

ISAWP: Inclusive Sexuality a World of Possibilities

Affective-Sexual Education Workshop Model

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Acknowledgement

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As part of the ISAWP project, this model of a workshop on affective-sexual education for young people with disabilities is presented.

Affective-sexual education is conceived, from a contemporary pedagogical perspective, as a comprehensive, continuous educational process adapted to the individual's developmental stage, encompassing physical, emotional, relational, social, and ethical dimensions.

Regarding people with disabilities, pedagogical and psychoeducational evidence shows that the absence of accessible sex education does not eliminate interest in or behaviors related to sexuality, but rather increases confusion, vulnerability, and the risk of uninformed learning. Therefore, this program is based on the principle that adapted sex education acts as a protective factor, promoting autonomy and well-being.

This model proposes addressing comprehensive sex education through workshops not only for young people, but also, from a broader perspective, for their families and professionals.

From this perspective, families play a key role. Their beliefs, fears, silences, and support strategies directly influence the development of autonomy, emotional security, the capacity for consent, and the construction of a positive identity.

Likewise, there is a need to train education, health, and social intervention professionals in an updated, ethical, and rights-based approach that allows them to support the affective-sexual development of these young people with disabilities through prevention, autonomy, and respect for diversity.

Theoretical and Regulatory Framework

The training is based on:

- The human rights model, which recognizes sexuality as a fundamental right.
- The social model of disability, which focuses on eliminating barriers and providing support.
- Current scientific evidence on sexuality, autism, and vulnerability.

Pedagogical and Ethical Framework of the Intervention:

The sessions are based on:

- The neurodiversity paradigm, which recognizes autism as a legitimate form of human diversity.
- The social and rights-based model, which situates difficulties within environmental barriers.
- The Problem of Double Empathy (Milton), understanding relational - misunderstandings as bidirectional.
- The principles of cognitive and communicative accessibility, including Augmentative and Alternative Communication (AAC).

Within this framework, affective-sexual education is conceived as a continuous educational process, not as a one-off intervention or a mechanism for behavioral control.

Pedagogical principles of the program: Design and implementation of the

WORKSHOPS FOR YOUNG PEOPLE

The design and implementation of the 13 workshops for young people are based on the following principles:

- **Rights-based education**

Sexuality is addressed as a human right, avoiding restrictive or moralizing approaches. Respect for one's own body, self-determination, privacy, and diversity is promoted.-

- **Structured and sequenced learning**

The program follows a progressive pedagogical logic, moving from basic and concrete concepts toward more complex and abstract content, while respecting individual maturation and processing times.

- **Cognitive and communicative accessibility**

Content is adapted through clear, explicit, and literal language, visual supports, and everyday examples, reducing ambiguity and facilitating understanding.

- **Preventive and educational approach**

The prevention of abuse, violence, and risky relationships is addressed through education rather than fear, strengthening personal and relational skills- .

- **Life skills development**

Beyond providing information, the program seeks to develop emotional, communicative, and social competencies that can be transferred to everyday life.

Pedagogical justification of the content itinerary

Sexuality: what it is and what it is not (Sessions 1 and 2)

From a holistic sexuality perspective, it is essential to broaden the concept of sexuality beyond the sexual act. These sessions establish a solid conceptual foundation, avoiding reductionist interpretations common among autistic adolescents, and promote a socially contextualized understanding of sexuality.

Knowing my body and bodily changes (Sessions 3 and 4)

Body awareness is a key element in sex education. From a pedagogical perspective, understanding one's own body and the changes of puberty contributes to self-esteem, autonomy, and the prevention of risky situations, especially for individuals who have difficulty identifying bodily sensations.

Emotions and affectivity (Session 5)

Emotional education is inseparable from sex education. These sessions allow for working on the identification, understanding, and expression of emotions—fundamental skills for establishing secure and respectful relationships.

Links and types of relationships (Sessions 6 and 7)

Differentiating between types of relationships helps prevent relational misunderstandings and unrealistic expectations. These sessions provide a clear framework for understanding the diversity of relationships and their boundaries

.Communication in Relationships (Session 8)

Effective communication is developed as a teachable skill. Skills that are often taken for granted are explicitly addressed, reducing the risk of conflict, rejection, or misunderstanding.

Consent and Personal Boundaries (Sessions 9 and 10)

These sessions form a core pedagogical framework. Consent is taught as an explicit, continuous, and reversible process, adapted to the participants' cognitive understanding. Setting boundaries reinforces self-protection and mutual respect.

Healthy and Risky Relationships (Session 11)

From a preventative perspective, participants are encouraged to identify warning signs and controlling dynamics, promoting critical thinking and the ability to ask for help.

Sexual Health (Session 12)

Information on sexual health is presented in a clear and non-alarmist way, promoting responsible behavior and self-care, essential elements of well-being.

Sexual Diversity and Identity (Session 13)

This session is based on an inclusive pedagogy that recognizes diversity as part of the human condition, fostering respect, acceptance, and the positive construction of identity.

Sexuality and the Digital World (Supplementary Session)

The inclusion of this session responds to a current pedagogical need. Sex education must address digital environments, which are especially relevant for autistic adolescents, in order to prevent risks and promote responsible and safe use.

Pedagogical Coherence and Educational Quality

The program ensures coherence between:

- Educational objectives
- Content
- Methodology
- Continuous assessment

Structured repetition, thematic progression, and constant reinforcement facilitate the consolidation of learning and its generalization to real-world contexts.

WORKSHOPS FOR PROFESSIONALS

General Objective

To train professionals to address the sexuality of young people with disabilities, adolescents, and adults from a comprehensive, preventative, and rights-based approach.

Specific Objectives

- To understand sexuality as a broad dimension present throughout the lifespan.
- To identify the specific characteristics of affective-sexual development in people with disabilities.
- To incorporate a sexual rights-based approach into professional practice.
- To provide tools for addressing affectivity, communication, consent, and boundaries.
- To prevent situations of abuse, violence, and vulnerability.
- To promote coordination with families and interdisciplinary teams.

Target Audience. Professionals in:

- Primary, secondary, special education, and speech and language therapy.
- University and vocational training faculty.
- Psychology.
- Pedagogy and educational psychology.
- Speech therapy and occupational therapy.
- Social work and social education.

Methodology. The training is delivered through:

- Structured theoretical presentations.
- Guided professional analysis and reflection
- Use of accessible visual materials.

A participatory, respectful methodology adapted to professional practice is promoted.

Duration

- Total duration: 4 hours (4 one-hour sessions).
- Format: in-person, online, or blended.

WORKSHOP FOR FAMILIES

Methodology

The training is delivered through:

- Structured theoretical presentations.
- Guided professional analysis and reflection.
- Use of accessible visual materials.

A participatory, respectful methodology adapted to professional practice is promoted.

Duration

- Total duration: 3 hours (3 one-hour sessions)
- Format: In-person, online, or blended.

Session 1

Sexual Rights and Disability: Sexuality Beyond the Sexual Act

This session is pedagogically justified as the foundation of the program, as it allows families to:

- Recognize the sexual rights of people with disabilities, in accordance with the UN Convention on the Rights of Persons with Disabilities.
- Understand sexuality as a broad dimension that includes affection, bonding, identity, pleasure, intimacy, and communication.
- Challenge ableist approaches that infantilize or desexualize people with disabilities.

From an educational perspective, this session promotes a shift in conceptual framework, essential so that subsequent sessions are not conducted from a place of fear, guilt, or overprotection.

Session 2

Sexuality Without Taboos or Judgment: Myths, Family Communication, Consent, Respect and Reciprocity, Emotional Management, Warning Signs, Abuse, and Vulnerability

Pedagogically, this session addresses the need to equip families with communication and emotional tools, understanding that silence and taboos increase vulnerability.

It is justified because it allows for:

- Dismantling myths about sexuality and autism (hypersexuality, asexuality, inability to consent).
- Addressing consent as an ongoing communicative process, rather than as an abstract concept.
- Working on emotional regulation related to desire, rejection, frustration, and attachment.
- Identifying warning signs, abuse, and situations of vulnerability, without blaming the autistic person.

From an accessible pedagogical approach, it is emphasized that all individuals can learn and express consent and boundaries, respecting their mode of communication and their pace.

Session 3

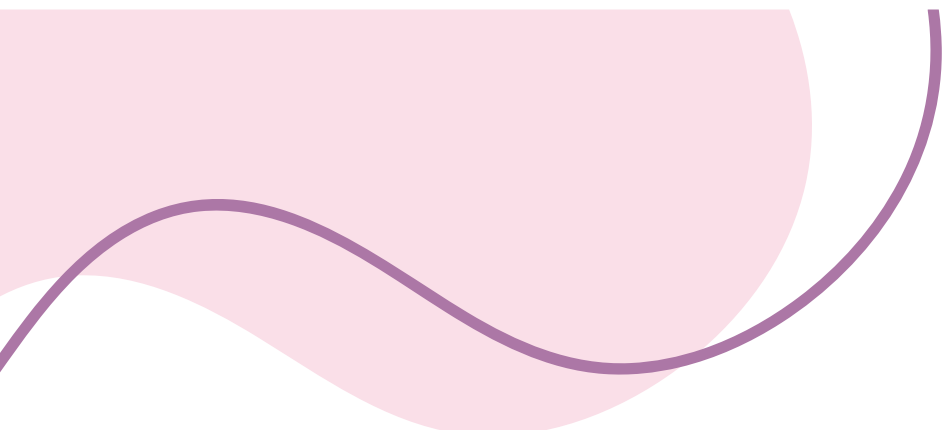
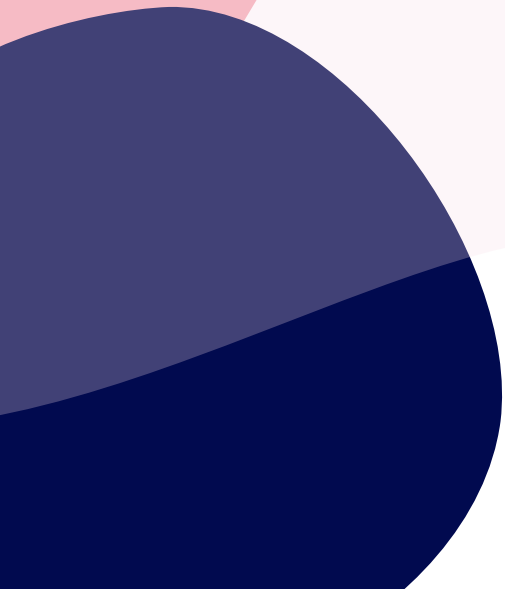
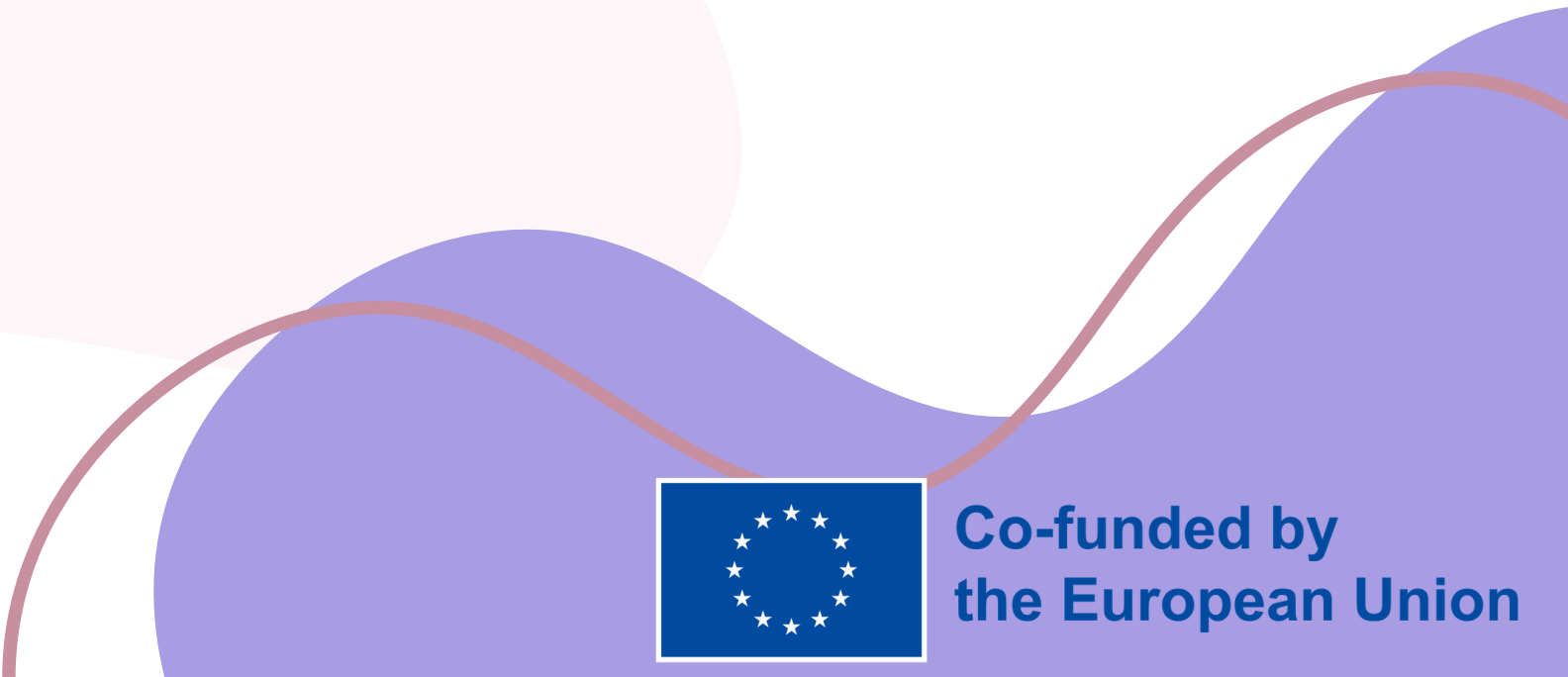
Sexuality in the Digital Age: Social media, pornography, STIs, sexual and gender diversity, impact on identity, and digital warning signs

This session is pedagogically justified by the central role of the digital environment in socialization, identity exploration, and contemporary relationships.

It allows families to:

- Understand the role of social media and digital content in the construction of affective-sexual identity.
- Address pornography from an educational and critical perspective, rather than a moralizing one.
- Introduce accessible information about STIs and self-care, linked to rights and autonomy.
- Support sexual and gender diversity, avoiding pathologization or denial.
- Recognize digital warning signs (grooming, coercion, exposure of intimacy, misinformation).

From a pedagogical standpoint, prevention is approached through knowledge and trust, rather than prohibition.



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