

Language skills for the sexual education in individuals with Intellectual disability

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Abstract: Deficits in social skills is one of the criteria taken into account for the determination of intellectual disability (ID). Social skills associated with sexual behavior of individuals with ID affecting their integration into the school community. The work focuses on enhancing language and social skills to student with ID emphasis on language skills for the sexual education in individuals with ID. Methodology of special treatment and education that is used in this paper refers to the case study of a student with ID and is going to middle school. The tools we used is participatory observation with certain lists of Checklists of basic skills (CBS), the plan of educational intervention and the Form of the Teaching Interaction. The results reveal that the student controls via the supported language skills sexual and social behavior. The student comes in interpersonal contact with their peers by building appropriate interpersonal relationships with them.

Keywords: Intellectual disability, social skills, language skills for the sexual education,

1. Introduction

Intellectual disability (ID) and individuals with ID are identified in all societies and in every historical period. In all this course, the field of ID is influenced by the social and political climate that determined the treatment of people with ID [1]. Nowadays, one of the most important issues in the field of special education is the idea of school inclusion students with special educational needs (SEN) as well as students with ID. School Inclusion is widely supported and many countries to change their education policy to place students with or without SEN into common classes of the general school [2] [3].

In classes of the general school, students with ID need to be strengthened in academic skills (reading skills, oral skills) and social skills to cope with the curriculum. Students with ID have low cognitive functioning and therefore experience serious difficulties in their academic work. Their reading ability is a weakest skill because it is a complex cognitive process that involves both the ability to decode written symbols linked to each other by obeying grammatical and editorial rules and producing syllables, words and sentences as well as the ability to comprehend (semantic content of the word, the proposal or the text that someone hears or reads) [4] [5]. Also, cognitive function is also related to language development Therefore, as the cognitive ability is related to oral speech and language, pupils with SEN experience difficulties such as verbal and language competence and limited vocabulary. Thus, affect the social development of pupils with language skills for the sexual education in individuals with Intellectual disability and hinder peer relationships [1].

Social skills deficits are one of the criteria considered in determining the ID [6]. According to Gargiulo and Bouck to understand ID, we need to identify 2 key words such as intelligence and adaptive behavior. The adaptive behavior refers to difficulties experienced by people with AD in social skills (interpersonal, follow roles, self esteem etc.). They argue that the social skills of pupils with ID are as important as ID. For example, pupils with SE may have difficulty in school due to problems in their social interactions and not because of their learning difficulties.

The view that children with ID learn through a wide spectrum of social behaviors and skills with their peers, lead students with ID in general schools. Many studies confirm that the social behavior of students with ID can be enforced by interacting with their typically grown peers. A study that was conducted in 38 classes of general education, in Switzerland with 692 typically grown students and students with ID of junior schools shows that most of the students with ID weren't popular but they were socially acceptable, and they had friends [7]. We had similar positive results in the social behavior of children in the age between 8 and 11 with ID, while they interacted with their typically grown peers when in non-structured activities outside school [8]. Furthermore, Cuts and Sigafos examined the social interactions between students with ID (n=9) and their classmates in a general junior high school at Brisbane Australia. Students with ID were lacking in social skills, however they had positive interactions with their classmates [9].

Other researches generally suggest that students with SEN who participate less in social interactions with their typically grown peers, are less accepted and they are often rejected. This is a result of the lack in their social skills. The "simple presence" of these students in classes of general education doesn't automatically lead

in their successful social participation. In one of his researches Abramides showcased that students with SEN have a lower social position than their classmates and that is necessary to use educational interventions to boost the social skills of students with SEN in normal schools [10]. The same as above showed another search which was conducted in a high school at Graz Austria between 35 students with SEN and 108 students without [11]. The results showed that children with SEN showed less social participation and felt less socially accepted in their peers' groups. The researchers made it clear that the poor social integration of students with SEN isn't a result of the classification of the phrase (special educational needs) but a result of specific social behaviors of the students with SEN. As a result, the educational interventions focused in the boost of social skills needs to be a fundamental goal of teachers [12] [13].

Social skills and environmental adjustment are basic areas of educational support of the students with SEN such as these with ID. In Greece with Law 3699 for special education, the amelioration of the life quality of individuals with SEN by giving them equal choices for full social participation, independent life and autonomy with full registration of their social rights is of high priority. Based on the principle of equal choices, according the philosophy and pedagogical views the Framework Curriculum for Special Education (FCSE) by the Presidential Decree 301/1996 [14], promotes educational programs for the students with ID by setting new goals to boost them physically and socially and finally join the school and social environment [15] [16]. Towards that cause the sets FCSE educational goals referring to the autonomy abilities in the environment and in social behavior that can be supported with activities to enforce self-preservation, the amelioration of interpersonal relationships and their support in co-operation skills with others. In a similar way the book-notebook of student readiness "emotional organization" that is suggested from the pedagogical institute, focuses in areas of social behavior enforcement, such as "co-operation abilities with others" and "enforcement skills of self-sentiment" referring in the positive emotional side of the view of the students with ID about themselves by building the appropriate interpersonal-relationships for their age. The unit of special causes "social skills" in FCSE is completed with the environmental adjustment skills, suggesting skills of recognizing the transgender relationships of boy and girl (through activities such as games and documentaries with subject the sexual education of heterosexuals etc.) to enforce their socialization.

The need to express and satisfy their sexuality is included in the rights of people with ID. Sexuality is identified as a positive element of human personality and can't be ignored because it affects the growth of their personality, their interpersonal relationships and their transition from individuality to collectivity [17]. The sexual needs and desires of people with ID isn't separated from these of the rest of the population. However, their expression and their experience are an object of concern. Concern is related with the pathology of the individuals with ID and their growth characteristics (linguistic and mental growth) which affects their learning and their social behavior. Because of their incompetence in learning functions people with ID show weaknesses in their linguistic skills, memory generalization, understanding, memory, focusing, thinking abilities and their self-sentiment (low self-esteem, aggressive behavior etc.) [16].

However, ID by itself doesn't explain the low levels of knowledge and abilities. Many of the problems affecting the sexual health of people with ID exist in their environment [18]. To be specific the incomplete information and education from doctors, parents and teachers contributed in ignorance, isolation and oppressed sexual expression of individuals with ID resulting in their problematic social behavior. Myths suggesting that those people are asexual, or they show strong and intense sexual urge that can be expressed with violent behavior delayed the education of these individuals in that field [19].

During the last decades the importance of sexuality and the appliance of sexual education programs have been recognized because they are considered a main column for the completed growth of a person. In the center of these programs and specifically the areas of special education and health education there is a talk about sexual practices, the skills of self-picture, the skills to grow relationships with peers, informing the students about their body's physiology and hygiene and their feelings management [20] [21]. Paredes et al. [22] planned and used a program of sexual education in 15 young (aged 22 to 47) adults with ID in 2011. The overall aim of this study was to recognize sex education as a powerful contribution to the full development and social inclusion of these individuals. The training program included objectives such as: physically and psychologically knowledge of body and body development according to age and gender, the acquisition of physical hygiene and care habits, the distinction of good and bad behaviors, the enhancement of autonomy and self-esteem, the determination of emotions, etc. The resulting results show remarkable progress made by participants in ID during the program in areas related to self-awareness and their own sexuality. The researchers concluded that these people need similar support from society.

Many educational programs have been implemented to strengthen the social skills of pupils with ID [21] [23] [12] [13]. In a review of the literature on the teaching language skills for the sexual education and social skills among teenagers with intellectual disabilities, Carter and Hughes recognized numerous intervention studies that reported positive results [24]. These studies showed 2 types of intervention: Skill-based

interventions (self-management and social interaction, collateral skill instruction, communication book and social interaction intervention) and support-based intervention (general education class participation, peer support arrangements, instructional grouping, peer training).

A thorough review of 35 studies conducted from Garrote, Dessemontet and Opitz [25] examined which interventions are effective in junior school for students with SEN [25] and showed that the case studies focused in teaching interaction strategies with typically grown students, group activities in academic basis (cooperative learning, teaching from classmates, structured games, advisory groups etc.) as well as training of secondary educational personnel to ease social interactions, ameliorate the social behavior of students with SEN in general education classes. However, there is a need for more intervention studies for the application of boost strategies of social skills to students with SEN and especially those with learning difficulties, behavior difficulties and ID.

Also, programs for the enhancing social skills in pupils with ID are the Applied Behavior Analysis (ABA) which until recently was used for pupils with autism spectrum disorders (ASD) and includes strengthening and punishment as well as the use of video modeling [1] [13] and the teaching of social story [26]. The last intervention can be applied with the use of video (video modeling) and combined with the teaching of social story. A study was conducted to search the consequences of an intervention which used the combination of video modelling and social story to individuals with ID for the teaching of social skills [27]. The specimen consisted of three boys with ID between the ages of 20 and 25 who were taught a social story through a video. Results showed that all the participants acquired the social skills that were their goals with 100% success maintaining and generalizing those skills through time.

In this research, we use the teaching of social stories to enhance social skills through a Targeted, Individual, Structured, Integrated Program for Students with Special Educational Needs (TISIPfSENs) [28, 29, 30]. TISIPfSENs is a educational program which tries to find every time the appropriate educational methodology and the appropriate educational strategies for the enforcement of the language and social skills of students with SEN is the (TISIPfSEN) [31, 29].

A TISIPfSEN goes through these phases:

- a. empirical registration of the individual record of the student from his/her school and family environment,
- b. the informal pedagogical evaluation using participatory observation based on the panels of the Checklists of basic skills (CBS) [30] of educational readiness (1), of special educational needs (3) which are depicted in the FCSE, of general educational difficulties (3) according to the curriculum of general education. Participatory observation is made from the teacher before the realization of the educational program (initial observation) and its fulfillment (final observation)
- c. the planning of the educational program
- d. The realization of the educational intervention and
- e. The evaluation of the educational process according to the recordings of the final observation and the printed matter of educational interaction (In that we have recorded, the interactional behaviors between the support teacher for the sexual language education and the student as well as the pedagogical reflection through hetero-observation and self-observation).

2. Purpose of the Research

The goal of this paper is to study the linguistic and social skills support to a eighteen years old student with ID highlighting the understanding of his sexuality through the methodology of special education utilizing the TISIPfSEN. The disturbed verbalization of sexual behavior of students with ID creates a lack in social skills because of the disturbance of their interpersonal relationships with their typically grown peers inside the common school. The need of appropriate educational interventions for the enforcement of the social skills of students with ID [32] lead us to utilize the TISIPfSEN focusing in the enforcement of the social skills through different language activities to speak with the correct vocabulary.

3. Methodology

Methodology of special treatment and education that is used in this paper refers to case study of a student with ID and is going to middle school. The tools we used is participatory observation [33, 30] with certain lists of basic skills control (CBS) and the plan of educational intervention and Form of the Teaching Interaction [31] [33].

The completion of CBS is done by excel panels as it follows: in the horizontal lines, we put the skills of every area that are evaluated according to interactive pedagogical relationship and experience for the students' performances in class and in behavior. In the vertical lines, we put the school semesters regarding the typical and mandatory education counting in ascending order from number 1 which corresponds to the first semester of attending kindergarten. A horizontal compact line that penetrates the horizontal lines is the "base line" which

corresponds to the current semester of the students according to their chronological and/or school age (In this study case of a student, the line is gray and it was placed on the first semester of the third grade of middle school). The researcher should note with an x the panel cell that he thinks it corresponds to the level of success for each skill. When this procedure is completed two broken lines, the first broken line (black color) is formed that shows the disturbed or normal performance of the students in each skill during the initial observation (before to the implementation of the educational intervention) and the second broken line (red color) is formed that shows the disturbed or normal performance of the students in each skill during the final observation (after to the implementation of the educational intervention).

Form of the Teaching Interaction is visualized in a panel which includes the personal information of the student, the educational goal, the date of every educational intervention, and the recording of important crosstalk between teacher and student from the daily educational intervention. More specifically, it includes phrases of both teacher and student, as well as the commentary of their interaction that has as a goal the pedagogical reflection of the teacher and the resurgence of the educational intervention. The pedagogical reflection that is the main goal through the intervention is enforced by the self-observations and hetero-observations through the interaction with the student

The TISIPfSEN went through the following phases:

3.1. First phase of TISIPfSEN: Case study

According to his school and family record the student is 18 years old, he has been diagnosed with mental deficiency and immaturity and he is going to the third grade of junior high school when in the same time he has parallel educational support. The parents adopted the student nine months after his birth unknowingly of his “problem”. The student was aware of his adoption. The parents’ request is for the student to learn “letters” and be prepared from the support teacher of the language skills for the sexual education so he can respond to a sexual intercourse in a brothel. The student enjoys the communication with the others, however his social approach is considered clumsy as he can’t limit and verbalize his sexual behavior. For example, the student asked the teachers, students to massage him. This word contained sexual symbolism. Also, the student often wanted to catch his classmate’s thighs.

3.2. Second phase of TISIPfSEN: informal pedagogical evaluation

The informal pedagogical evaluation for the student was made through the participatory observation according to two lists of basic skills control CBS of “learning readiness” and the special educational needs as they depict in the frame of the curriculum of special education FCSE (Figure 1).

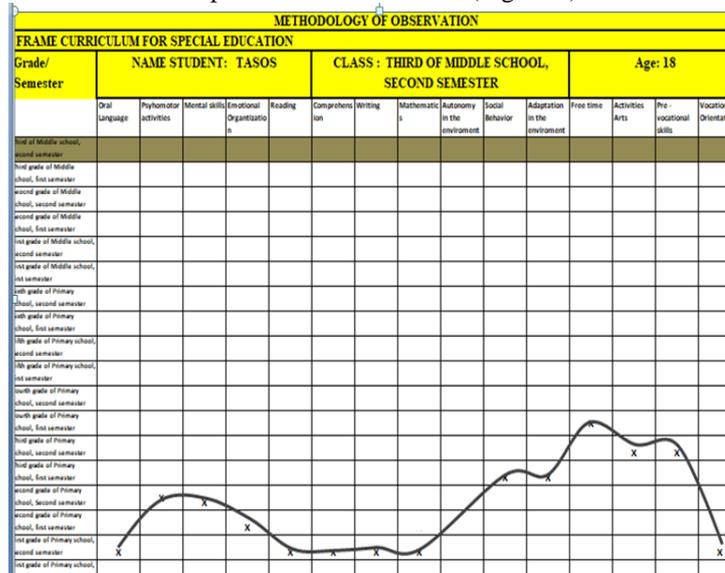


Figure 1: Initial observation of CBS- FCSE

Referring to his social skills, the student in the panel of the CBS- FCSE during the initial observation, is in a low level in the skills of “social behavior” and “environmental adjustment” (third grade of junior school first semester). Finally, referring to his language skills, such as “reading” and “comprehension” in the table of changes the student shows 18 and 14 semesters of attendance below his attendance line accordingly. Furthermore, in the panel of “learning readiness” his skills of “cooperation with others” were 14 semesters

below the base line (third grade of junior high school first semester twentieth (20th semester of typical and mandatory education) (figure 2).

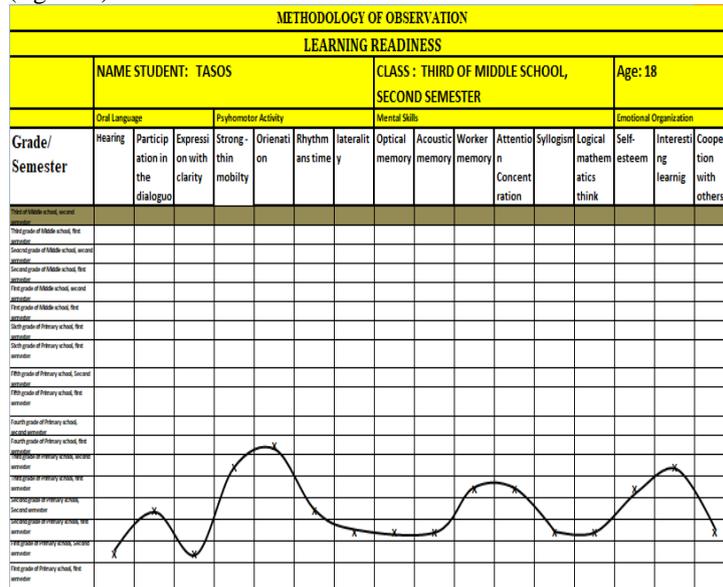


Figure 2: Initial observation of BSC «Learning Readiness».

3.3. Third phase of TISIPfSEN: plan of structured differential educational intervention

The plan of differential teaching was structured during the third phase of the TISIPfSEN. The teacher evaluated the direct teaching using the educational model of task analysis [23]. The educational goal “the student must understand a social story while verbalizing his sexual behavior” was set according to the frame of the curriculum of special education FCSE focusing in the language skills “comprehension” and “reading” and the social skills associated to the understanding of sexuality.

3.4. Fourth phase of TISIPfSEN: realization of differential educational intervention of language skills

In this study we included two social stories that were structured from the support teacher of language skills for the sexual language education and general education. For the needs of the study the names of the students in the social stories we included aren’t real. The first social story with the title “the massage” was conducted by 54 words and 13 virtual, notional facilitators (Figure 3).



Figure 3: Social story «The massage».

The font type was Verdana. The social story was structured after the student was asking of his teachers and classmates to massage him. In the hetero-observations we mention that the reactions of the students were negative [34] [31] [28] [23]. When he was asking for a massage they were laughing and getting away. Initially we didn't know what Tasos meant when he was asking for a "massage". When we asked him where he wants us to massage him he said at the thighs. Then we understood that this word contains a sexual symbolism. Furthermore, when we asked him who he wants to massage him he sometimes desired a man and other times a woman.

The second social story was titled "Mary in yellows" and was conducted from 57 words and 14 virtual, notional facilitators. The font type was Verdana. The social story was conducted after many attempts of the student to touch his classmates' thighs. During the breaks the student used to get near his classmate to touch her thighs (Figure 4).

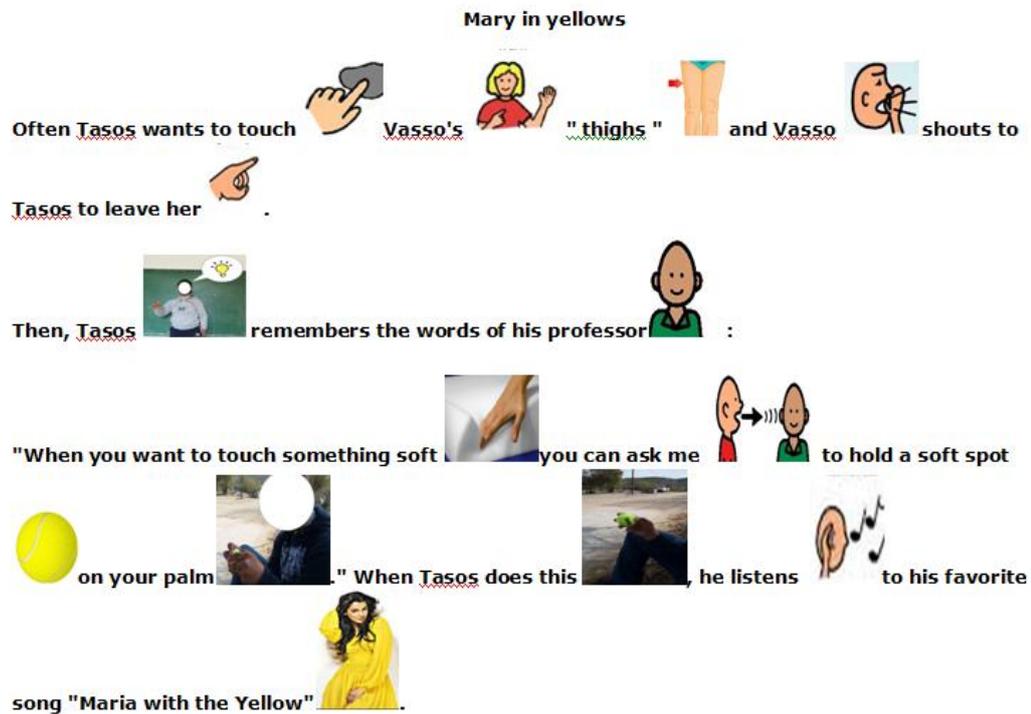


Figure 4: Social story «Mary in yellows»

We used a computer for the teaching of social stories, so we could adjust the font size according to the needs of the student. The last one was asked to read slowly the social stories and with the help of the support teacher of the language skills for the sexual education, to understand the key-words of every social story that were accompanied with virtual, notional facilitators. Every social story was followed by a comprehension question for us to find out whether the student understood the story or not.

4. Results

The fifth phase of the TISIPFSEN is the gathering of the educational interventions results. According to the final observations in the panel of CBS- FCSE the student had a progress of 2 semesters above the initial observation in the skills “social behavior” and “environmental adjustment” (Figure 5).

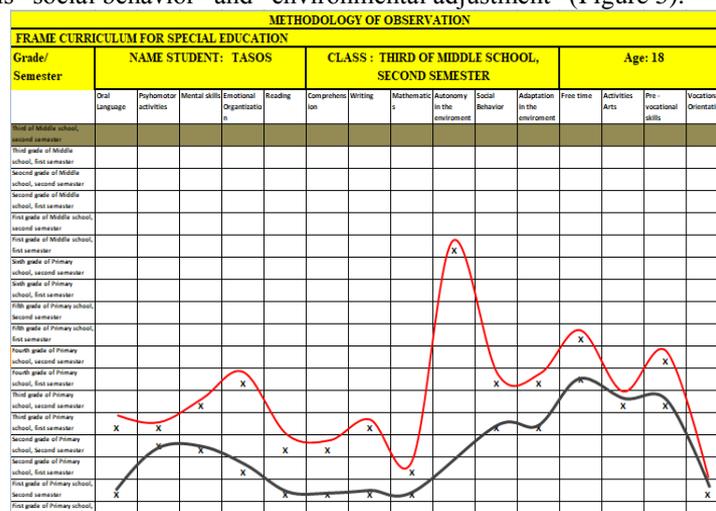


Figure 5: Final observations in the panel of CBS- FCSE

Furthermore, in the same panel there was an important progress of the student in his language skills “reading” (second grade of junior school 1st semester) and comprehension (first grade of junior school 2nd semester). We also had an amelioration of 4 semesters above the initial observation in the students’ profile in the area “sentiment organization”.

This result is clearly depicted in the BSC panel “learning readiness”, where the student in the unit “cooperation with others” had an improvement of 4 semesters above the initial registration of observations (Figure 6).

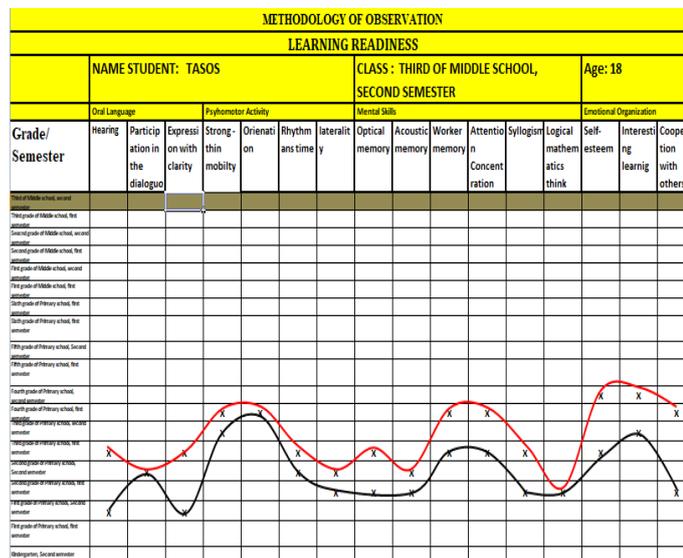


Figure 6: Final observations in the panel of BSC «Learning readiness».

In the Form of the teaching interaction were noted the following: in the first social story the student seemed to understand the story’s information with the help of virtual notional facilitators. It was made clear to him that he can ask the doctor to massage him in certain body parts and under certain circumstances. This was also confirmed by the comprehension activity of the social story. In the second social story the student achieved to understand the problematic situation his behavior caused. He then was given an alternative solution to fulfill his needs, and every time he was doing this he was rewarded with his favorite song.

5. Conclusions

For starters, the application of the TISIPfSEN in a student with ID contributed in the enforcement of his reading skills [5]. The teaching the language skills for the sexual education and the teaching of social stories improved the students’ social behavior. This is confirmed by Reynhout and Carter, who examined the effectiveness of the use of social stories in an 8 years old student with ID [35]. More specifically the student of the study couldn’t participate in a conversation and his speech was limited to two or three words. He was able to follow basic instructions, he couldn’t satisfy his self-care needs and he could read than 300 virtual words. After the teaching of the social story the student achieved to decrease inappropriate and repeated sounds he was making on his desk. The researcher concludes that the intervention through social stories that was specifically designed for kids ASD seems to be appropriate for individuals with medium levels of ID [10] [13].

The educational interventions which focus to teaching the language skills for the sexual education and the social skills are basics priorities for the inclusion of students with ID in the school community [25]. In the study of Kemp and Carter in 22 students with medium ID who had received an inclusive intervention in kindergarten and after that continued in inclusive classes for years showed that students with ID had lower levels of social skills, but they were mixing with their classmates and they were accepted by them [36].

Furthermore, this study showed that the non-verbalization of the sexual behavior can create problematic social skills. The unclear and lacking information from the school community and their parents for sexuality put individuals with ID in danger of social exclusion and diminished their chances of social interaction with their peers [37] [17].

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