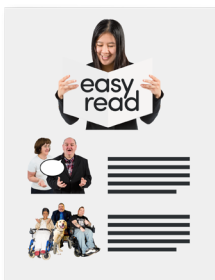


Easy Read Version

What parents think about teaching genetics and health education to students and young people with intellectual disability.



This booklet is a summary of our **research**.



Research is something we do to find out

- what people think about things.

It can be about different topics.

We use it to support other people.



The full research is called

“It is not the life skills; it is the skills for life”:

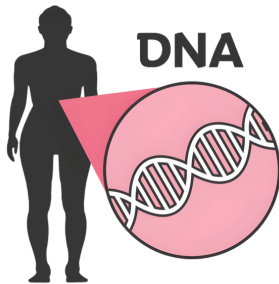
What parents think about genetics and health education

- for students and young people with intellectual disability.



This research is about what parents think

- about teaching **genetics**.



Genetics is the study of **genes**

- and how they work.



Genes are the things in your body

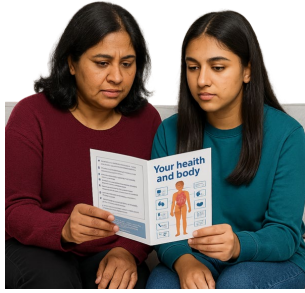
- that make you the way you are.

What we know



People with intellectual disability

- have the right to easy to understand information
- want to know about genetics
- wish they learnt about it at school.



Learning about genetics can help people

- understand their health
- make choices about their health
- make **genetic health care** better.



Genetic health care is for people who

- have a genetic condition
- might have genetic condition
- want to know more about genetic conditions and tests.



Places to learn about genetics can be:

- schools
- home
- hospitals.



Learning about genetics can support people with intellectual disability.

What we did



We talked to 13 parents of young people with intellectual disability.



We asked them about teaching genetics and health education

- to young people with intellectual disability.



The questions were about what

- their children learn at school
- supports their children learn
- makes learning hard.

What we found out



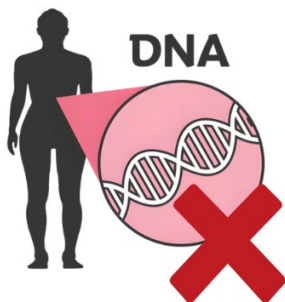
Idea 1

Learning about genetics and health at school



Students with intellectual disability

- learnt about some health topics at school.



Genetics is not often taught.



Parents want their children to learn about genetics.



Idea 2

What supports the learning of genetics and health education



Parents said these ways support their children learn

- **visual supports**
- **social stories**
- teaching that is **person-centred**.



Visual supports are when pictures are used to

- explain ideas
- ask and answer questions.



Social stories are when short text with pictures

- are used to explain ideas and situations.



Person-centred teaching uses

- things they like
- students' support needs
- extra support if needed.



Idea 3

What makes learning hard



Learning genetics can feel hard as

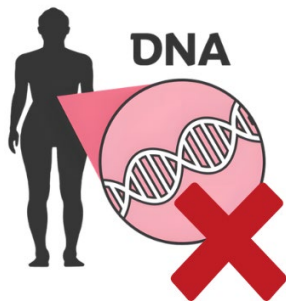
- it is not always taught in an accessible way.



Teacher may not have enough

- time
- training
- resources

to teach genetics and health education.



Students do not always have a chance to learn about genetics

- as some teachers do not believe the students can understand.



Schools and families do not always work together well.



Some families want to support learning about genetics at home but

- may not feel confident
- may not know how to help
- often receive no information or support from schools.



Genetics can be a **sensitive topic** for some people.



Sensitive topic means something that can

- be hard to talk about
- make people feel upset
- make people feel uncomfortable.



Some parents worry teaching genetics to students with intellectual disability

- can be upsetting



because it is not always taught in a way that

- is inclusive and respectful
- cares about students' feelings.



Idea 4

How we can make things better



Parents should be included in decisions about genetics learning.



They can share what helps their children learn.



Parents need

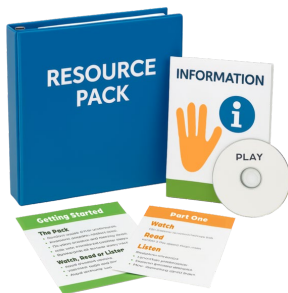
- clear information
- education
- and resources

to support genetics learning at home.



Teachers need training in

- teaching genetics to students with intellectual disability.



Teachers need better resources to teach students with intellectual disability.



We also learned

- schools
- students
- families
- health care workers

need to work together.



Learning resources should be made together with

- people with intellectual disability
- their families
- health care workers.

More information

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The GeneEQUAL website has

- the full article
- more information.



Go to

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