



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
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Μεταπτυχιακή διατριβή που υποβάλλεται στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ. – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

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Λέξεις – Κλειδιά: σεξουαλικότητα και Αυτισμός, σεξουαλική κακοποίηση, σεξουαλική διαπαιδαγώγηση και Αυτισμός, Διαταραχές Αυτιστικού Φάσματος και σεξουαλική ταυτότητα, σεξουαλικές σχέσεις.

Abstract

The purpose of the present Diploma Thesis is, through a systematic review of international and Greek literature, to analyze five aspects of the thematic topic *Autism and Sexuality*, namely self-gratification and sexual relationships of individuals with Autism Spectrum Disorder, as well as sexual identity, sexual abuse and the role of sex education. Through the selection of specific keywords, and clearly defined entry and exit criteria (eligibility and exclusion) of bibliographic sources from databases (Google Scholar, Research Gate, Taylor and Francis, NIH, Psych.Apa Info), the Prisma diagram is formed that guides the present systematic indexing. The research questions answered in the present systematic study are as follows: 1) What does the available literature say about self-gratification of individuals with Autism Spectrum Disorder? 2) Does Autism Spectrum Disorder affect the development of quality and safe sexual relationships in adolescents and adults with the neurodevelopmental disorder? 3) What do the recent empirical studies report on the sexual identity of individuals with Autism Spectrum Disorder? 4) What are the rates, causes and risk factors for sexual abuse of children, adolescents and adults with Autism Spectrum Disorder? 5) What is the role of sex education and parenting of children with Autism Spectrum Disorder via a developmental perspective? A total of twenty-five articles were included in this review – five articles answer each one of the above research questions. The systematic review revealed five key findings: (1) That sexual self-gratification is evident in the autistic population but is often misinterpreted. (2) Sexual relationships are feasible, although influenced by social and communication difficulties. (3) There is an increased gender and sexual diversity. (4) People with ASD are more vulnerable to sexual abuse. (5) Individualized sex education is considered necessary to prevent and enhance autonomy.

Key – Words: sexuality and Autism Spectrum Disorder (or Autism), sexual abuse, sex (or sexual) education and Autism Spectrum Disorder, Autism Spectrum Disorders and sexual identity, sexual relationships.

Όσον αφορά τη σεξουαλική διαπαιδαγώγηση, οι πιο πρόσφατες μελέτες, όπως αυτές των Löfgren-Mårtenson (2012), Nichols & Blakeley-Smith (2010) και Holmes & Himle (2014), υπογραμμίζουν την επείγουσα ανάγκη για εκπαιδευτικά προγράμματα προσαρμοσμένα στις συγκεκριμένες ανάγκες των ατόμων με ΔΑΦ. Η Löfgren-Mårtenson (2012) εντοπίζει μια κρίσιμη έλλειψη πληροφοριών σχετικά με τη σεξουαλικότητα και τη συναίνεση σε νέους με ΔΑΦ, γεγονός που ενισχύει την ιδέα ότι οι εκπαιδευτικές παρεμβάσεις θα πρέπει να σχεδιάζονται ειδικά για αυτήν την ομάδα. Οι Holmes & Himle (2014) παρέχουν στοιχεία σχετικά με την αποτελεσματικότητα των προγραμμάτων σεξουαλικής αγωγής που χρησιμοποιούν εξατομικευμένες και συμπεριφορικές προσεγγίσεις, χρησιμοποιώντας οπτικά βοηθήματα και ανατροφοδότηση για τη διδασκαλία κατάλληλων σεξουαλικών δεξιοτήτων και τη μείωση ακατάλληλων συμπεριφορών. Αυτά τα ευρήματα συμφωνούν με το συμπέρασμα ότι η σεξουαλική διαπαιδαγώγηση θα πρέπει να είναι προσβάσιμη, προσαρμοσμένη στα μαθησιακά στυλ και τις αισθητηριακές ανάγκες των μαθητών με ΔΑΦ και θα πρέπει να περιλαμβάνει πληροφορίες σχετικά με τη συναίνεση, τα προσωπικά όρια και τον τρόπο αναγνώρισης καταστάσεων κινδύνου. Τέλος, μελέτες σχετικά με τις αντιλήψεις γονέων όπως αυτές των Dekker et al. (2015) και Koller (2000), υπογραμμίζουν τη σημασία της υπέρβασης των προκαταλήψεων και της δυσφορίας που συχνά βιώνουν οι ενήλικες όταν ασχολούνται με τη σεξουαλικότητα σε άτομα με ΔΑΦ. Αυτές οι μελέτες υπογραμμίζουν ότι, σε πολλές περιπτώσεις, οι γονείς και οι επαγγελματίες υποτιμούν τις σεξουαλικές ικανότητες των νέων με ΔΑΦ, γεγονός που οδηγεί σε έλλειψη εκπαίδευσης και προετοιμασίας για την αντιμετώπιση προκλήσεων που σχετίζονται με τη σεξουαλικότητα και τις σχέσεις.

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