

# LIBRO DE ABSTRACTS DEL I CONGRESO INTERNACIONAL DE SEXUALIDAD

*Expresando la diversidad*



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(1) *Universitat Jaume I de Castelló. Castellón*; (2) *Universitat de València. Valencia.*

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(1) *Salusex-Unisexsida. Departamento de psicología básica, clínica y psicobiología, Universitat Jaume I de Castelló. Castellón.*

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(1) *Universitat Jaume I de Castelló. Castellón*; (2) *Universitat de València. Valencia.*

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(1) *Universitat de València. Valencia*; (2) *Universitat Jaume I de Castelló. Castellón.*

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(1) *Universitat Jaume I de Castelló. Castellón*; (2) *Universitat de València. Valencia.*

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(1) *Universitat de València. Valencia*; (2) *Universitat Jaume I de Castelló. Castellón.*

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Cordeiro Gama, R. (1); Caçador Anastácio, Z. F. (2)

(1) *Ph Student, CIEC, Institute of Education, University of Minho. Portugal*; (2) *CIEC, Institute of Education, University of Minho. Portugal*

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Anastácio, Z. (1); Beliz, V. (2)

(1) *CIEC – Instituto de Educação da Universidade do Minho. Portugal*; (2) *CIEC – Instituto de Educação da Universidade do Minho. Portugal*

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## P032 ANÁLISIS DIFERENCIAL DEL RIESGO DE ABUSO SEXUAL EN PERSONAS CON DIVERSIDAD FUNCIONAL INTELECTUAL

Caballero Gascón, L. (1); Morell Mengual, V. (1); Gil-Llario, M.D. (2); Fernández García, O. (1); Endrino Vilanova, M.J. (2)

(1) *Universitat de València. Valencia;* (2) *Universitat Jaume I de Castelló. Castellón.*

Identificar situaciones que aumentan la probabilidad de abuso sexual es un factor protector para prevenir situaciones de riesgo, especialmente en población vulnerable como las personas con diversidad funcional intelectual (DFI). Así, el objetivo de este trabajo es analizar si variables como el tipo de vivienda, haber tenido o no pareja y haber recibido educación sexual, influye sobre el riesgo de abuso sexual en personas con DFI. Para ello se utilizó el instrumento recientemente validado de Detección del Riesgo de Abuso Sexual (DRAS) aplicado a una muestra de 246 personas con discapacidad intelectual leve o moderada (55.3% hombres; 44.7% mujeres). Observamos que según el tipo de vivienda (vivienda tutelada, domicilio familiar, residencia, independizado/a), la diferencia de medias se acerca a la significación ( $p = .092$ ) en el Factor de “factores de riesgo y habilidades de autoprotección”: concretamente, el riesgo en este factor es mayor entre los que viven en residencias ( $M = 2.27$ ). Al calcular el tamaño del efecto, se aprecia que a pesar de que las diferencias no alcanzan la significación, el tamaño del efecto es entre bajo y moderado ( $f = .16$ ). Atendiendo a si han recibido o no educación sexual, parece que el riesgo en el Factor de “falta de conocimiento de las reglas de intimidad” es ligeramente menor entre los que sí han recibido, aunque las diferencias tampoco alcanzan la significación ( $p = .063$ ). Por último, según si han tenido o no pareja, aquellas personas que sí han tenido parecen tener una tendencia mayor al riesgo pese a que las diferencias no han llegado a ser significativas ( $p = .071$ ). Estos resultados permiten concluir que una mayor autonomía, así como conocimientos y experiencias en sexualidad, parecen proteger frente al abuso sexual.

## P033 PERCEPTIONS OF TEACHERS IN INITIAL PRIMARY TEACHER EDUCATION ON SEXUALITY AND GENDER IN BRAZIL AND PORTUGAL: PILOT STUDY FOR VALIDATION OF QUESTIONNAIRE

Cordeiro Gama, R. (1); Caçador Anastácio, Z. F. (2)

(1) *Ph Student, CIEC, Institute of Education, University of Minho. Portugal;* (2) *CIEC, Institute of Education, University of Minho. Portugal*

This paper aims to present preliminary results of a PhD research in Child Studies at University of Minho, Portugal. The main objective of this research is analyze the gender and sexuality understanding of Brazilian and Portuguese teachers in initial primary teacher education. A questionnaire was made considering the reveiw of the literature, which was submitted to teachers in both Brazil and Portugal. The questions were

designed to know teachers' concepts of gender and sexuality and the pedagogical practice of these teachers in relation to these subjects in their daily routines at school. The results revealed that some important information about the teachers were not included in the questionnaires, as initial training. In addition, it was observed that teachers believe to be important to address this subject with the students, but the lack of continuing education creates a sense of deficiency preparation to discuss it. It is concluded that the application of the questionnaire revealed good results. Adaptations and improvements will be made for future new applications.

Key-words: Sexuality; Gender, Education, School, Children

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## **PO34 CONCEPTIONS OF KINDERGARTEN TEACHERS ON CHILD DEVELOPMENT AND LEARNING IN THE FIELD OF SEXUALITY: PILOT STUDY FOR VALIDATION OF INSTRUMENT**

Anastácio, Z. (1); Beliz, V. (2)

(1) CIEC – Instituto de Educação da Universidade do Minho. Portugal; (2) CIEC – Instituto de Educação da Universidade do Minho. Portugal

Kindergarten teachers play an important role in what concerns to sex education, given the affection and bonding established with children. However, these professionals still find difficult to accept that sex education begins with the youngest children. Literature points to lack of knowledge about child sexuality and difficulties of these teachers engaging to sexual education from the pre-school age. In order to evaluate the conceptions of kindergarten teachers regarding sexual development and learning of preschool children, we used the Sexual Education Questionnaire for Childhood Educators (SEQCE), which resulted from the translation of The Questionnaire on Young Children's Sexual Learning (Koch & Brick, 1996) which consists in three scales. The first scale assesses knowledge about children's sexual development and learning; the second assesses attitudes and beliefs about children's sexual learning; and the third examines the level of comfort related to sexual development of children. The original questionnaire was translated to Portuguese, followed by its retroversion. The instrument was also subject to the evaluation of 2 judges and 2 specialists, followed by a pilot test, applied to a 11 kindergarten teachers sample. The internal consistency analysis was measured by Cronbach's alpha coefficient, with acceptable values being obtained at all three scales, and the consistency of the instrument was considered satisfactory. The first results highlight the lack of training, which is in line with recent investigations and proves the need of training investment within these professionals.

Key words: Sexual Education; pre-school education; educators of childhood, questionnaire.