

SPECIMEN FORMAT FOR THESES OF MONTH

Faculty : Education

Department : Special Education

Branch/Area : Mental Retardation

Sub Subject Heading : Self Protection Skills through Visual Prompting Technique

Candidate's Name : R.Jamuna

Candidates Address with email : A-11, phase – 1, Kurichi Housing Unit,
Sidco (po), Coimbatore – 21.
jamunanandu@gmail.com

Title of the Thesis : **Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability**

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Name of the Supervisor : Dr. K. Sambath Rani

Designation of the Supervisor : Asst. Professor (S. G.)

Centre/ Department/School in which Research was conducted:

1. Ashreya Residential Home for Mentally Retarded
2. Avinashilingam Higher Secondary School for Girls,
3. Bharathi Rehabilitation Center for Special Children
4. Shreshta Learning Center for Special Children
5. Women's Voluntary Services
6. You Can Special School

University's Name and Address : Avinashilingam Institute for Home Science and
Higher Education for Women,
Coimbatore-641043

Abstract

Abuse against girl child is often a progression that manifests itself in many forms throughout their life. Even at the very beginning of life, a girl is the target of sex, subjected to discriminatory abortion or female infanticide in cultures where preference for having male child is widespread. Women and girls with disabilities are particularly susceptible to abuse. In India, a survey conducted in Orissa (2004) found out that almost all the women and girls with disabilities were beaten up at home, 25 per cent of women with intellectual disabilities had been raped and 6 per cent of women with disabilities had been forcibly sterilized, accounts CRPD (ibid). All people of all ages with intellectual and developmental disability are at risk of sexual abuse (Tang, Levy & Butler, 1999). Lack of understanding about sexuality may increase the risk of abuse (Cheng & Urdy, 2002). Poor understanding may be due to lack of information, or the inability to process information offered. Abuse is often underreported because the abused person may not be able to adequately describe an incident or the offender (Tang & Lee 1999).

Use of prompts is one of the most imperative tools used in teaching students with disabilities, particularly those with developmental disabilities (Wolery, Gast, Kirk, & Schuster, 1988; Wolery & Gast, 1984). Bryan and Gast (2000) suggests that visual prompts be presented through a variety of means including photographs, texts, pictures/line drawings and symbols. Over the years, visual prompts have been presented through the use of texts or static pictures.

Hence the knowledge on self protection skills, they can develop a safety arrangement of trusted adults to talk to, increase communication skills to talk about bodies, an understanding of healthy, reverent relationship, learn to identify and express their own personal boundaries, knowledge to identify abusive situations and they are less likely to experience physical or sexual abuse.

In this research, 30 Mild Intellectually Disabled females were from 4 special schools, 1 inclusive school and 1 Residential Home catering services to the Intellectually Disabled using purposive Sampling Technique. They were assessed using Personal Data Schedule along with Checklist on Types of Touches and Reporting skills (Rani.k.S & Jamuna.R 2012) and Rating scale to assess the level of self Protection Skills (Rani.k.S & Jamuna.R 2012) by creating “What if Situation’. Quasi Experimental Design was followed. In Stage 1, Pre requisite skills for self protection skills were implemented to the subjects for a period of 3 months using Video and Picture Prompting Method. Twelve sessions was given on each method, each session lasting for 45 minutes to one hour and the video lasts for 7 minutes 15 seconds.

In Stage 2, Self Protection skills against physical abuse were given to the subjects for a period of 4months using Video and Picture Prompting Method. Twelve sessions was given on each method each session lasting for 45 minutes to one hour and the video lasts for 7 minutes 12 seconds.

In Stage 3, Self Protection skills against sexual abuse were given to the subjects for a period of 4 months using Video and Picture Prompting Method. Twelve sessions was given on each method each session lasting for 45 minutes to one hour and the video lasts for 10 minutes 40 seconds.

After 11 months of intervention sample were reassessed using reassessed using Personal Data Schedule, Checklist and Rating scales by creating “What if Situation’. A follow-up was done after a period of three months using the same scales. There was a statistically significant difference in the mean prerequisite skills and self Protection Skills against physical and Sexual abuse after intervention and in the Follow-up phase. Thus proving the Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

Major Objectives

- Assess knowledge on pre requisite skills and Self protection Skills against Physical and Sexual abuse among females with mild Intellectual Disability.
- Find out the Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

Hypotheses

Based on the review of literature, the following alternate hypotheses were framed to test the objectives of the study

1. There is no significant difference in acquisition of knowledge on Prerequisite skills among females with Mild Intellectual disability
2. There is no significant difference in acquisition of knowledge on Self Protection Skills against Physical and Sexual abuse among females with Mild Intellectual disability
3. There is no effect of visual Prompting Technique on Self Protection Skills among females with Mild Intellectual disability

Methodology

Sample: Thirty females with mild Intellectual Disability were selected as sample using Purposive sampling method and assessed.

Tools Used

- Checklist on Pre requisite Skills (Rani.k.S & Jamuna.R 2012)
- Rating scales to assess the level of knowledge on Self Protection Skills (Rani.k.S & Jamuna.R 2012)

Statistical Techniques/Design

The data was analyzed statistically using paired't' test; Repeated Measures ANOVA and Bonferroni's Post-hoc analysis were computed.

Experimental: Pre and Post single group with Follow-up Design (Quasi Experimental Method)

Observation

It is observed that Visual Prompting Technique was effective in imparting knowledge on Self Protection Skills among Females with mild Intellectual Disability.

Inferences

- Females with Intellectual disability have problem in self protection skills against physical and sexual abuse
- Visual Prompting Technique is effective in imparting knowledge on Self protection Skills
- Knowledge on Self Protection Skills will help females with intellectual disability to overcome abusive situations

Any other: (Please Specify)

Findings

- The Visual Prompting Technique helped the sample in acquisition of skills on self protection skills against physical and sexual abuse
- In all the areas the retention level of skills was higher when compared to pre and post test
- Females in the age group of 20 – 25yrs acquired more knowledge on self protection skills than 14 – 19 years
- Middle income group acquired more knowledge than lower income group
- Subjects from urban set up acquired more knowledge than those from rural areas
- In self protection skills against physical abuse samples from residential institutions acquired more knowledge than those from non residential institutions
- Considering self protection skills against physical and sexual abuse the subjects moved from lower order skills to higher order skills in post and follow up (passive to tell no, scream, run out, report and attack)
- The periods and variables in sexual abuse are independent of interaction
- There was an interaction between the periods and variables in case of family income, and type of institution under physical abuse

Examiners:

Internal Examiner's: Dr. K.Sambath Rani

External Examiner's

<p>1. Devender Banda Associate Professor College of Education 3008, 18th St Texas Tech University Lubbock, TX 79409 USA Email: devender.banda@ttu.edu</p>	<p>2. Dr.k.S.Sukumaran M.A., M.Ed., Ph.D. Professor & Director School of Behavioural Sciences Mahatma GandhiUniversity. Kottayam - 686 560 Mobile: 09495684883 Email: ramendu07@yahoo.co.in</p>
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