

## Suggestions for Inclusive Curriculum Modifications

### Communication Suggestions

- Give students a clear idea of the material and activities that you plan to cover before each session
  - *A student may choose to wear or remove an assistive aid if a lesson involves a lot of movement, or a student may use an augmentative and alternative communication (AAC) device that can be programmed with words and/or pictures to help the student engage more fully in a lesson*

### Attitudinal Suggestions

- Follow the principles of trauma-informed sex education
  - *Clear communication on what to expect in each lesson and following principles of trauma-informed sex education can help support students who have a history of trauma or abuse, which can be common among youth with disabilities*
- Establish “access for everyone” as part of the classroom’s ground rules.
  - *Invite students to share with you ways you could make lesson materials more accessible for them to best process the information and feel successful.*
- Emphasize inclusive messages about the diversity of ways people experience sexuality. This includes giving messages such as
  - *“sex can mean different things to different people,” “there are lots of different ways to have sex”, and “attraction is very individual to each person, there are many ways people feel attracted to others.”*
- Expand messages about safety and respect to include the needs of students with disabilities
  - *For example, when talking about people’s personal boundaries, include personal disability-related supports such as a wheelchair, special technology, or service animals*
- In role-plays, consider ways to incorporate disability-related concerns
  - *Pain, scars, fatigue, sensory sensitivity or insensitivity*
  - *Role-plays can also be used to help students with disabilities develop strategies to self-advocate when reaching out to a clinic*
- Use examples that reflect the experiences of people with disabilities
  - *A video does not need to be tagged for disability to show disability as a normal part of human diversity*

### **Environmental Suggestions**

- Provide instructions for each activity, or choice, as clearly as possible through multiple methods
  - *Both verbal and text formats, using images when possible*
- Use font type, font size, colors and graphics on all written or visual content to maximize clarity and accessibility for all students
- Game pieces or other hands-on elements should be selected with consideration for aspects of weight, shape, size and texture that can impact accessibility
- Use colored markers, index cards or paper to emphasize particular concepts, keep participants engaged, and provide a visual way for participants to demonstrate knowledge
  - *In addition to colors, apply shapes and/or textures to concepts to help students differentiate between different risk levels*
- Consider adjusting the volume and/or background special effects for lights and sounds that are part of a game (i.e., buzzers or lights flashing on and off)
  - *If it becomes loud during a game allow students to take breaks when needed, or set a maximum volume for the classroom and actively monitor the sound level*
- In small groups, incorporate different roles that utilize different skills (i.e. one person as speaker, one person as scribe) to allow students to adopt the role that best suits them
- Avoid games that involve strict time limits and may be less accessible to students with disabilities who can require extra time to process or express responses