregnancies, sterilisation, menstruation suppression, contraception)
- **Young people with intellectual disability:** inadequate education on healthy relationships, violence, abuse, neglect and exploitation in relationships



What Research Tells Us

Women with intellectual disability have higher rates of all forms of abuse and violence:



- Unwanted and unplanned pregnancies
- 40-60% child removal
- Sterilisation – without consent
- Long-acting contraception – without consent

What people with intellectual disability say

They are:



- Sexually active and interested in having sexual relationships
- 84% already have had sexual relationships
- Aware that they received less information than their 'mainstream' peers

What people with intellectual disability say

They have:

- Same desires for sexual relationships as 'mainstream' peers



They want:

- Intimate relationships
- Have children and get married
- Opportunities to discuss sex and have “girl talk/girl space”
- To learn more, be better informed

Sex Education is Critical for a Successful Transition to Post-school Life



- Enables students to develop knowledge and skills
- Resources students to make informed choices regarding their sexuality and relationships
- Supports self-determination and counteracts overreliance on adults

Research on Sex Education



- People with intellectual disability receive less sex education than their peers
- Deficiencies in sex education for adolescents with intellectual disability
- This leaves students ill-equipped to identify warning signs of sexual abuse and exploitation

Relevant and Topical



- **Consent Education reform**
 - Holistic and earlier consent education
- **Consent Laws reform**
 - Proposed changes to consent Laws, were passed through the lower house on Wednesday 10th November 2021
 - Changes are based around 'affirmative consent'

Co-producing Knowledge in Inclusive Research

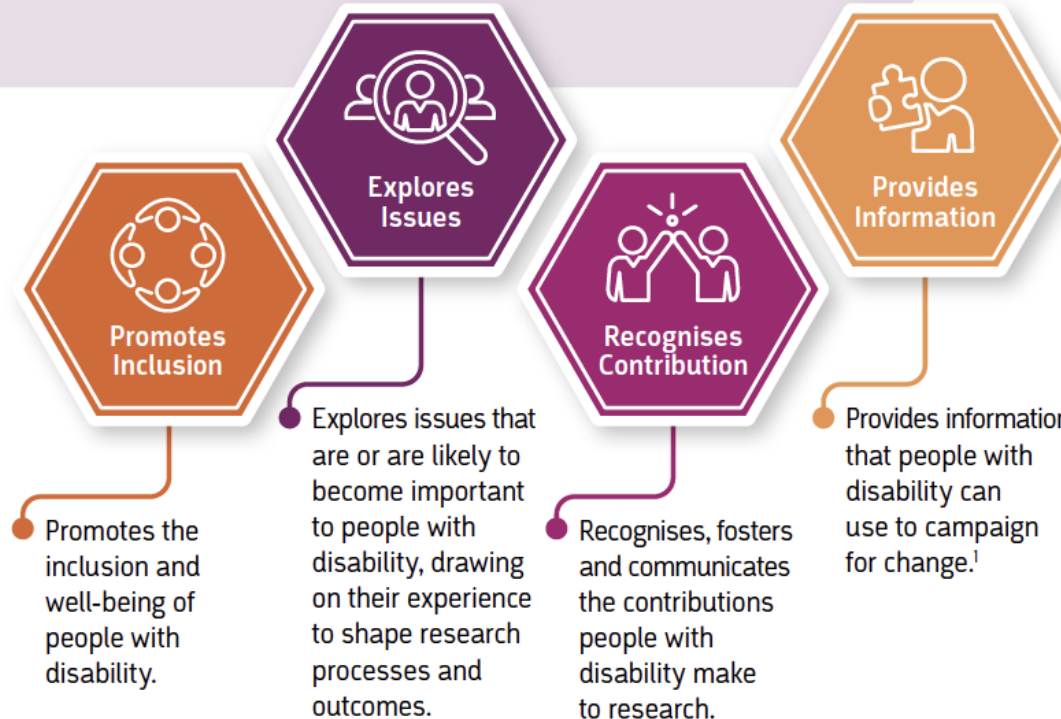
DOING RESEARCH INCLUSIVELY:

Guidelines for Co-Producing Research with People with Disability



DOING RESEARCH INCLUSIVELY:

Co-Production in Action



Rights and Relationships Program (R+R)



- Program developed by the Intellectual Disability Rights Services (IDRS)
- Co-developed and co-delivered by educators with and without intellectual disability
- Piloted with adults with intellectual disabilities and with Year 12 students

Rights and Relationships Program (R+R)

Rights and Relationships



This training is a face-to-face course to empower young people with a disability by learning about their rights in relationships. It consists of 4 sessions facilitated by the Ability Rights Centre Education Team.

Topics include:

- Relationships and the law
- Healthy and unhealthy relationships
- Public and private boundaries
- Safe relationships and technology



For more information
contact the Ability Rights Centre on **02 9265 6350**
Jessica: jessica@idrs.org.au • Robyn: robyn@idrs.org.au



Rights and Relationships ILC
Grant is funded
Department of
Social Services



Ability Rights Centre
A SERVICE OF IDRS

- Relationships and the law
- Healthy and unhealthy relationships
- Public and private boundaries
- Safe relationships and technology

R+R Program Modules and Topics

1. Relationships and the Law

Laws and relationships: consent, marriage, abortion, porn, sexually transmitted infections (STI) disclosure, children and sexual activity

Consent: what does it mean, how do you get and give consent?

Sexual assault: what is it?

How can you get help?

2. Healthy and Unhealthy Relationships

Healthy and unhealthy relationships

Sexual harassment and Apprehended Violence Orders (AVO)

Know your rights: Getting support at a police station

How do you know if someone is your boyfriend or girlfriend?

Communication and relationships

Domestic violence

Dealing with a breakup

3. Public and Private Behaviours and Personal Boundaries

Public and private spaces: what is the difference?

Public and private behaviours: what is the difference and what is appropriate in them?

Laws about public and private behaviours

Personal boundaries: what are they and how do you assert them?

Being assertive: how can you be assertive and how can you get help if you need it?

4. Sex and Technology

Sexting: what is it, is it safe to do?

Sexting and the law: having photos on devices, sharing photos with other people

Staying safe online: catfishing, sharing private photos

Emoji story: scenario of sexting and sharing naked photos with others

Dealing with danger: staying safe online



1

Collaboration:

- [disability organisation]
- [research team]
- special education teacher from pilot school
- sex education counsellor



to deliver *R+R program* in a high school



2

R+R program delivered as a **pilot** to

- **9 students**



with intellectual disability and/or autistic students



3

Interviews

- 9 students
- 2 teachers
- 3 co-educators



Pre- and post-program quizzes

- 9 students

4 Classroom observations

4



[research team] analysed data

Trustworthiness and validity



5

Evaluation report

3



Key findings:

1. Content of the program
2. Delivery of the program
3. Areas of development

6



Co-produced modified *R+R program* for high school students

- accessible
- interactive
- LGBTQAI+ inclusive
- align to curriculum



7

Focus group with DO rights group to evaluate modified *R+R program*

- accessibility
- fun lessons
- appropriate videos



8

Modified *R+R program* delivered:



3 regional schools
5 metropolitan schools

Co-delivered by
educators with and
without intellectual
disability





What activity can you do in what space?

Put your activity card to match with a space.

lounge room



bedroom



have naked sex



get dressed





Students

 **56 students**
participated in study



42
interviews



49
pre- and
post- module
quizzes


Teachers

 **11 teachers**
participated in study



11 interviews

Co-educators

 **3 Co-educators**
participated in study



1 interview



1 focus group



**Analysis of
qualitative data**

Finding key themes



**Analysis of quantitative
data**

What did students learn?

**Trustworthiness
and validity**



What students learnt from *R+R* program



Quantitative data told us

Overall significant increase in
• all 4 modules



Statistically significant increased knowledge:

- Module: "Relationships and the Law"
- Topic: "Consent"



Qualitative data told us

Students learnt most about:

- Laws and Relationships
- Apprehended Violence Orders (AVO)
- Healthy and Unhealthy Relationships
- Public and Private spaces
- Staying Safe Online



Feedback on the *R+R* program

What was good

- Co-delivered 
- Students said they could use it 
- All students should learn about their rights and relationships

- Topics connected together well - building on student's knowledge

- *R+R* program was
 - useful
 - honest
 - new for students



What could be better

- Resources and PowerPoint to teachers before the program 
- More interactive activities, role play, games
- Shorter lessons with breaks
- Information session and resources for parents 
- Changes to quizzes to help students be more engaged 

Research Questions



1. How effective was the *R+R program* in increasing the knowledge of students with intellectual disability and/or Autistic students on rights and relationships?
2. What is the social validity of the *R+R program*?

From perspective of:

- students with intellectual disability and/or Autistic students
- their teachers
- IDRS co-educators

70 Participants across 8 schools



- 56 students with intellectual disability and/or autistic students
- 15-18 years
- 11 teachers
- 3 co-educators, one with intellectual disability

Students

- 42 participated in interviews and 49 participated in quizzes
- All students attended support unit classes
- 35 had intellectual disability
- 12 were Autistic
- 7 co-occurring intellectual disability and autism





Teachers

- 32 to 67 years (average: 46.6 years)
- teaching experience 7 - 50 years (average: 20.2 years)
- teaching experience with students with intellectual disability 1 - 50 years (with an average of 13 years)
- 4 a degree in special and inclusive education
- 1 participated in professional development on sex education



Co-educators

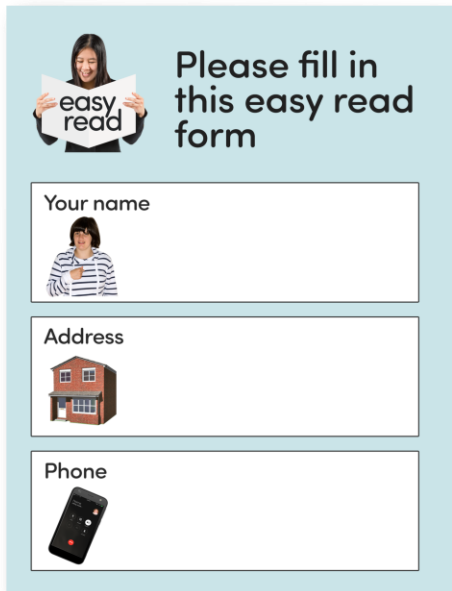
- 2 female and 1 male co-educators
- 29-61 years
- 1 had intellectual disability

Research Design

- a mixed-method evaluation study

Quantitative part of evaluation

- co-designed pre- and post-module quizzes
- quizzes in Easy Read format, questions read aloud, and scribing provided upon students' request
- IDRS co-educators, classroom teachers and student learning support officers available
- pre- and post-module quizzes administered to students were identical



The image shows a light blue rectangular form titled 'Please fill in this easy read form'. At the top left, there is an icon of a woman holding a sign that says 'easy read'. The form contains three input fields, each with a label and an icon: 'Your name' with a person icon, 'Address' with a house icon, and 'Phone' with a mobile phone icon.

Please fill in this easy read form

easy read

Your name

Address

Phone

Rights and Relationships Program Curriculum Intervention Phases

Pre-module quiz

1

10 minutes
before each
lesson



A4 paper quiz with

- Easy Read questions



Students completed

- independently
- with support



Curriculum Content Delivery

2

2 hour
sessions



4 modules
over 4
weeks



Modules

Week 1
Relationships
and the Law



Week 2
Healthy and Unhealthy
Relationships



Week 3
Public and Private
Behaviours and Personal
Boundaries



Week 4
Sex and
Technology



Co-delivered



EVIDENCE

Evidence-based
practices

High-leverage
practices



Post-module quiz

3

10 minutes at
the end of
each lesson



A4 paper quiz with

- Easy Read questions



Pre- and post-module
quizzes identical



Students completed

- independently
- with support





Themes and sub-themes



Knowledge gained
from R+R program



Student knowledge before
R+R program



Knowledge gained from
R+R program



Students' skills and
behavioural changes
arising from R+R program



Feedback on R+R
program



Reflections on R+R
program



Considerations for future
further developments of
R+R program



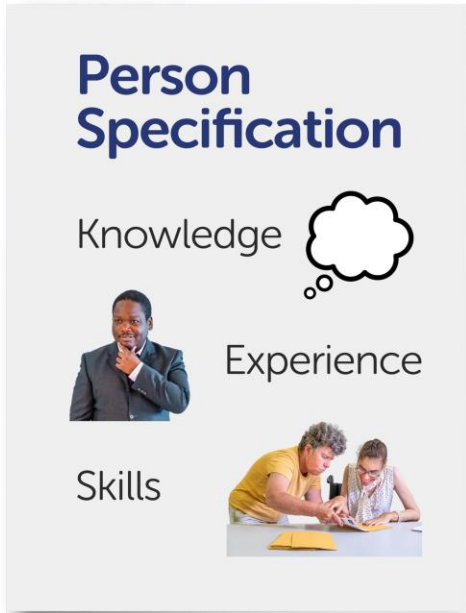
Knowledge Gained From R+R Program

“Well learning what’s against the law and what you are going to get into trouble for ... those things before. I think that has helped me grow as a human being knowing that those things are against the law.”

(Helen, student)



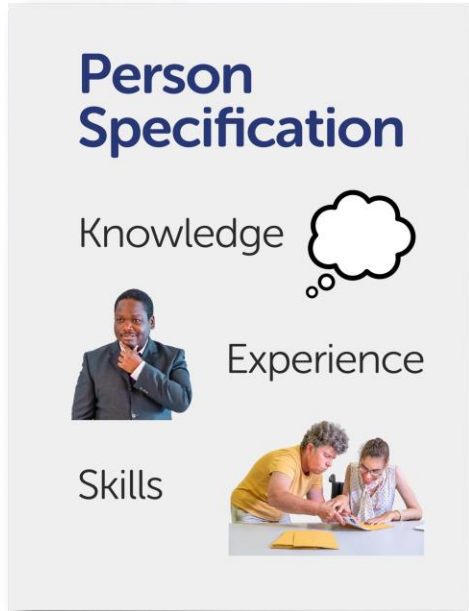
Knowledge Gained From R+R Program



“...it was really upsetting and triggering because I've personally experienced a lot of it, especially when it came to the AVO and the sexual assault and stuff like that... Going through it personally, it's a trigger. And then it was really helpful, because it makes me understand that you don't have to go through it alone. There are supports and people to talk to, but at the same time, after it happens, you just feel entirely alone, and you want to be alone ...I wouldn't talk to anyone before the course ...being in the course ... and being able to understand a lot more, and a lot better, it was really helpful, and it helped me out quite a lot, actually.”

(Summer, student)

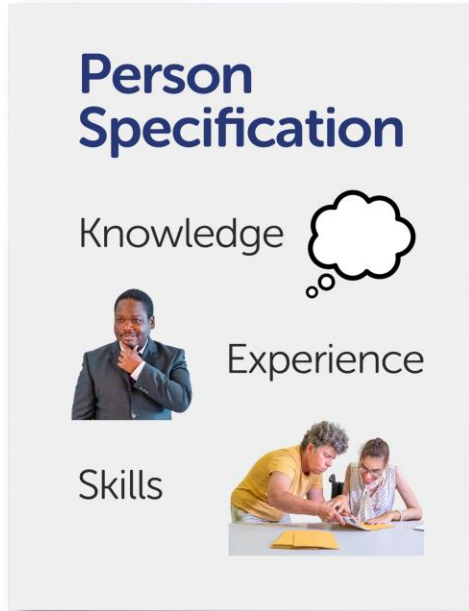
Application of Skills From the R+R Program



“I know one particular child has taken the content delivered home and talked to her parents about it, and she, in previous instances, was too scared and too inhibited to do that, but now she's been skilled up and has the right language, and is able to communicate to her parents about what she's experienced in the program.”

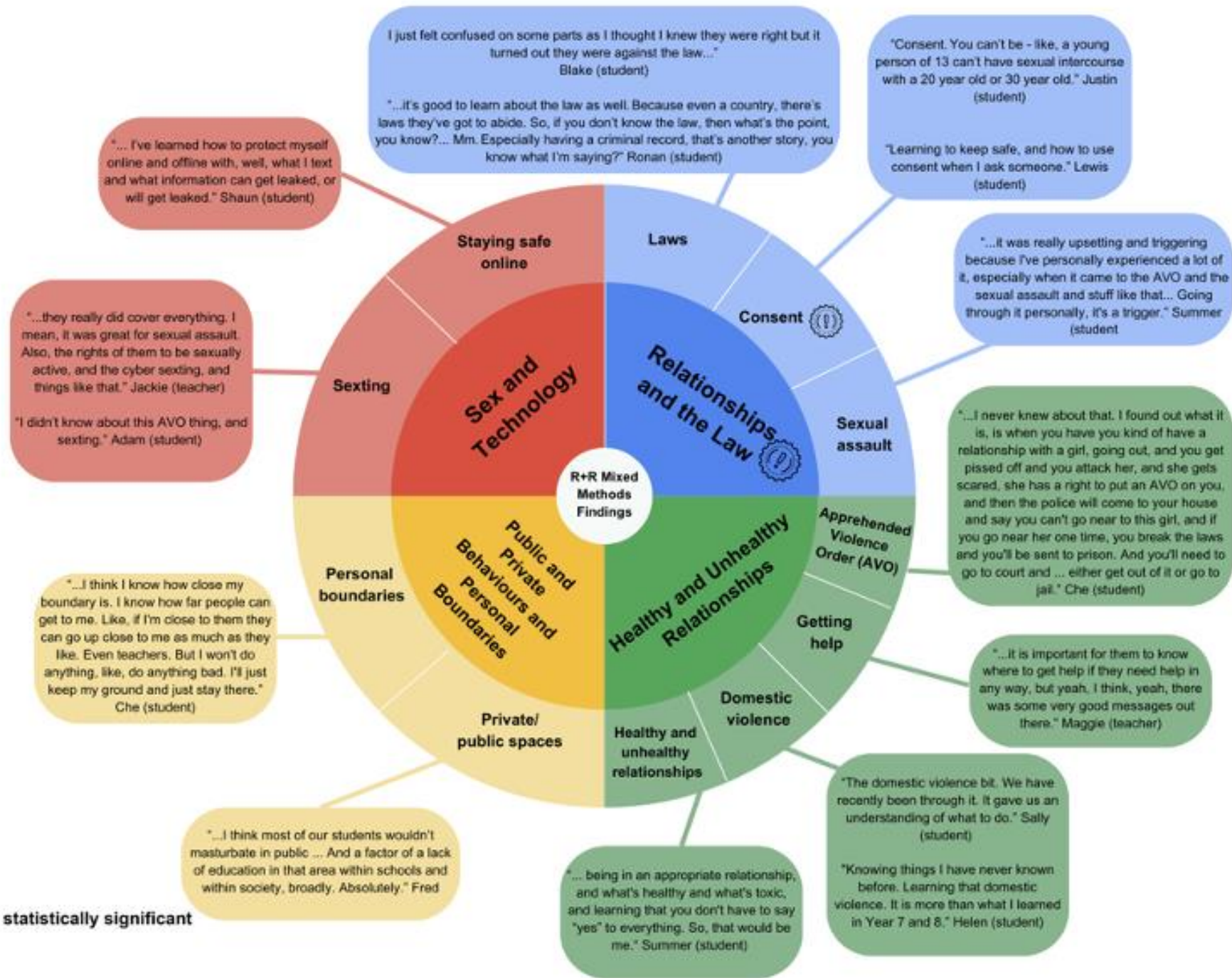
(Jackie, teacher)

Application of Skills From the R+R Program



“...just seeing how that's developed, that's been a positive example for me because it's right in front of us, but to see how positive it is and how they're interacting with each other, and hear them talking, sitting next to each other, “Can I hold your hand?... I think it's really positive that they're able to put those things in practice.”

(Jenny, teacher)

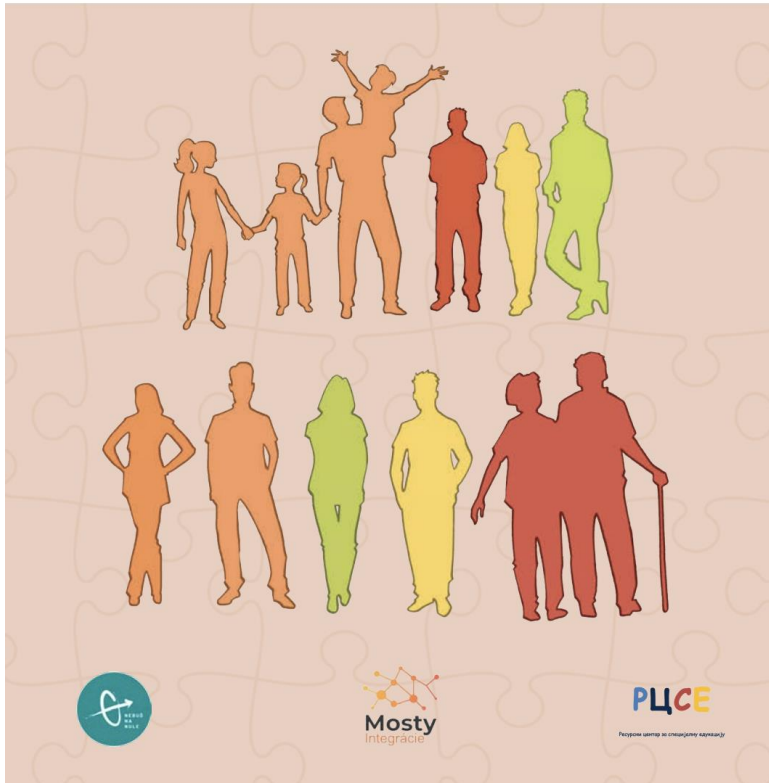


statistically significant

New Methodology Guide for Schools

Sex education for students with intellectual disability
and on the autism spectrum:

A PRACTICAL METHODOLOGY GUIDE



- **Developed with** 64 teachers and 73 students with intellectual disability and on the autism spectrum across 3 countries
- **Evidence-Based Practices:** Visual supports, Social narratives, Modelling, Task analysis, Technology-aided instruction and intervention
- **Ready-to-Use:** Lesson plans with Easy Read resources

UNESCO
International
Technical
Guidance on
Sexuality
Education
(ITGSE)
framework

ITGSE	The Standards	Key topics from focus groups
Relationships	Relationships and lifestyles	1. Different relationships in our lives 2. Healthy and unhealthy relationships
Values, rights, culture and sexuality	Social and cultural determinants of sexuality (values/norms)	1. Know your laws: what does the law say about the age of consent and marriage, and about incest
Understanding gender	Sexuality	1. Gender identities 2. Sexuality and sexual identities
Violence and staying safe	Sexuality, health and well-being	1. Private and public spaces and behaviours 2. Different types of abuse 3. Safe use of technology 4. Pornography
Skills for health and well-being	Sexuality Emotions	1. Personal boundaries 2. Consent and saying “no” 3. How to deal with rejection
The human body and development	Sexuality, health and well-being The human body and human development	1. Personal hygiene 2. Erections, ejaculation and wet dreams 3. Menstruation
Sexuality and sexual behaviours	Sexuality	1. Masturbation 2. Sex
Sexual and reproductive health	Fertility and reproduction Sexuality, health and well-being	1. Pregnancy and pregnancy prevention 2. Sexual health: reducing the risks of STIs

The Standards
for Sexuality
Education in
Europe WHO
framework (The
Standards)

Learning outcomes based on teacher's and student's perspectives



Learning outcome

Students can describe the different relationships they can have as they get older.
Students can demonstrate appropriate ways to ask someone on a date.

Accessible learning outcome

I can describe the different relationships I may have in my life as I get older.
I can show that I know how to ask someone on a date.



EXAMPLE LESSON PLAN

Topic: **Different relationships in our lives**

Note for teachers:

Teachers are to use their knowledge of students and their personal circumstances. Some students will not live with their parents or families.

Teachers should consider the cultural context of students' backgrounds, as some cultures discourage relationships before marriage.

It is possible that some students during a lesson on this topic may reveal that they have experienced sexual assault, that they have been raped, or have experienced abuse. We recommend that teachers warn in advance about what content will be covered in the given lesson. Teachers should also be prepared for potential disclosures and should know the exact procedure for providing support to these students (school counselor, crisis hotlines, and other forms of support). This procedure includes reporting the incident to the appropriate public authorities that deal with abuse and sexual violence in the given country. Teachers must know how to proceed, including the procedure for fulfilling mandatory reporting obligations.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can describe the different relationships they can have as they get older.	Visual supports	Appendix 1: Relationships and different types of behaviour Appendix 2: Different relationships in my life
Students can demonstrate appropriate ways to ask someone on a date.	Peer modelling	Appendix 3: How can I tell someone that I like them? Appendix 4: How to invite someone for a date

Lesson sequence

Introduction: Ask students what kinds of relationships they have in their lives.

Prompts:

- What are the different types of relationships?
- What makes them different?
- What makes them similar?



Activity 1: Different relationships in our lives and their behaviours

The teacher will introduce the different classifications of relationships we can have in our lives. Using a whiteboard or a large piece of paper, the teacher will display the different classifications.

- Strangers



Activity 2: Different relationships in my life

Students will work individually to complete [Appendix 2: Different relationships in my life](#).

Students will write, draw and use visual supports to identify the different relationships they have in their lives by classifying them into the provided categories.



Activity 3: How do these relationships change over time

Teacher will lead students in a discussion about how these relationships can change over time.

Prompts:

- When you were a small child, it was okay to change your clothes in front of your family. Now you are teenagers, do you think you should change your clothes in front of your family? (Stress that this is different if you require support to change your clothes). There may be other situations where it can be different, for example checking for ticks, family changing rooms at the pool, etc.
- Do you think some of these relationships will become more important/less important as you get older?
- Do you think as you get older you would want to spend more time with close friends and a partner than with your family?
- What are some other things that could change as you get older (living arrangements, working etc)?



Activity 4: Things to think about before you ask someone on a date

There are no rules to asking someone on a date, but there are some things students should consider before they do. Some students may not have the skills needed for independent travel, buying movie tickets, or ordering and paying for items in a café. The teacher can help students think about what options they have and who can help them if they decide to go on a date.

Prompts:

- **Safety:** Who are safe people to ask on a date? (Someone at the bus stop or someone that has mutual friends with you.)
- **Appropriate:** How do you know if this person is appropriate for you to date? (If you get asked out by your support person, that is not appropriate. If you get asked out by someone you have mutual friends with, that would be appropriate.)
- **Reciprocated:** How do you know if someone might like you back? (Someone doesn't like talking to you or someone who likes sitting with you during lunch.)

Scenario 1: Close friends	Scenario 2: Classmates	Scenario 3: Strangers
<p>Emma and Liam have been best friends since primary school. They share a lot of common interests and get along well. One day, Liam realises he likes Emma more than a friend and wants to ask her out on a date.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • What could Liam say to Emma? • What are some of the reactions Emma could have? • How should Liam respond to Emma and her reaction? 	<p>Mia and Ethan have been in the same math class for the past two years. They've worked on group projects together and chat occasionally, but are not close friends. One day after class, Mia approaches Ethan. Mia wants to ask Ethan to go on a date.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • What could Mia say to Ethan? • What are some of the reactions Ethan could have? • How should Mia respond to Ethan and his reaction? 	<p>Jo catches the bus to school every day. There is a young woman that catches the same bus as Jo. Jo thinks this young woman is pretty, but they have never talked to each other before. Jo wants to ask her out on a date.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Is it safe for Jo to ask this person out? • Is it appropriate?

Conclusion: Recap what was taught in this lesson. Ask students if they can tell you some of the ways that relationships change overtime.



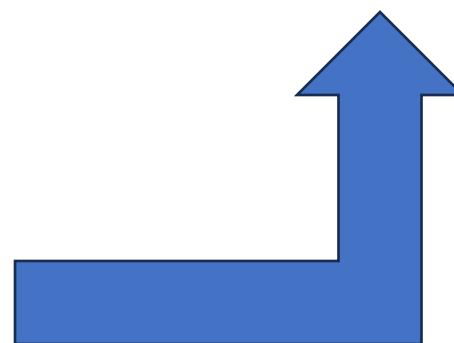
Teacher reflection

Reflect on the lesson asking yourself:

- Did the lesson cater to the diverse learning preferences and needs of the students?
- How can I build on this lesson to support students to continue to develop their knowledge, understanding and skills for changing relationships and asking someone on a date?
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?

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A PRACTICAL METHODOLOGY GUIDE



Please download here