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EFFECT OF IMPARTING SELF PROTECTION SKILLS AGAINST SEXUAL ABUSE TO FEMALE WITH MILD INTELLECTUAL DISABILITY THROUGH VISUAL PROMPTING TECHNIQUES

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ABSTRACT

Women with Intellectual Disabilities have a wide range of abilities and disabilities. Mostly they have difficulties in learning and comprehension when compared to the normal. Most of these women were under protected life than adolescents do without disabilities. Overprotection often heightens the risk of abuse, lack of knowledge, habitual over compliance, limited assertiveness and undifferentiated trusting were the frequent byproducts of this protected lifestyle. In order to make women to come out of such abuses and to illuminate their lives with safety and dignity, they should learn self protection skills. So that they can develop a safety network of trusted adults to talk to , increased communication skills to talk about bodies, an understanding of healthy, respectful relationship, learning to identify and express their own personal boundaries, knowledge to identify abusive situations/ less likely to experience physical or sexual abuse.

Key Words: Intellectual disability, Self protection skills, Abuse.

1. INTRODUCTION

According to the Indian census (2011) women constitutes 20% (1,18,24,355) of the total population of persons with disabilities among them nearly 5.6%(6,34,916) were females with Intellectual Disability. People with intellectual disabilities are more exposed to violence and to various forms of abuse of power over decision – making, lack of self-respect, lack of access to community based services, poverty, lack of optimistic images of people with disabilities in popular media (National clearing house on family violence 1993).Existing studies have documented that women with Intellectual disabilities are at a greater risk than any other group of women. Particularly women with intellectual disabilities are not typically taught the necessary skills required to protect themselves against such abuses. In order to protect this vulnerable group from such abuses they need self protective techniques to be adapted in every individual's ability level.



2. OBJECTIVES

- To explore the current knowledge on Self Protection Skills among female with Mild Intellectual Disability.
- To develop Visual Prompting package
- To examine the knowledge of Self Protection Skills that they have against sexual abuse before and after intervention.
- To assess the acquisition of knowledge on Self Protection skills against sexual abuse among Mild Intellectually Disabled females with respect to variables such as Age, Type of institution, Locality, Socio Economic Status and Education of the Parents.

3. REVIEW OF LITERATURE

L.A. Caspar , L.M. Glidden, examined the "Sexuality education for adults with developmental disabilities", A sexuality education program with a newly developed curriculum was provided to 12 adults with developmental disabilities (DD) to find out whether their sexual awareness and knowledge could be increased, and their attitudes regarding sexuality could be changed. Pretest/posttest design was used. The results revealed that the knowledge increased and attitudes had changed for the adults with Developmental disability.

Hickson L, Khemka I, Golden H (2008) carried out a study to find out the measures related to “protection for people with disabilities “. Thirty six women with intellectual disability who were prone for abuse and no history in the previous five years were investigated. The study was done in the areas of decision-making in response to simulated situations of different forms of abuse, including sexual, physical, and verbal abuse. Findings showed that there was a significant difference between the two groups in response to abuse situation. Those who had already prone for abuse were able to protect themselves than others.

4. NEED FOR THE STUDY

A girl with a disability is two times more likely to be sexually or physically assaulted than girls without disabilities. One of the reasons why women with disabilities are at such high risk of being abused is the attitudes that society holds towards them. Women are generally seen as objects of aggression and control and when a woman has a disability she is an easy target for abuse. Chenoweth (1997) reported that the experiences of violence against women with disabilities have been neither voiced nor heard. Girls with disabilities often do not have proper personal safety vocabulary to report instances of abuse. So it is the need of the hour to discuss the challenges faced by the disabled girls and the importance of self protection skill to attain their higher education.

5. METHODOLOGY

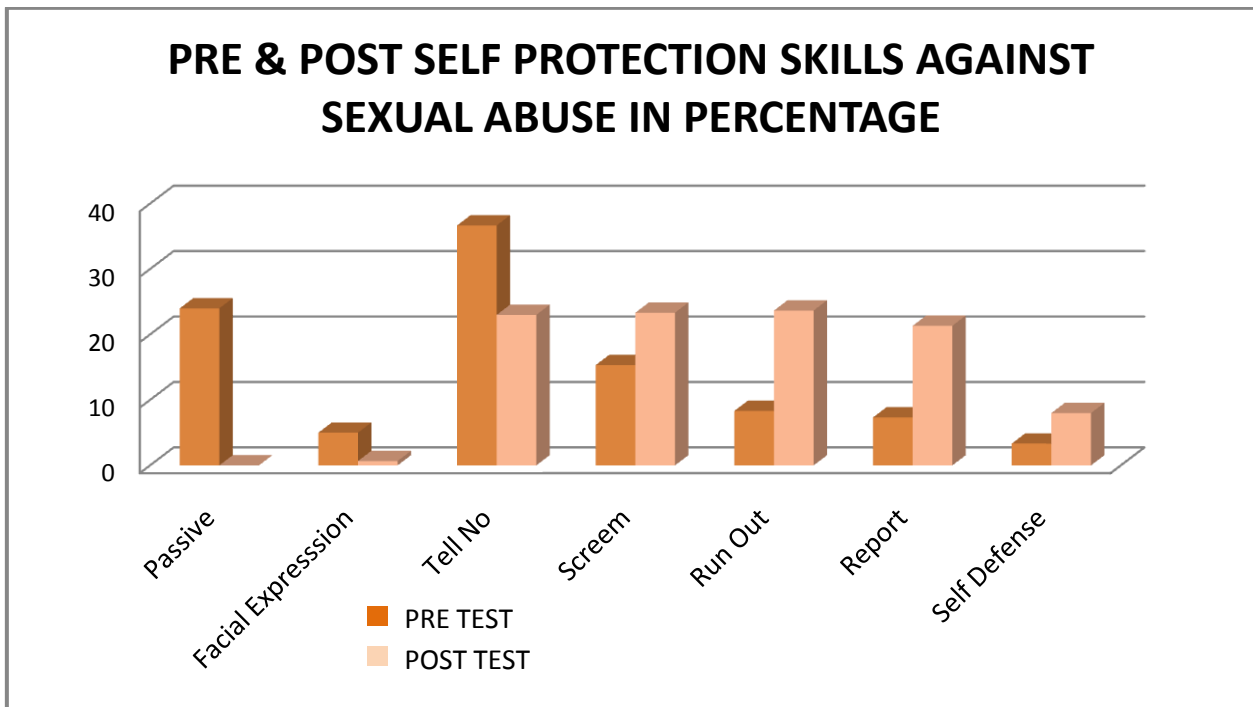
Thirty female samples with Mild Intellectual disability (14-25Years) were selected for the study using stratified random sampling method. The variables were Age, Education of the Parents, Locality, Family Income and Type of institution. Seven point Rating scale was used to assess the knowledge on self protection skills against sexual abuse in managing various abusive situations in the pre test and posttest. The intervention was given for a period of nine months using Visual Prompting Techniques. Quasi Experimental Design was used in this study.

Totally seven self protection skills were taught from lower level to higher level skills such as facial expression, tell no, scream, run out, report and attack. If they were passive they will come under the category of never defended and the score of 1 will be given. If they show facial expression they will be categorized as very rarely defended and the score 2 will be given. If they show facial expression and tell No they will be classified as rarely defended category and the score of 3 will be given. If they use the skill of screaming along with facial expression, or Tell no or both are marked under occasionally defended with the score of 4. If they use the skill of run out along with any of the previous skills they will be classified under frequently defended category with the score of 5 points. If the skill of reporting is used along with any of the previous skills they will be come under the always defended category with the score of 6 points. a maximum score of 7 will be given and it is marked as successfully defended , for those who use the higher order skill of attack , along with any of the previous skills.



Table 1. Enhancement of Self Protection skills against Sexual Abuse before and after Intervention Table

Behaviour		Skills before Intervention								Skills After Intervention							
		ND	VRD	RD	OD	FD	AD	SD	Total	ND	VRD	RD	OD	FD	AD	SD	Total
Hugging	No	20	1	5	1	2	1	0	30	0	0	20	6	2	2	0	30
	%	66.7	3.3	16.7	3.3	6.7	3.3	0	100	0	0	66.7	20	6.7	6.6	0	100
Kissing	No	13	2	9	3	1	2	0	30	0	0	14	11	3	1	1	30
	%	43.3	6.66	30	10	3.3	6.66	0	100	0	0	46.66	36.66	10	3.3	3.3	100
Sexy Talk	No	7	3	13	1	1	3	2	30	0	0	9	11	5	3	2	30
	%	23.3	10	43.33	3.3	3.3	10	6.66	100	0	0	30	36.66	16.66	10	6.66	100
Fondling	No	7	0	13	4	4	2	0	30	0	0	6	10	10	3	1	30
	%	23.3	0	43.33	13.3	13.3	6.66	0	100	0	0	20	33.33	33.33	10	3.3	100
Threatening	No	4	2	10	7	4	3	0	30	0	0	2	13	10	5	0	30
	%	13.3	6.6	33.33	23.3	13.3	10	0	100	0	0	6.66	43.3	33.33	16.66	0	100
Molestation	No	3	1	13	8	4	6	0	30	0	0	5	9	10	3	3	30
	%	10	3.3	43.3	26.66	13.3	20	0	100	0	0	16.66	30	33.33	10	10	100
Make to do Unwanted Activities	No	2	0	16	7	3	1	1	30	0	0	7	6	7	6	4	30
	%	6.66	0	53.3	23.3	10	3.3	3.3	100	0	0	23.3	20	23.3	20	13.3	100
Exhibitionism	No	3	3	11	7	3	2	1	30	0	1	1	2	9	17	0	30
	%	10	10	36.66	23.3	10	6.6	3.3	100	0	3.3	3.3	6.66	30	56.66	0	100
Pornography	No	6	3	11	4	2	3	1	30	0	1	3	0	7	19	0	30
	%	20	10	36.66	13.3	6.66	10	3.3	100	0	3.3	10	0	23.3	63.33	0	100
Touching the Private Parts	No	7	0	9	4	1	4	5	30	0	0	2	2	8	5	13	30
	%	23.3	0	30	13.3	3.3	13.3	16.66	100	0	0	6.66	6.66	26.66	16.66	43.33	100



With regard to sexual abuse 37% of female fall under rarely defended category against 23% in the posttest. Twenty four percentages of females were never defended in pretest but none of them were passive in the post test. Fifteen percent of females defended occasionally in pretest as against 23% in the posttest. Eight percent were frequently defended during the abusive situation in the pretest but it was increased to 24% in the posttest. 7% were defended always in the pretest against 21% in the posttest. Five percent were very rarely defended in pretest and it also reduced to 1% in the post test. The higher order skill of attack was used by the 3% (i.e) they have successfully defended in the pretest and it had increased to 7% in the post test.

The overall result showed that that the females have learned the higher order self protection skills. The result of the study reflects the view of Lee YK, Tang CS (1998) that the modified behavior skill training improved the prevention of sexual abuse among female Chinese adolescents with Mental Retardation.

Table 2. Pre and Post test mean scores for the self protection skills against sexual abuse among females with Mild Intellectual Disability

Area	No	Df	Testing	Mean	S.D	t-value significant at 1% level
Self protection skills against sexual abuse	30	29	Before	31.43	10.47	11.44
			After	46.60	7.27	

With regard to the pre and post test mean scores in acquisition of knowledge on self protection skills against sexual abuse, the t- value is 11.44. The hypothesis stated that there was no significant difference between pre and post



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test mean scores on acquisition of knowledge on self protection skills against sexual abuse provided through visual prompting techniques” was rejected. This shows that the intervention was effective.

6. CONCLUSION

Imparting Self Protection skills are imperative in the case of persons with Intellectual Disability. Since Intellectually Disabled is doubly discriminated i.e. not only being a disabled but also a women. Hence it is necessitated the investigator to impart self protection skills. Visual Prompting Technique was used as a mode of intervention was found to be efficacious especially for this particular group. And this pioneer effort had opened avenue for further Research.

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