



The development of a Core Outcome Set for evaluating Relationships and Sex Education with students with intellectual disability

Study outline

This study aims to identify important outcomes following Relationships and Sex Education (RSE) as agreed by students with intellectual disability, their parents, their teachers, and other experts in the field.

As the first step, I have already reviewed all relevant existing studies that have been published in scientific journals. In this second step, I would like to speak with students with intellectual disability, their teachers, and parents.

At the end of the study, I will publish a short list of the core outcomes you and other people like yourselves have agreed should be measured after RSE. This list can be used in research and by schools to evaluate their practice. The study has been approved by the UCL Institute of Education Research Ethics Committee (REC 1565).

We are inviting your school to participate. We are looking for:

- 3-5 students with intellectual disability (also known as learning disability) aged 5-25 years (they may also be autistic or have other co-presenting conditions)
- 2-3 parents of students with intellectual disability
- 2-3 teachers with experience of RSE with students with intellectual disability

What this study involves?

1. Mixed-stakeholder workshop

A group of parents, teachers, and other experts will come together to discuss what they think are outcomes of RSE for students with intellectual disability. Some discussion will be with the whole group, and some discussion will be in smaller groups (e.g. the parents' group, the teachers' group).

Format: face-to-face or remotely online (e.g. using Microsoft teams or Zoom) depending on the COVID-19 regulations and participants' preferences. **Please let me know which format (in person or remotely) would be the most convenient for you.** The workshop will be audio recorded.

Time commitment: approximately 1 hour and 30 minutes.

Location: at UCL, WC1E if the workshop will be in person.

Dates: May or June 2022 (the exact date to be confirmed).

2. Piloting and co-producing pictorial RSE outcomes

I would like to invite 3-6 students with intellectual disability to pilot the interviews for RSE outcomes and help in the selection of the most accurate pictures to represent RSE outcomes that will be used in the interviews using Talking Mats.

Format: One-to-one face-to-face.

The length: One interview lasting up to 30 minutes.

Location: at the student's school.

Dates: May-June 2022 (provisional).

3. Interviews with students with intellectual disability

I would like to interview 3-5 students (aged 5-25 years) with any level of intellectual disability about their views on important outcomes of RSE. Interviews will be facilitated by either picture sorting activities, arts-based discussions or a diamond ranking activity (images below). Another adult (e.g. a teacher or a parent) may be present. Before each interview, I will ask a parent and/or a teacher information about the student (e.g. communication abilities, interests, current RSE knowledge) to decide the best method and to discuss if there are any topics that should not be discussed for religious or cultural reasons. Only age and developmentally appropriate RSE topics will be discussed with students.

- *Picture sorting activity:* this activity involves asking a student to sort pictures under two categories e.g., "OK" or "Do not know" to indicate which topics she or he would like to learn in this curriculum.



- *Visual arts-based session:* A student will be presented with different arts-based material (e.g., water colours, crayons, pictures or play dough) and asked to make a poster or images of what he or she would like to learn in Relationships and Sex Education classes.



- *Diamond ranking activity:* A student will be asked to sort pictures in a diamond shape from most important/interesting topics of this education to the least important/interesting topics and if possible and to tell me why particular topics were indicated as important or not important.



Format: One-to-one face-to-face and interviews will be audio recorded. I will take a picture of finished activity (e.g. sorted outcomes in the diamond shape).

The length: Up to 30 minutes or 2 shorter sessions.

Location: at the student's school.

Dates: June-July 2022 (provisional).

4. Online Delphi survey

I would like to invite parents, teachers, and other experts to take part in an online survey to agree on the most important outcomes of RSE for students with intellectual disability. The survey will contain 2 parts. In the first part of the survey, participants will be asked to rate anonymously the outcomes identified in the previous stages (the workshop and interviews with students) from the most to the least important outcomes. In the second part of the survey, participants will see how on average other people rated the same outcomes and will be asked to re-rate the outcomes if they wish based on this information. Participants do not need to have participated in the previous stages (the workshops and interviews).

Format: online.

The length: Between 15 to 30 minutes each time.

Dates: September- October 2022

Who is carrying out the study?

The project is being funded by the Economic and Social Research Council PhD studentship awarded to me, Laura Paulauskaite (ES/P000592/1). I am supervised by Professor Carol Rivas (c.rivas@ucl.ac.uk) and Dr Vaso Totsika (v.totsika@ucl.ac.uk). Prior to my PhD studies, I worked with children and adults with intellectual disability in clinical and research settings. These experiences have enabled me to develop communication skills appropriate for this group of children. I have also an enhanced DBS check.

Please get in touch if you have any questions:

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