

Comprehensive Sexual Health Education Instructional Materials Review

Relationships Smart PLUS 4.0 Sexual Risk Avoidance Adaptation (SRA)

Year Published/Revised: 2020

Publisher: The Dibble Institute

Website: www.dibbleinstitute.org/our-programs/healthy-relationships-plus-sra/

Full or Supplemental: Full

Grade Level: 6-8

Student Population: General

Duration/Number of Lessons: 13 Lessons

Format and Features: Online Textbook

Evidence-based/informed: Evidence-based

National Standards Alignment: Not indicated

Consistent with WA Health Education Standards? Yes

Consistent with WA Comprehensive Sexual Health Education Law? No

Consistent with AIDS Omnibus Act? Yes

Inclusive Materials/Strategies: No

Bias Free Materials: No



Primary Subject Areas and Topics Required by Law:

- Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- Growth and Development/Puberty
- Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- Prevention (general)
 - HIV/AIDS Prevention
 - Pregnancy Prevention
 - STD Prevention
 - Health Care and Prevention Resources
- Healthy Relationships (general)
 - Affirmative Consent
 - Bystander Training
 - Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
 - The development of meaningful relationships and avoidance of exploitative relationships
 - Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Reviewer 115

This program is full of limiting language, stereotypes, gender bias, racial bias, and judgment. Each lesson lists several goals but no real learning targets. There does not appear to be any alignment with national standards. The activities may be age appropriate, but they are outdated.

Reviewer 104

The materials were nicely written, and the activities appeared engaging for students. However, the curriculum had some very serious concerns where alignment with the standards and laws were concerned. In particular, while the curriculum did use some same gender couples in the scenarios and examples, there were almost none in the bigger activities. There were also many areas where youth who may have had sexual experiences, youth who are the children of young parents, youth with LGBTQ family, youth without fathers, and youth from diverse family experiences may feel shamed, left out, or as though their experiences are being made examples of as undesirable experiences or qualities.

Additionally, the information about healthy relationships was extensive, and included a depth of knowledge about communication skills and navigating conflict. This content was expansive and spanned multiple lessons. By contrast, there was only a single lesson that covered



information about condoms, birth control, pregnancy and STDs. The information presented about condoms and birth control was framed negatively (inability of condoms to work effectively, number of people who mis-use condoms) or presented as only for adults, as in the case of birth control.

There were also some concerns about the discussion of relationship violence, which categorized "most" interrelationship violence as due to lack of conflict negotiation skills and minimized abusive situations centered around power and control. In addition, more time was spent on "setting boundaries" in the context of sexual assault and relationship violence than the need for others to respect the boundaries of others. I believe this could set up a victim blaming environment where youth who have experienced sexual assault, relationship violence or have close friends or family who have, would feel they are to blame for those experiences for 'tolerating' disrespect and abuse.

Reviewer 106

Cons: Though the curriculum is not old (2018), it looks outdated and is not particularly visually appealing. Because it is a Sexual Risk Avoidance Adaptation, there is some generalizing about ideal relationships that might not reflect the relationships that students come from, thus making them feel insecure. Specifically, in Lesson 12, the "success sequence" includes: college, career, marriage, then children. We know that students come from many different types of homes and could find this messaging harmful.

Neutral: Music is used in quite a few lessons. This is a positive if students are able to pick up on lyrics and understand meanings. It may not work well if students get caught up on the fact that the music is older.

Pros: Resources are well organized in Google Drive (updates, PowerPoint presentations, activity cards, resources, and videos).

Reviewer 110

I would use this in my classroom. The only thing I would caution someone about before using is that there is a strong focus on marriage before children. Some students' parents aren't married, but they might be very committed to their relationship, and we don't want to undervalue that choice. Teachers might need to provide more context so that students don't feel like their family isn't as successful as another family with married parents. I do agree (and I think most single parents would agree) that we should encourage students to have a committed partner before having children, but I don't want to make a child feel like his or her family is "less than" because their parents are not married.

Accuracy Analysis Reviewer 123

Much of the information seems out-of-date with some inaccuracies.

Page 26. Are there more recent references?

Abstinence based material; Some data references are out of date; focus on delaying sex until marriage; indicating that you should be married before having sex and children without any appreciation of culture realities.

Page 61. References look outdated;

For Lesson 6; suggest that someone from the domestic violence review.

Page 127 – assumption that “But sliding—getting involved quickly and deeply—could lead to an unplanned pregnancy.” – fear based. Could lead to lots of different consequences, not just



pregnancy; and does not include LGBTQ population.

How effective is the birth control pill? If you use it perfectly, the pill is 99% effective. But people are not perfect and it's easy to forget or miss pills — so in reality the pill is about 91% effective. That means about 9 out of 100 pill users get pregnant each year. - suggest that this gets updated.

Page 227 suggest HIV section get updated with treatment information; insufficient information on what untreated means; same for what treatment of chlamydia, gonorrhea and syphilis and how can herpes be managed would be helpful. page 229. include information on correct use of condoms - not just what not to do. <https://www.cdc.gov/condomeffectiveness/male-condom-use.html>

Page 239 – need to update data.

Lessons and scenarios need to demonstrate show effective role plays.

“IUDs can move around in a woman’s body”: FALSE The IUD is placed in the uterus, and it does not move around. Very rarely, a woman may expel the IUD from the uterus, in which case it would just come out of the vagina. This is not completely accurate. IUDs can become lodged in the uterine wall in which case the woman needs to see her provider.

Also, IUDs can be used for emergency contraception.

Can IUDs be used as emergency contraception?

Yes! The Paragard (copper) IUD works super well as emergency contraception. If you get it put in within 120 hours (5 days) after unprotected sex, it's more than 99.9% effective. It's actually the most effective way to prevent pregnancy after sex.

Another great thing about using the copper IUD as emergency contraception: you can keep it and have really effective birth control that you can use for up to 12 years. The other kind of emergency contraception is the morning-after pill. You can take it up to 5 days after unprotected sex to reduce the risk of pregnancy.

Suggest inclusion about information on emergency contraception.

Why is lesson 12 just about pregnancy?

Page 251 – Sliding into sex and sliding into unplanned parenthood is surely avoidable. Is this really true?

Page 269 – publication from 2007 seems old; same for page 270 – older publications.

Accuracy Analysis Reviewer 124

Some references are 15-20 years old- from 1998 and 2007. P. 52- test for love smarts. The answers here could be true or false- depending on attachment style, culture, gender etc.





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