



PhD Candidate: Kim Andreassen (they/them)

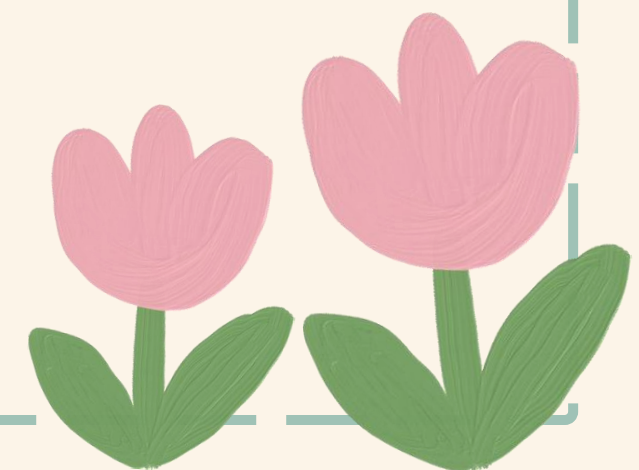
# Beyond Consent Scripts

A Psychologically Safe Approach

Accessible Consent Education for Young People with Disability (12–16  
Years)



Supervisors: AP Jacqueline Hendriks & Dr Cindy Smith



# ACKNOWLEDGEMENT OF COUNTRY

I acknowledge that I live and work on Whadjuk boodja and pay respect to Elders past and present and to the Senior Knowledge Holders of this Country. I also recognise that this Country was never ceded, it is and always will be Whadjuk boodja. I acknowledge the contributions of all Aboriginal and Torres Strait Islander Australians, they hold the memories, knowledge, truth and cultures of these lands. I recognise the diverse sexualities, genders and lived experiences of Aboriginal and Torres Strait Islander Australians and their contributions to our shared learning.

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# WHAT EVEN IS THIS PHD?

7 years...that seems excessive!


Chapter 1



# LANGUAGE & BACKGROUND



## People with Disability



People with Disability Australia (2021) – disability should be used as an uncountable noun.



### Accessibility Needs:

- Audio options
- Low reliance on text
- Non-speaking
- Visual information
- Easy English



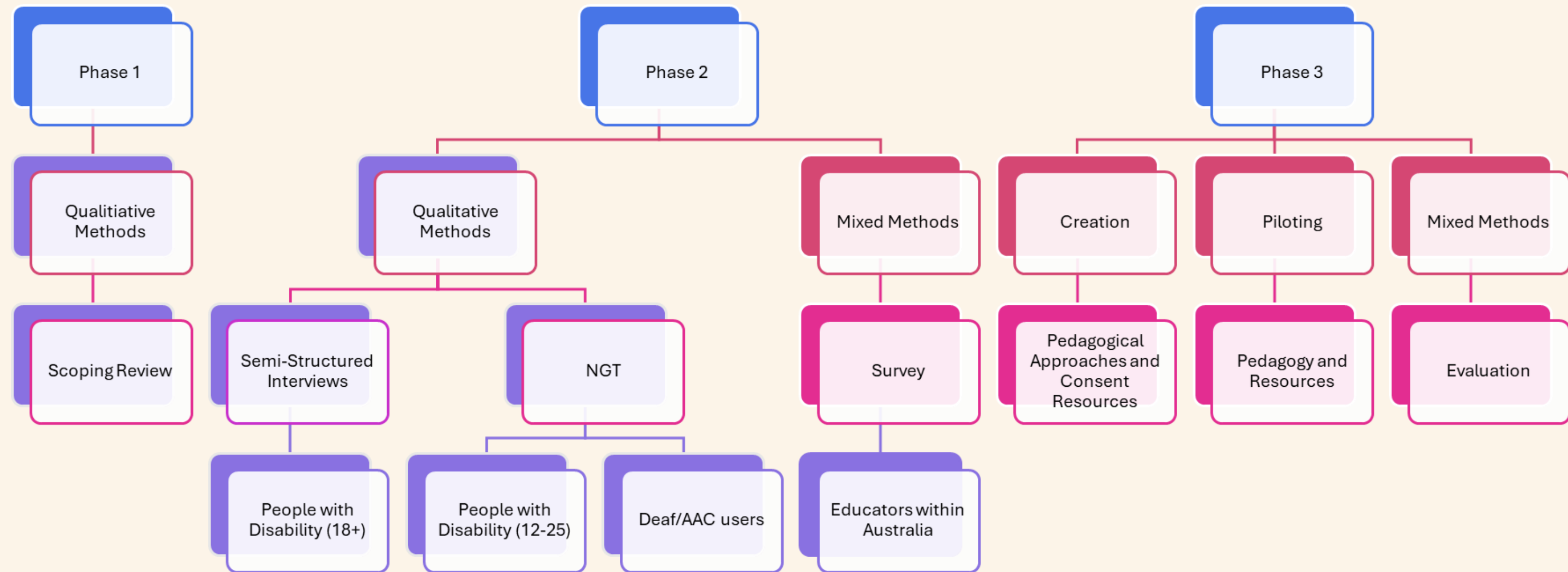
## History




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- Deficits in practical application of consent understanding (Waling et al., 2024)
  - Lack of accessible consent resources (Andreassen et al., 2024; Frawley et al., 2023; Schaafsma et al., 2014)
  - Limited research – best practice pedagogical approaches (Schaafsma et al., 2014)
  - FOCUS: lived experience inclusion, strength-based, neurodiversity affirming
- 



# PHD PLAN:





02

# STAKEHOLDER ADVISORY GROUP

Experts across disability, education, and/or consent who graciously give their time to a PhD student for no compensation.



Can not be more thankful! ❤️

Chapter 2

# WHO IS INVOLVED

- Amanda Damian – Sexual Health and Family Planning ACT (SHFPACT)
- Anita Brown-Major – Thrive Rehab
- Camille Schloeffel – Australian Research Centre in Sex, Health and Society
- Kaylyn Thyssen – Teach Us Consent
- Eleonora Bertsa-Fuchs – Let's Talk About X

- Jenna Love – Scarlet Alliance
- Jodi Rodgers – Birds and Bees
- Jordina Quain – The RSE Project
- Kardie Whelan – Sexual Health Victoria
- Katie Bird – Consent Labs
- Patsie Frawley – National Centre of Excellence in Intellectual Disability Health
- Sheridan Kerr – SHFPACT
- 'Florence'\*
- 'LilMil'\*

\*de-identified





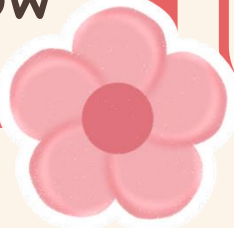


# QUOTES



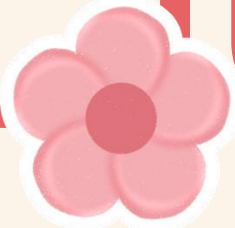
## Beyond 'yes'

...you definitely have to put in all the grey parts, because otherwise people can take it as a restricted you know, this is the rule, and I can't do this, you know



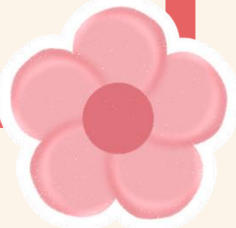
## Non-sexual


...sometimes it is working with the self confidence now, trying to support that person to be really empowered in what their own self is



## Life-long

...[learning consent] gives young people the opportunity to practice it when they're younger...So it's a muscle that they're able to flex much longer term.

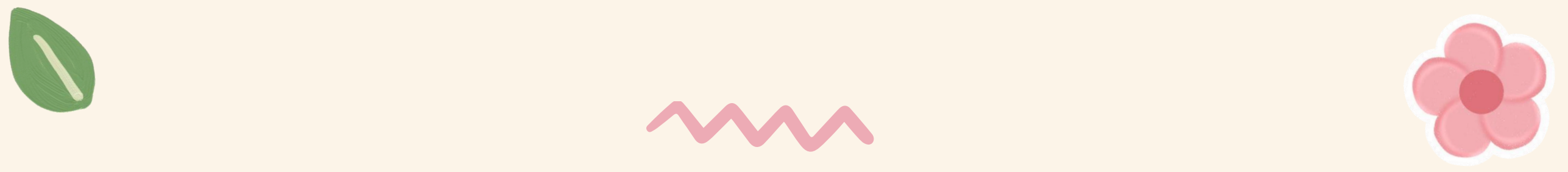




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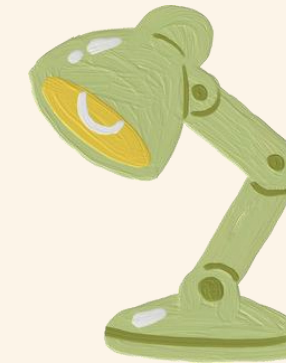
# WHAT DOES THIS MEAN?

A doctoral student and their adviser walk into a bar. The adviser orders a rough draft... and they sit in awkward silence for eight months...



Chapter 3

# NEXT STEPS



Educator	Learner
AITSL Standards preparing teachers?	Do appropriate resources exist?
What are the educators methods?	What skills are prioritised?
Learners responsive to educator methods?	What skills are not taught?

And here come the literature review(s)...



Thank You

Kim Andreassen:

[kim.andreassen@postgrad.curtin.edu.au](mailto:kim.andreassen@postgrad.curtin.edu.au)





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