

CHAPTER - V

SUMMARY AND CONCLUSION

5.0 Introduction

A woman with intellectual disability faces discrimination at her home, starting from womb to tomb. She ventures out to the street and she is not sure what harassment would greet her at the corner. As a matter of fact gender-based discrimination and societal behavior leading to physical, psychological, sexual and emotional abuse bordering on cruelty is never scant in women's basket of woes. In order to make women to come out of such abuses and to illuminate their lives with safety and dignity, self protection skill training is imperative.

5.1 Objectives

The major objectives of the study are to

- Find out the overall achievement mean scores of knowledge on self protection skills against various types of touches before and after intervention.
- Study the overall achievement mean scores of knowledge on self protection skills against reporting skills before and after intervention.
- Explore the overall achievement mean scores of knowledge on self protection skills against physical abuse.
- Analyze the overall achievement mean scores of knowledge on self protection skills against physical abuse with respect to domains. (Beating, burning, kicking, pulling, biting, punching, beating with an object, pinching, head hitting and cutting with sharp objects).
- Study the overall achievement mean scores of knowledge on self protection skills against sexual abuse.
- Observe the overall achievement mean scores of knowledge on self protection skills against sexual abuse with respect to domains.

(Hugging, kissing, sexy talk, fondling, make to do sexual activities, exhibitionism, pornography, touching the private parts).

- Explore the overall achievement mean scores of knowledge on self protection skills against physical and sexual abuse with respect to demographic variables. (Age, Educational qualification of the parents, Family income, Locality and Type of Institution).
- Find out the sustainability of the effect of visual prompting technique on self protection skills.

5.2 Methodology

The present study consisted of 30 mild intellectually disabled females from the age group of 14-25 years. Quasi experimental design was followed in this study. Purposive sampling technique was followed to select the samples from the institutions in and around Coimbatore. Five types of demographic variables were taken as independent variables and six type of self protection skills were identified as dependent variables against physical and sexual abuse.

The study consisted of six phases. In first phase, demographic details were collected. In the second phase, the tools such as checklist and rating scale were developed along with the intervention module (video clippings and picture booklet). In third phase samples were pretested by using the checklist prepared on prerequisite knowledge for self protection skills and rating scale on self protection skills against physical and sexual abuse by creating "what if situation". In fourth phase, intervention was given through visual prompting technique. In fifth phase, posttest was conducted with the same tool and also by creating what if situation. In sixth phase follow up was done after three months to see the retention skill among the females with mild intellectual disability. Finally the test scores were analysed statistically.

The findings that have resulted from the qualitative analysis of the data are presented in this chapter. An attempt in this chapter is made to discuss this investigation. A list of recommendations and suggestions emanated from the present study were also given. Importance of imparting the self protection skills for the female with Mild Intellectual Disability is not realized. By realizing the need and importance of training intellectually disabled female in self protection skills, the investigator selected the problem of **“Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability”**

5.3 Findings

1. The post test and followup scores for knowledge on good and bad touch were higher than pretest score. Hence visual prompting technique was found to be efficacious in improving the self protection skills of female with mild intellectual disability.
2. Reporting skills had improved among the female with mild intellectual disability.
3. While considering the knowledge on self protection skills against physical abuse, post test and followup score was higher than the pretest score with respect to variables.
4. While considering the knowledge on self protection skills against sexual abuse, post test and followup scores were higher than the pretest score with respect to variables.
5. The mean scores of self protection skills against the domains of physical abuse such as flapping, burning, kicking, pulling, biting, punching, flapping with object, pinching, head hitting and cutting were found to be higher in posttest and followup than pretest with respect to domains.
6. The mean scores of self protection skills against the domains of physical abuse such as hugging, kissing, sexy talk, fondling, threatening, molestation, involves in sexual activity, exhibitionism,

pornography and touching the private parts were found to be higher in post test and followup than pretest with respect to domains.

7. Acquisition of knowledge on self protection skills against physical abuse was found to be independent of interaction between periods and the age.
8. Acquisition of knowledge on self protection skills against physical abuse was found to be independent of interaction between periods and the education of the parents,
9. Acquisition of knowledge on self protection skills against physical abuse was found to be independent of interaction between periods and the locality.
10. With regard to self protection skills against physical abuse the skills were found to be dependent of interaction between the periods and family income
11. With regard to self protection skills against physical abuse the skills were found to be dependent of interaction between the periods and type of institution.
12. After introduction of self protection skills against sexual abuse, the skills among the female with mild intellectual disability were found to be independent of interaction between periods and age.
13. After introduction of self protection skills against sexual abuse, the skills among the female with Mild Intellectual disability were found to be independent of interaction between periods and the Education of the parents.
14. Acquisition of knowledge on self protection skills against sexual abuse was found to be independent of interaction between periods and the Locality.
15. After introduction of self protection skills against sexual abuse, the skills among the female with mild intellectual disability were found to

be independent of interaction between periods and the Family income.

16. After introduction of self protection skills against sexual abuse, the skills among the female with mild intellectual disability were found to be independent of interaction between periods and the type of institution
17. After introduction of self protection skills against sexual abuse, the skills among the female with mild intellectual disability were found to be independent of interaction
18. In Bonferroni post hoc analysis the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of variables in acquisition of self protection skills against physical abuse.
19. In Bonferroni post hoc analysis the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of variables in acquisition of self protection skills against sexual abuse.

5.4 Discussion

In any research study, it is desirable to discuss the results in the light of previous research findings to make certain recommendations. In the current study, the investigator studied the enhancement of self protection skills among female with mild intellectual disability through visual prompting techniques. Five main variables such as age, type of institution, locality, and education of the parents and the family income were used to find out the difference in the acquisition of knowledge of self protection skills. Studies dealing with self protection skills though found in the past but specific investigation on mild intellectually disabled through visual prompting techniques were found to be rare. And also with the variables such as age, family income, residential status, type of institution and education of the parents were not pursued. Hence the investigator attempted to make the

study by including all these variables while most of the current research findings confirm with that of the previous research studies, certain other findings have also emerged. They are enumerated as follows.

1. In this research the female belonging to the age group of 20-25 yrs have acquired more knowledge on self protection skills against physical abuse and sexual abuse.
2. While considering the educational qualification, samples of literate parents had acquired more knowledge on self protection skills against physical abuse and sexual abuse than samples of illiterate parents. This reflects the view of Leutar (2007) that there is a need for additional education on sexuality for both people with mental disabilities and their parents along with support.
3. The Family income played a significant variable in this research. The female with Mild Intellectual disability belongs to middle income group have acquired the knowledge better than that of the females from lower income group in the acquisition of knowledge on self protection skills against physical and sexual abuse.
4. While comparing the scores of the self protection skills against physical abuse and sexual abuse with respect to Locality, the female with Mild Intellectual Disability from urban background acquired the knowledge better than that of the female from rural set up.
5. Regarding the Type of institution female with Mild Intellectual disability from residential institution acquired the knowledge on self protection skills against physical abuse better than that of the female from non residential institution.
6. Considering the Type of institution in the acquisition of knowledge on self protection skills against sexual abuse, the female from residential institution acquired more knowledge than the females from non residential Institution.

7. Significant difference between pre and posttest scores was found in reporting skills. This reflects the findings of Miltenberger (1990) who that the commercially available program on self protection skills for intellectually disabled had increased the knowledge of reporting skills but they need additional feedback to perform.
8. Knowledge on Self protection skills against physical abuse was found to be significant after intervention which is in consonance with the findings of Mazzucchelli (2001) who reports that the self protective behavior program provided to adults with intellectual disability had increased their personal safety skills.
9. Regarding the knowledge on self protection skills against sexual abuse. It was found to be significant after intervention which is in line with the findings of Lee and Tang (1998) that sexual abuse prevention program was more effective for female Chinese adolescents with mild mental retardation.

5.5 Recommendations

- Visual based intervention can be used for teaching basics on self protection skills among females with intellectual disabilities. The training procedures and prompting techniques should be formulated on the basis of specific needs of women with disabilities at each stage of their life.
- Rights to report against any violence must be ensured by educating the females with disabilities and also the community through different modes with safety and justice.
- Awareness need to be created among parents to be the advocates for the issues related to violence / abuse encountered by females with disabilities
- Significance of imparting knowledge on self protection skills among females with disabilities must be made mandatory in the Indian Penal Law.

- Attitudinal barrier regarding abuse, in general considered to be a sensitive issue in our Indian culture need to be addressed through picture and visual media.
- Significance of imparting knowledge on self protection skills among females with disabilities must be made mandatory as a policy decision.
- NGOs, Mass Media and celebrities can come forward to sensitize the issues related to violence and abuse faced by the females with disabilities. It can be through Rally, Documentary films and Awareness Programs..
- Revamping the curriculum of primary, High, secondary Education and also Teacher Education through incorporating self protection skills as an elective subject with extra hours. It can be encouraged through Role plays, dramas, essay competitions and projects announced at school and college levels.
- There must be a standard procedure for training the Intellectually Disabled in the area of self protection skills. These procedures should be formulated on the basis of specific needs of women with disabilities at each stage of their life.

5.6 Suggestions for further Research

1. A Research study may be carried out on the influence of self protection skills on different types of disabilities and for the normal children.
2. Comparative studies on the effects of self protection skills through different prompting techniques for the disabled may be investigated.
3. Studies can also be done on training the males with intellectual disability in this area.
4. Research can also be done in the area of self protection skills using different modalities in multimedia.

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5. The present study recommends conducting a further research on the different levels of intellectually disabled such as moderate, severe and profound.
 6. A comparative study on self protection skills against different types of abuse for the disabled may be investigated.

5.7 Conclusion

Violence against disabled women is pervasive with alarming prevalence rate. Especially women with intellectual disability are more likely to endure abuse than the other women with disabilities. Particularly the intellectual disabled females belonging to the age group of 14-25 yrs are more prone for physical and sexual assault. Hence the research is aimed to enhance their competency against abuse by means of prompting self protection skills through visual prompting technique, especially to this target group.

The intervention was multifaceted one incorporating the components such as safety, emotions body parts, good touch, warning signs, reporting skills and self protection skills. Which are basic for effective prevention in general.

To combat this issue, it is the need of the hour to create awakening in the society that.

***“Feminism needs to be appreciated
Dignity need to be protected
Life need to be felt
Rights need to be given and
Harassment needs to be eradicated”***

Hence physical and sexual abuse needs to be prevented. It is the mere responsibilities of the parents and teachers to compact knowledge on types of abuse and its protection. Considering the above factors this research ventures found to be efficacious in imparting self protection skills to the female with mild intellectual disability.