

Sex Ed Foundations

Core Skills Training
July 30, 2018

Goal

- To improve the comfort level and confidence of teachers by offering core skills training for sex ed in Montana

Objectives

- Understand the need for sex ed in Montana
- Describe Sex Ed Foundations: Core Skills Training
- List at least one core skills necessary to teach quality sex ed

**Montana youth
deserve quality sex
education**

Youth

- Montana's teen birth rate is now higher than the national average (25.3 per 1000 vs. 22.3 per 1000)
- 15.7% of 9th graders reported being sexually active (had sex with at least one partner in the last 3 months)
- 46.7% of 12th graders report being sexual active

LGBTQ Youth

- According to the YRBS, approximately 11% of students in our public schools identify as something other than heterosexual (CDC, 2016)
- Approximately .7% of individuals ages 18-24 identify as transgender
- LGBTQ (sexual minority) youth are at increased risk for violence, HIV infection, STIs and pregnancy than their peers.
- Reported suicide attempts among LGBTQ youth are **THREE** times the rate of their heterosexual peers.



Teachers

- Montana teachers ranked their preparation to teach sex ed at 1.8 on a scale of 1 to 5;
- 19% of Montana high school health teachers report receiving professional development on teaching human sexuality, while 73% would like to;
- Only 12% report receiving professional development on sexual orientation and gender identities, while 61% would like to



Core Skills for teaching sex ed

Partners

answer
sex ed, honestly



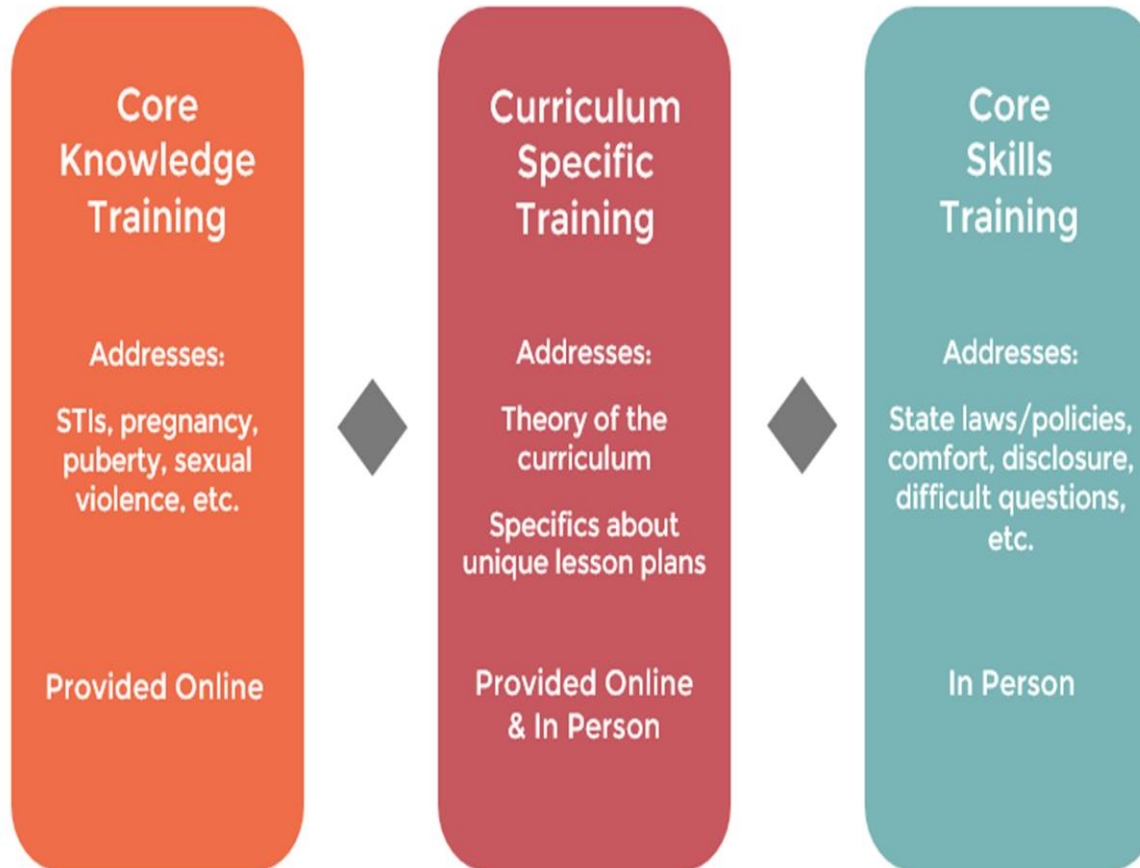
Training Gap Analysis

- In October 2015, the Future of Sex Education (FoSE) initiative released “Advancing Professional Development to Improve Sexuality Education: Current Efforts and Recommendations.”
- Detailed the results from its analysis of in-depth interviews with 29 key stakeholders in the fields of sexuality education and professional development.
- Outlined key findings related to content and quality, accessibility, affordability, and funding of professional development for sex education.

Key Finding

Placing a priority on core skills training, rather than curriculum specific training, would better enable educators to implement a variety of curricula and would be more sustainable

Domains of Professional Development



Foundations: Core Skills Training for Sex Ed

Day 1 Training

- Topics include:
 - Climate Building
 - Sex Ed and Policy
 - Experiential Learning Cycle
 - Values Exploration
 - Self-Disclosure
 - Responding to Challenging Questions & Harassing Comments

Day 2 Optional Modules

- Module topics include:
 - Commonly Used Sex Ed Strategies
 - Cultural Proficiency in Sex Ed
 - LGBTQ Inclusive Sex Ed
 - Trauma-Informed Sex Ed

Foundations Philosophy

- Comprehensive in nature
- Positive (not sex shaming)
- Sensitive and respectful of all learners
- Evidence informed (i.e. NSES)
- The educators participating in Foundations find a way to share these philosophical values

Evaluation Results

Satisfaction



Effective



4 out of 5 learners were
Very Satisfied with the
training

“Great instructional strategies shared...Comfortable learning environment.”

“It was very structured, informative, realistic and organized.”

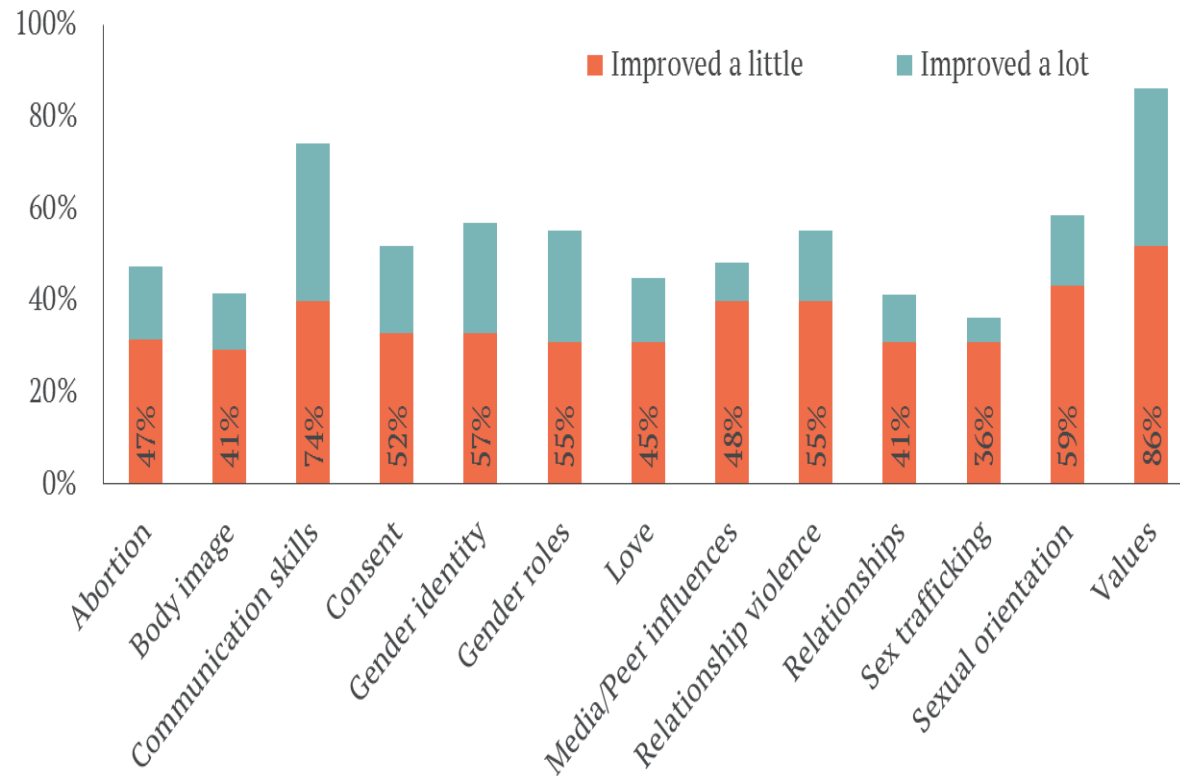
“Everything was exceptional!”

Comfort

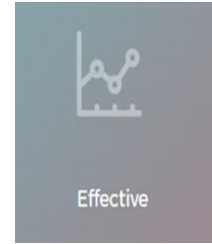


Effective

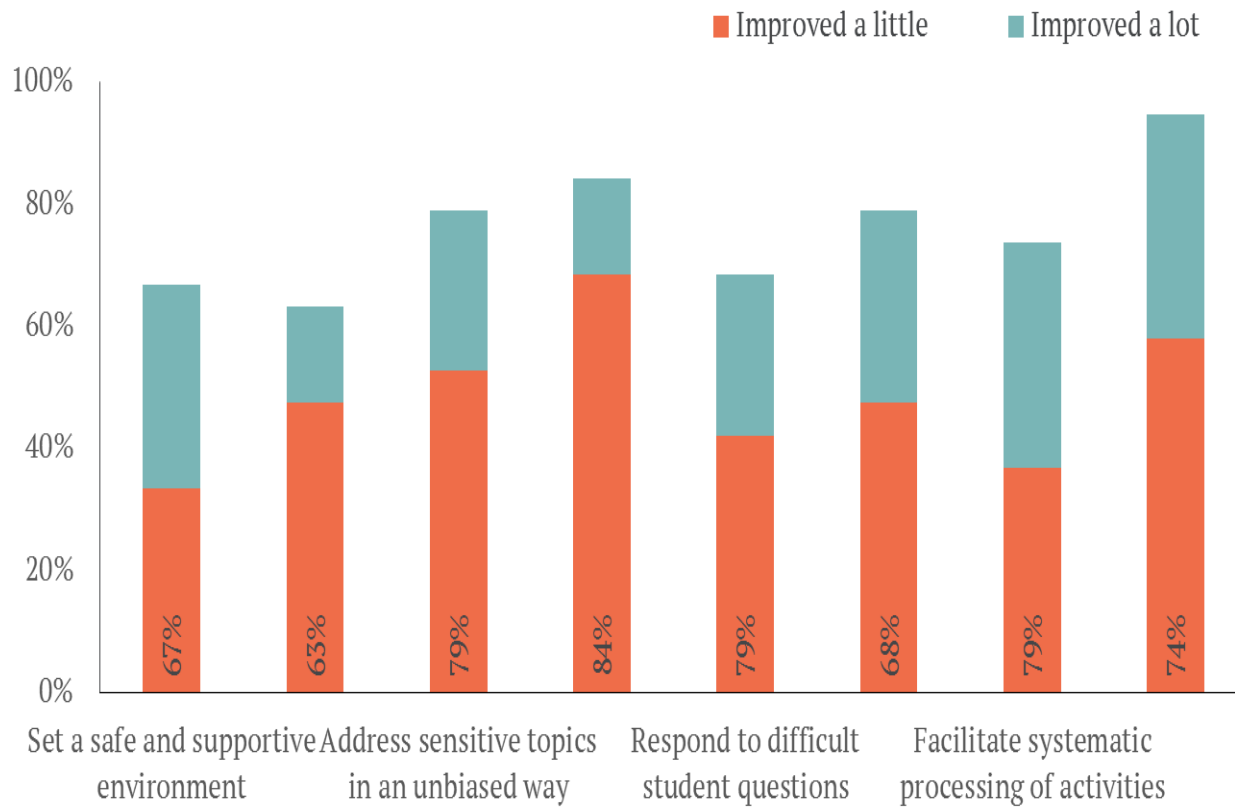
Reported improvements in comfort discussing specific sex education topics at post-assessment



Confidence



Reported improvements in confidence related to training content



Hosting a Training

- May be hosted by the community or school
- Cost is capped at \$2500 per day, or \$150 per person
- 15-30 participants
- Grant funding may be available to help cover the cost of training

References & Resources

Resources

- Answer <http://answer.rutgers.edu/>
- Cardea Services
<http://www.cardeaservices.org/>
- Foundations Training
<http://foundationstraining.org/>
- Future of Sex Education (FoSE)
<http://www.futureofsexed.org/index.html>

References

- Dirkx, John M (1998). Transformative Learning Theory in the Practice of Adult Education: And Overview. *PAACE Journal of Lifelong Learning*. 7: 1-4
- Future of Sex Education (2015). Advancing Professional Development to Improve Sexuality Education: Current Efforts and Recommendations.
- Guskey, T. (1986). Staff Development and the Process of Teacher Change. *Educational Researcher*. 15(5): 5-12.
- Helmich, J (1998). Skill-Based Training for Sexuality Educators: The Institutes for Community/Sexual Health Educators. *Journal of Sex Education and Therapy*. 23(1): 87-93.

Let's Connect

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