



An Education Course on Sex, Dating, and Relationships; Tailored for Adults with Intellectual Disabilities

Danielle Littlemore – Speech and Language Therapist
Daniel Peacher – Education Manager



Objectives

- To co-produce and deliver a 12 session course around sex, relationships and dating which is accessible and engaging for a group of adults with ID.
- To create a safe space where questions and queries could be addressed in confidence.
- To be mindful and inclusive of all within the group, considering both trauma and historical offending behaviours.
- To increase engagement of the learners with these subjects across other disciplines, eg. Psychology, and SALT.
- To build confidence, awareness and knowledge for the adults in a range of areas .





Co-created Curriculum

A modern approach

- The team created a curriculum that felt relevant for what people face today, with a focus on how things can be different now for those who have been in services for extended periods of time.

Some of the Subjects Explored:

- Online Dating
- Pornography and Reality
- Biology of Reproduction
- LGBTQ+ Topics
- Contraception and STIs
- Healthy and Unhealthy Relationships
- Consent



Personally relevant to the individual

- We considered what would be helpful for the patient to think about:
 - Example: what constitutes as stalking and harassment?
 - Considered each person's background, trauma and strengths to plan sessions.
 - Direct input from the group prior to delivery and throughout to reactively adapt and adjust the scheme of work to meet needs.



Co-created Curriculum

Existing research

- de Wit et al (2024) reviewed sexual support and education for people with mild ID. Found that a collaborative approach was most successful.
- Hole et al., (2022) found adults with intellectual disabilities had an emphasised desire for inclusive sex education which focused more on relationships rather than fear-based or solely biology/consent focused instruction.
- There is a lack of existing research on delivering sex and relationships education to this specific cohort.

Guidelines from representative bodies

- RCSLT advises an MDT approach when working with neurodivergent people
- Tutors reached out to existing providers of sex education for people with ID to share resources and best practice.

Pedagogical Theory

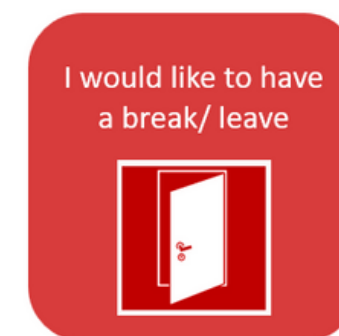
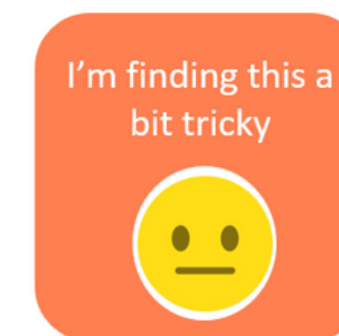
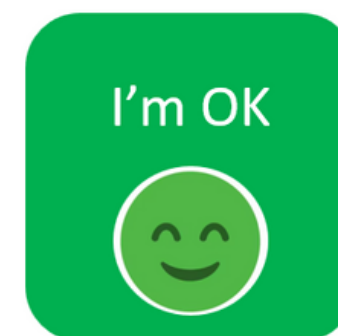
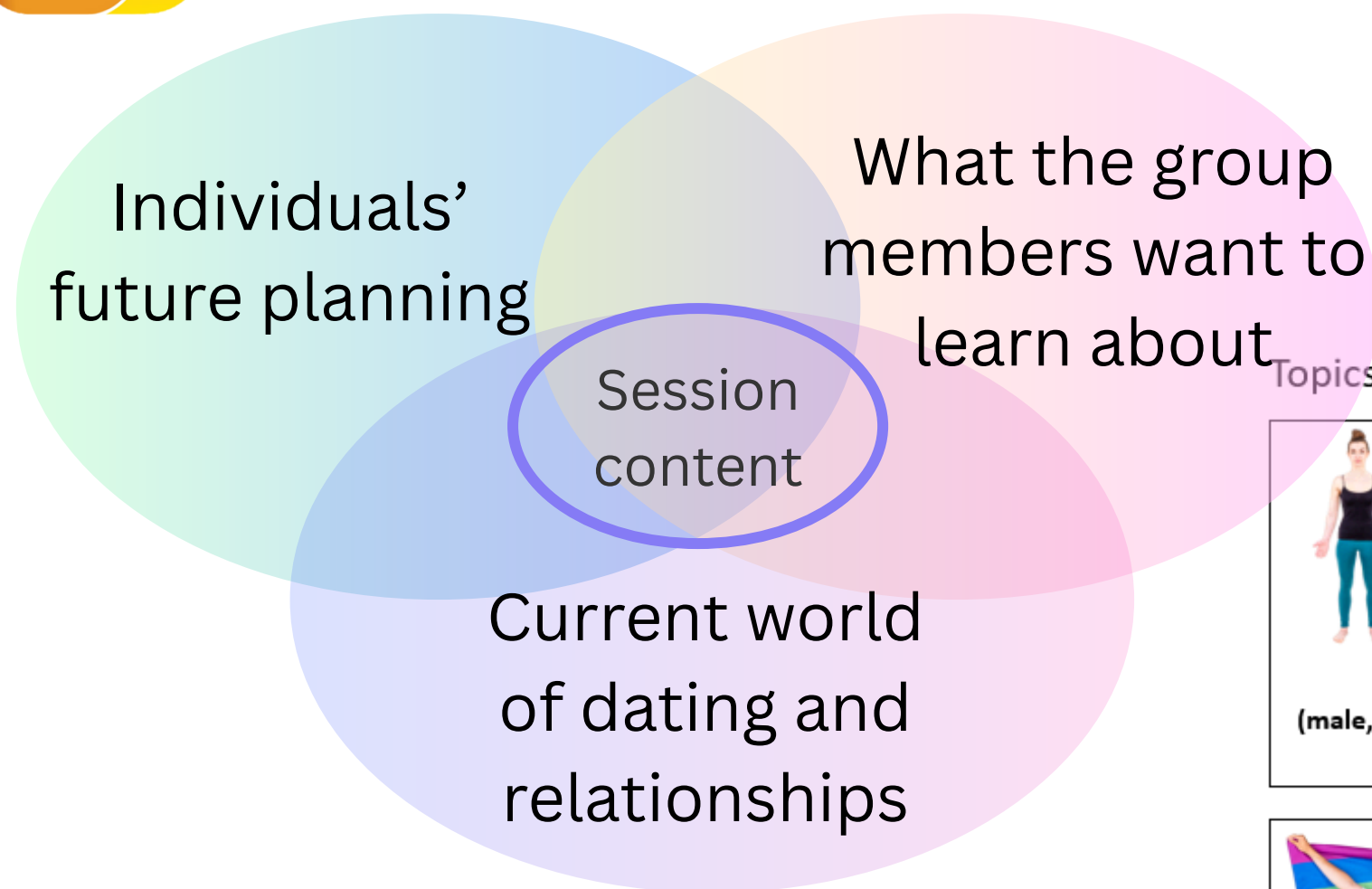
The Four Cs of Education refer to a set of essential 21st-century skills identified to prepare students for success in a rapidly changing, globalized world. They are:

Critical Thinking
Communication
Collaboration
Creativity

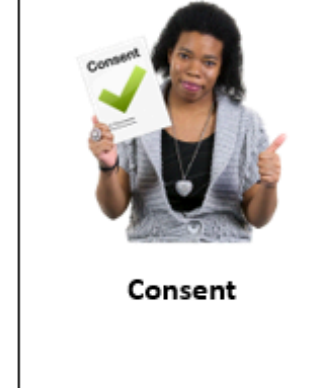
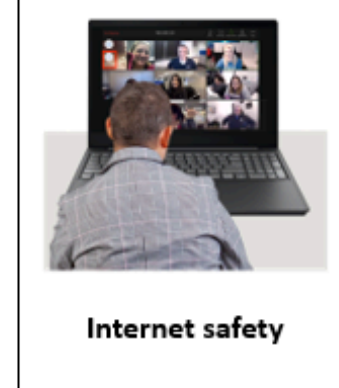
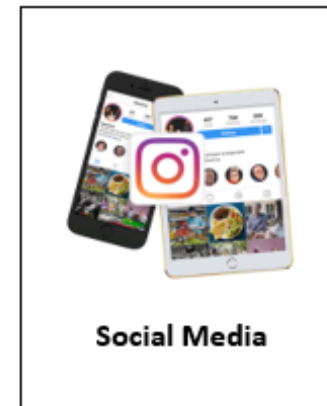
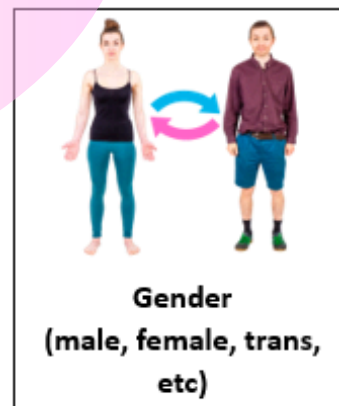
(Partnership for 21st
Century Skills, 2009)



Session Planning



Topics you may like to cover...



Communication cards for all group members



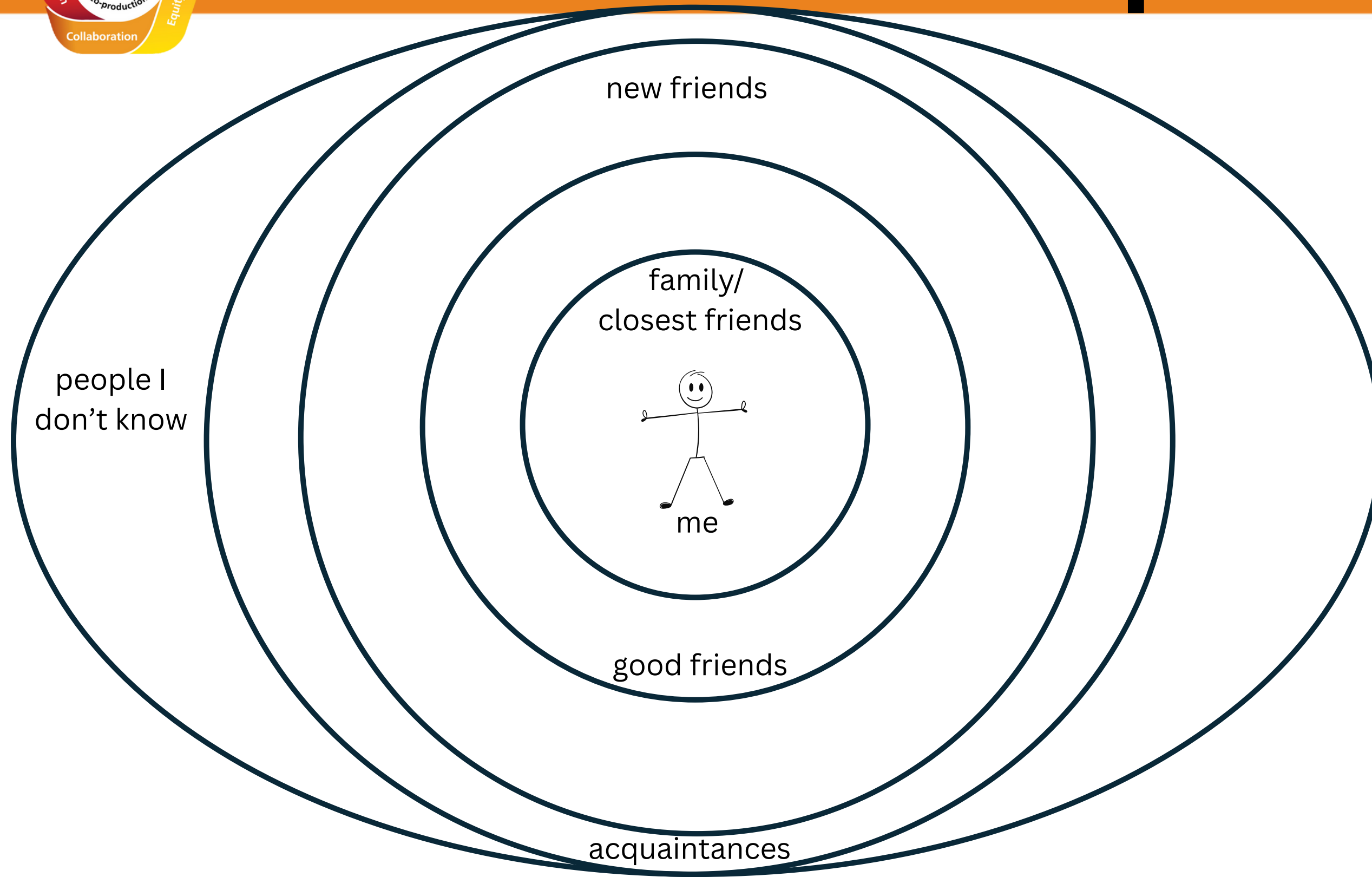
Varied approaches complementing various learning styles

Adapted communication aids to help plan with group members

Curriculum completed collaboratively by Education and SLT with input from psychology, wider MDT and direct learner feedback/suggestions.



Example Resource



Consider complexities for discussion:

- staff
- sexual relationships
- difficult family dynamics
- developmental trauma from relationships
- relationships with imbalance of power

Heavy use of the Socratic Method of Teaching, with a focus on dialogue and questioning.

Paul, R., &
Elder, L.
(2006)

An open, judgement free space to encourage engagement.



Outcomes

Outcomes were recorded through constant formative assessments throughout the course, utilising methods attuned to the learners individual needs and abilities.

- Quizzes
- Questions and Answers
- Socratic Questioning
- Learner Reflections and Self Assessments
- Discussion
- Tutor and Professional Observations

The MDT noticed an increase in the patients understanding of key concepts and terminology across all those that took part in the sessions, it was also reported that they were more confident when exploring the concepts covered in other therapeutic sessions

Learner Feedback

- ‘I understand more about what is okay and what is not okay’
- ‘I learned about lots of things I didn’t know before about sex’
- ‘I thought the course was interesting and it was nice to be able to ask any questions that we wanted to’
- ‘The activities were fun but also helped us to understand things, especially about different relationships’
- ‘The best bit for me was having two tutors together so we could get a man and lady ideas’
- ‘I feel confident now about sex and also getting a partner’

Engagement

The course was well attended and the group was able to build excellent rapport with each other which was essential for engaging with complex and difficult material. The course has allowed for more ongoing discussions across the team about these subjects and their vitality for so many learners recovery journeys



References

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Questions

This has been a brief summary but we are more than happy to discuss any aspects of the course and how we delivered it!