

Sexuality and People with Intellectual Disabilities

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I. Designed On Purpose, For Purpose

- a. The Design
 - i. Purposeful
 - ii. Personal (Being and Doing)
- b. The Distortion
 - i. Control
 - 1. Eugenics
 - 2. Abuse
 - ii. Confusion
 - 1. Asexual
 - 2. Perpetual Children
 - 3. Innocence
 - 4. Oversexed
 - 5. Consequences:
 - a. Delayed or Absent Sexuality Instruction
 - b. Distorted Sexuality Instruction
 - c. Increased Vulnerability to Abuse
 - d. Guilt and Shame

II. Created As Individuals, For Community

- a. Individual Integration
 - i. Brain Matters
 - 1. Rigidity
 - 2. Regulation
 - a. Attention
 - b. Arousal
 - c. Sensory Processing
 - ii. Mind Matters
 - 1. Learning
 - a. Generalization
 - b. Concrete Thinking
 - c. Intake and Processing Speed
 - 2. Thinking
 - a. Idealism
 - b. All or Nothing
 - c. Minimize Maximize
- b. Community Integration
 - i. Hovering Helpers
 - ii. Empowering Helpers

III. Train for Life – Practical, Real Life Strategies

- a. Love
 - i. Warning Labels
 - ii. Emotional Ties
- b. Purity
 - i. Temptation Trap
 - ii. Temptation Freeze
- c. Safety
 - i. Disease Prevention
 - ii. Abuse Prevention
 - iii. Saying NO
 - 1. With Words
 - 2. With Your Body
- d. Singleness
 - i. Assessment
 - ii. Affirmation
 - iii. Abstinence
- e. Dating
 - i. Friendships
 - ii. Healthy Relationships
 - iii. Boundaries
- f. Marriage

IV. Empower to Serve

- a. Response-Ability
 - i. Competency – “Can I?”
 - ii. Conscience – “Should I?”
 - iii. Choice
- b. Releasing
 - i. Parent Fears
 - 1. Talking about sex
 - 2. Handling Tough Questions
 - 3. Children Know Too Much
 - ii. Parent Guidelines
 - 1. Embrace our Sexual Design
 - 2. Reaffirm your own Values
 - 3. Establish Private Boundaries
 - 4. Sooner Rather than Later
 - 5. Use Clear/Accurate Language
 - 6. Be Strategic and Situational
 - 7. It’s OK not to Know
 - 8. Teach Creatively
 - 9. Acknowledge Feelings
 - 10. Repeat, Repeat, Repeat