



SELF, HEALTH, AND RELATIONSHIP EDUCATION (SHaRE) CONSIDERATION GUIDE

Student Name _____ ID # _____ Date of IEP meeting _____

The *Self, Health, and Relationship Education (SHaRE) Consideration Guide* is designed to assist teams in considering the need for age-appropriate and developmentally appropriate instruction related to sexual health, self-regulation, self-protection, respect for personal privacy, and personal boundaries of others, also referred to as self, health, and relationship education (SHaRE). This guide may be used to facilitate meaningful conversation about the potential need for specially designed instruction (SDI), including accommodations and modifications, so all students have access to these critical skill areas. The areas addressed in this guide are neither exhaustive nor mandated to be addressed through the student's individualized education program (IEP). Assessment of these and related skills may need to be conducted at any time the team does not have enough data to make an informed decision.

Guidelines for the consideration and assessment of SHaRE can be found in the [Self, Health, and Relationship Education \(SHaRE\): Guidelines for the Consideration of Age-Appropriate and Developmentally Appropriate Instruction](#).

A summary of the data used and decisions made within this consideration process must be documented, as appropriate, within the student's IEP.

Part I

Is the student currently receiving instruction in grade-level Health and Family Life Education and making progress commensurate with peers? Select the checkbox for the statement that applies.

- Yes, the student is provided access and is making progress.**
 - Unless other concerns are present, the team may determine the consideration process to be complete at this time. However, the need for age-appropriate and developmentally appropriate instruction in these areas must be considered as part of the development of any future IEP and as part of the problem-solving process if adequate progress is not being made or additional concerns arise.
- No, the student is not currently provided access to the curriculum.**
 - The team should consider how access to grade-level instruction will be provided. Consider the need for SDI including goals and services; accommodations; supplemental aids and/or services; and address any potential barriers to providing SHaRE to ensure access to age-appropriate and developmentally appropriate instruction.
- No, the student has access but is not making progress.**
 - The team should discuss current instructional programming and consider the need for SDI including goals and services, accommodations and/or modifications to the curriculum, and supplemental aids and/or services to ensure progress in age-appropriate and developmentally appropriate instruction.

Note: Before modifying curriculum expectations, the team should first consider how SDI, accommodations, and/or differentiation of the core curriculum may be used to ensure access to the full grade-level curriculum. Teams should also consider instruction in other related areas (such as communication or social emotional) to ensure any prerequisite and access skills are acquired.

If the team answered no, document current instructional strategies and supports and their effectiveness to support SHaRE. Consider the effectiveness of this instruction and additional considerations to ensure age-appropriate and developmentally appropriate instruction.



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Part II

The following statements may help the team identify if there is a concern and/or if the student displays a difference or delay in social and/or emotional understanding related to SHaRE that may impact their ability to receive a free appropriate public education (FAPE). Check all indicators that apply.

- a. The current student data indicate concern(s) in the area(s) of sexual health, self-regulation, self-protection, respect for personal privacy, personal boundaries for self, and/or violation of the personal boundaries of others.
- b. The student requires SDI, accommodations, and/or modifications to address other academic, behavioral, or functional skills that may support a need for these supports to ensure access to SHaRE is age-appropriate and developmentally appropriate.
- c. One or more IEP Team members, including parents and/or the student, have concerns related to SHaRE.
- d. The student exhibits challenges with social communication or interaction skills compared to their same-aged peers. This may include forming or maintaining friendships, emotional regulation that impacts social relationships, or engaging in appropriate interactions with peers and adults.
- e. The student displays communication deficits that may impact the ability to self-advocate or express needs, wants, or consent. This may include the potential need for augmentative and alternative communication (AAC).
- f. The student displays behavior(s) that may lead others to misunderstand or misinterpret their intention(s).
- g. The student displays behavior(s) that, if not addressed, may:
 - (a) Impact the student's ability to participate in activities with same-aged peers.
 - (b) Impact the student's ability to meet postsecondary goals.
 - (c) Result in difficult or dangerous social situations.
 - (d) Make the student more susceptible to abuse.
 - (e) Lead to discipline in the school setting or possible criminal behaviors.
- h. None of the above apply.

Document the team's discussion including data considered and potential areas for instruction, goals, and accommodations related to the above statements.



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Part III

In consideration of any areas of concern identified in Part I or Part II, indicate the area(s) of concern that may need to be addressed. Check all areas that apply.

- Sexual health: Body parts and functions, growth and puberty, gender and identity (as age-appropriate), understanding different types of relationships, communication skills around sexual health and safety topics including consent and trust.
- Self-regulation: Understanding of emotions and how to manage them, impulse regulation, independent use of coping strategies, problem-solving skills.
- Self-protection: Protection from sexually transmitted infections and diseases, reproduction and reproductive health, healthy versus unhealthy relationships, abuse, consent, identifying sexual exploitation and behaviors that are perceived as sexually coercive, self-advocacy.
- Respect for personal privacy: Understanding public and private behaviors, ensuring privacy for daily living skills, setting boundaries regarding physical space and personal information (such as internet safety and financial privacy), respecting the privacy standards of others, and personal autonomy.
- Personal boundaries of others: Identify and communicate physical and emotional boundaries, personal safety strategies, and clear limits on sexual behaviors; clear limits for friendships, dating, and sexual relationships as well as understanding and respecting the same in others.

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