

# Sexuality and Intellectual Disability : Implications for sex education

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Propositions accompanying the dissertation

## **Sexuality and Intellectual Disability**

Implications for sex education

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October 10<sup>th</sup>, 2013

1. In order to make the necessary improvements to sex education for people with intellectual disabilities they themselves need to be involved in the development process (this thesis).
2. The sexual health of people with intellectual disabilities will never be up to standard if others do not recognize that sex education programs need a theory and an evidence-base (this thesis).
3. Paid care staff are not unwilling to teach sex education; they just need someone to set an example (this thesis).
4. Knowledge about which methods are effective for teaching sex education to people with intellectual disabilities is incomplete and limited (this thesis).
5. A good-looking intervention is not necessarily an effective intervention.
6. To help science progress, researchers need to share their data, syntax, intervention manuals and other relevant information related to their research.
7. People with intellectual disabilities are experts on their own lives; we, as researchers, are only there to listen, to ask the right questions and, together, to make sense of it all.
8. Doing research is a waste of time and money if results are not put into practice.
9. "Well-behaved women seldom make history" ~ Laurel Thatcher Ulrich.
10. The experience a person gains during a PhD project is more than the sum of its parts.