

ŠIAULIAI UNIVERSITY

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**CONCEPTUALISATION OF GENDER AND SEXUALITY OF
ADOLESCENTS WITH MILD INTELLECTUAL
DISABILITIES AND CONTENT OF SEXUALITY
(SELF-)EDUCATION**

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INTRODUCTION

Relevance and significance of the topic. Gender is an inherent part of life of all persons, including persons with intellectual disabilities, which discloses through gender identity – masculinity and femininity (Cameron, Lalonde, 2001; Yvi, 2012; King, 2010 et al.). (Self-)formation of gender identity, sexuality education of adolescents¹ with mild intellectual disabilities², like of other members of the society, are undoubtedly relevant in the modern age of knowledge and information. Issues of gender mainstreaming (Reingardienė, 2003, 2004) are quite considerably discussed in Lithuania; however, the analysis of gender of disabled persons and of content of sexuality education is missing. D. Šėporaitytė (2006) notes that the discourse on the disabled in Lithuania is most often focused on issues that are fundamental for the disabled: social participation, employment, education, medical and technical support. There is less focus on such matters that are important for the disabled as sexuality, gender partnership, marriage, family, maternity and paternity (Bernert, Ogletree, 2013). It must be noted that the disabled pupil's sexuality must be perceived as a natural and important life peculiarity, as part of general human health because psychological, ethical and emotional gender aspects for the disabled are none the less relevant as for the rest of the society (Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010).

Gender formation is considerably influenced by behaviour norms, values and stereotypes prevailing in the society (Anderson, Kitchin, 2000; McCabe, Cummins, Deeks, 1999; Farrelly, O'Brien, Praina, 2007; Cuskelly, Gilmore, 2007; Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010 et al.). Gender is formed in the socialisation process, during which the person takes over cultural norms, develops his / her personality potential and becomes a full-rate member of the society (Martin, Ruble, 2004), whilst (self-)formation of gender identity is one of the prerequisites of successful socialisation (Yvi, 2012; Cameron, Lalonde, 2001). Gender problems of disabled people are determined by the society's attitude towards them because the society tends to infantilise people with intellectual disabilities (Bonnie, 2002; Brown, 2013; Meekosha, 2001; Parchomiuk, 2013; Wilkenfeld, Ballan, 2011). Often these people are treated as eternal children in spite of their age, as children with childish sexual innocence or as children with adult sexual needs and desires, which they are not ready to manage (Gearheart, 1990; Giulio, 2003; Wilkenfeld, Ballan, 2011). D. Crawford, T. Shakespeare et al. criticise the traditional approach according to which disabled persons are often treated as if they were asexual or sexual monsters, who are not able to control their sexual desires and emotions (Crawford, Ostrove, 2003; Evans, Williams, 2013; Anderson, Kitchin, 2000; Earle, 2001; Shakespeare, 2000; 2007; Parchomiuk, 2013; Wilkenfeld, Ballan, 2011;

1 The period of adolescence (11/12–16 years) is chosen because during this period particularly much preparation for adult life takes place: adolescents seek emotional and economic independence, acquisition of social skills necessary for maintaining civic competence, choice of a profession, preparation for occupational activities, marital and family life (Žukauskienė, 2002).

2 Order of the Minister of Education and Science, Health and Social Security and Labour of the Republic of Lithuania "Regarding identification of groups of pupils with special educational needs and approval of the description of order of dividing special educational needs into levels" (No. V-1265/V-685/A1-317, dated July 13, 2011). Since the date when this order came into force pupils with mild intellectual disability are referred to as *pupils with mild intellectual disorder*.

Tarasoff, 2011). According to M. Ballan (2001), parents' concern about gender often turns into excessive supervision, which limits rights of children with mild intellectual disabilities to expression of gender and sexuality. Another reason is values existing in the society: beauty, attractiveness, health, etc. Authors criticise the view that sexuality associates only with physical attraction, youth and when these are missing the person is treated as non-sexual (Giedraitienė, Vaičekauskaitė, 2002; Wolfe, Blanchett, 2003). Thus, the disabled experience double discrimination: because of the disability and sex (Hirschmann, 2013; Wilkenfeld, Ballan, 2011; Grieve, McLaren, Lindsay, 2009).

In order to prevent manifestations of discrimination, legal framework of Lithuania and foreign countries regulates and declares gender opportunities and rights for all citizens. The Universal Declaration of Human Rights (1948) declares a person's civic, political, social, economic and cultural rights. It condemns any discrimination because of sex. In the Treaty of Amsterdam (1997) the European Union primarily seeks to defend human rights and take appropriate actions to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Article 13, Law on Equal Opportunities of the Republic of Lithuania (2005-01-01)). The purpose of this law is to ensure implementation of equal human rights established in the Constitution of the Republic of Lithuania and prohibit any direct discrimination because of age, sexual orientation, disability, racial or ethnic dependence, religion or beliefs. The Programme for Preparation for Family Life and Sexuality Education, endorsed on February 7, 2007, states that the school should become that place where pupils would be provided with conditions to experience beauty of gender, love and friendship not as a matter of consumer-orientated sex "culture" but as an important part of personality's maturity and preparation for marriage. Countries ratifying The Convention on the Rights of Persons with Disabilities (2010) commit to take efficient and appropriate actions to prevent discrimination of disabled people because of the disability concluding marriage, family, committing to paternity (maternity) and to enable the disabled to responsibly make decisions about the number of their children and periods of their birth, receive information about reproduction and family planning issues and be provided with the means enabling them to exercise these rights. The disabled, including children, equally with other persons have the right to preserve their fertility.

Sexuality education is particularly important for pupils with mild intellectual disabilities due to lack of social skills, communication abilities, too big credulity, affection, emotionality in interpersonal relationships (Eastgate, Scheermeyer, Driel, 2012; Nangle, Hansen, 1993; Wilkenfeld, Ballan, 2011). This endangers learners' safety because in modern information society, increasingly using mobile, computer technologies, persons with intellectual disabilities can become victims of sexual abuse (Murphy, 2005; Gill, 2010; Cambridge, Mellan, 2000; Yacoub, Hall, 2009), be involved in prostitution, pornography or sex tourism (Scott, 2013). Inadequacy of communication becomes a significant factor influencing development of gender of the disabled and formation of the society's attitude to gender identity of the disabled person. According to R. K. Westheimer et al. (2005), persons with intellectual disabilities often cannot establish a close relationship.

Persons participating in the educational process have the right to receive sexuality

education corresponding to their age so that they can form positive attitude to gender partnership and avoid negative consequences (Rogow, Haberland, 2005; Allen, Seery, 2007). All persons are sexual beings and have the right to express their sexuality (Coultrick, 2008; Wilkenfeld, Ballan, 2011; Allen, Seery, 2007; McCabe 1999; Sandland, 2013). Absence of appropriate sex education poses high risk for persons with intellectual disabilities to experience exploitation, contracting a sexually transmitted disease or having an unplanned pregnancy (Schaafsma, Stoffelen, Kok, Curfs, 2013; McCabe 1999; Murphy, O'Callaghan 2004; Servais 2006; Wilkenfeld, Ballan, 2011; Zillman, 2000). Many parents do not care about sex education because they mistakenly believe that their children do not need it (Walker-Hirsch, 2010; Keshav, Huberman, 2006 et al.). Other parents although try to develop the concept of gender but do not have competencies to provide information for children intelligibly (Bazzo et al., 2007; Evans et al. 2009; Хуш, 1999; Коң, 1989). Development of disabled children takes place according to the same developmental patterns as in case of usual development but its specificity is determined by the type of disorder (Ustilaitė, 2007; Wilkenfeld, Ballan, 2011). Every child's development takes place on three key planes: physical, cognitive, psychosocial (Radzevičienė, 2003; Ganly, 2010; Sanders, 2013). Psychosocial development is complete only in such case when the individual's physical, cognitive development is favourable. Disabled children's psychosocial development is often disordered both due to individual developmental peculiarities and due to long-established clinical attitude to education of these children. Followers of the clinical approach emphasised the form of disability, its diversity, promoted to go deep into the methods of eliminating the disability, forgetting that the person lives in a concrete environment in which he / she must adapt, feel psychophysical comfort and create optimal social environment (Radzevičienė, 2003). Sexuality education (pupils' preparation for life, marriage, providing knowledge about the family, educating a mature and moral personality, which respects human life, is able to develop mature interpersonal relationships, fosters sexual health and is able to resist the negative impact of the environment) takes place through formation of the person's individual traits in physical, emotional and social contexts (Hamilton, 2002; Wilkenfeld, Ballan, 2011; Hallahan, Kauffman, 2003; Young, Gore, McCarthy, 2012). It is emphasized that the ideals, problems of the society, all life is inseparable from educational and non-educational activities of the growing generation; therefore, cooperation of all participants of the educational process in sexuality education and positive attitude of the society and family are important because, according to S. Ustilaitė (2008), this is the place where actual femininity and masculinity are developed.

Scientific exploration and novelty of the dissertation topic. In the discourse on formation of disabled persons' welfare Lithuanian scientists (Daugėla, Žukauskas, 2005; Filipavičiūtė, Ambrasas, 2011; Ruškus, 2002; Ruolytė, 2012 et al.) most often analyse such problems as adjustment of the environment, integration of the disabled into the society, social participation and employment, education, medical and technical assistance. In the monograph "Disability and Social Participation" J. Ruškus, G. Mažeikis (2007) discuss critical reflection on experience and opportunities

of the disabled in Lithuania. Social integration of the disabled, its criticism, socio-political participation of the disabled are discussed in general terms. Few scientists of Lithuania analyse the construct of disabled persons' gender (Tereškina, 2004a; Šeporaitytė, 2006; Ustilaitė, 2007; Jonaitienė, 2007; Bušmaitė, 2007; Kvedaraitė, 2007; Giedraitienė, Vaičekauskaitė, 2002; Vaicekauskienė, 2002, 2008, 2010 et al.). V. Vaicekauskienė (2002, 2008, 2010, 2011) deals with gender in the context of socialization, mostly going deep into demonstration of sexual behaviour of pupils with intellectual disabilities and related problems. E. Giedraitienė and R. Vaičekauskaitė (2002) accentuate that sex education problems of the disabled are relevant in the general context of integration and related to healthy peoples' attitude towards the disabled. Authors indicate that the prerequisite of successful integration of the disabled is individual communication with healthy people. It is also stressed that it is important to supplement "Universal Programmes of Health Education and Preparation for Family and of Sexuality Education" with concrete topics of sexuality education of the disabled, prepare teachers who are able to competently perform sexuality education, educate parents, change persistent negative attitude towards gender of the disabled. S. Ustilaitė (2007) also states that gender problems of disabled people are related to healthy persons' attitude towards them: it is often assumed that disabled people are asexual (sexually indifferent) and that sexuality is an obligation of persons of normal intelligence. Another approach is that people with intellectual disabilities distinguish themselves by strong uncontrollable sexual desire; therefore, they need to be isolated and any sexual expression must be prevented. S. Ustilaitė (2007) points out that due to such views three types of hindrances for the development of gender of the person with intellectual disabilities are formed: isolation, physical and psychological. I. Jonaitienė (2007) analyses occupational intentions of pupils with mild intellectual disabilities, their knowledge about occupations and preparation for the occupation during extracurricular activities, analyses influence of traditional gender stereotypes with regard to occupations prevailing in the society on pupils' occupational intentions. Occupational behaviour of special school educators, indirectly transferred images and stereotypes of their gender, organising the process of education and extracurricular activities for pupils, boys' and girls' leisure hobbies, their differences are analysed by I. Bušmaitė (2007). R. Kvedaraitė's (2007) area of research interests is pupils' gender roles in the family and children's opinion about boys' and girls' upbringing peculiarities in the family. S. Ustilaitė, I. Kuginytė-Arlauskienė and L. Cvetkova (2011) analyse the influence of the disabled child's birth on internal and social changes in the family: interpersonal relationships, responsibility, (re)distribution of roles, career. Authors (Ustilaitė, Kuginytė-Arlauskienė, Cvetkova, 2011) indicate that families that have encountered the disability situation often experience relationship crisis, career refusal. Usually the woman has to choose care of the disabled child, care of home rather than seek success in the occupational area. Taking over the role of the breadwinner, the man spends less time with the family. It is also indicated that (Ustilaitė, Kuginytė-Arlauskienė, Cvetkova, 2011) this is determined not only by appearance of the disabled child but also by the ability to orientate in the different situation, acquisition of new skills and responsibility, perceiving the meaning of the

child's birth and giving a sense to one's as person's expression anew. More scientists of Lithuania (Gaigalienė, 1997; Juodraitis, Pocevičienė, 2008; Pocevičienė, 2007; Kaf-femanas, 2003; Kublickienė, 2003; Narbekovas, Obelenienė, Pukelis, 2008; Stundžė, 2009; Ustilaitė, 2001; Ustilaitė, Gudžinskienė et al., 2008; Ustilaitė, Poškuvienė, Juškelienė, Kalinkevičienė, 2008) analyse the concept of gender in the context of general education and socio-cultural environment. G. Purvaneckienė (2011) emphasizes the impact of cultural environment on the formation of gender, when inborn biological differences acquire social meanings: social differences are constructed; i.e., "feminine" or "masculine" roles, jobs, occupations, conduct, character traits, etc. Socially meaningful gender differences determine gender roles that outline how men and women should feel and act. They are learned and given a sense to in the socialization process, during which boys and girls identify themselves with their sex; i.e., acquire social (or cultural) sex or gender. Scientists (Obelenienė, Pukelis, 2009, Purvaneckienė, 2001, Ustilaitė, 2001, Juodraitis, Pocevičienė, 2008; Pocevičienė, 2007 et al.) note that gender is developed in the family and later at school; it is also influenced by peers and the media. G. Purvaneckienė (2001) accentuates that gender formation is considerably influenced by parents', educators' and surrounding people's attitude to gender and how they treat man's and woman's roles. These approaches and stereotypical thinking are the basis of pupils' education both at home and at school, where, according to G. Purvaneckienė (2001), educators have full freedom implementing The Programme of Preparation for Family and of Sexuality Education (2007), which, according to S. Ustilaitė, R. Poškuvienė, V. Juškelienė, A. Kalinkevičienė (2008), in educational institutions is implemented insufficiently systematically and coherently because most often topics given in textbooks are integrated into subjects, during class meetings only separate gender related topics are discussed and, according to the authors, delivery of themes of the programme is not systematic and coherent. Authors (Ustilaitė, Poškuvienė, Juškelienė, Kalinkevičienė, 2008) emphasize that development of educators' sexuality education competencies should be pursued. G. Purvaneckienė (2001) notes that in case of absence of educators' preparation concrete content of sexuality education at school mostly depends on every educator's views, competence and behaviour. Slightly different aspects of gender are disclosed in R. Pocevičienė's (2007) article. The author presents adolescents' and female sex workers' attitude towards sexuality education and its importance for the formation of gender identity and sexual behaviour.

Foreign authors put more emphasis on the interaction between gender of pupils with mild intellectual disabilities and disability. T. Shakespeare (2000), N. Murphy (2005), C. Farrelly, M. O'Brien, V. Prain (2007), E. S. Goldfarb (2005), M. P. McCabe, R. A. Cummins, R. A. Rhoads, S. M. Calderone (2007), R. J. Kijak (2011), M. P. McCabe, D. Robert, A. Cummins et al. (1994), D., Hingsburger, S. Tough (2002) et al. analyse manifestation of gender of disabled adolescents through social skills, interpersonal abilities in the context of sexual behaviour. K. S. Hymowitz (2003), K. McLaughlin (2003) go deep into sexuality education aspects of the disabled, take interest in education of children, adolescents, parents, educators and staff of institutions. D. Schaafsma's (Schaafsma, 2013; Schaafsma, Stoffelen, Kok, Curfs, 2013;

Schaafsma, Abraham, Gillmore, Kok, 2004; Schaafsma, Kok, 2009) area of research interests is sexuality education of persons with mild intellectual disabilities. D. Schaafsma in her dissertation "*Sexuality and Intellectual Disability. Implications for Sex Education*", defended at Maastricht University, presents gender problems of the disabled: lack of interpersonal relationships, social skills, knowledge deficiency, sexual exploitation, violence, problems with expression of sexual orientation (negative attitude of surrounding people towards their homosexuality), etc. Scientists (Schaafsma, 2013; Schaafsma, Stoffelen, Kok, Curfs, 2013; Schaafsma, Abraham, Gillmore, Kok, 2004; Schaafsma, Kok, 2009; Kajak, 2011; Wilkenfeld, Ballan, 2011 et al.) emphasise that educators, parents, etc., avoiding sexuality education, hope to protect the disabled from the said problems and often this way seek to avoid manifestation of their gender. Analysing the disabled person's gender identity through sexual orientation, J. D. Allen (2003), D. Abbott, J. Burns (2007), D. Abbott, J. Howarth (2007) note that the disabled find it important to express their gender both through heterosexual relationships and through physical attraction to the same sex. M. Parchomiuk (2013) analyses the concept of gender of persons with intellectual disabilities in the context of medical and social attitude to disability and notes that this determines positive or negative attitude to gender of the disabled. As noted by the author (Parchomiuk, 2013), representatives of the medical model see persons with intellectual disabilities as having the uncontrollable sexual desire, which deviates from the norm, and this way threatens public safety. The approach that sexuality education is seen as threatening, able to awaken the "sleeping" needs and that sterilization can help to avoid consequences of sexual violence is criticised (Diekema, 2003). Proponents of the social approach, in contrast, treat gender as an important aspect of personal expression, for which sexuality education is particularly important. The discourse on gender often deals with influence of medical and social models on disabled pupils' socialisation. According to the prevailing medical view of the 19th century physical "abnormality" causes social "abnormality"; i.e., the person's body is described as having defects and for this reason the person is not able to adequately participate in social life. Since the 7 decade of the 20 century the conception of disability has acquired a new description, which particularly criticises the medical attitude. Appearance of this social model is to be related to the feminist movement, when alongside with the movement for civil rights, liberation of homosexuals and other movements, the movement of the disabled for their rights also inevitably initiated. Social model is also based on social constructivism, which seeks to reveal how solitary individuals or their groups create and describe social reality, familiarising with it and interpreting it, and how social phenomena are created and transformed into tradition. The social model separates the categories of disorder and disability; this can be explained by the influence of feminist movement, when the difference between sex and gender started to be analysed. According to M. Corker, T. Shakespeare (2002), Sh. Tremain (2006), the social model made a distinction between the concepts of disability and disorder like the feminist movement explains the division between the sex and gender: sex as a natural feature of the body is opposed to gender, which is equalled to the cultural product as it reveals

cultural construction of masculine and feminine roles. Accordingly, the social model also brings the bodily disorder as the essentialist, biological feature of the real body, which is opposite to the socially constructed concept of disability.

Having analysed the experience of researching gender of persons with intellectual disabilities in Lithuania, it can be stated that the phenomenon of gender of disabled persons in Lithuania is not widely studied, there is a lack of traditions of sexuality education of pupils with intellectual disabilities, their family counselling and involvement. Sexuality education is based only on The Programme of Preparation for Family and of Sexuality Education (2007), which is not adapted to education of the disabled. It can be stated that medical model attitudes towards pupils with intellectual disabilities are still prevailing in the country, emphasising their uncontrolled sexual desire, destructive behaviour, and sexuality education can only promote these features. Thus, the attitude towards the disabled person, his / her gender as well as personal conception of gender constructed by surrounding people determine the choice of the definition of the content of sexuality education and educational strategies, particularly when the clearly defined concept of sexuality education is missing. At the moment in foreign countries the constructivist approach (Anderson, Kitchin, 2000; McCabe, Cummins, Deeks, 1999; Farrelly, O'Brien, Praina, 2007; Cuskelly, Gilmore, 2007; Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010 et al.) towards the concept of gender is particularly common; it is emphasised that gender identity is unstable, its formation is influenced by educational, social and cultural environment; therefore, it acquires different meanings and forms. It is often noted in the studies of foreign scholars (Corker, Shakespeare, 2002; Tremain, 2006) that it is necessary to pursue emancipation of the disabled, liberation from traditional images about the disabled. There is also a lot of focus on the holistic approach to the construct of gender, emphasising inseparability of the body from mental, spiritual and social expression. Abroad and increasingly more often in Lithuania the content of sexuality education (only in mainstream education) includes not only provision of knowledge about sexually transmitted diseases, protection against unwanted pregnancy but also formation of gender identity, social skills, development of interpersonal relationships.

Research subject: conceptualisation of gender and sexuality of adolescents with mild intellectual disabilities and content of sexuality (self-)education.

Research hypotheses:

1. It is likely that the structure of the phenomenon of gender expression of adolescents with mild intellectual disabilities encompasses social skills, emotions, sexual behaviour and demonstration of destructive behaviour.
2. The content of sexuality education is related to the dimensions of social and educational environment: wholeness of the construct of gender, attitudes of educators and the family towards gender identity of adolescents with mild intellectual disabilities.

Research aim: to conceptualise gender and sexuality expression and content of sexuality education of adolescents with mild intellectual disabilities.

Research objectives:

1. To conduct the interdisciplinary (philosophical, sociological, psychosocial and educational) analysis of the conception of gender, relating it to psychosocial development regularities of pupils with mild intellectual disabilities.
2. Based on the analysis of scientific literature, to identify content of gender and sexuality education of adolescents with mild intellectual disabilities.
3. To disclose the model of expression of gender phenomenon of adolescents with mild intellectual disabilities and its structural components.
4. To disclose the context of the content of sexuality education of adolescents with mild intellectual disabilities, presented by the participants of the educational process.
5. Based on research results, to prepare the holistic model of sexuality education of adolescents with mild intellectual disabilities.

Theoretical approaches and concepts of the dissertation research

The dissertation research is grounded on:

The concept of holistic view of personality (J. Pestalozzi, J. Dewey, M. Montessori, R. Steiner et al.), which describes the child's development and his / her education as an integral and comprehensive development of moral, emotional, physical, mental and spiritual powers. This is related to *The Programme of Preparation for Family and Sexuality Education (2007)*, emphasising holistic perception of the personality in sexuality education at school.

Social constructivism theory. P. L. Berger, T. Luckman (1999), C. West, D. H. Zimmerman (1987) note that gender, like culture, is a human production that depends on everyone constructing social reality. Based on this theoretical paradigm, (Viluckienė, 2008), it is understood that the disability is not a *transhistorical*, constant and unchanging phenomenon but it is to be related to certain historical, social conjunctures.

The ideas of ***pragmatism philosophy*** (C. S. Peirce, W. James, J. Dewey et al.) are related to the importance of the person's abilities so that using one's own and social experience, the person solves a variety of life problems. Experience outlining the pupil's relation to the environment is the most important category of pragmatic philosophy of education. This promotes application of problem-based education, when pupils, actively employing knowledge, skills and value approaches, will look for solutions. Focus of education on the development of the person's experience creates favourable conditions for successful selection of content of sexuality education of the disabled, its principles and methods and for social integration.

The ***feminist theory***, which is relevant in the dissertation research due to its original approach to the phenomenon of disability. Third-wave postmodern feminism (Connell, 2009; Dow, Books, qtd. in Tereškinas, 2004a; Flex, 1995), distinguishing marginalized, diaspora and colonized cultures, treat disabled persons as (Hirschmann, 2013) persons experiencing discrimination and marginality situation. Postfeminism also deconstructs binary categories of gender and sexuality, focusing on the experience of transgender, transsexual and bisexual individuals.

Methodological approaches of the research

Mixed methods approach (Kardelis, 2002; Creswell, 1998; Creswell, 2003; Tidikis, 2003; Bitinas, 2006; Kvale, 1996) provides for both quantitative and qualitative data collection to answer the research question. The approach of mixed methods is applied in order to overcome shortcomings of separate methods, collect more diverse, richer empirical materials, ground research results on different data sources and forms. The strategy of mixed methods employed in the dissertation research enabled to highlight the structure of the phenomenon of gender of adolescents with mild intellectual disabilities, to conceptualize the content of sexuality education, educational opportunities and peculiarities in social and educational environment.

The concept of content analysis (Krippendorff, 1993, 2004; Shapiro and Markoff, 1997; Allport, 1979; Schwandt, 1997; Strauss, Corbin, 1998; Silverman, 2001) is a formalized method of document investigation, providing for assessment of content of documents based on calculation of attributes that are important for the researcher and that can be generalised. It is the analysis of the document, text, highlighting characteristics of the text, categories of the analysis, representing empirical features of the researched subject, and units of the analysis. During the qualitative research, conducting the semi-structured interview and analysing the definition of sexuality education of adolescents with mild intellectual disabilities, given by parents and educators, the content analysis method enables to go deep into their expressed and recorded, re-written thoughts and systematise key categories and subcategories.

Subjective-interpretative-constructivist approach. (Berger, Luckmann, 1999; Crotty, 1998; Giddens, 1999; 2000; Denzin, Lincoln, 2003; Bryman, 2008) state that reality is subjective, each person perceives the world in his / her way. It is considered that gender as a social phenomenon and its implications are constantly created by social actors. V. Žydžiūnaitė (2008) notes that, based on the constructivist position, the qualitative research employs open-ended questions in order to enable the respondents to express their views, thoughts, feelings.

Phenomenological analysis. The qualitative research aims to find answers to questions about the complex nature of the phenomenon by describing and perceiving the phenomenon based on certain approaches (Maruna, Butler, 2005). In this research, parents and educators (informants) reveal the phenomenon of gender of adolescents with mild intellectual disabilities through their personal experience, which discloses the diversity of views and discussions on the topical issue.

The following research methods were applied:

1. Theoretical: content analysis of philosophical, psychological, educational, sociological literature on gender as a social construct enabled to find out the conception of gender of adolescents with mild intellectual disabilities, highlight the complexity of this conception, define the structure of the phenomenon of gender expression, the specificity of the content of sexuality education and ground the methodological approach.

2. Empirical:

2.1. Quantitative research methods, encompassing two questionnaire surveys: it was sought to (1) identify peculiarities of the concept of gender in personal life,

constructed by parents and educators (used by Волкова, 2007; Шеффер, Белл, 2007), enabling to find answers to questions about approaches of participants of the education process to the family, man-woman, parent-child relationships, to identify interpersonal links between them and envisage peculiarities of theoretical description of the phenomenon and its expression in social reality; (2) the expert questionnaire survey was also employed in order to check the hypothetical theoretical model of the phenomenon of gender expression of adolescents with mild intellectual disabilities.

2.2. Qualitative research method is based on the phenomenological approach (Maruna, Butler, 2005), describing the relation of a separate person with other people and the outside world. The research concentrates on cognition of the analysed phenomenon, envisaging uniqueness and value of each situation. Data for the qualitative research were collected employing *the method of semi-structured interview*. The research employed content analysis, enabling to obtain information and helping to understand implications (Schwandt, 1997; Strauss Corbin, 1998; Silverman, 2001).

Statistical:

The quantitative statistical analysis of questionnaire data was conducted calculating means of the opinions of research participants, standard deviations and percentages. The data were processed using SPSS 13.0 *for Windows* software. Results were analysed employing cluster analysis and calculation of the Cronbach alpha coefficient.

Theoretical significance and novelty of the research. (1) Theoretical significance of the research is primarily determined by grounding of multidisciplinary and multi-meaningfulness of gender of adolescents with mild intellectual disabilities, which is developed at the integrated level of interaction of sociology, philosophy, psychology and education. (2) Research results supplement the existing scientific knowledge of the essence, content of the phenomenon of gender expression of adolescents with mild intellectual disabilities, and draw guidelines for further studies in this field. (3) The theoretical construct of gender supplements the theory of special education with new scientific knowledge. (4) Based on the research analysis, the designed characteristics of the phenomenon of gender expression of adolescents with mild intellectual disabilities was verified. (5) Researches on gender and its formation are important both for socialization of pupils with mild intellectual disabilities and for changes in the attitude towards gender of these persons. (6) The holistic model of sexuality education of adolescents with mild intellectual disabilities gives a sense to the insights made during the theoretical and empirical research about structural elements of the phenomenon of gender expression of these persons, constructs of the content of (self-)formation of gender and interaction between participants of the educational process. The results of conducted researches support the scientific hypotheses of this research and open up the perspective of further complex researches on gender of the disabled and their education.

Practical significance of the research. (1) The results of the empirical research enabled to design the model of the structure of the phenomenon of gender expression of adolescents with mild intellectual disabilities, which enables to understand and take

a broader look at the construct of these adolescents' gender. (2) *The model of sexuality education* of adolescents with mild intellectual disabilities can be applied for creation of concepts, programmes of sexuality education as well as for improvement of special education (3) Research methodology of the phenomenon of gender of adolescents with mild intellectual disabilities can be applied by other scholars researching gender, gender identity, peculiarities of its (self-)formation.

Defended statements of the dissertation research:

- Sexuality education of adolescents with mild intellectual disabilities is a complex socio-cultural and educational phenomenon, significantly influenced by the interaction of social, cultural and educational activities and identity. Therefore, the definition of sexuality education, designing and development of the concept poses new objectives for research and the system of education.
- The content of the phenomenon of gender of adolescents with mild intellectual disabilities includes social skills, emotions, sexual behaviour and demonstration of destructive behaviour. Sexuality education is significantly influenced by the approach of social and educational environment towards wholeness of the construct of these persons' gender, attitudes of educators and the family towards gender identity both with regard to pupils and at the personal level.
- Conceptualising gender of adolescents with mild intellectual disabilities and sexuality education, corresponding to the expectations of social, cultural and educational environment, it is necessary to ground on coherence of holistic understanding of the personality, social constructivism, pragmatic and feminist values, searching for optimal coherence between the individual and environment.

Structure and scope of the dissertation. The dissertation consists of the introduction; four sections: the first section covers the results of the theoretical research; the second consists of the analysis of the empirical research methodology; the third consists of presentation of quantitative and qualitative research results; the fourth presents the holistic model of sexuality education of adolescents with mild intellectual disabilities; conclusions, references and annexes (in the compact disc). The dissertation also includes 8 figures and 53 tables. The total scope of the dissertation is 156 pages (without annexes). The reference list consists of 270 literature sources. The annexes present examples of empirical research questionnaires, data of the analysis of the qualitative research, results of statistical calculations of quantitative research data.

REVIEW OF THE CONTENT OF THE DISSERTATION

1. THEORETICAL FRAMEWORK OF CONTENT OF SEXUALITY EDUCATION OF ADOLESCENTS WITH MILD INTELLECTUAL DISABILITIES

1.1. Theoretical Approaches and Concepts of Gender

Modern scholarship is characterized by the interdisciplinary approach to the subject under investigation, applying concepts, research and cognition methods of certain branches of science for other domains of science, forming the interdisciplinary approach to the problem under investigation and research trends (Giddens, 2005; Webster, 2006 et al.). Gender is analysed in researches of philosophy, psychology, sociology, education and disability.

In subsection 1.1.1 the concept of gender in the theoretical and philosophical context is analysed. Sexuality education is related to the *holistic concept of personality*, reflecting integrity and comprehensiveness of the attitude towards the person. *The social constructivism theory* (Berger and Luckman, 1999) emphasizes conceptions of disability and gender as social constructs, which are relative and determined by cultural and social factors (Viluckienė, 2008). According to the social constructivism theory, effective education is highly influenced by social context: pupils' knowledge, social and cultural environment in which they were growing and learning must be recognized, taken into account and used (Mockevičienė, Gaigalienė, 2008). Representatives of the *philosophy of pragmatism* C. S. Peirce, W. James, J. Dewey (qtd. in Rugevičiūtė R. G., 2008) accentuate the importance of abilities, not knowledge. J. Addams (qtd. in Stanford Encyclopaedia of Philosophy, 2004) states that pupils' experience (personal, cultural) must be the starting point according to which education is planned. The feminist theory is relevant for its attitude to gender and the disabled, where the third wave *postmodern feminism* (Gill, Scharff, 2011; Yvi 2012; Dow, Books qtd. in Tereškinas, 2004a; Flex, 1995) seeks to disclose the unfavourable situation of marginal groups in the society and at the same time to give the opportunity to express their opinion.

Analysing the concept of gender in subsection 1.1.2, the conceptions of "gender" and "sexuality" are contextualised. It is noted that the holistic conception of gender consists of *sex* – one of the two sexes of living beings (masculine or feminine) (The Dictionary of Lithuanian, 2005), the whole of primary and secondary features, which determine reproduction and extension of family, species (Ustilaitė et al., 2007); *gender* – the person's gender identity – masculinity and femininity (Ustilaitė, 2001) and *sexuality* – the ability of the organism to respond to internal and external sexual stimuli, the ability to become sexually aroused (Medical Encyclopaedia, 1993), the function, determining male and female libido. Sexuality is related to flesh and manifests itself by fantasies, symbols and images, which determine how we perceive ourselves and how we are perceived by others (Youdell, 2005). According to another interpretation of the phenomenon under investigation, analysing the structure of the

phenomenon of gender and operation principles, three non-identical but gender related concepts can be distinguished: *sex, sex categories and gender* (West, Zimmerman qtd. in Žvinklienė 2004).

Subsection 1.1.3 deals with formation of gender in the context of gender identity. Gender identity involves interrelated elements that are formed during gender identity: the key gender identity, i.e., self-attribution of oneself to one of the two sexes, the identity of the role of gender, psychosexual orientation and the model of gender relations (Narbekovas, Obelenienė, Pukelis, 2008). Scientists (Myers, 2000; Бартерворт, Харрис 2000; Freud, 1990; Фрейд А. 2000; Фрейд, З., 2000) differently assess the process, by which the person attributes himself / herself to one or the other gender. Most often there are disagreements with regard to two approaches: whether gender identity depends on biologically determined sex differences or whether it is influenced by historical, cultural and social circumstances. Does the different sex individual have naturally inherent different behaviour or does he / she learn it, depending on education and socialization processes (Narbekovas et al., 2008)? Psychoanalytic, social learning (reflecting these two different points of view) and gender schemes (which connects them) are presented. In case of disabled persons A. E. Forman, Mr. M. A. Baker et al. (2012) deconstruct the gender schema theory to the disability schema theory.

Based on theoretical analysis of gender identity presented in the scientific literature of education, philosophy, sociology, (Rogers, 2009, 2010; Ustilaitė 2001; Ustilaitė, Gudžinskienė, Jakučiūnienė, Petronis Narbekovas Vaitoška, Obelenienė, 2007; Robinson Polloway, Paston, Sargint 1989; Schulz et al., 2009 Meekosha et al., 2001), in subsection 1.1.4 the constructed model of features of gender expression, incorporating *communication skills and peculiarities, expression of emotions, social behaviour and skills, sexuality and destructive behaviour in interpersonal relationships*, reflecting important aspects of gender expression among adolescents with mild intellectual disabilities, is presented. Scientists (Walker-Hirsch, 2010; Keshav, Hubertan, 2006; Malhotra, 2012 et al.) note that persons with intellectual disabilities have poorly developed social skills, communication abilities, inadequate emotional expression and for that reason are not able to express sexuality features according to norms accepted in the society and in many cases in interpersonal relationships, sexuality manifestations of destructive behaviour are observed.

1.2. Definition of the Problem Field of Sexuality Education in Contemporary Contexts of Social Reality

Disabled pupils' sexuality education is analysed on the plane of mainstream education system, curriculum, social, educational, cultural environment, considering the context of stereotypes prevailing in the society.

In subsection 1.2.1 traditions of sexuality education, content of sexuality education of adolescents with mild intellectual disabilities on the planes of social, educational and cultural environment are analysed. It is emphasized that there is no legally regulated sexuality education of persons with intellectual disabilities in Lithuania, it is based on The Programme of Preparation for Family and Sexuality Education,

endorsed in 2007 (Official Gazette, No. 19-740, 2007), which is implemented in mainstream schools. Sexuality education of pupils with intellectual disabilities as well as with other disabilities in Lithuania is little analysed (Giedraitienė, Vaičekauskaitė, 2002), focusing on sex education, encompassing teaching about sexual hygiene and preventive areas (prevention of unwanted pregnancy, sexually transmitted diseases) (Vaičekauskienė, 2002). Foreign scientists (Walker-Hirsch, 2010; Keshav, Hubertan, 2006; Malhotra, 2012) describe sexuality education of persons with disabilities broader, accentuating that pupils with intellectual disabilities mature being the same age as their peers and their knowledge about sexual issues (sexual hygiene, prevention of unwanted pregnancy, sexually transmitted diseases, etc.) is similar, but adolescents with intellectual disabilities significantly more lack social, communication, emotional expression abilities and skills (Valenti-Hein, Yarnold, Mueser, 1994; Bollman, Davis, 2009).

Based on operationalization of the concept of sexuality education of adolescents with mild intellectual disabilities in the aspects of educational environment, content, principles and methods, the subsection discloses the following insights in the context of *environment of sexuality education* and *content of sexuality education*. It is emphasised that the pupil with intellectual disability is a member of a certain community and he / she is surrounded by certain *social environment*: family, its members, friends, peers, etc. (Ustilaitė, 2001 et al.), *educational environment*: the community of the class, school (Westheimer, Stanford, 2005; Veglia, 2004; Ustilaitė, 2008 et al.) and *cultural environment*: traditions, norms of behaviour, etc. Close cooperation of these environments is particularly important for successful development of gender. Based on literature analysis (Ustilaitė, 2008; Dirginčienė, 2004, Valenti-Hein, Yarnold, Mueser, 1994; Nangle, Hansen, 1993; Khemka, Hickson, Reynolds, 2005; Rousso, 2003 et al.), *social, biological and psycho-emotional content of sexuality education* is distinguished.

Stereotypical image of gender of the disabled entrenched in the society, presented in subsection 1.2.2, often determines gender expression and sexuality education problems. It is emphasized that this approach to persons with intellectual disabilities influences avoidance to discuss issues of sexuality education. It is observed that sexuality of people with intellectual disabilities is assessed more negatively than sexuality of persons with physical disabilities. It is also noted that the pupil with the intellectual disability, belonging to a certain community, in spite of absence of purposeful sexuality education, knowingly or unknowingly takes over societal norms, values and behaviour models. J. Reingardė (2009) notes that gender is constantly developed and redeveloped in everyday *interactions*, that it depends on people's social life, in addition, it gives a sense to the order of social life. It is emphasized that persons create the version of masculinity and femininity characteristic to the society, which is influenced by parents, peers, the media, schools and other institutions, representing established norms for gender scenarios in families, labour markets and the most intimate experiences. The paradox of human nature is that it is always a reflection of cultural implications, social relations and power politics.

Analysing the theoretical model of gender identity, presented in scientific literature of education, philosophy, sociology, in subsection 1.2.3 the methodological

substantiation of sexuality education of adolescents with mild intellectual disabilities is presented (Fig. 1): education paradigm, educational environment and curriculum, based on which sexuality education of pupils with mild intellectual disabilities would be optimized.

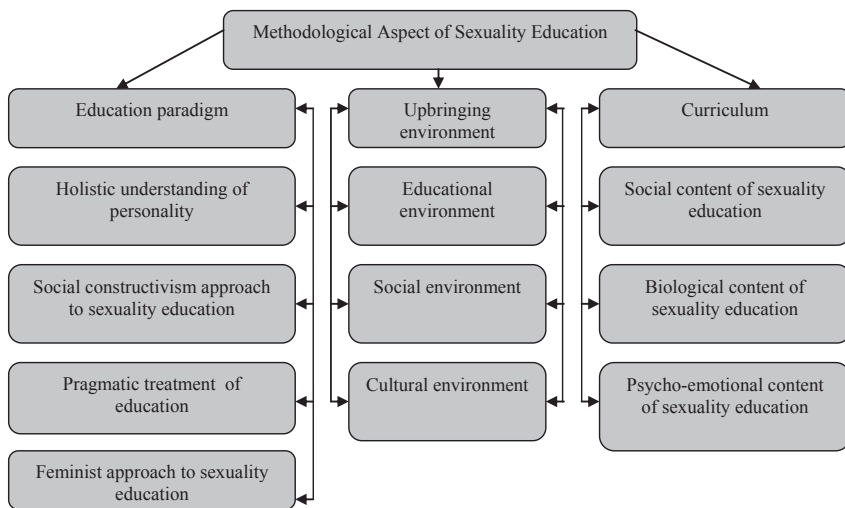


Fig. 1. Methodological Conception of Sexuality Education

2. METHODOLOGY AND METHODS OF RESEARCH ON CONTENT OF SEXUALITY EDUCATION OF ADOLESCENTS WITH MILD INTELLECTUAL DISABILITIES

The analysis and interpretation of social phenomena requires logical-methodological prerequisites (Babbie, 2008; Bryman, Bell, 2003; Cohen, Manion, Morrison, 2007; Creswell, 2007; Kardelis, 2002): prerequisites of ontological existence, perception of reality; epistemological prerequisites – gnoseological, cognitive prerequisites; methodological prerequisites – of prerequisites of cognition methods, theories.

Theoretical and Philosophical Approaches to Research Methodology. In section 2.1 theoretical and philosophical approaches of the dissertation research are presented: *holistic understanding of personality* (J. Pestalozzi, J. Dewey, M. Montessori, R. Steiner et al.); *social constructivism approach to sexuality education* (Berger, Luckman, 1999); *pragmatic treatment of education* (C. S. Peirce, W. James, J. Dewey; Kerevičienė, 2014); *feminist approach to sexuality education* (Hughes, McKie, Hopkins, Watson, 2005; Dow, Books, qtd. in Tereškina, 2004a; Flex, 1995).

Research Design of Sexuality Education of Adolescents with Mild Intellectual Disabilities. The research on sexuality education of adolescents with mild intellectual disabilities is grounded on the strategy of combining quantitative and qualitative researches (Merkys, 1995; Maxwell, 1996; Kvale, 1996; Creswell, 1998; Charles, 1999; Silverman, 2001; Kardelis, 2002; Tidikis, 2003; Bitinas, 2006; Bitinas, Rupšienė et al., 2008; Паценков, 2002). In this research qualitative and quantitative research methods are applied on an equivalence principle, without prioritising any of them. Quantitative researches were used to analyse aspects of constructing the conception of gender of participants of the educational process in personal life (the approach to the family, marriage, gender relations), the structure of the phenomenon of gender expression of adolescents with mild intellectual disabilities, assessed by experts. Qualitative studies were aimed at comprehensive, detailed descriptions of the subject of sexuality education, subtle disclosure of situations and participants' attitudes, leaving the right for the researcher to decide which data are valid.

Methodology and Methods of Quantitative Researches

To conduct the first quantitative research, based on E. Scheffer, R. Bell (Шеффер, Белл, 2007: Методика исследования детско-родительских отношений. Методика PARI), A. N. Volkova (Волкова, 2007: ПОП “Рольевые ожидания и притязания в браке”), and theoretical analysis of the research (Obelenienė, Pukelis, 2009; Purvaneckienė, 2001; Ustilaitė, 2001; Juodraitis, Pocevičienė, 2008; Pacevičienė, 2007 et al.), on the grounds of operationalization of the subject, the written questionnaire was prepared. The research was conducted from September till November, 2010, it was attended by educators and pupils' parents of 16 special schools (*Akmenė Dabikinė special school, Gelgaudiškis special school, Kazlų Rūda special school, Kėdainiai special school, Klaipėda 1st special school, Klaipėda 2nd special school, Linkuva special school,*

Panevėžys special school, Pasvalys special school, Plungė special school, Priekulė special school, Raseiniai special school, Šalčininkai special school, Telšiai special school, Vilnius Verkių special school, Žagarė special school). In total 301 respondents (N = 301) took part in the research (123 parents, 178 educators).

Based on theoretical analysis of gender identity presented in scientific literature of education, philosophy, sociology (Bay-cheng, 2003; Farrelly, O'Brien, Prain, 2007; Goldfarb, 2005; Juodraitis, Pocevičienė, 2008; Kublickienė, 2003; McCabe, Cummins, Deeks, 1999; Narbekovas, Obelenienė, Pukelis, 2008; Rhoads, Calderone, 2007; Šėporaitytė, 2006; Ustilaitė, 2001 et al.) the model of gender expression features, encompassing *communication skills and peculiarities, emotional expression, social behaviour and skills, sexuality and destructive behaviour in interpersonal relations*, was constructed in the dissertation research, grounding peculiarities of gender identity of pupils with mild intellectual disabilities, formed in the educational process. In order to verify the constructed theoretical hypothetical model of the conception of gender of adolescents with mild intellectual disabilities, the expert survey was conducted. The research was conducted in October and November of 2009, it was attended by 11 experts (5 educators, 6 university teachers).

Methodology and Methods of Qualitative Researches

To conduct the qualitative research, based on theoretical analysis of the research (Anderson, Kitchin, 2000; Daudaravičienė, 2001; Giulio, 2003; Narbekovas, Obelenienė, Pukelis, 2008; Rousso, 2003; Ustilaitė, 2008; Veglia, 2004; Westheimer, Stanford, 2005; Farelly, O'Brien, Praina, 2007; Cuskelly, Gilmore, 2007 et al.) – operationalization of the subject – written interview questions for parents and educators were prepared. The research was conducted from September till November, 2010, it was attended by 66 educators and 34 pupils' parents of 16 special schools (*Akmenė Dabikinė special school, Gelgaudiškis special school, Kazlų Rūda special school, Kėdainiai special school, Klaipėda 1st special school, Klaipėda 2nd special school, Linkuva special school, Panevėžys special school, Pasvalys special school, Plungė special school, Priekulė special school, Raseiniai special school, Šalčininkai special school, Telšiai special school, Vilnius Verkių special school, Žagarė special school*).

Section 2.5 presents principles of research ethics: volunteerism and goodwill, privacy and respect, justice, anonymity (Charles, 1999; Kardelis, 2002; Tidikis, 2003; Bitinas, Rupšienė, Žydžiūnaitė, 2008), which are characteristic to social researches and which were followed conducting this dissertation research.

3. EMPIRICAL RESEARCH OF SEXUALITY EDUCATION OF ADOLESCENTS WITH MILD INTELLECTUAL DISABILITIES

3.1. Research on Attitude of Parents of Adolescents with Mild Intellectual Disabilities and Educators towards the Family, Marriage and Gender Relations

In section 3.1 of the dissertation the results of the qualitative research, which aimed at finding out the attitudes towards gender conception in personal life, constructed by parents and educators, are presented.

Analysing the attitude of female research participants (working as educators and raising adolescents with mild intellectual disabilities) towards the family, marriage, man-woman relationships, based on Mann-Whitney test, the significant ($p < 0,05$) difference between female educators' and mothers' attitude to appearance of the opposite sex was identified ("I like dressed up men", "I like tall handsome men") as well as to stereotypes of the woman's role in the family ("the most important wife's concern is that everyone at home should be fed and taken care of"). Both the juxtaposition of appearance of the other sex and the stereotypical view to the women's role in the family is more common to mothers who took part in the research than to female educators. Analysing the attitude of male research participants towards the family, marriage, man-woman relationships, based on Mann-Whitney test, the insignificant ($p > 0,005$) difference between male educators' and fathers' attitude was identified. Both fathers and male educators thought that it was particularly relevant that in marriage the husband and wife should have a lot of common interests (male educators – 81,3%, fathers – 80,0%), attractive appearance of the opposite sex was important (striking, beautiful women: male educators – 37,5%, fathers – 55,0%, women able to dress up: male educators – 18,8%, fathers – 60,0%), the woman's drive, exuberance (women who are seriously involved in their activities and know them in detail: male educators – 60,0%, fathers – 35,0%; vigorous and active women: male educators - 56,3%, fathers – 57,9%). Research results demonstrate that both fathers and mothers of pupils with mild intellectual disabilities more often than educators emphasise the appearance of sex. However, fathers and slightly more rarely male educators emphasize the image of the active, career-oriented woman.

Seeking to find out the attitude of educators and parents who took part in the research to parent-child relationships, based on Mann-Whitney test, the significant ($p < 0,05$) difference between educators' and parents' assessments was obtained. Assessments included shyness retention ("it is very important to prevent young boys and girls to see each other completely naked"), the role of the woman as "the guardian of the family hearth" ("the woman has to choose: either she will be a good housewife or active in occupational activities", "many mothers forget that the mother's place is at home", "for a good mother communication in the family is sufficient"), family conflicts ("there are conflicts in the family which cannot be resolved peacefully"), and sexuality education ("gender is one of the most difficult parenting problems",

“something is wrong for the child if he / she gives a lot of questions about gender”), parent-child relationships (“if you are doing something with children, they will feel closer to you and it will be easier to communicate with them”). It is more important for parents who took part in the research than for educators that the mother should be “the guardian of the family hearth”. Gender is seen as one of the most challenging problems in education but parents are more concerned about this, like about children’s questions related to gender.

Another diagnostic block was designed to assess the attitude of male research participants to family life, where, based on Mann-Whitney test, the insignificant ($p > 0,005$) difference between male educators’ and fathers’ attitude was identified. Research participants emphasise the need to rely on social norms and morality in education of children (“discussion of national and foreign events helps to shape active children’s life position”: male educators – 85,0%, fathers – 74,4%, M-U - 9046,500, $p = 0,025$, “parents should not confront family and social obligations if they want to instil a sense of social responsibility in children”: male educators – 85,5%, fathers – 85,3%, M-U - 10013,500, $p = 0,962$, “if parents want to develop children’s moral principles, they must be restrained in children’s environment, especially expressing sexual desire”: male educators – 73,7%, fathers – 75,9%, M-U - 9472,000, $p = 0,675$, “the family has to take care of itself, without waiting for public assistance”: male educators – 90,8, fathers – 87,8, M-U - 9656,500, $p = 0,427$). It is important for the respondents to form understanding of physical love, which would shape adequate expression of sexuality (male educators - 60,9, fathers - 72,6, M-U - 8985,000, $p = 0,039$).

During the research participants were given statements, which were formed based on indicated methodologies and analysed according to the “key” of the questionnaire. It was revealed that in the environment surrounding the pupil the opinion that the woman’s activity was related to private life – home and family – was still prevailing, and this may mean that public domain, which is primarily perceived as occupational activities, is attributed to the man. Although scientists (Mitrikas, 2001; Reingardė, Tereškinas, 2006; Stankūnienė et al., 2003; Tereškinas, 2004b; Uzdila, 2001; Purvaneckienė, Purvaneckas, 2001; Mažeikienė, 2001; Šidlauskienė, 2011) highlight changing social relations and roles of family members, research results indicate that patriarchal attitudes with regard to family are still prevailing in the country. The role of the woman in the family usually stays traditional: the mother, the guardian of the home hearth, children’s educator and guardian.

3.2. Quantitative Research on Experts’ Attitude to Gender Expression of Adolescents with Mild Intellectual Disabilities

In section 3.2 of the dissertation the designed theoretical hypothetical *model* of gender expression features, incorporating *communication skills and peculiarities, expression of emotions, social behaviour and skills, sexuality and destructive behaviour in interpersonal relationships*, which was sought to be validated by experts’ survey, is presented.

In subsection 3.2.1 the analysis of gender expression features of adolescents with mild intellectual disabilities through communication abilities is presented. Experts

pointed out that both boys and girls were equally characterized by their ability to make contact; i.e., the ability to initiate a conversation with the opposite or the same sex, but girls more often than boys avoided contact, were reserved. Experts pointed out that girls were slightly more credulous and timid than boys, they found it more difficult to refuse the undesirable or harmful activity. It is easier for them to take responsibilities than for boys but more rarely they express unwillingness to act, although a considerable share of boys is able to do that. Experts also state that boys tend to sharpen conflict situations and even cause fights. Girls also distinguish themselves by sharpening, provoking conflict situations, but they do it a little less often, initiation of fights is less characteristic to them than to boys. Assessing communication peculiarities, which disclose in interpersonal relations, experts point out that adolescents with mild intellectual disabilities are characterised by openness. However, boys more often than girls give the game away, speak about intimate things, and girls in turn tend to tell about their feelings to the surrounding people more than boys. Experts pointed out that girls were characterized both by bigger sense of responsibility and the ability to pay deference in interpersonal relationships than boys: they less emphasised behaviour that they do not like, allowed others to express their opinion, did not detract other people's abilities, ideas, efforts, avoided commanding, instructing others, but both sexes had the same loss in communication. Experts pointed out that the boys tried to listen to others less than girls. During the research experts highlighted distribution of personality traits of adolescents with mild intellectual disabilities into blocks, which suggest that boys are socially more active and girls are distinguished by "feminine" socially passive traits.

In subsection 3.2.2 generalisations of gender expression through emotions are presented. Experts pointed out that female adolescents with mild intellectual disabilities had more considerable expression of emotions in interpersonal relations. They are characterized by greater empathy than boys. Female adolescents with mild intellectual disabilities are more often characterised by mirth ("laugh a lot while communicating with others") than boys. According to experts, girls are more often ashamed of reproved behaviour, boys experience this slightly less. However, boys are slightly nervier communicating with each other than girls. It is believed that creation of good emotional climate in the classroom, group, school or family creates conditions for positive emotions along with the expression of sexuality through communication skills.

In subsection 3.2.3 features of social behaviour in interpersonal relations are analysed. Experts point out that boys are characterized by constant communication with chosen friends, contradiction to adults, avoidance of performing tasks, homework and disregard of acceptable rules of behaviour and laws. Girls, according to experts, are more sensitive reacting to physical and spiritual difficulties, find it more difficult to cope with them.

Analysing social skills, experts point out that girls take better care of their appearance (combed hair, except cases when the hair is snarled, which is part of the image), find it easier to establish relationships but are afraid to express their opinion.

Gender differences, indicated by experts, which manifest themselves analysing sexuality in interpersonal relationships, are given in subsection 3.2.4 It is stated that boys distinguish themselves by more pronounced features of sexual behaviour:

observation of the person of the opposite / same sex, seek to kiss the person of the opposite /same sex, constant speaking about sexual topics in the presence of persons of the opposite / same sex, touching the body of persons of the opposite / same sex. Besides, more often than girls they unworthily touch surrounding people.

In subsection 3.2.5 signs of destructive behaviour in interpersonal relations, indicated by experts, are presented. Experts pointed out that boys with mild intellectual disabilities more often than girls were characterised by self-injurious behaviour: they openly told about use of harmful habits (smoking, alcohol, drug use), deliberately injured themselves (cut themselves, banged their heads, other places of the body, plucked hair). Experts also pointed out that boys distinguished themselves by demonstration of force in interpersonal relationships: aggression, cruelty communicating with each other, denouncing adults, provoking fights, bullying of surrounding people. Girls more often manifest themselves by provocative appearance: show nakedness, use intense makeup.

In subsection 3.2.6 the model of cluster analysis of gender expression features of adolescents with mild intellectual disabilities is presented (configuration of the drawn up dendrogramme and data of the standardized scale of cluster distances showed that it was purposeful to use the model containing 16 clusters). Based on the model, it is stated that learners are characterized by the wish to please others, the need to have friends, empathy, the desire to protect the weak, openness speaking about feelings and intimate things and the ability to overcome fear. These pupils want to grow up as soon as possible: features of sexual behaviour actively manifest themselves; they speak about use of harmful habits. Adolescents with mild intellectual disabilities distinguish themselves by lack of communication, social skills, lack of responsibility, motivation, they cannot refuse unwanted or harmful activities (cannot say “no”). Pupils seek to exalt themselves by humiliating others, often behave rudely and distinguish themselves by features specific to the period of adolescence.

3.3. Parents’ and Educators’ Attitude to Sexuality Education of Adolescents with Mild Intellectual Disabilities: Results of the Qualitative Research

In subsection 3.3.1 generalisation of concepts of “sexuality” and “gender” given by parents and educators is presented. Analysing parents’ approach to the conception “gender”, three categories were disclosed: *sex*, *gender*, *sexuality expression*. Describing the concept “sexuality”, parents pay more attention to *the role of appearance and clothing in sexuality*, *the role of desire in sexuality*, *expression of sexuality in sex life*. Talking about sexuality, educators mentioned that sexuality can be expressed by *appearance and clothing*, *behaviour demonstrating sexuality*, *sexuality expression in sex life*.

In subsection 3.3.2 educators’ attitudes towards sexuality education of adolescents with mild intellectual disabilities are analysed. It is indicated that educators treat sexuality education as a relevant problem of education of adolescents with mild intellectual disabilities due to pupils’ and parents’ *insufficient knowledge about sexuality education*. Informants are particularly concerned about *pupils’ active sex life*, which often results

in early pregnancy, sexually transmitted diseases, etc. Educators also encounter the problem of sexual exploitation of adolescents (“... girls, even when parents know, communicate with adult men ...” [educator 17]), and adolescents’ homosexual behaviour. Problems are determined by pupils’ *emotional and behavioural problems, lack of social skills*, and deepened by *the negative impact of the family and environment*.

Parents’ and educators’ attitudes towards family planning of adolescents with mild intellectual disabilities are presented in subsection 3.3.3 Analysing parents’ expectations about family planning of adolescents with mild intellectual disabilities, it was noticed that many parents *do not speak about the future family* with their children but tend to speak with children about *mutual understanding in the family, mutual support in the family, love, respect, self-esteem, responsibility, duty, highlighting of the man’s role, emphasis on career*. It is evident that parents of adolescents with mild intellectual disabilities have fairly positive expectations about these pupils’ family planning, pay particularly much attention to importance of *mutual agreement in the family*, which, in their opinion, is one of the most fundamental aspects of successful family planning. Parents also reflected expectations about *the man’s role* in family life: “The man without harmful habits”, “The man the family breadwinner”. These statements revealed stereotypical attitude towards the role of the man as the head of the family, tenacious in the society, and quite evidently demonstrated that quite often children with intellectual disabilities came to educational institutions from disadvantaged, dysfunctional families.

Slightly different approach to fertility of adolescents with mild intellectual disabilities was reflected in educators’ responses. It was noticed that less positive expectations about family planning of the disabled dominated in educational institutions; i.e., conducting the research, educators’ *negative attitude towards family planning* clearly distinguished itself. However, informants, being aware that *the disabled have the right to the family*, child birth, indicated that *family creation requires education*, which is also necessary after its creation.

In subsection 3.3.4 parents’ and educators’ attitudes to relevance of sexuality education are analysed. It was observed that parents distinguish themselves by passiveness, some of them argue that *sexuality education is irrelevant*. Parents do not tend to speak with their children and think that the very adolescent can *find out everything from the environment*: friends, online forums; also often they tend to *transfer* this issue to school educators and / or staff. During the research it was noticed that in sexuality education parents were little inclined to cooperate with educators, they were often satisfied with formal participation in the meetings. Analysing the informants’ answers, these categories were distinguished: *lack of cooperation, active exchange of information with educators, formal communication in school meetings*. During the research the prevalence of different attitudes of participants of the educational process (parents and educators) towards sexuality education of adolescents with mild intellectual disabilities in social and educational environment was observed. Educators state that sexuality education is a relevant problem due to pupils’ early sexual relations, lack of social skills, emotional and behavioural problems and demonstration of destructive sexual behaviour.

In subsection 3.3.5 experiences of sexuality education in the family are analysed. It is noted that parents teaching children to communicate with the opposite sex focus on: self-esteem, politeness, gentleness and respect for the other sex. Analysing data it was found that parents also emphasized the importance of *self-esteem* for children. It should be noted that parents state that they familiarise adolescents with *harm of early sexual relations* and *protection from unwanted pregnancy, sexually transmitted diseases*.

Problems related to learners' sex, gender, faced by educators, are analysed in subsection 3.3.6 It was noticed that sexuality education was particularly important for adolescents with mild intellectual disabilities because of their lack of will, absence of the system of values (*the need for sex education*). *The issue of sex education* is also relevant for learners as these adolescents live a particularly active sex life, learners encounter consequences of sexual relations: unwanted pregnancy, sexually transmitted diseases, etc., they lack *knowledge of sexual hygiene*. They stated that learners distinguish themselves by *more prominent sexual desire, early sexual relations, inadequate behaviour and clothing seeking attention, sexual chats and images and displaying nudity, masturbation*. Educators pointed out that emotional expression of adolescents with mild intellectual disabilities distinguishes itself by *emotional inadequacy*: "primitiveness of feelings, non-differentiation, inadequacy to the existing situation, mood swings" [educator 1], *emotional instability*: "from crazy love to endless hatred" [educator 60], *anger, aggressiveness*: "rude, four-letter language; expressing liking using rude actions" [educator 59]. Describing *communication skills*, educators mostly indicate that adolescents *face lack of communication skills, rough relationships and conflicting* are particularly characteristic to them.

Educators point out that adolescents with mild intellectual disabilities often demonstrate sexuality both in the way that is acceptable and unacceptable to the society. Therefore, in subsection 3.3.7 features of the child's sexual behaviour, observed by parents, are analysed. Parents noted that adolescents generally *avoid demonstrating sexuality in the family*, that it manifests itself *communicating with persons of the opposite sex or peers of the same sex*. Some parents are proud of their children's expression of sexuality, for example, they indicate that "the son gets a lot of attention from girls, so in communication and understanding about these aspects this is very well seen (note: language is unedited) [parent 10]. Others expressed concern that sexuality manifests itself more often when adults are not present, so inappropriate sexual behaviour cannot be observed and parents cannot try to help children to understand inadequacy of their behaviour or advise.

In subsection 3.3.8 issues of parent-adolescent communication about relationships with the opposite sex are discussed. Analysing parents' answers, it was observed that many families did not tend to speak about gender in the family, *there is no sexuality education* here. Because this topic is kind of a taboo in the family, one should not be surprised that adolescents *do not distinguish themselves by openness*, they are ashamed to talk about this with parents. However, there are families where parents declare *mutual understanding*, trust the adolescent and this is especially important

for successful organisation of sexuality education. When the family knows the adolescent, maintains close communication with him / her, trust him / her, it is easier to shape gender identity, gender expression in interpersonal relationships and prepare for the family. Parents should cooperate with educators more so that they know children's behaviour patterns, manifesting themselves in communication with peers, adults because, according to research results, gender expression most often manifests itself not at home but in social and educational environment. Educators should more actively inform parents about manifestations of the learner's (in)appropriate behaviour, as it has been observed that parents are often not aware of the actual situation.

Peculiarities of sexuality education in the context of mainstream education are analysed in subsection 3.3.9 It is most important for educators to have *individualised methodological material*, which would be presented intelligibly way and correspond to the level of learners' knowledge and abilities. Educators also indicated that *understanding of learners' needs* was equally important: they should know from what kind of social environment the adolescent comes and what they should focus on during sexuality education. Schools also need prepared *qualified specialists* who are able to constructively organize and implement sexuality education. Educators stress that sexuality education cannot be episodic, it is a permanent and continuous process. Sexuality education, in educators' opinion, must take place in *social and educational environment*; *educational compatibility of social and educational environment* is also important.

The research included the analysis of the content of sexuality education of adolescents with mild intellectual disabilities. According the analysis of research results, it consists of *psycho-emotional, social and biological constructs of sexuality education*.

In subsection 3.3.10 principles and organisation of sexuality education, given by educators, are analysed. In educators' opinion, the most effective methods of sexuality education are individual, practical, visual, verbal, creative and recreative. Educators emphasise the *individual* approach to sexuality education, often describing aspects of organization of gender; in their opinion, it is one of the most effective education methods. *Practical sessions* include social sessions, visits to various offices, pharmacies, simulation of relationship situations, etc. Educational institutions also employ visual methods, like "films with practical examples", demonstration of situations in posters, which are later discussed. Educators also organize lectures for pupils, for family members or for both, conduct interviews; i.e., apply *verbal* methods of sexuality education. Recreative and creative methods are used at schools less frequently.

Research results showed that educators communicated with parents, sought to involve them in implementation of sexuality education programs; most often they did this *individually* (conducting interviews on issues of sexuality education, visiting at home, etc.), and *communicating by phone*. Educators speak with parents about problems encountered by adolescents with mild intellectual disabilities, *changes in the child's behaviour*. As demonstrated by the results of the research, during parent meetings, joint events, lectures, interviews with specialists, educators seek to implement *parental education* on issues of sexuality education.

4. THE HOLISTIC MODEL OF SEXUALITY EDUCATION OF ADOLESCENTS WITH MILD INTELLECTUAL DISABILITIES

Based on the methodological conception of sexuality education (subsection 1.2.3 of the dissertation research, Fig. 5), structure of the phenomenon of gender of adolescents with mild intellectual disabilities (subsection 1.1.4 of the dissertation research, Fig.4) and analysis of data of the empirical research, designed holistic model of sexuality education of adolescents with mild intellectual disabilities (Fig. 2) is presented in section 4.

The holistic model of sexuality education of adolescents with mild intellectual disabilities is grounded on the integrated approach to *the link between gender and disability*, which is the basis for the formation of gender identity: sex identity (who am I: a boy or a girl), identity of the gender role (who to be), sexual orientation (what is the purpose of the relation with another person) and the model of gender relations (how to treat the person of the other sex). Scientists (Forman, Baker, 2012; Žalkauskaitė, 2012 Meekosha, 2004 et al.) emphasise that both gender identity of the disabled and the construct of gender cannot be analysed separately from the disability because there is a biological spring in the context of gender – the body, which in this case is disabled. Constructed public attitude to the disabled person's sexuality, existing stereotypes with regard to disabled persons are also important since (self-)formation of identity can be both culturally enhanced, promoted and inhibited (in this case) due to negative attitudes (denial of gender, grimness of gender, etc.) towards their gender.

Gender identity both forms understanding of oneself as a sexual being and is reflected *in sexuality expression*, which in case of intellectual disability manifests itself through social skills, communication peculiarities, emotions, sexuality and destructive behaviour (Singh, Lancioni, Winton, Singh, Adkins, Singh, 2011; Hayashi, Arakida, Ohashi, 2011; Egemo-Helm, Miltenberger, Knudson, Finstrom, Jostad, Johnson, 2007; Nangle, Hansen, 1993 et al.).

Sexuality education is an integral part of the conception of gender, (un-)consciously conveyed by *social, educational, cultural environment*. The *interaction* of social, educational and cultural environment, their unified approach to gender of the adolescent with mild intellectual disabilities, importance of sexuality education, change in the stereotypical attitude should be prioritised in sexuality education. First, emancipation of the disabled, grounded on the *feminist philosophy*, with regard to both disability and gender should be pursued because as noted by scientists (Hirschmann, 2013; Wilkenfeld, Ballan, 2011; Anderson, Kitchin, 2000; Earle, 2001, Shakespeare, 2000, 2007; Parchomiuk, 2013; Wilkenfeld, Ballan, 2011), persons with intellectual disabilities, like other persons who find themselves in the marginality situation, are discriminated with regard to the construct of gender. It is important to draw attention to stereotypical *social structures* of disabled persons' gender, which have entrenched in social, educational and cultural environment, and to pursue their change. The existing discourse solely on gender expression through demonstration of sexuality and

destructive behaviour, violating norms accepted by the society, does not encompass the *holistic* conception of gender, prevents development of gender identity and preparation for adult life. It is noted (Parchomiuk 2013, Diekema, 2003) that the disabled often appear in the discriminating situation of sexuality education due to entrenched medical model of the disabled person's gender, treating persons with intellectual disabilities as having uncontrollable sexual urge, which deviates from the "norm" and this way causes threat to public safety. Based on this approach, sexuality education is treated as threatening, able to awaken "sleeping" needs, and it is believed that sterilization can help to avoid consequences of sexual abuse. The right of the disabled to sexuality expression, preparation for the family, marriage, parenthood is more often discussed in foreign countries than in Lithuania (Boehning, 2006; Coren, 2003; Dinerstein, 2010; Shakespeare, 2000; Veglia, 2004; Wade, 2002; Wilkenfeld, Ballan, 2011; Hymowitz, 2003; Ballan, 2001), gender of disabled persons is treated as a relevant part of mainstream education. Based on *pragmatism philosophy* approaches, the curriculum should be based on the interaction between the learner and real natural and social environment, teaching to find optimal behaviour forms, interacting with this environment. J. Dewey (qtd. in Younkins, 2005) emphasizes value of social experience and explains that real-life practice is more important than academic skills.

Seeking sexuality education of adolescents with mild intellectual disabilities, it is particularly important:

- to provide pupils with timely information, form skills, preventing formation of negative conception of gender made by the environment (the media, friends);
- to pay attention to disadvantaged families and provide social and psychological support to them, direct them to other institutions or organizations, educate them in order to reduce the negative influence of the family on the formation of the adolescent's gender identity;
- to cooperate in the educational process, involving parents in the educational process, to provide individual support to parents as well as information about sexuality education and about communication with the child on this subject;
- to exchange information during individual interviews, meetings and this way notice changes in the child's behaviour;
- to recognize these pupils' right to the family, to change educators' negative attitudes to gender of these pupils and family creation;
- to organize lectures, workshops about the conception of gender to the participants of the educational process, changing stereotypical attitude towards gender, division of woman's and man's roles, at the same time seeking changes in pupils' traditional stereotypical sexuality education.

Sexuality education encompasses *psycho-emotional, social and biological content of sexuality education*. *Psycho-emotional content of sexuality education* includes: education of respect for the opposite sex; emphasis on self-esteem in interpersonal relationships and in the family; formation of responsibility in daily life, especially of understanding in the family; teaching dutifulness in family life and other situations; explanation of the conception of love; emphasis on tenderness in interpersonal

relationships. *Social content of sexuality education* puts emphasis on: mutual understanding in interpersonal relations and the family; explanation of importance of mutual support between genders and in the family; education of interpersonal communication; preparation for partnership and the future family; teaching polite behaviour and etiquette; constructive teaching of demonstrating sexuality (understanding of behaviour and clothing standards). *Biological content of sexuality education* includes: formation of physiology and personal hygiene skills; teaching about protection against pregnancy and sexually transmitted diseases; teaching to understand harm of early sexual relations; teaching prevention of harmful habits and healthy lifestyle.

Methods of sexuality education for adolescents with mild intellectual disabilities should vary, correspond to the delivered topic, age or situation. In most cases it is advisable to use *individual* approach, when you can get to know the pupil as well as possible, gain confidence, notice changes in behaviour or problems. *Verbal* teaching methods enable to present sexuality education materials in a consistent and understandable way to a larger group of pupils. However, the educator must select and structure information for that purpose. It is particularly important that lectures, lessons or other events should be linked to real-life situations, close environment, considering pupils' experience and specificity of their group. Along with the verbal method it is also useful to use other methods (*practical, visual, creative, recreative, etc.*), employing a variety of illustrative materials, films or educational programmes, arranging discussions, practical sessions, games and creative tasks. These methods can be applied separately too.

Material is easier assimilated through constant repetition; therefore, it is advisable to integrate information into subjects and informal activities: extracurricular activities, events, competitions, etc. Parents' involvement in the educational process would be particularly useful because it would ensure continuous learning and better assimilation of educational material. In case of the disadvantaged family, the form tutor and other specialists of the educational institution should pay particularly much attention to the pupil.

The most important criteria for implementation of the content of sexuality education and effective use of methods are: prepared qualified specialists; individualised methodological material; understanding of the learners' needs; consistency of education. It is also necessary to seek unified concept of sexuality education of adolescents with mild intellectual disabilities, approved curriculum, which would be implemented consistently and in compliance with the pupil's needs and the level of disability.

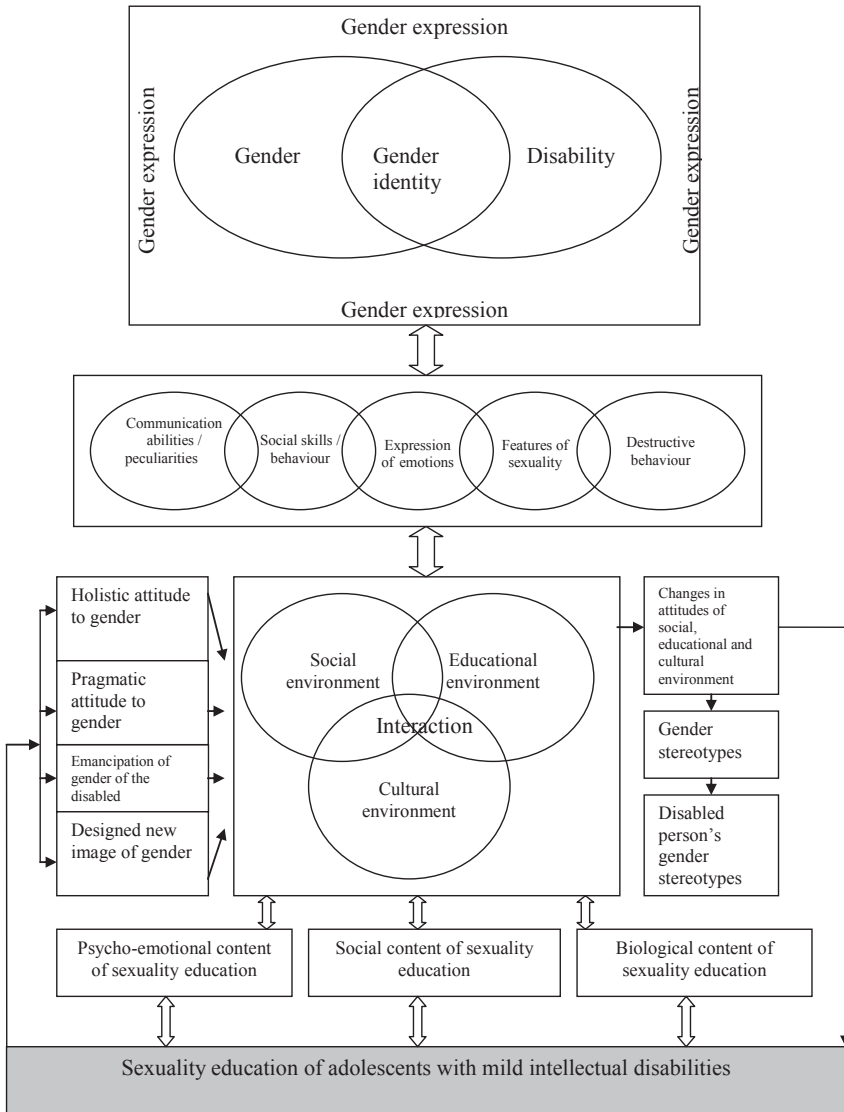


Fig. 2. The Holistic Model of Sexuality Education of Adolescents With Mild Intellectual Disabilities

CONCLUSIONS

1. Conclusions and generalisations, grounded on theoretical context:

Multidisciplinary and multi-meaningfulness of sexuality problems of adolescents with mild intellectual disabilities are determined by a wide spectrum of still non-investigated concepts of gender: in spite of the wide problem field of these topics in philosophy, sociology, social psychology, education studies, the typology of the phenomenon of disabled persons' gender is insufficiently grounded, the content of the concept of gender is not disclosed. For this purpose theoretical analysis and operationalization of the concept of gender and content of sexuality education were performed:

- Theoretical analysis of the phenomenon of disabled persons' gender enabled to envisage the tendency of growing scientific interest in sexuality education issues in other countries, but in Lithuania the analysis of its concept is insufficiently deeply defined.
- Analysing the concept of gender, the principle point is separation of concepts of gender and sexuality, emphasizing the holistic conception of gender, consisting of constructs of sex, gender and sexuality.
- Development of gender identity of adolescents with mild intellectual disabilities like of other disabled persons is grounded on gender identity theories, including disability as the integral component of (self-)formation of gender identity.
- Disabled pupils' sexuality education is not regulated; therefore, its content is influenced both by attitudes of social and educational environment to the conception of gender and by the stereotypical view towards gender of persons with intellectual disabilities, formed by cultural environment.
- Based on the interdisciplinary scientific analysis (philosophy, sociology, social psychology, and education), the following theoretical approaches are distinguished in educational practice of gender:
 - Sexuality education is based on holistic development of the personality, stating that the child's development and his / her education are determined by development of moral, emotional, physical, mental and spiritual powers. The holistic approach to the child reflects its integrity and comprehensiveness.
 - The social constructivist approach to sexuality education relates knowledge of the world to social environment that creates structures of reality, especially cooperation with others. It is considered that the most important objective is not imagining the reality but application of methods, creating structures of reality.
 - Philosophy of pragmatism emphasises the importance of abilities, not knowledge; that the person, using his / her social experience, should address a range (including gender identity) of life problems.
 - The feminist approach to sexuality education indicates that education of pupils with mild intellectual disabilities should be based on third-wave

postmodern feminism, emphasising marginalized, diaspora and colonized cultures, which accentuate postfeminist binary categories of gender and sexuality, focusing on experience of transgender, transsexual and bisexual individuals.

- Based on theoretical insights into the construct of gender, the model of the phenomenon of gender expression of adolescents with mild intellectual disabilities, encompassing the components of social skills, communication skills, emotions, sexual behaviour and demonstration of destructive behaviour, was formed.
- Performed operationalization of the conception of gender of adolescents with mild intellectual disabilities in the aspects of educational environment, content, principles and methods enables to make the following insights:
 - The scientific discourse describes the environment of sexuality education: educational, social and cultural, relevance of their interaction.
 - Content of sexuality education consists of social, biological and psycho-emotional constructs.
 - Sexuality education of adolescents with mild intellectual disabilities must be based on the principles of the man's and woman's equal self-expression opportunities, availability, complexity, wholeness, relevance, universality of education, teamwork and intelligibility.
 - The importance of active teaching methods (role play, interactive exercises, simulation of situations, etc.) in sexuality education is emphasised: they promote pupils' participation and collaboration, creative selection of teaching tools and resources.

2. Conclusions and generalisations, grounded on the results of empirical researches:

2.1. Examination of the attitude of parents who have adolescents with mild intellectual disabilities and educators towards the family, marriage, peculiarities of gender relationships, their following key approaches to the construct of gender, influencing the context of implementing content of adolescents' sexuality education, were distinguished:

- The construct of the conception of gender is associated with emphasis on appearance, attractiveness, the role of the woman as "the guardian of the family hearth"; this approach is more characteristic to parents, and possibly critical influence on its formation is made by the person's education: the lower the education, the more important the person's appearance, the woman's role in the family.
- The image of the active woman showed up in the conception of gender, indicating changes that take place dividing roles of genders, but the woman is not fully emancipated because the role of "the guardian of the family hearth" is still attributed to her; she finds herself in a still more complex situation.

2.2. The analysis of the experts' approach to gender expression of adolescents with mild intellectual disabilities was followed by substantiation of the model of the phenomenon of gender expression, encompassing the following constructs of gender expression: social skills, communication skills, expression of emotions, sexuality features, destructive behaviour. Gender both manifests itself through these components and shapes the phenomenon of gender expression in the wholeness of these structural elements.

2.3. The analysis of parents' and educators' attitude towards sexuality education of adolescents with mild intellectual disabilities was followed by insights of different attitudes towards the conception of gender of these persons, ranging from declared emphasis on relevance of gender to categorical denial of gender.

- Educators treat sexuality education as a relevant problem of adolescents with mild intellectual disabilities due to pupils' and their parents' insufficient knowledge of gender, impact of learners' active sexual life, pupils' emotions and behavioural disorders, lack of social skills, negative impact of the family and social environment on learners.
- Different attitudes to these adolescents' family creation in the future showed up: parents declare the importance of preparation for the family while educators most often categorically deny this.
- Lack of parent-educator interaction in the process of sexuality education was envisaged: parents are insufficiently involved in formation of gender; there is a lack of development of cooperation culture.
- The content of sexuality education in parents' and educators' opinion reflects social, psycho-emotional and biological constructs of content of sexuality education, distinguished in the theoretical analysis, but contrary to relevance of social and psycho-emotional content, emphasised in scientific literature, educators mainly emphasize the importance of the biological content of sexuality education. This suggests that medical attitude to the disabled pupil is still entrenched in educational institutions.

2.4. The holistic model of sexuality education of the adolescent with mild intellectual disabilities is defined by these dimensions:

- The basis of the holistic model of sexuality education is (self-)formation of gender identity through the link between the disability and gender. Gender identity not only forms understanding oneself as a sexual being but also is reflected in *gender expression*, which in case of intellectual disability manifests itself through social skills, communication peculiarities, emotions, sexuality and destructive behaviour.
- Sexuality education is inseparable from the conception of gender, which is (un) consciously conveyed by *social, educational, cultural environment*. The *interaction* of environments, their unified approach to gender and sexuality education of adolescents with mild intellectual disabilities, changes in the stereotypical attitude in the context of feminist, social constructivist theories, holistic understanding of the personality and philosophy of pragmatism are important.

- Sexuality education should encompass *psycho-emotional, social, and biological* content of *sexuality education*, implementation of parts of which would enable the adolescent to form skills, abilities and provide knowledge, necessary for interpersonal relationships, family creation, etc.
- Implementing the content of sexuality education, it is purposeful to use the individual method but verbal, practical, visual, and creative and recreative methods and their integrated application are not less important.
- It is important that content of sexuality education of adolescents with mild intellectual disabilities should be implemented by competent, qualified professionals and that there should be individualized methodological teaching materials corresponding to the pupils' needs and consistency of education.

2.5. Research results enable to state that hypotheses formulated in the dissertation research, stating that the structure of the phenomenon of gender expression of adolescents with mild intellectual disabilities includes social skills, emotions, sexual behaviour and demonstration of destructive behaviour and that content of sexuality education is related to the dimensions of social and educational environment: the wholeness of the construct of gender, educators' and family's attitudes towards gender identity of adolescents with mild intellectual disabilities, are empirically validated.

Scientific Approbation of Research Results

Publications announced on the topic of the dissertation

Scientific articles:

1. **Povilaitienė N.**, Radzevičienė L. (2009). Methodological Discourse on Sexuality Education of Pupils with Mild Intellectual Disabilities. *Special Education*. No. 2 (21). ISSN 1392-5369 p. 51-59.
2. **Povilaitienė N.**, Radzevičienė L. (2010). Gender Expression of Adolescents with Mild Intellectual Disabilities through Communication Abilities. *Special Education*. No. 2 (23). ISSN 1392-5369 p. 93-115.
3. **Povilaitienė N.**, Radzevičienė L. (2013). Parents' and Teachers' Attitude to Family Planning of Adolescents with Mild Intellectual Disabilities in the Context of Conceptions of Gender and Sexuality. *Social Welfare*. No. 3(2). ISSN 2029-7424, p. 8–18.
4. **Povilaitienė N.**, Radzevičienė L. (2013). Sexuality Education of Adolescents with Mild Intellectual Disabilities in Educational and Social Environment: Parents' and Educators' Approach. *Special Education*. No. 2 (29). ISSN 1392-5369, p. 8–16.

Materials of international conferences:

1. **Povilaitienė N.** (2010). A Methodological Discourse on the Issues of Sex Education of Students with Mild Learning Difficulties Embracing Inclusive Approaches for Children and Youth with Special Education Needs: Conference Program, Riga, Latvia, 11-14 July, p. 69.
2. **Povilaitienė N.** (2010). The Expression of Sexuality of Teenagers with Mild Learning Difficulties / International Conference of Young Scientists: program and abstracts, 29-30 April, Šiauliai. p. 22.

Papers read at international conferences:

1. INTERNATIONAL YOUNG SCIENTISTS CONFERENCE, 2010-04-29 – 2010-04-30, Šiauliai, the topic of the paper “The Expression of Sexuality of Teenagers with Mild Learning Difficulties”
2. EMBRACING INCLUSIVE APPROACHES FOR CHILDREN AND YOUTH WITH SPECIAL EDUCATION NEEDS, 2010-07-11 – 2010-07-14, Riga, the topic of the paper “A Methodological Discourse on the Issues of Sex Education of Students with Mild Learning Difficulties”
3. SPECIAL EDUCATION: FROM DEFECTOLOGY TO INCLUSIVE PEDAGOGY, 2010-10-28, Šiauliai, the topic of the paper “Gender Expression of Adolescents with Mild Intellectual Disabilities through Communication Abilities”
4. TEACHER EDUCATION IN THE 21 CENTURY: CHANGES AND PERSPECTIVES, 2010-11-19, Šiauliai, the topic of the paper “Gender Expression Aspects of Adolescents with Mild Intellectual Disabilities”
5. INTERNATIONAL METHODOLOGICAL-PRACTICAL CONFERENCE “WE ARE LEARNING TO BE TOGETHER”, 2011-05-13, Dabikinė, the topic of the paper

“Gender Expression of the Disabled and Relevant Issues of Education”

6. SOCIAL WELFARE FROM THE INTERDISCIPLINARY STANDPOINT, 2011-05-20, Šiauliai, the topic of the paper “Parents’ Attitude to Sexuality Education of Adolescents with Mild Intellectual Disabilities”
7. VOCATIONAL COUNSELLING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN): EXPERIENCE OF THE EUROPEAN UNION COUNTRIES, 2012-05-31, Šiauliai, the topic of the paper “Educators’ Attitude to Sexuality Education of Adolescents with Mild Intellectual Disabilities”
8. SOCIAL WELFARE FROM THE INTERDISCIPLINARY STANDPOINT, 2013-04-25, Šiauliai, the topic of the paper “Aspects of Formation of Gender Identity of Adolescents with Mild Intellectual Disabilities”

Papers read at national conferences:

1. Conference of doctoral students and their research supervisors of Lithuanian universities TOWARDS INTERDISCIPLINARY RESEARCHES, 2009-03-20, Šiauliai, the topic of the paper “Methodological Substantiation of the Educational Study on Sexuality Development of Pupils with Mild Intellectual Disabilities”
2. SPECIAL EDUCATION: OPPORTUNITIES AND NOVELTIES ON THE TODAY’S PLANE, 2010-03-19, Kėdainiai, the topic of the paper “Methodological Discourse on Sexuality Education of Pupils with Mild Intellectual Disabilities”

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NEŽYMŲ INTELEKTO SUTRIKIMĄ TURINČIŲ PAAUGLIŲ LYTISKUMO IR JO UGDYMO(SI) TURINIO KONCEPTUALIZAVIMAS

SANTRAUKA

Temos aktualumas ir reikšmingumas. Lytiškumas (angl. *gender*) yra neatsiejama visų, taip pat ir intelekto sutrikimą turinčių asmenų, gyvenimo dalis, atsiskleidžianti per lytinį tapatumą (angl. *gender identity*) – vyriškumą ar moteriškumą (Cameron, Lalonde, 2001; Yvi, 2012; King, 2010 ir kt.). Nežymų intelekto sutrikimą³ turinčių paauglių⁴, kaip ir kitų visuomenės narių, lyties identiteto formavimas(is), lytiškumo ugdymas (angl. *sexuality education*) neabejotinai yra aktualus šiuolaikiniame žinių ir informacijos amžiuje. Lietuvoje nemažai nagrinėjami lyties aspekto (angl. *gender mainstreaming*) (Reingardienė, 2003, 2004) integracijos klausimai, tačiau pasigendama negalę turinčių asmenų lytiškumo, jo ugdymo turinio analizės. D. Šėporaitytė (2006) pažymi, kad diskursas apie neįgaliuosius Lietuvoje dažniausiai orientuojamas į fundamentinius neįgaliesiems klausimus: socialinį dalyvavimą, užimtumą, švietimą, medicinos ir techninę pagalbą. Mažiau nagrinėjami neįgaliesiems svarbūs dalykai, tokie kaip seksualumas (angl. *sexuality*), lyčių partnerystė, santuoka, šeima, motinystė ir tėvystė (Bernert, Ogletree, 2013). Reikia pažymėti, kad neįgalaus mokinio lytiškumas turi būti suvokiamas kaip natūrali ir svarbi gyvenimo ypatybė, kaip dalis bendrosios žmogaus sveikatos, nes psichologiniai, etiniai ir emociniai lytiškumo aspektai neįgaliam žmogui išlieka ne mažiau aktualūs kaip ir kitiems visuomenės nariams (Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010).

Lytiškumo formavimuisi turi didelę įtaką visuomenėje vyraujančios elgesio normos, vertybės, stereotipai (Anderson, Kitchin, 2000; McCabe, Cummins, Deeks, 1999; Farrelly, O'Brien, Praina, 2007; Cuskelly, Gilmore, 2007; Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010 ir kt.). Lytiškumas formuojasi socializacijos procese, kurio metu asmuo perima kultūros normas, plėtoja savo asmenybinį potencialą, tampa visaverčiu visuomenės nariu (Martin, Ruble, 2004), o lytinio identiteto formavimas(is) yra viena iš sėkmingos socializacijos prielaidų (Yvi, 2012; Cameron, Lalonde, 2001). Negalę turinčių žmonių lytiškumo problemas sąlygoja visuomenės požiūris į juos, nes visuomenė linkusi infantilizuoti žmones, turinčius intelekto sutrikimą (Bonnie, 2002; Brown, 2013; Meekosha, 2001; Parchomiuk, 2013; Wilkenfeld, Ballan, 2011). Dažnai šie žmonės laikomi amžiniais vaikais, nepaisant jų amžiaus, ir traktuojami arba kaip vaikai su vaikiška lytine nekaltybe, arba kaip vaikai su suaugusiųjų lytiniais poreikiais ir troškimais, kurių jie nepasiruošę valdyti (Gearheart, 1990; Giulio, 2003; Wilkenfeld, Ballan, 2011). Neįgalūs asmenys dažnai yra laikomi tarsi belyčiais (angl. *non-sexual, asexual*) arba seksualiniais monstrais (angl. *sexual monsters*), negebančiais

3 Lietuvos Respublikos švietimo ir mokslo ministro, Lietuvos Respublikos sveikatos apsaugos ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro įsakymas „Dėl mokinių, turinčių specialiųjų ugdymosi poreikių, grupių nustatymo ir jų specialiųjų ugdymosi poreikių skirstymo į lygius tvarkos aprašo patvirtinimo“ (2011 m. liepos 13 d. Nr. V-1265/V-685/A1-317). Nuo šio įsakymo įsigaliojimo datos nežymią proto negalę turintys mokiniai įvardijami kaip *turintys nežymų intelekto sutrikimą*.

4 Pasirinktas paauglystės amžius (11/12–16 m.), nes šiuo laikotarpiu ypač rengiamasi suaugusiojo žmogaus gyvenimui – siekiama emocinės ir ekonominės nepriklausomybės, įgyti socialinių įgūdžių, reikalingų pilietiniam kompetentingumui palaikyti, profesijai pasirinkti ir pasiręgti darbinei veiklai bei vedybiniam ir šeimyniniam gyvenimui (Žukauskienė, 2002).

kontroliuoti savo seksualinių troškimų ir emocijų (Crawford, Ostrove, 2003; Evans, Williams, 2013; Anderson, Kitchin, 2000; Earle, 2001; Shakespeare, 2000; 2007; Parchomiuk, 2013; Wilkenfeld, Ballan, 2011; Tarasoff, 2011). Pasak M. Ballan (2001), tėvų susirūpinimas dėl lytiškumo neretai virsta pernelyg stipria priežiūra, kuri apriboja nežymų intelekto sutrikimą turinčių vaikų teises į lytiškumo bei seksualumo raišką. Kita priežastis – visuomenėje galiojančios vertybės: grožis, patrauklumas, sveikata ir pan. Seksualumas asocijuojasi su fiziniu patrauklumu, jaunyste, o kai šito nėra, tai žmogus yra laikomas neseksualiu (Giedraitienė, Vaičekauskaitė, 2002; Wolfe, Blanchett, 2003). Taigi neįgalieji patiria dvigubą diskriminaciją: dėl negalės ir dėl lyties (Hirschmann, 2013; Wilkenfeld, Ballan, 2011; Grieve, McLaren, Lindsay, 2009).

Lietuvos ir užsienio teisinėje bazėje, siekiant užkirsti kelią diskriminacijos apraiškoms, reglamentuojamos ir deklaruojamos visų piliečių lyčių galimybės ir teisės. Visuotinė žmogaus teisių deklaracija (1948) skelbia žmogaus pilietines, politines, socialines, ekonomines ir kultūrines teises. Ji smerkia bet kokią diskriminaciją dėl lyties. Amsterdamo sutartyje (1997) Europos Sąjunga savo pagrindine užduotimi siekia ginti žmogaus teises bei imtis atitinkamų veiksmų, siekdama kovoti su diskriminacija dėl lyties, rasinės arba etninės kilmės, religijos ar tikėjimo, negalės, amžiaus arba seksualinės orientacijos (13 straipsnis). Lietuvos Respublikos lygių galimybių įstatymo (2005) paskirtis – užtikrinti, kad būtų įgyvendintos Lietuvos Respublikos Konstitucijoje įtvirtintos lygios žmonių teisės, ir uždrausti bet kokią tiesioginę diskriminaciją dėl amžiaus, lytinės orientacijos, negalės, rasinės ar etninės priklausomybės, religijos ar įsitikinimų. 2007 m. vasario 7 d. patvirtinta Rengimo šeimai ir lytiškumo ugdymo programa konstatuoja, kad mokykla turėtų tapti vieta, kur moksleiviams būtų sudarytos sąlygos lyties grožį, meilę ir draugystę išgyventi ne kaip vartotojiškos sekso „kultūros“ dalyką, o kaip svarbią asmenybės brandos bei pasirengimo santuokai dalį. Neįgalųjų teisių konvenciją (2010) ratifikuojančios šalys įsipareigoja imtis veiksmingų ir atitinkamų priemonių, kad žmonės, turintys negalę, nebūtų diskriminuojami dėl negalės sudarant santuoką, šeimą, prisiimant tėvystės (motinystės) įsipareigojimus ir atsakingai galėtų priimti sprendimus dėl savo vaikų skaičiaus ir jų gimimo laikotarpių, gautų informaciją reprodukcijos ir šeimos planavimo klausimais ir būtų suteiktos priemonės, kurios leistų jiems pasinaudoti šiomis teisėmis. Neįgalieji, įskaitant vaikus, lygiai su kitais asmenimis turi teisę išsaugoti savo vaisingumą.

Nežymų intelekto sutrikimą turintiems mokiniams lytiškumo ugdymas ypač svarbus dėl socialinių įgūdžių, bendravimo gebėjimų stokos, pernelyg didelio patiklumo, prieraišumo, emocionalumo tarpasmeniniuose santykiuose (Eastgate, Schermeyer, Driel, 2012; Nangle, Hansen, 1993; Wilkenfeld, Ballan, 2011). Tai kelia grėsmę ugdytinių saugumui, nes šiuolaikinėje informacinėje visuomenėje, plintant mobiliųjų, kompiuterinių ir kt. technologijų naudojimui, intelekto sutrikimą turintys asmenys gali tapti seksualinės prievartos aukomis (Murphy, 2005; Gill, 2010; Cambridge, Mellan, 2000; Yacoub, Hall, 2009), būti įtraukiami į prostituciją, pornografiją ar seksualinį turizmą (angl. *sex tourism*) (Scott, 2013). Neįgalųjų lytiškumo raidai ir visuomenės požiūriui į neįgaliojo lyties identiteto formavimąsi reikšmingu veiksniu tampa bendravimo nevisavertiškumas. Kaip pažymi R. K. Westheimer ir kt. (2005), asmenys, turintys intelekto sutrikimą, dažnai nemoka užmegzti artimų santykių.

Edukaciniame procese dalyvaujantys asmenys turi teisę gauti atitinkantį jų amžių lytiškumo ugdymą, kad formuotųsi teigiamą požiūrį į lyčių partnerystę ir būtų išvengta neigiamų pasekmių (Rogow, Haberland, 2005; Allen, Seery, 2007). Visi asmenys yra lytinės būtybės ir turi teisę tinkamai išreikšti savo lytiškumą (Coultrick, 2008; Wilkenfeld, Ballan, 2011; Allen, Seery, 2007; McCabe 1999; Sandland, 2013). Be tinkamo lytinio švietimo, žmonės, turintys intelekto sutrikimą, labai rizikuoja patirti lytinį išnaudojimą, užsikrėsti lytiškai plintančia liga ar neplanuotai pastoti (Schaafsma, Stoffelen, Kok, Curfs, 2013; McCabe 1999; Murphy, O'Callaghan 2004; Servais 2006; Wilkenfeld, Ballan, 2011; Zillman, 2000). Daugelis tėvų nesirūpina lytiniu švietimu, nes klaidingai mano, kad jų vaikams tai nereikalinga (Walker-Hirsch, 2010; Keshav, Huberman, 2006 ir kt.). Kiti tėvai, nors ir bando ugdyti lytiškumo sampratą, tačiau neturi kompetencijų pateikti informaciją vaikams suprantamu būdu (Bazzo ir kt., 2007; Evans ir kt.; 2009; Хуш, 1999; Кош, 1989). Vaikų, turinčių negalę, raida vyksta pagal tuos pačius raidos dėsningumus kaip ir įprasto vystymosi atveju, tačiau jos specifiškumą determinuoja sutrikimo pobūdis (Ustilaitė, 2007; Wilkenfeld, Ballan, 2011). Kiekvieno vaiko raida vyksta trimis pagrindinėmis plotmėmis: fizine, kognityvine, psichosocialine (Radzevičienė, 2003; Ganly, 2010; Sanders, 2013). Psichosocialinė raida visavertė tik tuo atveju, jei individo fizinė, kognityvinė raida yra palanki. Neįgalių vaikų psichosocialinė raida dažnai yra sutrikusi ne tik dėl individualių raidos ypatumų, bet ir dėl ilgai vyravusio klinikinio požiūrio į šių vaikų ugdymą. Klinikinio požiūrio šalininkai akcentavo sutrikimo formą, jo įvairovę, skatino gilintis į sutrikimo šalinimo metodus užmiršdami, kad asmuo gyvena konkrečioje aplinkoje, kurioje jis turi adaptuotis, jausti psichofizinį komfortą ir su(si)kurti optimalią socialinę aplinką (Radzevičienė, 2003). Lytiškumo ugdymas (mokinių rengimas gyvenimui, santuokai, suteikiant žinių apie šeimą, ugdant brandžią ir dorovingą asmenybę, gerbiančią žmogaus gyvybę, gebančią kurti brandžius tarpasmeninius santykius, puoselėjančią lytinę sveikatą ir mokančią pasipriešinti neigiamai aplinkos įtakai) vyksta formuojant asmens individualias savybes fiziniame, emociniame ir socialiniame kontekstuose (Hamilton, 2002; Wilkenfeld, Ballan, 2011; Hallahan, Kauffman, 2003; Young, Gore, McCarthy, 2012). Akcentuojama, kad visuomenės idealai, problemos, visas gyvenimas neatsiejamas nuo augančios kartos mokomosios ir nemokomosios veiklos, todėl svarbus visų ugdymo procesų dalyvių bendradarbiavimas ugdant lytiškumą, teigiamas visuomenės ir šeimos požiūris, nes pasak S. Ustilaitės (2008), ten išugdomas tikrasis moteriškumas ir vyriškumas.

Mokslinis disertacinės temos ištirtumas ir naujumas. Negalę turinčių asmenų gerovės formavimo diskurse Lietuvos mokslininkų (Daugėla, Žukauskas, 2005; Filipavičiūtė, Ambrasas, 2011; Ruškus, 2002; Ruolytė, 2012 ir kt.) dažniausiai analizuojamos tokios problemos, kaip aplinkos pritaikymas, neįgaliųjų integracija į visuomenę, socialinis dalyvavimas bei užimtumas, švietimas, medicinos ir techninė pagalba. J. Ruškaus, G. Mažeikio (2007) monografijoje „Neįgalumas ir socialinis dalyvavimas“ aptariama kritinė neįgaliųjų patirties ir galimybių Lietuvoje refleksija. Kalbama bendrąja prasme apie socialinę neįgaliųjų integraciją, jos kritiką, apie socialinį - politinį neįgaliųjų dalyvavimą. Negalę turinčių asmenų lytiškumo konstrukta analizuoja

nedaugelis šalies mokslininkų (Tereškinas, 2004a; Šėporaitytė, 2006; Ustilaitė, 2007; Jonaitienė, 2007; Bušmaitė, 2007; Kvedaraitė, 2007; Giedraitienė, Vaičekauskaitė, 2002; Vaicekauskienė, 2002, 2008, 2010 ir kt.). V. Vaicekauskienė (2002, 2008, 2010, 2011) nagrinėja lytiškumą socializacijos kontekste, daugiausia gilindamasi į intelekto sutrikimą turinčių mokinių seksualinio elgesio demonstravimą ir su tuo susijusias problemas. E. Giedraitienė ir R. Vaičekauskaitė (2002) akcentuoja, kad neįgaliųjų lytinio ugdymo problemos yra aktualios bendrame integracijos kontekste bei susijusios su žmonių požiūriu į neįgaliuosius. Autorės nurodo, kad sėkmingai neįgaliųjų integracijai būtina prielaida yra individualus bendravimas su negalių neturinčiais asmenimis. Taip pat pabrėžiama, kad svarbu papildyti „Universaliąsias sveikatos ugdymo bei rengimo šeimai ir lytiškumo ugdymo programas“ konkrečiomis neįgaliųjų lytiškumo ugdymo temomis, rengti mokytojus, gebančius kvalifikuotai vykdyti lytiškumo ugdymą, šviesti tėvus, keisti sustabarėjusį neigiamą požiūrį į neįgaliųjų lytiškumą. S. Ustilaitė (2007) taip pat teigia, kad neįgalių žmonių lytiškumo problemos yra susijusios su požiūriu į juos: neretai manoma, kad neįgalieji yra aseksualūs (seksualiai indiferentiški), o lytiškumas yra normalaus intelekto asmenų priedermė. Kitas požiūris – intelekto sutrikimą turintys žmonės pasižymi stipriu nekontroliuojamu lytiniu potraukiu, todėl juos reikia izoliuoti ir neleisti jokios lytinės raiškos. S. Ustilaitė (2007) pabrėžia, kad dėl tokių požiūrių intelekto sutrikimą turinčio žmogaus lytiškumo raidai sudaromos trijų rūšių kliūtys: izoliacija, fizinės ir psichologinės kliūtys. I. Jonaitienė (2007) analizuoja nežymiai sutrikusio intelekto moksleivių profesinius ketinimus, jų žinias apie profesijas ir rengimąsi profesijai popamokinėje veikloje, taip pat visuomenėje paplitusių tradicinių lyčių stereotipų profesijų atžvilgiu įtaką mokinių profesiniams ketinimams. Specialiųjų mokyklų pedagogų profesinę elgseną, netiesiogiai perduodamus savo lyčių vaidinius bei stereotipus, organizuojant auklėjimo procesą ir popamokines veiklas mokiniams, berniukų ir mergaičių laisvalaikio pomėgius, jų skirtumus nagrinėja I. Bušmaitė (2007). R. Kvedaraitės (2007) mokslinių interesų sritis – mokinių lyčių vaidmenys šeimoje ir vaikų nuomonė apie berniukų ir mergaičių auklėjimo ypatumus šeimoje. S. Ustilaitė, I. Kuginytė-Arlauskienė ir L. Cvetkova (2011) nagrinėja neįgalaus vaiko gimimo įtaką vidiniams ir socialiniams šeimos pokyčiams: tarpusavio santykiams, atsakomybės, vaidmenų pa(per)skirstymui, karjerai. Šios autorės nurodo, kad šeimos, susidūrusios su neįgalumo situacija, neretai išgyvena tarpusavio santykių krizę, karjeros atsisakymą. Dažniausiai moteris turi pasirinkti prižiūrėti neįgalų vaiką, rūpintis namais, o ne siekti sėkmės darbinėje srityje. Vyras, perimdamas šeimos maitintojo vaidmenį, mažiau praleidžia laiko su šeima. Taip pat nurodoma (Ustilaitė, Kuginytė-Arlauskienė, Cvetkova, 2011), kad tai lemia ne tik neįgalaus vaiko atsiradimas, bet ir sugebėjimas orientuotis pasikeitusioje situacijoje, naujų įgūdžių ir atsakomybės įgijimas, suvokiant vaiko gimimo prasmę bei naujai įprasminant savo kaip asmens raišką. Daugiau Lietuvos mokslininkų (Gaigalienė, 1997; Juodraitis, Pocevičienė, 2008; Pocevičienė, 2007; Kaffemanas, 2003; Kublickienė, 2003; Narbekovas, Obelenienė, Pukelis, 2008; Stundžė, 2009; Ustilaitė, 2001; Ustilaitė, Gudžinskienė ir kt., 2008; Ustilaitė, Poškuvienė, Juškelienė, Kalinkevičienė, 2008) lytiškumo konceptą

analizuoja bendrojo ugdymo ir sociokultūrinės aplinkos kontekste. G. Purvaneckienė (2011) akcentuoja kultūrinės aplinkos poveikį lytiškumo formavimuisi, kai įgimti biologiniai skirtumai socialiai įprasminami: sukonstruojami socialiniai skirtumai, t. y. „moteriški“ ar „vyriški“ vaidmenys, darbai, profesijos, elgesys, charakterio savybės ir pan. Socialiai įprasminėti lyčių skirtumai lemia lyčių vaidmenis, kurie nusako, kaip vyrai ir moterys turi jausti, veikti. Jie yra išmokti ir įprasminėti socializacijos procese, kurio metu berniukai ir mergaitės tapatinasi savo lytimi, t. y. įgyja socialinę (arba kultūrinę) lytį, arba lytiškumą (angl. *gender*). Mokslininkai (Obelenienė, Pukelis, 2009; Purvaneckienė, 2001; Ustilaitė, 2001; Juodraitis, Pocevičienė, 2008; Pocevičienė, 2007 ir kt.) pažymi, kad lytiškumas ugdomas šeimoje, o vėliau mokykloje, jam taip pat turi įtakos bendraamžiai ir žiniasklaida. G. Purvaneckienė (2001) akcentuoja, kad lytiškumo formavimui didžiulę įtaką turi tėvų, pedagogų ir aplinkinių požiūris į lytiškumą, vyro ir moters vaidmenų traktavimą. Remiantis šiomis nuostatomis, stereotipiniam mokiniui auklėjami netiknami, bet mokykloje, kur G. Purvaneckienės (2001) teigimu, paliekama visiška laisvė pedagogams įgyvendinant Rengimo šeimai ir lytiškumo ugdymo programą (2007), kuri, pasak S. Ustilaitės, R. Poškuvienės, V. Juškelienės, A. Kalinkevičienės (2008), ugdymo įstaigose įgyvendinama nepakankamai sistemingai ir nuosekliai, nes dažniausiai į mokomuosius dalykus integruojamos vadovėliuose pateiktos temos, klasės valandėlių metu aptariamos tik atskiros lytiškumo temos, o tai, autorių nuomone, neapima sistemingo ir nuoseklaus programos temų išdėstymo. Minėtos autorės akcentuoja, kad reikia siekti pedagogų kompetencijų lytiškumo ugdymo klausimais plėtimo. G. Purvaneckienė (2001) pažymi, kad esant pedagogų nepasiruošimui konkretus lytiškumo ugdymo turinys mokykloje daugiausia priklauso nuo kiekvieno mokytojo pažiūrų, kompetencijos ir elgesio. Kiek kitokie lytiškumo aspektai atskleisti R. Pocevičienės (2007) straipsnyje. Autorė pristato paauglių ir sekso paslaugas teikiančių moterų požiūrio į lytiškumo ugdymo reikšmę lytinio tapatumo formavimuisi ir lytinei elgsenai ypatumus.

Apie nežymų intelekto sutrikimą turinčių mokinių lytiškumo ir neįgalumo sąveiką užsienio autoriai rašo daugiau. T. Shakespeare (2000), N. Murphy (2005), C. Farrelly, M. O'Brien, V. Prain (2007), E. S. Goldfarb (2005), M. P. McCabe, R. A. Cummins, R. A. Rhoads, S. M. Calderone (2007), R. J. Kijak (2011), M. P. McCabe, D. Robert, A. Cummins ir kt. (1994), D., Hingsburger, S. Tough (2002) ir kt. analizuoja negalę turinčių paauglių lytiškumo raišką per socialinius įgūdžius, tarpasmeninius gebėjimus seksualinės elgsenos kontekste. K. S. Hymowitz (2003), K. McLaughlin (2003) gilinasi į neįgaliųjų lytiškumo ugdymo aspektus, domisi vaikų, paauglių, tėvų, pedagogų bei įstaigų personalo švietimu. D. Schaafsma (Schaafsma, 2013; Schaafsma, Stoffelen, Kok, Curfs, 2013; Schaafsma, Abraham, Gillmore, Kok, 2004; Schaafsma, Kok, 2009) mokslinių interesų sritis – nežymų intelekto sutrikimą turinčių asmenų lytiškumo ugdymas. D. Schaafsma Maastrichto universitete disertacijoje „Sexuality and Intellectual Disability. Implications for sex education“ pristatomos neįgaliųjų lytiškumo problemos: tarpasmeninių santykių, socialinių įgūdžių trūkumas, žinių nepakankamumas, seksualinis išnaudojimas, prievarta, problemos dėl seksualinės orientacijos išreiškimo (negatyvus aplinkinių požiūris į jų homoseksualumą) ir kt.

Mokslininkai (Schaafsma, 2013; Schaafsma, Stoffelen, Kok, Curfs, 2013; Schaafsma, Abraham, Gillmore, Kok, 2004; Schaafsma, Kok, 2009; Kajak, 2011; Wilkenfeld, Ballan, 2011 ir kt.) akcentuoja, kad pedagogai, tėvai ir kt., vengdami lytiškumo ugdymo, tikisi apsaugoti neįgaliuosius nuo anksčiau minėtų problemų, o neretai taip siekia išvengti jų lytiškumo raiškos. J. D. Allen (2003), D. Abbott, J. Burns (2007), D. Abbott, J. Howarth (2007), analizuodami neįgalaus asmens lytinio identiteto (tapatumo) raišką per lytinę (seksualinę) orientaciją, pažymi, kad neįgaliesiems svarbu išreikšti savo lytiškumą ne tik per heteroseksualius santykius, bet ir per fizinį potraukį tos pačios lyties asmenims. M. Parchomiuk (2013) nagrinėja intelekto sutrikimą turinčių asmenų lytiškumo konceptą medicininio ir socialinio požiūrio į negalę kontekste, pažymi, kad tai lemia teigiamą arba neigiamą nuostatą į neįgaliųjų lytiškumą. Kaip pažymi autorė, medicininio modelio atstovai sutrikusio intelekto asmenis mato kaip turinčius nevaldomą seksualinį potraukį, kuris nukrypsta nuo „normos“, o taip sukeliama grėsmė visuomenės saugumui. Remiantis šia nuostata lytiškumo ugdymas traktuojamas kaip pavojų keliantis, galintis pažadinti „miegančius“ poreikius, ir manoma, kad sterilizacija gali padėti išvengti lytinės prievartos pasekmių (Diekema, 2003). Socialinio požiūrio šalininkai, priešingai, lytiškumą traktuoja kaip svarbų asmens raiškos aspektą, kuriam ypač svarbus lytiškumo ugdymas. Lytiškumo diskurse dažnai nagrinėjamas medicininio ir socialinio modelių įtaka negalę turinčių mokinių socializacijai. XIX a. medicininėje literatūroje vyravo požiūris, kad fizinis „nenormalumas“ sukelia socialinį „nenormalumą“, t. y. asmens kūnas apibūdinamas kaip turintis defektą, o dėl to asmuo nėra pajėgus adekvačiai dalyvauti socialiniame gyvenime. Nuo XX a. septintojo dešimtmečio negalės samprata įgavo naują apibūdinimą, ypač kritikuojantį medicininį požiūrį. Šio socialinio modelio atsiradimas sietinas su feministiniu judėjimu, kai greta pilietinių teisių, homoseksualių asmenų pripažinimu bei kitų judėjimų akivaizdoje neišvengiamai kilo ir neįgaliųjų judėjimas už savo teises. Socialinio modelio pagrindą taip pat sudaro socialinis konstruktyvizmas, kuris siekia atskleisti, kaip pavieniai individai ar jų grupės kuria ir apibūdina socialinę tikrovę, pažindami ir interpretuodami ją, bei kaip kuriami socialiniai fenomenai ir paverčiami tradicija. Socialinis modelis atskiria sutrikimo ir negalės kategorijas, čia yra įžvelgiama ankstyvosios bangos feminizmo judėjimo įtaka, kai pradėtas analizuoti biologinės (angl. *sex*) ir socialinės lyties (angl. *gender*) skirtingumas. M. Corker, T. Shakespeare (2002), Sh. Tremain (2006) tvirtinimu, socialinis modelis atskyrė negalės ir sutrikimo sąvokas panašiai, kaip feministinis judėjimas aiškina biologinės ir socialinės lyties perskyrą: biologinė lytis kaip prigimtinė kūno savybė priešpriešinama socialinei lyčiai, prilyginamai kultūros produktui, nes ji atskleidžia vyriškų ir moteriškų vaidmenų kultūrinį konstravimą. Atitinkamai ir socialinis modelis iškelia kūno sutrikimą kaip esencialistinę, biologinę realaus kūno savybę, priešingą socialiai sukonstruotai negalės sąvokai.

Išnagrinėjus intelekto sutrikimą turinčių asmenų lytiškumo tyrimo Lietuvoje patirtį galima teigti, kad Lietuvoje neįgaliųjų asmenų lytiškumo fenomenas nėra plačiai ištirtas, stinga intelekto sutrikimą turinčių mokinių lytiškumo ugdymo ir jų šeimos konsultavimo, įtraukimo tradicijų, remiamasi tik Rengimo šeimai ir lytiškumo ugdymo

programa (2007), kuri nėra pritaikyta neįgaliųjų ugdymui. Galime teigti, kad šalyje vis dar vyrauja medicininio modelio nuostatos į intelekto sutrikimą turinčius mokinčius, kai pabrėžiamas jų nevaldomas seksualinis potraukis, destruktivus elgesys, o lytiškumo ugdymas šiuos požymius gali tik paskatinti. Taigi požiūris į neįgalų asmenį, jo lytiškumą, taip pat aplinkinių konstruojama asmeninė lytiškumo samprata lemia lytiškumo ugdymo turinio apibrėžties, ugdymo strategijų pasirinkimą, ypač kai nėra aiškios apibrėžtos lytiškumo ugdymo koncepcijos. Užsienyje šiuo metu ypač paplitęs konstruktyvistinis požiūris (Anderson, Kitchin, 2000; McCabe, Cummins, Deeks, 1999; Farrelly, O'Brien, Praina, 2007; Cuskelly, Gilmore, 2007; Wilkenfeld, Ballan, 2011; Swango-Wilson, 2010 ir kt.) į lytiškumo konceptą, akcentuojama, kad lyties identitetas yra nestabilus, jo formavimuisi turi reikšmę edukacinė, socialinė bei kultūrinė aplinka, todėl jis įgyja skirtingas reikšmes bei formas. Užsienio mokslininkų tyrimuose (Corker, Shakespeare, 2002; Tremain, 2006) neretai pažymima, kad būtina siekti neįgaliųjų emancipacijos, išsilaisvinimo iš tradicinių vaizdinių apie neįgaliuosius. Taip pat daug dėmesio skiriama visuminiam požiūriui į lytiškumo konstrukciją, pabrėžiančiam kūno natsiejamumą nuo psichinės, dvasinės ir socialinės raiškos. Užsienyje, o vis dažniau ir Lietuvoje lytiškumo ugdymo (tik bendrajame ugdyme) turinys apima ne tik žinių apie lytiškai plintančias ligas, apsisaugojimą nuo nepageidaujamo nėštumo suteikimą, bet ir lytinio identiteto formavimą, socialinių įgūdžių, tarpasmeninių santykių ugdymą.

Tyrimo objektas – nežymų intelekto sutrikimą turinčių paauglių lytiškumo ir jo ugdymo(si) turinio konceptualizavimas.

Tyrimo hipotezės:

1. Tikėtina, kad nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno struktūra apima socialinius įgūdžius, emocijas, seksualinę elgseną bei destruktivaus elgesio demonstravimą.
2. Lytiškumo ugdymo turinys siejamas su socialinės ir edukacinės aplinkos dimensijomis: lytiškumo konstrukto visybiškumu, ugdytojų ir šeimos nuostatomis į nežymų intelekto sutrikimą turinčių paauglių lyties identitetą.

Tyrimo tikslas – konceptualizuoti nežymų intelekto sutrikimą turinčių mokinių lytiškumo raišką ir lytiškumo ugdymo turinį.

Tyrimo uždaviniai:

1. Atlikti tarpdisciplininę (filosofinę, sociologinę, psichosocialinę ir edukacinę) lytiškumo sampratos analizę, siejant ją su nežymų intelekto sutrikimą turinčių mokinių psichosocialinės raidos dėsninumuais.
2. Remiantis mokslinės literatūros analize, identifikuoti nežymų intelekto sutrikimą turinčių paauglių lytiškumo ir jo ugdymo turinį.
3. Atskleisti nežymų intelekto sutrikimą turinčių paauglių lytiškumo fenomeno raiškos modelį, jo struktūrinius komponentus.

4. Atskleisti ugdymo proceso dalyvių pateikiamą nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymo turinio kontekstą.
5. Remiantis tyrimo rezultatais, parengti nežymų intelekto sutrikimą turinčių mokinių visuminį lytiškumo ugdymo modelį.

Teorinės disertacinio tyrimo nuostatos ir koncepcijos:

Disertaciniame tyrime remtasi:

visuminio (holistinio) asmenybės supratimo koncepcija (J. Pestalozzi, J. Dewey, M. Montessori, R. Steineris ir kt.), kuri vaiko vystymąsi ir jo ugdymą apibūdina kaip integralų ir visapusišką dorovinių, emocinių, fizinių, psichinių ir dvasinių galių plėtrą. Tai siejasi su Rengimo šeimai ir lytiškumo ugdymo programa (2007), akcentuojančia visuminį (holistinį) asmenybės suvokimą ugdant lytiškumą mokykloje;

socialinio konstruktyvizmo teorija. P. L. Berger, T. Luckman (1999), C. West, D. H. Zimmerman (1987) pažymi, kad lytis, kaip ir kultūra, yra žmonijos kūrinys, priklausantis nuo kiekvieno, konstruojančio / kuriančio socialinę realybę. Vadovaujantis šia teorine paradigma (Viluckienė, 2008) suprantama, jog negalė nėra „viršistorinis“ (angl. *transhistorical*), pastovus ir nekintantis fenomenas, bet sietinas su tam tikromis istorinėmis, socialinėmis konjunkturemis;

pragmatizmo filosofija (C. S. Peirce'as, W. Jamesas, J. Dewey's), kurios idėjos siejamos su asmens gebėjimų svarba, kad, panaudodamas savo ir visuomeninę patirtį, žmogus spręstų įvairias gyvenimo problemas. Patirtis, nusakanti mokinio santykį su aplinka, yra svarbiausia pragmatinės ugdymo filosofijos kategorija. Tai skatina taikyti probleminį ugdymą, kur mokiniai, aktyviai panaudodami žinias, įgūdžius, vertybines nuostatas, ieškos sprendimo būdų. Švietimo orientacija į asmens patirties plėtotę sudaro palankias sąlygas sėkmingam neįgaliųjų lytiškumo ugdymo turinio, principų, metodų parinkimui, socialinei integracijai;

feminizmo teorija, kuri disertaciniame tyrime aktuali dėl savito požiūrio į negalės fenomeną. Trečiosios bangos postmodernusis feminizmas (Connell, 2009; Dow, Books, cit. Tereškinas, 2004a; Flex, 1995), išskirdamas marginalizuotas, diasporines ir kolonizuotas kultūras, negalę turinčius žmones traktuoja kaip diskriminaciją ir marginalumo situaciją patiriančius asmenis (Hirschmann, 2013). Postfeminizmas taip pat dekonstruoja ir binarines lyčių bei seksualumo kategorijas, kreipdamas dėmesį į translytinių, transseksualių ir biseksualių individų patirtį.

Metodologinės tyrimo nuostatos

Mišrių metodų koncepcija (Kardelis, 2002; Creswell, 1998; Creswell, 2003; Tidikis, 2003; Bitinas, 2006; Kvale, 1996) numato ir kiekybinių, ir kokybinių duomenų rinkimą tyrimo klausimui atsakyti. Mišrių metodų prieigos taikymu siekiama įveikti atskirų metodų trūkumus, surinkti įvairesnę, turtingesnę empirinę medžiagą, pagrįsti tyrimo rezultatus skirtingais duomenų šaltiniais ir formomis. Disertaciniame tyrime naudojama mišrių metodų koncepcija leido išryškinti nežymų intelekto sutrikimą turinčių paauglių lytiškumo fenomeno struktūrą, konceptualizuoti lytiškumo ugdymo turinį, ugdymo galimybes ir ypatybes socialinėje ir edukacinėje aplinkoje.

Turinio analizės koncepcija (Krippendorff, 1993, 2004; Shapiro, Markoff, 1997; Allport, 1979; Schwandt, 1997; Strauss, Corbin, 1998; Silverman, 2001) – tai formalizuotas dokumentų tyrimo būdas, numatantis jų turinio vertinimą remiantis požymių, kurie svarbūs tyrėjui ir kuriuos galima apibendrinti, skaičiavimu. Tai dokumento, teksto analizė, išryškinanti teksto charakteristikas, analizės kategorijas, išreiškiančias empirinius tiriamojo dalyko požymius, analizės vienetus. Kokybinio tyrimo metu, atliekant pusiau struktūruotą interviu ir analizuojant tėvų ir pedagogų pateikiamą nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymo apibrėžtį, turinio analizės metodas leidžia įsiskaityti į jų išsakytas ir užfiksuotas bei perrašytas mintis ir susisteminti esmines kategorijas ir subkategorijas.

Subjektyvi – interpretuojamoji – konstruktyvistinė koncepcija (Berger, Luckmann, 1999; Crotty, 1998; Giddens, 1999; 2000; Denzin, Lincoln, 2003; Bryman, 2008) teigia, kad realybė yra subjektyvi, pasaulį kiekvienas žmogus suvokia savaip. Laikomasi požiūrio, kad lytiškumas, kaip socialinis fenomenas, ir jo reikšmės yra nuolat kuriamos socialinių veikėjų. V. Žydzūnaitė (2008) pažymi, kad remiantis konstruktyvistine pozicija, kokybiniame tyrime yra naudojami atviri klausimai, kad tiriamieji galėtų išsakyti savo požiūrius, mintis, išgyvenimus.

Fenomenologinė analizė. Kokybiniu tyrimu ieškoma atsakymų į klausimus apie kompleksinę fenomeno prigimtį, tuo tikslu aprašant, apibūdinant ir suvokiant fenomeną remiantis tam tikrais požiūriais (Maruna, Butler, 2005). Šiame tyrime tėvai ir pedagogai (informantai) atskleidžia nežymų intelekto sutrikimą turinčių paauglių lytiškumo fenomeną per savo asmeninę patirtį, kuri parodo požiūrių ir diskusijų įvairovę aktualių klausimų.

Taikyti šie tyrimo metodai:

1. Teoriniai: filosofinės, psichologinės, pedagoginės, sociologinės literatūros, lytiškumo, kaip socialinio konstrukto, turinio analizė leido išsiaiškinti nežymų intelekto sutrikimą turinčių paauglių lytiškumo sampratą, išryškinti tos sampratos sudėtingumą, apibrėžti lytiškumo raiškos fenomeno struktūrą, lytiškumo ugdymo turinio specifiką, pagrįsti metodologinę prieigą.

2. Empiriniai:

2.1. Kiekybinio tyrimo metodai – dvi anketinės apklausos: siekta (1) nustatyti tėvų ir pedagogų konstruojamos lytiškumo sampratos asmeniniame gyvenime ypatumus, taikytas (Волкова, 2007; Шеффер, Белл, 2007) klausimynas, leidžiantis rasti atsakymus į klausimus apie ugdymo proceso dalyvių nuostatas į šeimą, vyro ir moters, tėvų ir vaikų santykius, nustatyti jų tarpusavio sąsajas ir įžvelgti teorinio fenomeno apibūdinimo ir jo raiškos socialinėje realybėje ypatumus; (2) taip pat naudota ekspertų anketinė apklausa, siekiant patikrinti sukonstruotą nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno teorinį hipotetinį modelį.

2.2. Kokybinio tyrimo metodo pagrindas – fenomenologinis požiūris (Maruna, Butler, 2005), apibūdinantis atskiro žmogaus santykį su kitais žmonėmis ir išoriniu pasauliu. Tyrimas telkiamas į analizuojamo reiškinio pažinimą, įžvelgiant kiekvienos situacijos išskirtinumą ir vertingumą. Duomenys kokybiniam tyrimui

rinkti *pusiau struktūruoto interviu metodu*. Taikyta turinio (*content*) analizė, leidžianti gauti informaciją, padedanti suprasti prasmes (Schwandt, 1997; Strauss, Corbin, 1998; Silverman, 2001).

Statistiniai:

Kiekybinė anketinės apklausos duomenų statistinė analizė atlikta skaičiuojant tyrimo dalyvių nuomonių vidurkius, standartinius nuokrypius, procentines išraiškas. Duomenys apdoroti SPSS 13.0 *for Windows* programa. Rezultatams analizuoti pasitelkta klasterinė analizė, *Cronbach alfa* koeficiento skaičiavimas.

Tyrimo teorinis reikšmingumas, naujumas. (1) Teorinį tyrimo reikšmingumą pirmiausia lemia nežymų intelekto sutrikimą turinčių paauglių lytiškumo daugiadalykiškumo ir daugiaprasmiškumo pagrindimas, plėtojamas integruotu sociologijos, filosofijos, psichologijos ir edukologijos mokslų sąveikos lygmeniu. Pateiktos bendros mokslinės tyrimo išvalgos, grindžiamos konceptualiu šio darbo autorės požiūriu į analizuojamą problemą, išskirti tiriamo reiškinio probleminiai aspektai. (2) Tyrimo rezultatai papildo esamas mokslines žinias apie nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno esmę, turinį ir brėžia gaires tolesniems šios krypties tyrimams. (3) Lytiškumo teorinis konstruktas naujomis mokslinėmis žiniomis papildo specialiojo ugdymo teoriją (4) Tyrimo analizės pagrindu patikrinta sukonstruota nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno charakteristika. (5) Lytiškumo, jo formavimo tyrimai svarbūs ne tik nežymų intelekto sutrikimą turinčių mokinių socializacijai, bet ir požiūriu į šių asmenų lytiškumą kaitai. (6) Nežymų intelekto sutrikimą turinčių paauglių visuminis lytiškumo ugdymo modelis įprasmina teorinio ir empirinio tyrimo metu padarytas išvalgas į šių asmenų lytiškumo raiškos fenomeno struktūros elementus, lytiškumo formavimo(si) turinio konstruktus, ugdymo proceso dalyvių sąveiką.

Atliktų tyrimų rezultatai patvirtina mokslines šio darbo hipotezes ir atveria tolesnių kompleksinių neįgaliųjų lytiškumo, jo ugdymo tyrimų perspektyvą.

Tyrimo praktinis reikšmingumas. (1) Empirinių tyrimų rezultatai leido sudaryti nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno struktūros modelį, kuris leidžia suprasti ir plačiau pažvelgti į šių paauglių lytiškumo konstruktą. (2) Nežymų intelekto sutrikimą turinčių paauglių *lytiškumo ugdymo modelis* gali būti taikomas kuriant lytiškumo ugdymo koncepcijas, programas, taip pat specialiajam ugdymui tobulinti. (3) Nežymų intelekto sutrikimą turinčių paauglių lytiškumo fenomeno tyrimo metodologija gali būti pritaikyta kitų mokslininkų, analizuojančių lytiškumo, lytinio identiteto, jo formavimo(si) ypatumus, tyrimams.

Ginamieji disertacinio tyrimo teiginiai:

- Nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymas – sudėtingas sociokultūrinis ir edukacinis reiškinys, kuriam svarbūs socialinės, kultūrinės ir edukacinės veiklos sąveika ir požiūrio tapatumas. Todėl lytiškumo ugdymo apibrėžtis, koncepcijos projektavimas ir tobulinimas kelia naujų uždavinių mokslui bei ugdymo sistemai.

- Nežymų intelekto sutrikimą turinčių paauglių lytiškumo fenomeno turinį sudaro socialiniai įgūdžiai, emocijos, seksualinė elgsena bei destruktivaus elgesio demonstravimas. Lytiškumo ugdymui svarbus socialinės ir edukacinės aplinkos požiūris į šių asmenų lytiškumo konstrukto visybiškumą, ugdytojų ir šeimos nuostatos į lyties identitetą ne tik mokinių atžvilgiu, bet ir asmeniniu lygmeniu.
- Konceptualizuojant nežymų intelekto sutrikimą turinčių paauglių lytiškumą ir jo ugdymą, adekvatų socialinės, kultūrinės ir edukacinės aplinkos lūkesčiams, būtina remtis visuminio (holistinio) asmenybės supratimo, socialinio konstruktyvizmo, pragmatinių ir feministinių vertybių derme, ieškant optimalios individo ir aplinkos darnos.

Disertacijos struktūra ir apimtis. Disertaciją sudaro įvadas, keturi skyriai: pirmasis apima teorinio tyrimo rezultatus; antrasis skirtas empirinio tyrimo metodologijos analizei; trečiąjį sudaro kiekybinių ir kokybinio tyrimo rezultatų pristatymas; ketvirtajame pateiktas nežymų intelekto sutrikimą turinčių paauglių visuminis lytiškumo ugdymo modelis; išvados, literatūros sąrašas ir priedai (kompaktinėje plokštelėje). Disertacijoje pateikti 8 paveikslai ir 53 lentelės. Bendra disertacijos apimtis 156 puslapių (be priedų). Remiamasi 270 literatūros šaltiniais. Prieduose pateikiami empirinių tyrimų anketų pavyzdžiai, kokybinio tyrimo analizės duomenys, kiekybinių tyrimų duomenų statistinių skaičiavimų rezultatai.

IŠVADOS

1. Išvados ir apibendrinimai, grindžiami teorinio konteksto pagrindu

Nežymų intelekto sutrikimą turinčių paauglių lytiškumo problemos daugiadalykiškumą ir daugiaspramiškumą lemia platus dar neištirtų lytiškumo konceptų spektras: nepaisant plataus šios tematikos probleminio lauko filosofijoje, sociologijoje, socialinėje psichologijoje, edukologijoje, nepakankamai pagrįsta negalę turinčių asmenų lytiškumo fenomeno tipologija, neatskleistas lytiškumo sąvokos turinys. Tuo tikslu atlikta lytiškumo ir lytiškumo ugdymo turinio koncepto teorinė analizė ir operacionalizacija:

- Negalę turinčių asmenų teorinė lytiškumo fenomeno analizė leido išvelgti mokslinio domėjimosi lytiškumo ugdymo klausimais augimo tendenciją kitose šalyse, tačiau Lietuvoje jo koncepto analizė nepakankamai giliai apibrėžiama.
- Analizuojant lytiškumo konceptą principinis tampa lytiškumo ir seksualumo sąvokų atskyrimo klausimas, pabrėžiant visuminę lytiškumo sampratą, susidedančią iš lyties, lytiškumo ir seksualumo konstrukty.
- Nežymų intelekto sutrikimą turinčių paauglių, kaip ir kitų negalę turinčių asmenų, lyties identiteto raida grindžiama, remiantis lytinio tapatumo teorijomis, įtraukiant negalę, kaip neatsiejamą lyties identiteto formavimo(si) komponentą.
- Negalę turinčių mokinių lytiškumo ugdymas nėra reglamentuotas, todėl jo turiniui įtaką daro ne tik socialinės, edukacinės aplinkos nuostatos į lytiškumo sampratą, bet ir kultūrinės aplinkos formuojamas stereotipinis požiūris į intelekto sutrikimą turinčių asmenų lytiškumą.
- Remiantis mokslo tarpdisciplinine (filosofijos, sociologijos, socialinės psichologijos ir edukologijos) analize, lytiškumo edukacinėje praktikoje išskiriamos šios teorinės nuostatos:
 - Lytiškumo ugdymas remiasi visumine (holistine) asmenybės raida, teigiančia, kad vaiko vystymąsi ir jo ugdymą sąlygoja dorovinių, emocinių, fizinių, psichinių ir dvasinių galių plėtra. Holistinis požiūris į vaiką atspindi jo integralumą ir visapusiškumą.
 - Socialinio konstruktyvizmo požiūris į lytiškumo ugdymą sieja pasaulio pažinimą su socialine aplinka, kuriančia tikrovės konstrukcijas, ypač bendradarbiavimą su kitais. Svarbiausiu uždaviniu laikoma ne tikrovės įsivaizdavimas, o metodų, kuriant tikrovės konstrukcijas, taikymas.
 - Pragmatizmo filosofija pabrėžia ne žinių, o gebėjimų svarbą, kad žmogus, panaudodamas savo ir visuomeninę patirtį, spręstų įvairias (kartu ir lyties identiteto) gyvenimo problemas.
 - Feministinis požiūris į lytiškumo ugdymą nurodo, kad ugdant nežymų intelekto sutrikimą turinčius mokinius reikėtų remtis trečiosios bangos postmoderniuoju feminizmu, teikiančiu reikšmę marginalizuotoms, diasporinėms ir kolonizuotoms kultūroms, kurios akcentuoja postfeminizmo binarines lyčių bei seksualumo kategorijas, kreipiant dėmesį į translytinių, transseksualių, biseksualių individų patirtį.

- Remiantis teorinėmis įžvalgomis į lytiškumo konstruklą, suformuotas nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno modelis, apimantis socialinių įgūdžių, bendravimo gebėjimų, emocijų, seksualinės elgsenos bei destruktivaus elgesio demonstravimo komponentus.
- Atlikta nežymų intelekto sutrikimą turinčių paauglių lytiškumo sampratos operacionalizacija ugdymo aplinkos, turinio, principų ir metodų aspektais leidžia daryti tokias įžvalgas:
 - Moksliniame diskurse apibūdinama lytiškumo ugdymo aplinka: edukacinė, socialinė ir kultūrinė, jų sąveikos aktualumas.
 - Lytiškumo ugdymo turinys susideda iš socialinio, biologinio ir psichoemocinio konstrukto.
 - Nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymas privalo remtis lygių vyro / moters saviraiškos galimybių, švietimo prieinamumo, kompleksiskumo, visybiškumo, aktualumo, universalumo, komandinio darbo ir suprantamumo principais.
 - Akcentuojama aktyviųjų mokymo metodų (vaidybiniai žaidimai, interaktyvūs pratimai, situacijų modeliavimas ir kt.) reikšmė ugdant lytiškumą: jie skatina mokinių dalyvavimą ir bendradarbiavimą, kūrybiškai pasirinkti mokymo priemonės ir išteklius.

2. Išvados ir apibendrinimai, grindžiami empirinių tyrimų rezultatais pagrindu

2.1. Ištyrus nežymų intelekto sutrikimą turinčių paauglių tėvų ir pedagogų požiūrį į šeimą, santuoką, lyčių tarpusavio santykių ypatumus, išskirtos jų esminės nuostatos į lytiškumo konstruklą, darančios įtaką paauglių lytiškumo ugdymo turinio įgyvendinimo kontekstui:

- Lytiškumo sampratos konstruktas siejamas su išvaizdos, patrauklumo akcentavimu, moters „šeimos židinio globėjos“ vaidmeniu; šis požiūris būdingas labiau tėvams, o jo formavimuisi lemiamą reikšmę galimai turi asmens išsilavinimas, t. y. kuo jis žemesnis, tuo svarbesnė žmogaus išorė, moters vaidmuo šeimoje.
- Lytiškumo sampratoje išryškėjo veiklios moters įvaizdis, kas rodo, kad vyksta pokyčiai pasiskirstant lyčių vaidmenis, tačiau moteris nėra visiškai emancipuota, nes jai vis dar priskiriamas „šeimos židinio globėjos“ vaidmuo, ji atsiduria dar sudėtingesnėje situacijoje.

2.2. Išanalizavus ekspertų požiūrį į nežymų intelekto sutrikimą turinčių paauglių lytiškumo raišką, pagrindžiamas lytiškumo raiškos fenomeno modelis, apimantis šiuos lytiškumo raiškos konstruktus: socialinius įgūdžius, bendravimo gebėjimus, emocijų raišką, seksualumo požymius, destruktivų elgesį. Lytiškumas ne tik reiškiasi per šiuos komponentus, bet ir formuoja lytiškumo raiškos fenomeną šių konstrukcinių elementų visumoje.

2.3. Atlikus tėvų ir pedagogų požiūrio analizę į nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymą, išvelgtos skirtingos nuostatos į šių asmenų lytiškumo sampratą: nuo deklaruojamo lytiškumo aktualumo akcentavimo iki kategoriško lytiškumo neigimo.

- Pedagogai lytiškumo ugdymą laiko aktualia nežymų intelekto sutrikimą turinčių paauglių ugdymo problema dėl mokinių ir jų tėvų nepakankamų žinių apie lytiškumą, auklėtinių aktyvaus lytinio gyvenimo, mokinių emocijų ir elgesio sutrikimų, socialinių įgūdžių trūkumo, neigiamo šeimos ir socialinės aplinkos poveikio ugdytiniams.
- Išryškėjo skirtingos nuostatos į šių paauglių šeimos kūrimą ateityje: tėvai deklaruoja rengimo šeimai svarbą, o pedagogai dažniausiai tai kategoriškai neigia.
- Išvelgtas tėvų ir pedagogų sąveikos trūkumas lytiškumo ugdymo procese: tėvai nepakankamai įtraukiami į lytiškumo formavimą, trūksta bendradarbiavimo kultūros plėtojimo.
- Tėvų ir pedagogų traktuojamas lytiškumo ugdymo turinys atspindi teorinėje analizėje išskirtus socialinį, psichoemocinį ir biologinį lytiškumo ugdymo turinio konstruktus, tačiau priešingai nuo mokslo literatūroje akcentuojamo socialinio ir psichoemocinio turinio aktualumo, pedagogai daugiausia pabrėžia biologinio lytiškumo ugdymo turinio svarbą. Tai rodo, kad ugdymo įstaigose vis dar įsivertinęs medicininis požiūris į neįgalų mokinį.

2.4. Nežymų intelekto sutrikimą turinčio paauglio visuminis lytiškumo ugdymo modelis apibūdinamas šiomis dimensijomis:

- Visuminio lytiškumo ugdymo modelio pagrindas yra lytinio tapatumo formavimas(is) per negalės ir lytiškumo sąsają. Lytinis tapatumas formuoja ne tik savęs kaip lytinės būtybės supratimą, bet ir atsispindi *lytiškumo raiškoje*, kuris intelekto sutrikimo atveju reiškiasi per socialinius įgūdžius, bendravimo ypatumus, emocijas, seksualumą ir destruktivų elgesį.
- Lytiškumo ugdymas neatsiejamas nuo *socialinės, edukacinės, kultūrinės aplinkos* sąmoningai ir nesąmoningai perteikiamos lytiškumo sampratos. Svarbi aplinkų *sąveika*, jų vieningas požiūris į nežymų intelekto sutrikimą turinčių paauglių lytiškumą, jo ugdymo svarbą, stereotipinio požiūrio kaita feministinės, socialinio konstruktyvizmo teorijos, visuminio (holistinio) asmenybės supratimo, pragmatizmo filosofijos kontekste.
- Lytiškumo ugdymas turėtų apimti *psichoemocinį, socialinį ir biologinį lytiškumo ugdymo* turinį, kurio dalių įgyvendinimas leistų paaugliui formuoti įgūdžius, gebėjimus bei suteikti žinias, reikalingas tarpasmeniniams santykiams, šeimos kūrimui ir kt.
- Įgyvendinant lytiškumo ugdymo turinį tikslinga dažniausiai naudoti individualų metodą, tačiau ne mažiau svarbūs yra žodiniai, praktiniai, vaizdiniai, kūrybiniai ir žaidybiniai metodai, jų kompleksinis taikymas.
- Nežymų intelekto sutrikimą turinčių paauglių lytiškumo ugdymo įgyvendinimui svarbu parengti kompetentingi, kvalifikuoti specialistai, individualizuota, mokinių poreikius atitinkanti, mokomoji metodinė medžiaga ir ugdymo nuoseklumas.

2.5. Tyrimo rezultatai leidžia konstatuoti, jog disertaciniame darbe formuluojamos hipotezės, teigiančios, kad nežymų intelekto sutrikimą turinčių paauglių lytiškumo raiškos fenomeno struktūra apima socialinius įgūdžius, emocijas, seksualinę elgseną bei destruktvyvaus elgesio demonstravimą, o lytiškumo ugdymo turinys siejamas su socialinės ir edukacinės aplinkos dimensijomis: lytiškumo konstrukto visybiškumu, ugdytojų ir šeimos nuostatomis į nežymų intelekto sutrikimą turinčių paauglių lyties identitetą, yra empiriškai patvirtintos.

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**CONCEPTUALISATION OF GENDER AND SEXUALITY OF
ADOLESCENTS WITH MILD INTELLECTUAL
DISABILITIES AND CONTENT OF SEXUALITY
(SELF-)EDUCATION**

Summary of the Doctoral Dissertation

**NEŽYMŲ INTELEKTO SUTRIKIMĄ TURINČIŲ PAAUGLIŲ LYTIŠKUMO IR JO
UGDYMO(SI) TURINIO KONCEPTUALIZAVIMAS**

Daktaro disertacijos santrauka

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