#### Hayashi, M., Arakida, M., & Ohashi, K. (2011). The effectiveness of a sex education program facilitating social skills for people with intellectual disability in Japan. *Journal of Intellectual & Developmental Disability*, *36 (1)*, 11 – 19.

Keywords: emotional and sexual life, intellectual disability, education.

This paper is the result of an Japanese research project on the effects of a sex education programme for people with intellectual disabilities in Japan. Eight education sessions were held ; participants were then questioned on their assimilation of knowledge. These sessions concerned particularly care of the body, physical appearance, self-presentation, communication, the differences between men and women, biological functioning of the genital organs, and sexuality.

**METHOD**

Two groups of people with intellectual disabilities were included in the sex education sessions : 1) a treatment group of 17 people (13 men and 4 women) with an average age of 29 to 30 years old (the people were aged between 19 and 45 years)

2) a control group of 17 people (11 men and 6 women) with an average age of 30 to 31 years old (the people were aged between 19 and 56 years).

Each group was divided into two smaller groups at the weekly sessions. To measure the effect of the sessions, the authors used a measuring tool called KiSS-18. This tool consists of asking a series of 18 questions on three specific topics : communication, management (personal care) and problem-solving. The questionnaire was tested on six people before it was used, to ensure that the terms were clearly understood. It was administered a month before the sessions and then a month after.

**RESULTS**

The authors noted three results, after having verified a lack of effect of the sessions on the control group (group with the most independent lifestyle). 1) The usefulness of the sessions for the treatment group was noted by the authors. 2) The presence of volunteers (without deficiencies) to lead the sessions was positively perceived, the authors considered that this presence enabled an improvement in the participants’ communication skills. 3) Several participants (essentially those with the greatest intellectual deficiency within the group) had a tendency to give the ‘right’ answer, that is, the answer they imagined to be the one that researchers and teachers wanted. Difficulties with giving a personal answer was noted by the authors.

This document stems from a project by the Resource Center Applied Research and Disability and its partners: the CeRHes (Centre Ressources Handicaps et Sexualités), CH(s)OSE (Collectif Handicap et Sexualité OSE), CCAH (Comité National Coordination Action Handicap). It was written by Aurélien Berthou (doctoral student in sociology at the CERLIS, Centre de recherches sur les liens sociaux).