
CHAPTER - III

METHODOLOGY

3.0 Introduction

The methodology of the present study entitled “**Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability**” is discussed under the following headings:

- 3.1 Area of the study
- 3.2 Selection of the sample
- 3.3 Selection of variables
- 3.4 Design of the study
- 3.5 Selection of content
- 3.6 Construction of tools
- 3.7 Scoring procedure
- 3.8 Pilot study
- 3.9 Reliability and validity
- 3.10 Conduct of the study
- 3.11 Data analysis procedure and
- 3.12 Conclusion

3.1 Area of the Study

Four special schools, one Residential Home and one Integrated School rendering services to the persons with intellectual disability in Coimbatore were identified for the study.

The institutions were

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

3.2 Selection of the sample

Purposive Sampling technique was followed to select females with mild intellectual disability between 14-25 years as sample for the study. The sample chosen for the study consisted of 30 intellectually disabled females belonging to mild disability group. Medical certificate was the only criterion for inclusion of the sample for research. Table 3.1 gives the distribution of the samples.

Table 3.1 Distribution of the sample

Name of the School	14-19yrs	20-25yrs
Ashreya Residential Home for Mentally Retarded	1	4
Avinashilingam Higher Secondary School for Girls, Coimbatore	3	0
Bharathi Rehabilitation Center for Special Children	5	0
Shreshta Learning Center for Special children	2	7
Women's Voluntary Services, Coimbatore	2	4
You Can Special School	2	0

3.3 Selection of the variables

Selection of variables is of utmost importance for a good research. Variables not only improve the quality of the study but also generalization of the results. The present study aims at analyzing the effect of visual prompting technique on self protection skills among females with mild intellectual disability in relation to several independent variables.

Research studies conducted revealed that level of disability, Age, different types of prompting technique and Type of institution contributed to differences in acquisition of skills. The investigator included variables which will have impact on the independent variables.

Locality and Education of the parents also contributed to differences in terms of achievement scores on self protection skills against physical abuse and Sexual abuse.

In the present study the dependent variables are self protection skills against Physical and Sexual abuse. A visual representation of self protection skills against physical and Sexual abuse is presented in Fig 3.1.

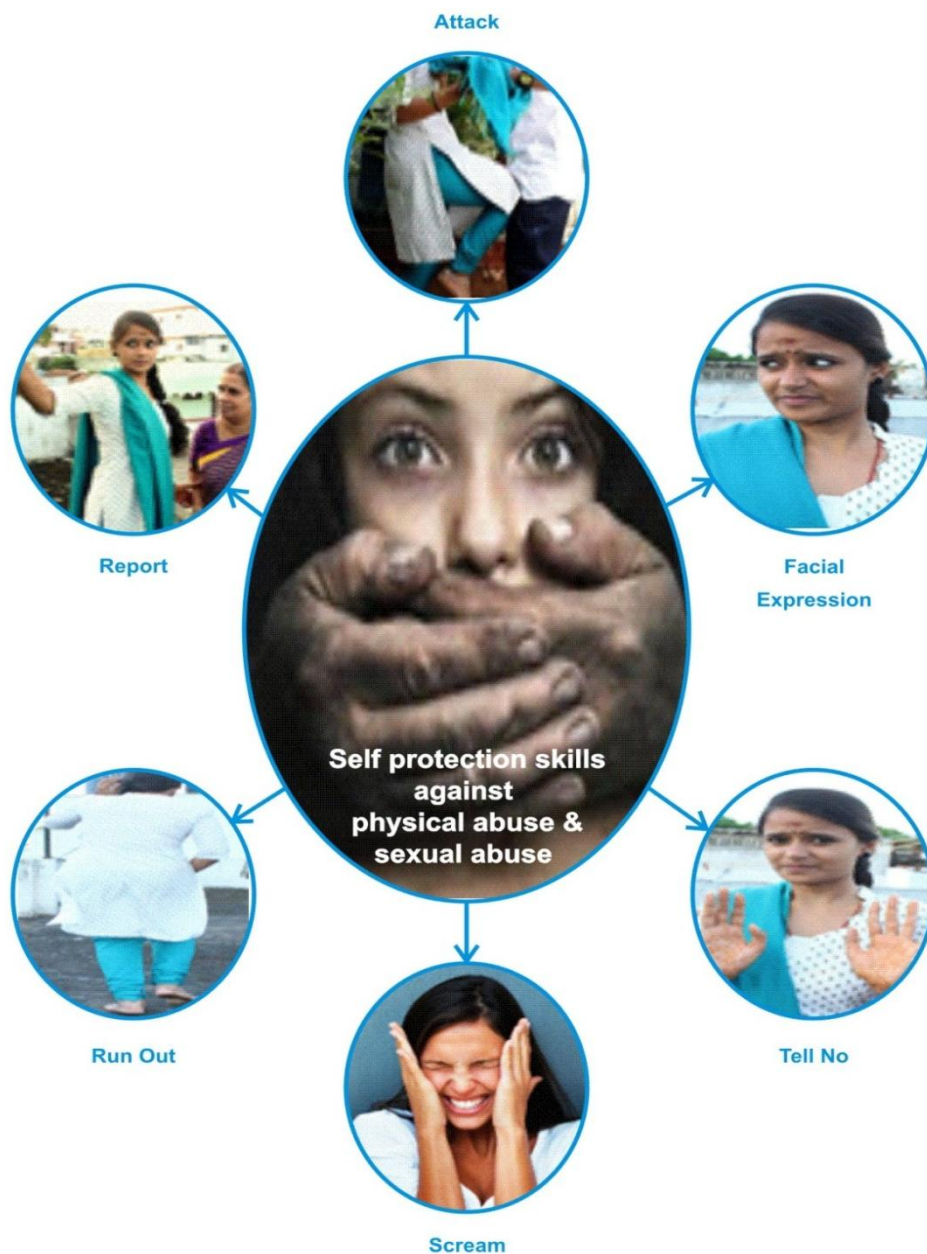


Figure 3.1: Self protection skills against physical and Sexual abuse related to dependent variable

The independent variables selected and their levels are given in the following Table.

Table 3.2 Independent variables and their level

Independent variable	Level
Age group	1. 14-19yrs
	2. 20-25yrs
Residential status	1. Residential
	2. Non residential
Family income	1. Middle income
	2. Low income
Locality	1. Rural
	2. Urban
Education of the parents	1. Literate
	2. Illiterate

3.4 Design of the Study

According to Best and Khan (1993), the salient features of pretest and posttest design is that pretest is administered before the application of the treatments and posttests are carried out at the end of the treatment period. Gain scores may be compared and subjected to further analysis to find out the difference between the means. The investigator followed Quasi Experimental Design which involves pre and post single group design as depicted below:

Levels (Age in Years)	Pretest	Treatment	Post test
14-19	O1	X1	O2
20-25	O3	X2	O4

The sample from the two Age groups was assigned as X1 and X2 indicating the experimental treatment. Visual prompting technique which enhances the self protection skills was applied to both Age groups. Odd numbers O1 and O3 indicate pretest, those with even numbers O2 and O4 indicate posttest. The steps followed in the conduct of the present study are shown in Fig 3.2.

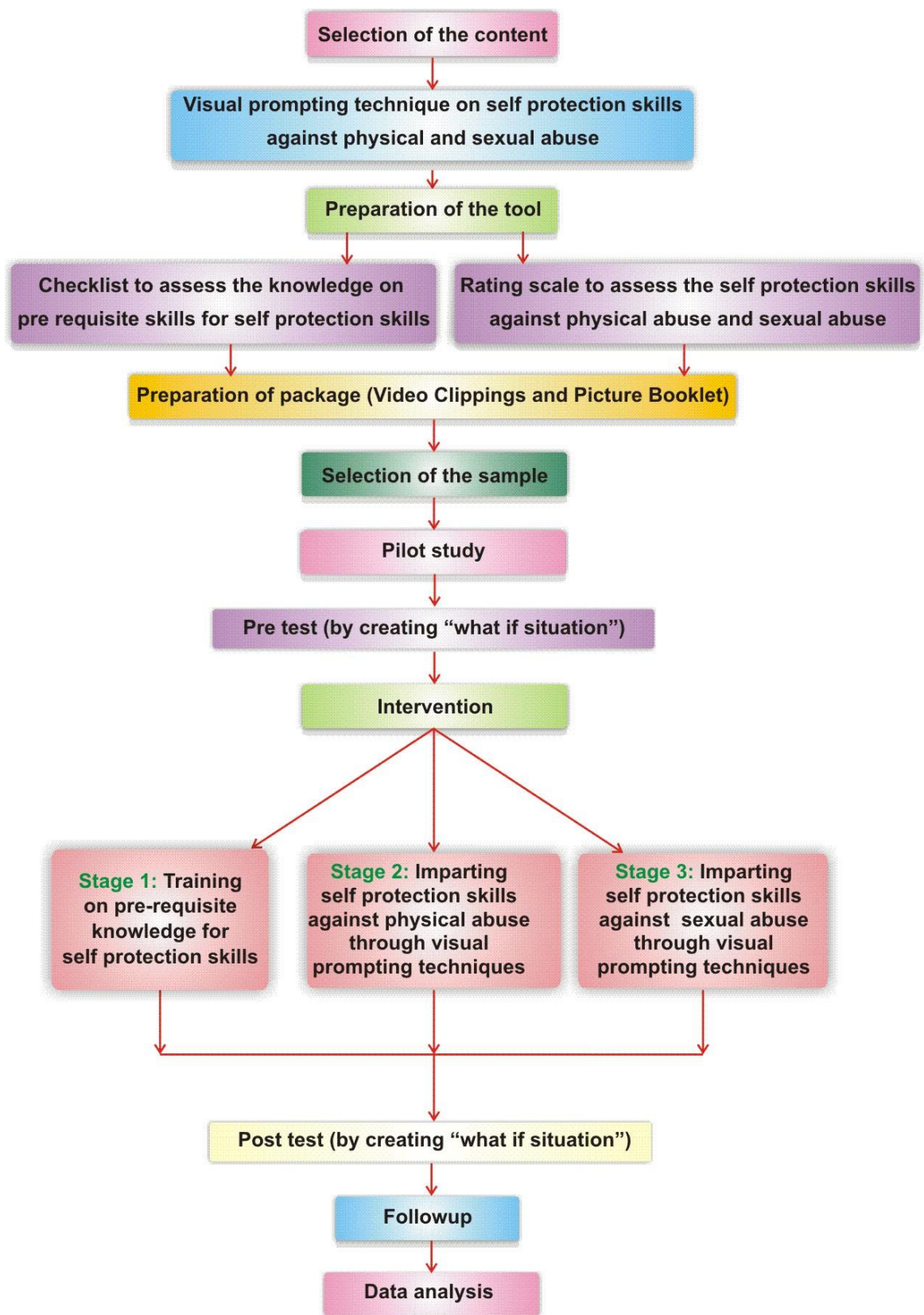


Figure 3.2: Flow chart indicating steps involved in the study

3.5 Selection of content

The need, importance and the meaning of self protection skills were studied and analysed. From various types of abuse only two types of abuse were selected which are common in the life of intellectually disabled females such as physical and Sexual abuse. For this purpose, the investigator had a thorough discussion with a panel of experts in the field of Special Education, Self defense and Psychology, and exploring literature. From a list of self protection skills six major components of self protection skills were identified along with the jury opinion.

Prior to self protection skills, pre requisite knowledge to be learnt was selected with the help of literature reviewed. They are (i) parts of the body (ii) feelings (iii) good and bad touch (iv) concept of private and public places (v) warning signs (vi) safety and (vii) reporting.

Prerequisite knowledge for self protection skills



Explanation of parts of the body



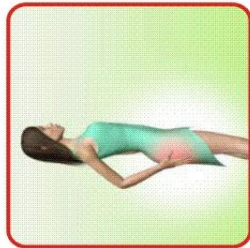
Head



Mouth



Hand



Buttocks



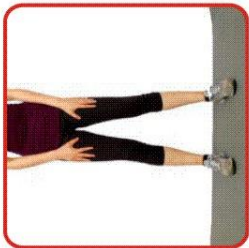
Eye



Neck



Hip



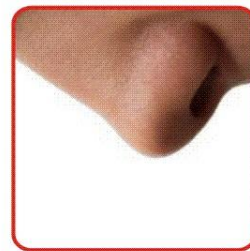
Thigh



Ear



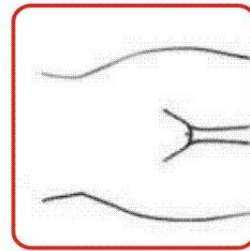
Breast



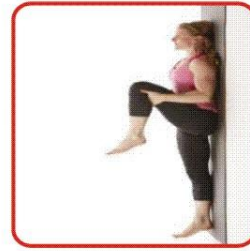
Nose



Stomach



Vagina



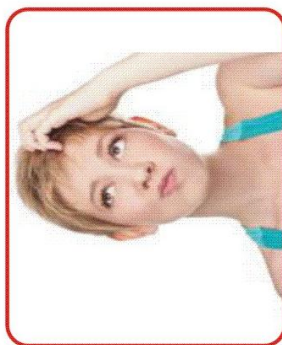
Leg

Feelings

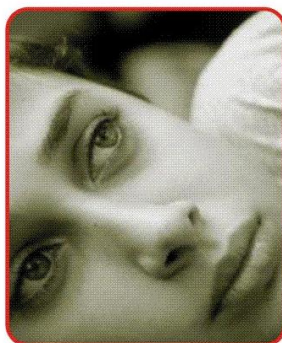
Every one of you has different feelings but your feeling is most important to you. You can share your feelings with your family members or with the person you trust. You should share with your mother, how you are feeling when someone touches you or talks about something.



Happy



Confused



Sad



Safety



Sexy



Jealousy



Fear



Annoy

Type of touches

There are many types in touches. But we should understand the difference among the touches. Such as friendly touch, helping touch, loving touch, sexual touch.

Good touch



Can be touched while helping



Can be touched by the doctors while treatment



Can be touched by the mother while caring

Bad touch

Touching the body when we are not in need
 Make us to touch others body or organs
 Touching sexually by the family members
 Touching the private parts such as breast, vagina, or buttocks



Breast



Buttocks



Vagina

Concept of private and public place



Public place/ temple



Defining the ways of dressing in outdoors



Private place/home



Defining the ways of dressing in indoors

Warning signs

Warning signs are actions which make your body physically uncomfortable. If you feel you are unsafe, then there will be some changes in your body such as heart beats rapidly



Heart beats rapidly



Forehead sweats



Teeth clenches



Feels crying



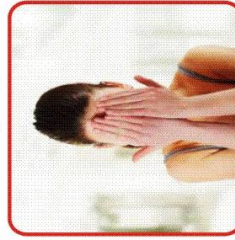
Hand sweats



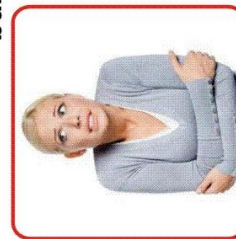
Goose bumps



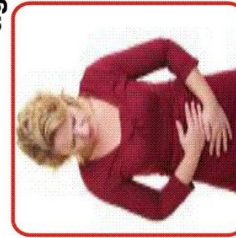
Eyes closes tightly



Hands close the eyes



Shivering



Uncomfortable feeling in stomach



Eyes open widely

Methods of self protection

If you feel fear, angry or confused when someone touches , you should remember the following points



No



Go - Run out from the dangerous situation



Tell - Report to someone you trust

Reporting



Report a person who hears you



Report to a person whom you trust



Report to a person who makes you feel safe and help you

Self protection skills against physical abuse

Ten types of physical abuse that are commonly faced by the intellectually disabled females were identified, they are slapping, burning, kicking, pinching, pulling, pushing, striking with an object, punching, head hitting and cutting with sharp objects. For the above mentioned physical abuses six types of self protection skills were identified and presented through picture and video prompting. They were (i) Showing Facial Expression (ii) Tell No (iii) Scream (iv) Run out (v) Report (vi) Self defense/Attack.

Self protection skills against each physical abuse



Slapping

If a person or a stranger slaps you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



Attack on his reproductive organ



Raise and rotate your hands continuously

Burning

If a person or a stranger burns you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self defense/attack



Attack on his reproductive organ



Attack on his eyes



Report to adults



Run out



Scream for help



Tell no



Catch and rotate his leg

Kicking

If a person or a stranger kicks you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Spit on his face continuously

Self defense/attack

Pulling

If a person or a stranger pulls you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



Attack on his reproductive organ



Move towards him



Stamp vigorously on his toe thumb

Biting

If a person or a stranger bites you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self defense/attack



Attack on his reproductive organ



Scratch on his face



Rotate your both hands

Punching

If a person or a stranger punches you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



Move backwards



Catch and rotate his hands vigorously



Spit on his face

Beating with an object

If a person or a stranger beats you with an object, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



Spit on his face continuously



Rotate both the hands vigorously

Pinching

If a person or a stranger pinches you, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Scratch on his face with your nails



Spit on his face continuously



Attack on his reproductive organ



Report to adults

Hitting on the wall

If a person or a stranger hits you on the wall, then you use the following self protection methods.



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self protection skills

Self defense/attack



Scratch on his face with your nails



Attack on his reproductive organ

Cutting with sharp objects

If a person or a stranger cuts you with sharp objects, then you use the following self protection methods.



Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self defense/attack



Scratch on his face with your nails



Attack on his reproductive organ

Self protection skills against Sexual abuse

Ten types of sexual abuse that are commonly faced by the intellectually disabled females were identified, they are hugging, kissing, sexy talk, involve in sexual activities, exhibitionism, pornography, molestation, threatening and touching the private parts. For the above mentioned sexual abuses six types of self protection skills were identified and presented through picture and video prompting. They were (i) Showing Facial Expression (ii) Tell No (iii) Scream (iv) Run out (v) Report (vi) Self defense/Attack.

Self protection skills against each Sexual abuse





Report to adults

Hugging

If a man / stranger hugs you forcefully, then use the following self protection method.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Break both of his little fingers



Attack on his reproductive organ



Attack his stomach with your elbow



Squeeze his both ears

Kissing

If a man / stranger kisses you sexually, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Scratch on his face with your nails



Attack his stomach with your elbow



Stamp your feet on his toe

Sexy talk

If a man/stranger talks with you sexually, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Spit on his face continuously



Scratch on his face with your nails

Threatening

If a man / stranger threatens you for sexual activity, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Spit on his face continuously



Scratch on his face with your nails



Stamp your feet on his toe

Fondling

If a man / stranger fondles you for sexual activity, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



If he hugs from behind break both of his little fingers



Stamp your feet on his toe

Molestation

If a man / stranger molests you for sexual activity, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self defense/attack



If he hugs from behind break both of his little fingers



Scratch on his face with your nails



Attack on his reproductive organ

Involves in sexual activities

If a man/stranger involves you in unwanted sexual activity, then you use the following self protection methods.

Self protection skills



Show aversion
in face



Tell no



Scream for
help



Run out



Report to
adults

Self defense/attack



Squeeze his
ears
aggressively



If he hugs from
behind break both
of his little fingers



Scratch on his
face with
your nails



Kick on his
stomach



Exhibitionism

If a man / stranger exhibits his private parts, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults

Self defense/attack



Attack on his reproductive organ



Spit on his face continuously



Kick on his stomach

Pornography

If a man/stranger shows pornographic pictures, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Self defense/attack



Scratch on his face with your nails



Spit on his face continuously



If he hugs from behind, break both of his little fingers

Touching the private parts

If a man / stranger touches your private body like breast buttocks or vagina, then you use the following self protection methods.

Self protection skills



Show aversion in face



Tell no



Scream for help



Run out



Report to adults



Stamp your feet on his toe



Attack his stomach with your elbow



Attack on his reproductive organ

Self defense/attack

1. Personal Data Schedule

General details about the selected intellectually disabled females i.e. about their Family, Education and Socio-economic status were obtained using the personal data sheet. The checklist contained items to elicit the above information which form the basis for interpretation of the data collected. **(Appendix-I)**

2. Checklist for knowledge assessment

It consisted of 2 domains i.e., knowledge on good and bad touch, and reporting skill.

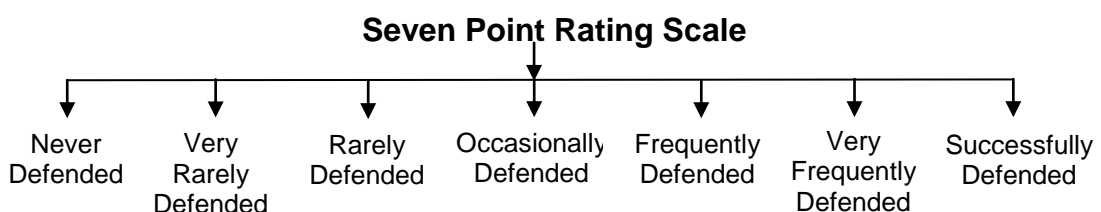
(a) Knowledge on good and bad touch

The checklist was prepared to assess the knowledge on Good Touch and Bad Touch among the Mild Intellectually Disabled when they experience different types of touches. Such as putting hands on the shoulder, hand shaking, holding hands while walking, sleeping with males, hugging, kissing, fondling and touching the private parts. (Appendix II)

(b) Knowledge on reporting skill

The checklist was prepared to test the knowledge on reporting skills of the sample, if they face the following situations. Whether they report the problems such as, falling down, feel sick, periods, quarrel with their friends, stomach pain, someone threatens, someone take their belongings, someone undress their dress, maintaining secret and someone hugs/kisses. (Appendix III)

(c) Rating scale to assess the knowledge on self protection skills against physical and Sexual abuse



A seven point rating scale was prepared for each abuse. It was rated as never defended, very rarely defended, rarely defended, occasionally defended, frequently defended, very frequently defended and successfully defended (Appendix IV and V).

3.7 Scoring procedure

Knowledge assessment checklist

(a) Good and Bad touch

The checklist for knowledge on good and bad touch had two options namely ‘**Yes**’ and ‘**No**’. One mark was given for correct response and zero for the incorrect response.

(b) Reporting skill

The checklist for reporting skills had two options namely “**Yes or No**”. Zero score was allotted for absence of reporting skill and one for presence of reporting skills.

(c) Rating scale to assess the knowledge on self protection skills against physical and Sexual abuse

For the assessment of self protection skills against physical and Sexual abuse “**what if situation**” was created among the samples and their reactions were scored with a seven point rating scale.

“What if situation”

In order to create a realistic situation a girl was modeled as a male was assigned the abuser role in the situation. The reaction of the sample to abusive situation was noted using seven point rating scale. The same method was followed for the two types of abuse such as physical and Sexual. The scoring procedure was presented in the following Table.

Table 3.3: Scoring procedure for self protection skills

Frequency	Skills	Scores
Never defended	Able to understand, feels uncomfortable, but don't know how to defend	1
Very rarely defended	Able to understand and show aversion in face (facial expression)	2
Rarely defended	Able to understand and show facial expression or tells no to abuse	3
Occasionally defended	Able to understand and scream for help along with facial expression or tell no	4
Frequently defended	Able to understand and run out from abusive situation along with facial expression or tell no or scream for help	5
Very frequently defended	Able to understand and report to adults along with facial expression or tell no or scream for help or run out	6
Successfully defended	Able to understand and self defense / attack along with facial expression or tell no or scream for help or run out or report to adults	7

3.8 Pilot study

Pilot study was conducted by administering the rating scale to find out the current knowledge on self protection skills among the Mild Intellectually Disabled females. Based on the scores secured by the samples, the investigator incorporated certain modifications. The modified tool was further scrutinized by experts namely Special Educators, Teacher Educators, Professors and Professionals working in the field of special Education. The tool was finalized based on their suggestion.

3.9 Reliability and validity

Regardless of the type of research, validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which the data were collected, analyzed and interpreted" Merriann (1988).

The following Table shows the Reliability of the two Rating Scale for self protection skills against physical and sexual abuse.

Table 3.4: Cronbach's Alpha Method

Type of abuse	Mean	Variance	Std. deviation	No of items	Cronbach's Alpha
Physical	39.43	218.05	14.77	10	0.95
Sexual	31.43	109.43	10.46	10	0.86

For finding the reliability, test instruments were pilot tested with a group of 30 samples. The samples were administered the test instruments. The Cronbach's alpha coefficient was calculated. Cronbach's Alpha is mathematically equivalent to the average of all possible split-half estimates. The reliability of the test Cronbach's Alpha is 0.95 and 0.86 and found to be highly reliable.

3.10 Validity of the tool

Checklist to assess the knowledge on prerequisite skills and rating scale for self protection skills against physical and Sexual abuse were developed. To validate content of each item in the test, it was determined by distributing to the Teachers, Professors, Educators, Psychologists and the Teacher Educators working in the field of Special Education.

Based on the reliability and validity the investigator contended that rating scale for self protection skills against physical and sexual abuse possessed face and content validity for this study

3.11 Conduct of the study

The study was conducted in six phases in Integrated Schools, Special Schools and in Residential Homes. The sample consisted of 30 females, 15 in each Age group allocated in two groups (14-19 yrs, 15-25yrs).

3.11.1. Phase I

In first phase, demographic details such as Age, Locality, Type of institution, Family income and Education of the parents were collected. Two months was allotted for collection of demographic details of the sample.

3.11.2. Phase II

In the second phase, checklist and rating scale were developed and the module (video clippings and picture booklet) for intervention programme for self protection skills was developed. The tools were prepared to assess the prerequisite knowledge on self protection skills and the self protection skills they use against physical and sexual abuse. Three months was taken to prepare the tools and the intervention package.

Video clippings and picture booklet

Video clipping and picture booklet were developed by the investigator in the regional language in Tamil and later it was translated to English. Video clippings and picture booklet focused on three areas:

- (i) Prerequisite knowledge for self protection skills
- (ii) Self protection skills against physical abuse
- (iii) Self protection skills against Sexual abuse

(i) Prerequisite knowledge for self protection skills

Prior to self protection skills the pre requisite knowledge was considered important. So the concepts such as parts of the body, feelings, warning signs, good and bad touch, safety and reporting were demonstrated in video clipping with audio explanation and the same concept in the picture booklet was also prepared.

(ii) Self protection skills against physical abuse

A video clipping with audio explanation and the same concept in the form of picture booklet was also prepared on self protection skills against physical abuse such as slapping, burning, kicking, pinching, pulling, pushing,

striking with an object, punching, head hitting and cutting with sharp objects. The self protection skills against the abuses were facial expression, tell no, scream, run out, report and self defense was projected.

(iii) Self protection skills against Sexual abuse

A video clipping with audio explanation and the same concept in the form of picture booklet was also prepared on self protection skills against Sexual abuse such as hugging, kissing, sexy talk, involve in Sexual activities, exhibitionism, pornography, molestation, threatening and touching the private parts. The self protection skills against the abuses were facial expression, tell no, scream, run out, report and self defense.

3.11.3. Phase III

In the third phase Pretest was conducted in two stages for two months

- a. Stage 1, Prerequisite knowledge on self protection skills were assessed using the prepared checklist (i.e.) knowledge on good and bad touch and reporting skills
- b. Stage 2, Self protection skills against physical and Sexual abuse were assessed by creating “**what if situation**”

3.11.4. Phase IV

In fourth phase the intervention was given for 12 sessions in each stage.

Stage: 1

Video clippings depicting the prerequisite knowledge such as safety, parts of the body, warning signs, feelings, good and bad touch and reporting skills 7 minutes 22 seconds were projected through laptop but it took 45 minutes to orient individually and it was followed by picture booklet in alternative days with the help of their teachers for a period of three months.

Stage: 2

Video clippings depicting, self protection skills against physical abuse were trained initially by video through laptop for 7 minutes 15 seconds and followed by picture booklet. Some of the physical abuses are slapping,

burning, pulling, pushing, head hitting, striking with an object, cutting with an sharp object, pinching, biting and kicking. The video and the picture booklet demonstrates the self protection skills comprised of six components such as facial expression, tell no, scream, run out, report to adults and defense/attack against physical abuse in a step by step method. The teacher help was sought to review the concepts through picture booklet. Four months was taken to train the samples individually. (i.e.) one hour per day.

(c) Stage: 3

In stage 3, self protection skills against Sexual abuse were taught initially by video through laptop for 10 minutes 41 seconds and followed by picture booklet. The some of the sexual abuses are hugging, kissing, sexy talk, fondling, threatening, molestation, involves in Sexual activities, exhibitionism, pornography and touching the private parts. The video and the picture booklet demonstrates the self protection skills comprised of six components such as facial expression, tell no, scream, run out, report to adults and self defense/attack against Sexual abuse in a step by step method. The teacher help was sought to review the concepts through picture booklet. Four months was taken to train the samples individually. (i.e.) one hour per day.

3.11.5. Phase V

In the fifth phase, posttest was conducted for about two months by administering the same tool by creating “**what if Situation**”.

3.11.6. Phase VI

In the sixth phase, followup was done after three months to assess the retention skill by using the same checklist and rating scale. Finally the collected datas were analysed statistically. Fig 3.6 explains the conduct of the study.

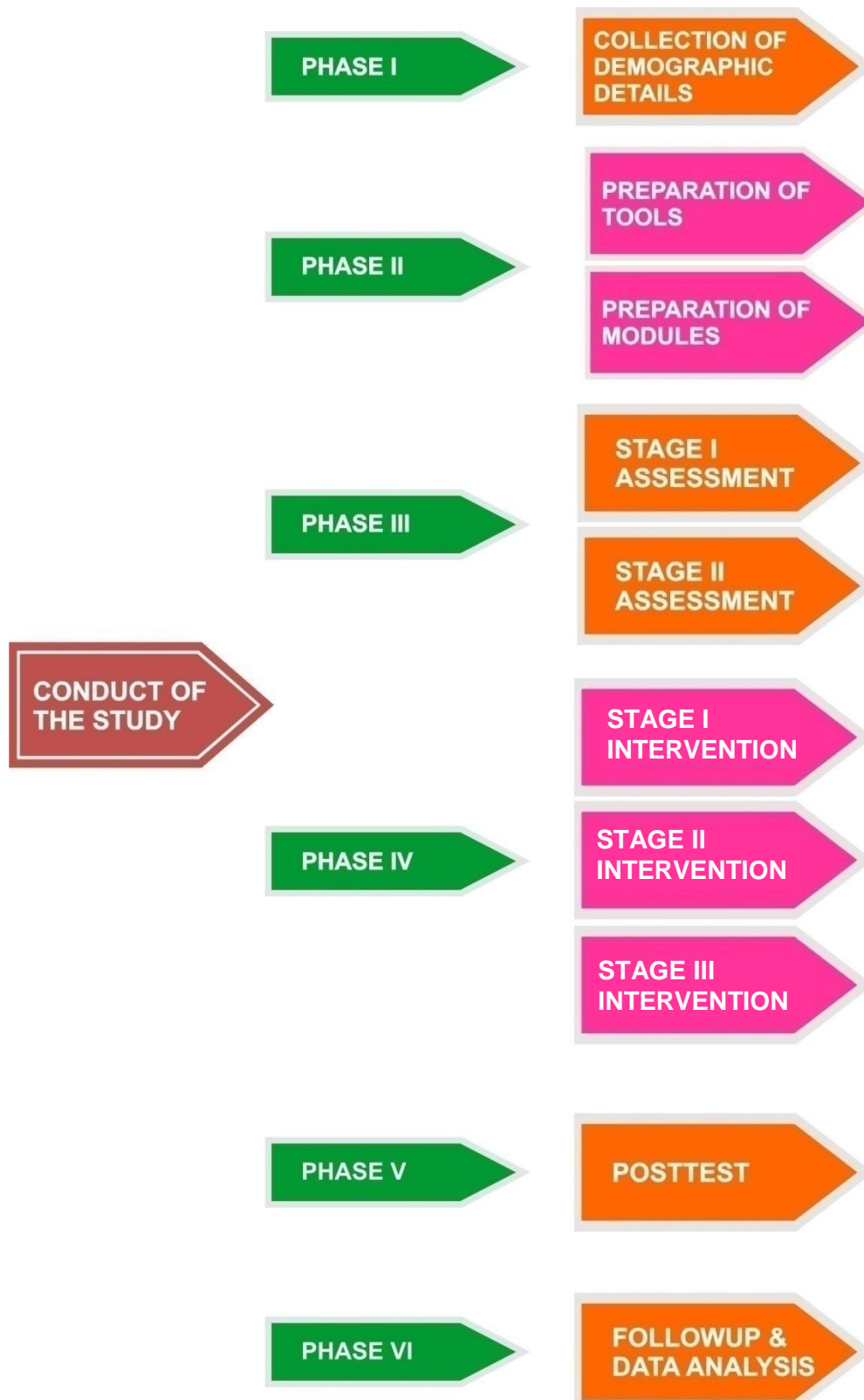


Figure 3.3: Illustrates the conduct of the study

3.12 Data analysis

Statistical techniques used in the present study for analyzing the data are given below:

1. In order to find out the significant difference between pre, post and followup mean scores on Prerequisite skills namely Good and Bad touch and reporting skills paired 't' test was used.
2. To study the significant difference between the pre, post and followup mean scores on self protection skills against Physical abuse with respect to variables paired 't' test was used.
3. To Study the significant difference between the pre, post and followup mean scores on self protection skills against Physical abuse with respect to domains paired 't' test was used.
4. To Study the significant difference between the pre, post and followup mean scores on self protection skills against Sexual abuse with respect to variables paired 't' test was used.
5. To Study the significant difference between the pre, post and followup mean scores on self protection skills against Sexual abuse with respect to domains paired 't' test was used.
6. To find out the interaction of the periods (pre, post and followup) with respect to variables in Physical Abuse, Repeated Measures ANOVA was used.
7. To find out the interaction of the periods (pre, post and followup) with respect to variables in Sexual Abuse, Repeated Measures ANOVA was used.

3.13 Conclusion

After having described the methodology of the study in this chapter, a thorough analysis with interpretation of the data for the study is presented in chapter IV.

b/w

49,50,52,54,83-90,92

Colour

51,53,55-82,91