

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review  
**Review Date: September 2006**

### *Special Education F.L.A.S.H. a Curriculum in Family Life and Sexual Health for Middle and Senior High School Students with Special Needs* (2006)

Curriculum

**Target Audience:** State audience: Middle and High School Students with Special Needs

**Cost:** \$60.00 (download free online)

**Distributor:** Public Health – Seattle & King County

401 5th Ave., Suite 1300 Seattle, WA 98104, • 206-296-4600 • [www.metrokc.gov/health/famplan/FLASH/](http://www.metrokc.gov/health/famplan/FLASH/)

The Minnesota Sexuality Education Resource Review Panel **Recommends** use of this curriculum for the following reasons and with the following reservations:

#### Review Summary:

The Special Education Family Life And Sexual Health (*F.L.A.S.H.*) curriculum is designed for use in special education and mainstreamed classrooms. It was written based on years of practical teaching experience in this subject area and provides functional teacher tools for students with diverse learning challenges. *Special Education F.L.A.S.H.: Secondary* has been piloted in a wide variety of classrooms. It is an adaptation of the *5/6, 7/8, and 9/10 F.L.A.S.H.* curricula developed by the Seattle-King County Department of Public Health, Family Planning Program. The goals of the curriculum are to assist in the education of persons:

- who are knowledgeable about human development and reproduction,
- who respect and appreciate themselves, their families and all persons,
- who will neither exploit others nor allow themselves to be exploited.

The panel recommends *Special Education F.L.A.S.H.: Secondary* for the following reasons:

- Provides information that is appropriate, factual and accurate.
- Includes role-plays and practical skill-building activities including excellent focus on communication skills.
- Encourages parent/child involvement with activities to engage “trusted adults.”
- Employs a variety of teaching methods for varied learning styles and abilities.
- Provides useful tips for teachers as well as clear preparation instructions and (free online) materials.
- Messages concerning self-care are clear, simply stated and reinforced throughout curriculum.

The panel expressed the following concerns about *Special Education F.L.A.S.H.: Secondary*:

- Lacks in-depth exploration of sexuality and positive focus of sex/sexual experiences.
- Adaptation necessary for student’s diverse special needs, non-white students, and GLBT students (e.g. example scenarios do not use multicultural or gender neutral names and no inclusion of same-sex attraction or physical disabilities).
- Although curriculum is teacher-friendly, to be successful in this unique population strong content knowledge, good facilitation skills and a lot of preparation time are recommended.
- Some materials and graphics are outdated and not visually appealing.

Overall, the panel **recommends** the *Special Education F.L.A.S.H.: Secondary* curriculum. Panel members conclude that the curriculum provides a comprehensive approach to sexual health including information and teaching methods for students with special needs.

*F.L.A.S.H. a Curriculum in Family Life and Sexual Health for Middle and Senior High School Students with Special Needs (2006)*

Assessment Criteria	Mean Score	Comments
<b>Accuracy of Information</b> - Provides basic, accurate information about teen sexual health, e.g., risks of teen sexual activity, ways to avoid intercourse or use methods of protection against pregnancy and STDs, human growth and development, relationships, etc.	4.5	<ul style="list-style-type: none"> <li>▪ Basic, accurate and clear information.</li> <li>▪ Good information on hygiene, reproduction, STIs, dating and relationships.</li> <li>▪ Good description of strangers, friend, acquaintances.</li> </ul>
<b>Focus</b> - Focuses on ways to promote sexual health e.g., reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection; understanding healthy physical/emotional development; developing healthy relationships, etc.	4.1	<ul style="list-style-type: none"> <li>▪ Lots of skills that lead up to this focus but it might need to be beefed up in sexual areas, information on dating, and sex.</li> <li>▪ Section on families broad and inclusive.</li> <li>▪ Lacks a positive focus on sexuality; missing pieces on good sexual touch, sex as pleasurable, etc.</li> </ul>
<b>Messages</b> - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	4.1	<ul style="list-style-type: none"> <li>▪ Clear message with simple language.</li> <li>▪ The message is not clear if the message is supposed to be about being a sexual being – lack of talking about sexual feelings</li> </ul>
<b>Addresses Social Pressures</b> - Includes activities that address social pressures that influence sexual behavior.	4.8	<ul style="list-style-type: none"> <li>▪ Good examples, multiple scenarios. Works through pressures and communications skills on many levels and in many lessons.</li> <li>▪ Good. Role-plays to advocate for yourself - don't let people take advantage of you.</li> </ul>
<b>Communication Skills</b> - Provides examples of and practice with being assertive, using negotiation and refusal skills, making decisions, etc.	3.8	<ul style="list-style-type: none"> <li>▪ Very clear exercises in this area. Lots of practice exercises including role-plays.</li> <li>▪ Need a few more sexual specific examples.</li> <li>▪ Excellent could be used in multiple settings not just with sexual development.</li> </ul>
<b>Teaching Methods</b> - Employs a variety of teaching methods designed to involve participants and have them personalize the information.	4.6	<ul style="list-style-type: none"> <li>▪ Very active activities and interesting visuals could be valuable for special education teachers- “Dear trusted Adult” – Great</li> <li>▪ Some sections included too much lecture.</li> </ul>
<b>Appropriateness for Audience</b> - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.)	4.1	<ul style="list-style-type: none"> <li>▪ Diverse populations addressed.</li> <li>▪ Not appropriated for all special education populations (e.g. does not address physical disabilities.)</li> </ul>
<b>Multicultural Perspective</b> – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> <li>▪ Great resource for developmental disabilities. Not necessarily specific to urban, rural, or race. Not multicultural in most examples.</li> <li>▪ Superficially covers GLBT issues.</li> </ul>
<b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	4	<ul style="list-style-type: none"> <li>▪ Great suggestions for teachers.</li> <li>▪ Lots of prep-work done for teachers. Lots of need to buy things, do extra outside work.</li> <li>▪ Teachers would need to tailor this curriculum to their student's particular disability.</li> </ul>
<b>Facilitation Skills Required</b> - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> <li>▪ Leader needs experience with special education students.</li> <li>▪ Especially need strong group/facilitation skills- don't need to be an expert on all topics of sexual health. However, teacher should examine his/her own sexuality beliefs as they relate to students with disabilities – do they agree that their students have the right to have romantic/sexual relationships.</li> </ul>
<b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?	2.5	<ul style="list-style-type: none"> <li>▪ Visuals poor. Graphics and overheads need updating and revision.</li> <li>▪ Free on Web.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly - 3</b></li> <li>▪ <b>Recommend - 7</b></li> <li>▪ <b>Reject - 0</b></li> </ul>