SHEIDD* Resource Review Guidance Sheet

To be used alongside the Resource Review Checklist

GENERAL GUIDANCE

1) Make sure the resource published/produced in the **last 10 years.**
2) Before checking boxes on the Resource Review Checklist below, **determine which categories are not applicable** and cross them out (i.e. Policies and Procedures section is specific to resources for organizations).
3) Choose the **best resource** rather than multiple similar resources to add to the resource website.
4) Remember **the goal is to identify a selection of high quality resources that collectively meet the review criteria** and reinforce each other.
5) **Use the questions in the gray boxes** to guide your review decisions.

OFFICE of ADOLESCENT HEALTH (OAH) GUIDELINES

Evidence-Based (OAH):

Evidence-based resources show, **in at least one program evaluation**, to have a positive impact on preventing teen pregnancies, sexually transmitted infections, or sexual risk behaviors.

> *Consider* **Does the curriculum/intervention…**
>
> 1. Indicate that it is an "evidence-based" program?
>
> 2. Include information about any program evaluations that have been completed?

Comprehensive (SIECUS):

- Teaches that sexuality is a natural, normal, healthy part of life.
- Teaches that abstinence from sexual intercourse is the most effective method of preventing unintended pregnancy and sexually transmitted infections (STIs), including HIV.
- Provides values-based education and offers participants the opportunity to explore and define their individual values as well as the values of their families and communities.
- Includes a wide variety of sexuality related topics, such as human development, relationships, interpersonal skills, sexual expression, sexual health and society and culture.
- Includes accurate, factual information on abortion, masturbation and sexual orientation.
- Provides positive messages about sexuality and sexual expression including the benefits of abstinence.
- Teaches that proper use of latex condoms, along with water-based lubricants, can greatly reduce but not eliminate, the risk of unintended pregnancy and of infection with an STI, including HIV.
- Teaches that consistent use of modern methods of contraception can greatly reduce a couple's risk for unintended pregnancy.
- Includes accurate medical information about STIs, including HIV, teaches that individuals can avoid STIs.

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- Teaches that religious values can play an important role in an individual's decisions about sexual expression, offers students the opportunity to explore their own and their family's religious values.
- Teaches that a person with a uterus who faces an unintended pregnancy has options: carrying the pregnancy to term and raising the baby, or carrying the pregnancy to term and making an adoption plan or ending the pregnancy with an abortion.

Consider **To what extent does the resource…**

1. Affirm every person's sexuality and relationship, sexual and reproductive rights, including the right to end a pregnancy with an abortion?

2. Acknowledge that sexual health is more than just knowing about body parts, but also includes individual, family and community values; interpersonal skills; and healthy relationships?

3. Describe a range of protection options for preventing unintended pregnancy and sexually transmitted infections (STIs)?

Trauma-Informed (Cardea):

Integrates knowledge about trauma to resist re-traumatization by integrating elements of the six key principles of a trauma-informed approach:

1. *Safety*: establish a positive and safe environment that is free of judgment and shame.
2. *Trustworthiness and Transparency*: inform youth of content covered, what to expect in sessions, and warning when there may be content or activities that may be triggering.
3. *Peer Support*: allow young people to take an active role in supporting one another as role models / mentors.
4. *Collaboration and Mutuality:* partner with young people and adults to level the power differences (i.e. by developing group agreements, answering anonymous questions, etc.).
5. *Empowerment, Voice, Choice*: believe in young people's abilities and help them build on their strengths and experiences through self-advocacy.
6. *Cultural, Historical, and Gender Issues*: understand how historical traumas may be affecting young people's sexual health decision-making and behavior. Move past cultural stereotypes and biases based on disability.

Consider **To what extent does the resource…**

1. Employ a non-judgmental tone and avoid language that shames, stigmatizes and/or stereotypes individuals or groups of people?

2. Acknowledge that this topic of sexuality is personal and can be difficult for some, and that some people may have had negative sexual experiences/sexual experiences that they did not choose?

3. Affirm and support individuals' right to make decisions and take care of themselves?

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Medically Accurate and Complete (OAH adaption from the Patient Protection and Affordable Care Act): verified or supported by the weight of research conducted in compliance with accepted scientific methods; comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective and complete.

> *Consider* **To what extent does the resource…**
>
> - Include accurate medical information? If the resource includes any inaccurate or misleading information, please make note of it.

Age Appropriate (OAH): addresses the relevance and suitability of topics, messages, and teaching methods in relation to the age or developmental level of their intended audience.

> *Consider* **To what extent does the resource…**
>
> 1. Address issues that are relevant to youth and young adults (ages 14-21)?
> 2. Present information that is accessible to youth and young adults (ages 14-21)?

LGBTQ Inclusive (OAH): sensitive toward, responsive to, and does not exclude the diverse experiences and needs of LGBTQ youth and families; validates, supports, respects, and values the identities of all youth.

> *Consider* **To what extent does the resource…**
>
> 1. Explicitly include and affirm all genders and sexual orientations and individuals who identify as LGBTQ+?
> 2. Address needs and provide information specific to individuals who identify as LGBTQ+?

Culturally Sensitive (JSI Research and Training Institute, Inc.): honors and respects the beliefs, language, interpersonal styles and behaviors of individuals and families.

> *Consider* **To what extent does the resource…**
>
> 1. Affirm the wide range of cultures and communities of individuals?
> 2. Employ a non-judgmental tone and avoid language that shames, stigmatizes and/or stereotypes individuals or groups of people?
> 3. Provide opportunities for individuals to explore, clarify and communicate their values and beliefs?

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Sexual Consent (Scarleteen): explores ways to express consent (i.e. if difficulty verbalizing, consider a communication board), set boundaries and respect others' boundaries.

Consider **To what extent does the resource…**

1. Affirm individuals' right to seek mutually fulfilling intimate relationships?

2. Provide opportunities to practice setting and respecting boundaries/limits?

3. Provide opportunities to practice verbal and non-verbal communication skills to express thoughts, feelings, needs and wants in socially acceptable ways?

CONTENT

Consider **Does the resource address and affirm everyone's right to learn about/experience 1 or more of the following:**

1. **Bodies:** Knowing the names of body parts, how they work and how to take care of them?

2. **Pleasure:** Emotional/romantic attraction and desire? Sexual attraction and desire? Dating/committed relationships? Masturbation?

3. **Safety:** Communication and consent? Safer sex/protection options?

4. **Choice**: Personal and community values? Decision-making? Family planning? Different types of relationships (committed, poly, monogamy, etc.)?

NOTE: Please make note of what topic the resource addresses, making sure that it does not undermine any of the others (i.e. promotes safety at the expense of pleasure).

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APPROACH

How will we determine the resources **engage a variety of people in sexual health ed**?

- Acknowledge the team
- Resources for people in many roles
- Find resources that explicitly include others i.e. family and teachers
- Lists demographics in credits
- Images are inclusive of all abilities, people of color, LGBTQ

> *Consider* **To what extent does the resource…**
>
> 1. Acknowledge that "it takes a village" to promote and support the sexual of all?
>
> 2. Help individuals identify multiple informed, honest and trustworthy support people who can assist them in accessing sexual health information and services?
>
> 3. Help support people identify their role in providing sexual health education?
>
> 4. Help support people learn how to collaborate with others to support the sexual health of individuals experiencing disability?

What type of resources **frame sex ed as a basic human right**?

- Uses language that is sex positive and normalizing
- Comprehensive for everyone, not just some
- Values individuals' right to make choices (self-determination)
- Authored by P.W.D, self-advocates
- Honors dignity of risk – right to make mistakes

> *Consider* **To what extent does the resource…**
>
> 1. Affirm that *everyone* is a social and sexual being?
>
> 2. Affirm that *everyone* has a right to holistic sexual health education?   *Continued*
>
> 3. Affirm that *everyone* has a right to make informed choices about their lives, make mistakes and participate in the community?
>
> 4. Teach about relationship, sexual and reproductive rights and responsibilities?

How will our resources reflect **self-worth**?

- Provides activities and/or resources that encourage personal growth
- They engender self-awareness and self-management so to instill confidence & possibilities
- Validate relationships for people experiencing I/DD & gives examples i.e. via video, etc.
- Avoid "inspirationalizing"
- Encourages broader society to increase awareness & ability to interact with people experiencing a variety of disabilities
- Acknowledges abelist culture = oppressive
- They don't tokenize
- Non-judgmental language

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> *Consider* **To what extent does the resource…**
>
> 1. Go beyond teaching about body parts and sexual behavior?
> 2. Provide opportunities for individuals to develop social and emotional skills?
> 3. Provide opportunities for individuals to develop strong sense of self, learn about their own interests and goals and/or explore their genders and sexual orientations, all of which can help them build healthy relationships?

How do we ensure resources use **person-centered planning or approach**?

Person-Centered Planning (personcenteredplanning.org)**:** a process-oriented approach to empower individuals experiencing disability. It focuses on individuals and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them. A **person-centered approach** includes (Oregon Training and Consultation (OTAC)):

- Ensuring someone with a disability is at the center of decisions that relate to their own life.
- Emphasizing options that are available to a person rather than "fixing" or changing the person.
- Understanding what a person wants and needs to live their own, personally defined, good life.

A **Person-Centered Plan** (personcenteredplanning.org):

- Recognize a full scope of emotional, identity-based, socioeconomic, etc. contexts.
- Ensures that team is not just designing plan – they involve person experiencing I/DD.
- Provides real world examples from people.
- Checks references – see that the information and resources given use a person-centered approach.

> *Consider* **To what extent does the resource…**
>
> 1. Provide opportunities for individuals to set and share their goals with others?
> 2. Support individuals in developing knowledge and skills to make informed decisions about their lives?

How do resources encourage / include **positive peer connections**?

- Prioritize perspectives & work of people experiencing I/DD
- Are developed by and/or designed alongside people experiencing disability
- Uses social media in a positive way
- Encourages peer-to-peer communication
- Involves practice in the community not just "classroom" or on own
- Emphasize local resource & groups

> *Consider* **To what extent does the resource…**
>
> 1. Help individuals with disabilities get and give support to their peers with and without disabilities?
> 2. Help peers understand each other's experiences, empathize and give advice to each other?
> 3. Provide opportunities for individuals to get and share accurate information and have open and honest conversations about relationships and sexual health?

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SKILLS PRACTICE

Consider

To what extent does the resource provide opportunities to develop skills in:

1. Verbal and non-verbal communication?

2. Making decisions?

3. Setting and respecting boundaries/limits?

Does the resource support skill-building with:

1. Videos?

2. Modeling?

3. Role-playing?

4. One-on-one support?

POLICIES & PROCEDURES

Consider

To what extent does the resource help organizations put in place policies and procedures that:

1. Support the relationships and sexuality of individuals experiencing disability?

2. Support collaboration around sexual health education and support?

To what extent does the resource help organizations:

- Provide staff training opportunities around relationship, sexual and reproductive health?

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SHEIDD* Resource Review Checklist

To be used alongside the Resource Review Guidance Sheet

Resource	OAH Guidelines								Content				Approach					Skills practice							Policies & Procedures		Notes
For use with young people 14-21 with I/DD	Evidence- based	Comprehensive	Trauma- Informed	Medically accurate	Age appropriate	LGBTQ Inclusive	Culturally Sensitive	Consent	Bodies: knowing about bodies	Pleasure: everyone feels good	Safety: everyone is safe	Choice: everyone can choose (incl. SRH rights)	Engages variety of support people in sex ed	Frames sex ed as a basic human right	Opportunity to build sense of self-worth	Person- centered planning	Facilitate positive peer connection	Verbal / non-verbal communication	Decision- making	Boundary setting	Video	Modeling	Role - playing	One-o-one support	Support relationships & sexuality	Ways to communicate & train on these policies	Notes about this resource:
For use with support people (type of support person i.e. teachers)																											

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