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

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>14-19yrs</th>
<th>20-25yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashreya Residential Home for Mentally Retarded</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Avinashilingam Higher Secondary School for Girls, Coimbatore</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bharathi Rehabilitation Center for Special Children</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Shreshta Learning Center for Special children</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Women’s Voluntary Services, Coimbatore</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>You Can Special School</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

![Visual representation of self protection skills against physical and Sexual abuse](image)

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

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

### Table 3.2 Independent variables and their level

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group</td>
<td>1. 14-19yrs 2. 20-25yrs</td>
</tr>
<tr>
<td>Residential status</td>
<td>1. Residential 2. Non residential</td>
</tr>
<tr>
<td>Family income</td>
<td>1. Middle income 2. Low income</td>
</tr>
<tr>
<td>Locality</td>
<td>1. Rural 2. Urban</td>
</tr>
<tr>
<td>Education of the parents</td>
<td>1. Literate 2. Illiterate</td>
</tr>
</tbody>
</table>

#### 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:

<table>
<thead>
<tr>
<th>Levels (Age in Years)</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-19</td>
<td>O1</td>
<td>X1</td>
<td>O2</td>
</tr>
<tr>
<td>20-25</td>
<td>O3</td>
<td>X2</td>
<td>O4</td>
</tr>
</tbody>
</table>

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
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability
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
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

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, forehead sweats, teeth clenches, feels crying, hand sweats, goose bumps, eyes close 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
Kicking

If a person or a stranger kicks 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**

- Spit on his face continuously
- Catch and rotate his leg
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
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

Self protection skills

Punching

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

Report to adults

Run out

Scream for help

Tell no

Spit on his face

Catch and rotate his hands vigorously

Move backwards

Show aversion in face

Self defense/attack
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
- Report to adults

Self defense/attack

- Scratch on his face with your nails
- Spit on his face continuously
- Attack on his reproductive organ
**Methodology**

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

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

- **Self protection skills**
  - **Report to adults**
  - **Run out**
  - **Scream for help**
  - **Tell no**
  - **Attack on his reproductive organ**
  - **Scratch on his face with your nails**

- **Self defense/attack**
  - **Show aversion in face**
Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability
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
**Methodology**

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

**Self protection skills**

- **Hugging**
  - If a man / stranger hugs you forcefully, then use the following self protection method.
  - **Self defense/attack**
    - Show aversion in face
    - Attack on his reproductive organ
    - Break both of his little fingers

- **Run out**
  - Squeeze his both ears

- **Scream for help**
  - Attack his stomach with your elbow

- **Tell no**
  - Attack on his reproductive organ

*Images depict various self protection techniques.*
**Methodology**

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

- **Self protection skills**
  - If a man / stranger kisses you sexually, then you use the following self protection methods.
  - **Kissing**
    - Report to adults
    - Run out
    - Stamp your feet on his toe
    - Attack his stomach with your elbow
    - Scratch on his face with your nails
    - Tell no
    - Scream for help
    - Show aversion in face

---

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

Self defense/attack

- Spit on his face continuously
- Scratch on his face with your nails
- Stamp your feet on his toe
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

**Fondling**
- If a man/stranger fondles you for sexual activity, then you use the following self protection methods.
- Report to adults
- Run out
- Scream for help
- Tell no
- Stamp your feet on his toe
- Squeeze his both ears
- Show aversion in face
- If he hugs from behind break both of his little fingers

**Self protection skills**

**Self defense/attack**
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
Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability
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
Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

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
**Methodology**

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

---

**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

**Self defense/attack**

- Attack on his reproductive organ
- Attack his stomach with your elbow
- Stamp your feet on his toe
The self protection skills package was developed in such a way that it comprised of visual prompting technique. The picture booklet and the video clippings were developed to train the intellectually disabled females to protect themselves from the abuse situation.

Totally six type of skills were developed and designed in such a way that they are proceeded from simple to complex. While preparing the booklet and the video clip, care was taken to depict each and every skill in exact manner.

### 3.6 Construction of the tools

Self protection skills were very sensitive subject in nature. Care was taken by the investigator who made a thorough review of the related literature to explore the test item that has been used in various assessments. The investigator identified six sub skills for each skill which is relevant and related to self protection.

Self protection skills were scrutinized under six skills selected for the pilot study. The draft items were given to special educators, and psychologists. There were 75 items in the tool. Based on the suggestions the items were edited, reviewed and finalized with 40 items. Ten items were scrutinized under each heading such as good and bad touch, reporting skills, physical and sexual abuse.

To find out the effectiveness of self protection skills on the variables the investigator developed the following tools:

1. Personal data schedule
2. Checklist to assess knowledge on
   (a) Good and bad touch
   (b) Reporting skills
3. Rating Scale to assess self protection skills against
   (a) Physical abuse
   (b) Sexual abuse
Methodology

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

<table>
<thead>
<tr>
<th>Seven Point Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Defended</td>
</tr>
<tr>
<td>Very Rarely Defended</td>
</tr>
<tr>
<td>Rarely Defended</td>
</tr>
<tr>
<td>Occasionally Defended</td>
</tr>
<tr>
<td>Frequently Defended</td>
</tr>
<tr>
<td>Very Frequently Defended</td>
</tr>
<tr>
<td>Successfully Defended</td>
</tr>
</tbody>
</table>
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

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

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).
Methodology

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

<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Mean</th>
<th>Variance</th>
<th>Std. deviation</th>
<th>No of items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>39.43</td>
<td>218.05</td>
<td>14.77</td>
<td>10</td>
<td>0.95</td>
</tr>
<tr>
<td>Sexual</td>
<td>31.43</td>
<td>109.43</td>
<td>10.46</td>
<td>10</td>
<td>0.86</td>
</tr>
</tbody>
</table>

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).
Methodology

3.11.1. Phase I
In the 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 prerequisite 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 a 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.
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

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.
Methodology

Effect of Visual Prompting Technique on Self Protection Skills among Female with Mild Intellectual Disability

b/w

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

Colour

51,53,55-82,91