

**IMPARTING SELF PROTECTION SKILLS THROUGH AN INNOVATIVE,  
INTEGRATED AND INTERVENTION (TRIPLE I) PACKAGE FOR  
CHILDREN WITH SPECIAL NEEDS**

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**Submitted**

**by**

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# *INTRODUCTION*



*REVIEW OF  
LITERATURE*

# *METHODOLOGY*

# *RESULT AND DISCUSSION*

# *SUMMARY AND CONCLUSION*

## **CHAPTER I**

### **INTRODUCTION**

“Empowering young people with disabilities with sexual and reproductive health and rights knowledge and information is one of the keys to change”.

- Aniyamuzaala James Rwampigi, Former President of the African Youth with Disabilities Network

If being a child or a woman increases one’s vulnerability to abuse, and then being disabled further enhances helplessness, says persons with disability. In an independent study carried out by the Tamil Nadu Association for the Rights of All Types of Differently Abled and Caregivers (TARATDAC), there have been 10 incidents of sexual assault against women and children with disabilities in the last one year.

Disability is a complex phenomenon, reflecting the interaction between features of a person’s body and features of the society in which they live. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers (World Health Organization).

Research has documented child maltreatment in India is a pervasive problem that often results in immediate negative effects on children, followed by the potential for numerous problems throughout the lifespan (Deb 2006, 2009; Deb and Mukherjee 2009; Kacker and Kumar 2008; Priyabadini, 2007).

Physical changes associated with puberty are triggered by hormones. Changes happen at different rates in distinct parts of the brain and increase individual’s propensity for risky behaviour. Cognitive changes include improvements in complex and abstract thought. An individual’s relationships with parents go through a period of redefinition by which they become more autonomous. Peer relationships are also important sources of support, but companionship during this stage can also promote problem behaviours. Identity formation occurs as when they explore and commit to different roles and ideological positions. Because of rapid changes during these years, Psychologists have focused a great deal of attention on this period.

Especially children with special needs may not know how to balance their emotions during this period. So, the panic of violence and witness restricts a girl's structure, prevents her mobility and her capacity to work and participate in social activities. Hundreds and thousands of incidents of physical and sexual abuse ethnically responsible for the violence happens every day to girl's in this country.

Almost all types of children with special needs are more at risk to violence than normal peers. No disabled are out of this risk factor. Many of the risk factors for abuse against girls in the general population are more prevalent among girls with disabilities. Abuse is a complex psychosocial problem that affects many adults and children throughout the world. Abuse refers to damaging or injurious treatment of another human being that may include physical, sexual, verbal, psychological, emotional, intellectual or spiritual maltreatment. Abuse against girls is universal and is a hidden problem. In India, a number of children needing care and protection are enormous and increasing day by day. Uncontrolled families, extreme poverty, illiteracy result in provision of very little care to the child during the early formative years. Children in difficult circumstances especially children with special needs need appropriate care and rehabilitation in this context.

Girls with disabilities are not taught the necessary skills required to protect themselves against abuses. In order to protect from such assaults, they need self protection techniques to be tailored to every individual's ability level.

The condition of children with special needs in India has been a matter of grave concern since the past several decades. Abuse against children is often a cyclic incidence that manifests itself in many forms throughout their lives. This is prevalent among children with special needs because they are doubly discriminated in being disabled and a girl. Prevention of child abuse and neglect is still an uncharted field in India. Hence, it is a critical issue that needs to be addressed especially with reference to Special Needs.

## **Violence**

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Intimate partner violence can be defined as ‘any behaviour within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship’, including violence within same sex relationships.

## **Sexual Violence**

Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances directed, against a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work. It includes trafficking for sexual exploitation.

## **Gender Based Violence**

Acknowledging the power imbalances which gives rise, specifically, to violence against women.

## **Prevention of Violence**

### **Primary Violence Prevention**

Preventing violence before it occurs. Looking at and focusing on root causes and using an upstream approach for prevention methods.

### **Secondary Violence Prevention**

Early identification of potential offenders/situations where violence may occur and seeking to intervene.

## Tertiary Violence Prevention

Long term responses to violence, violent incidents and conflict including conflict resolution.

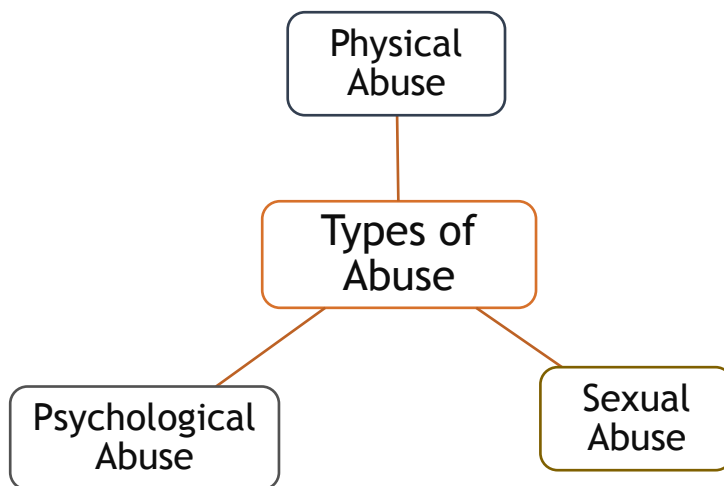
## Types of Interpersonal Violence

Interpersonal violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in, or has a high likelihood of resulting in, injury, death, psychological harm and maldevelopment.

Sexual violence is both a subtype of the other types of violence, and a type of violence in its own right, cross cutting youth violence, intimate partner violence and elder abuse. It excludes child sexual abuse, the dynamics of which are often very different to that of adult sexual violence and therefore abuse of this nature is not combined with other forms of sexual violence.

Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional illtreatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

## Types of Abuse



**Various Types of Abuse**



## **Physical Abuse**

Due to high likelihood of resulting in, harm for the child's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating.

## **Sexual Abuse**

The involvement of a child in sexual activity that he or she does not fully comprehend is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society.

## **Psychological Abuse**

As on the failure of a caregiver to provide an appropriate and supportive environment, including acts that have an adverse effect on the emotional health and development of a child. Such acts can include restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other nonphysical forms of hostile treatment. It can also be referred to as emotional, mental or verbal abuse.

## **Neglect**

As on the failure of a caregiver to provide for the development of the child – where the caregiver is in a position to do so – in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions. Neglect is distinguishable from circumstances of poverty in that neglect can only occur in cases where reasonable resources are available to the caregiver. Neglect is subdivided into physical and psychological forms of neglect.

## **Primary Prevention**

Youth violence, as with other manifestations of violence, can be prevented through effective early year's interventions and also through peer mentoring and effective youth programmes in adolescence. The UNICEF 'Rights Respecting in Schools award' is one way in

which the United Nations Convention on the Rights of the Child is promoted and encouraged in children in formal education in the United Kingdom.

### **Secondary Prevention**

Where violence or the threat of violence is present, secondary prevention is vital to prevent escalation. In terms of interventions, talking therapies, multisystemic therapy, family interventions and mentoring programmes have been used. Gang related violence is a complex problem. There are few well conducted trials of intervention either using therapeutic tools or diversionary interventions such as training and jobs. However, elements which have been shown to address gang violence include coordinated multi agency, multi modal strategies, peer mentoring and school-based learning. Effective interventions adopted a problem solving approach and analyzed the local problem rather than simply importing an intervention. They had a strong management structure with clear leadership of the intervention, supported by partnership working, adopting a collaborative approach among front line staff.

### **Abuse and the Disability**

According to the 2011 Census about 2.2% of India's population or 26.8 million people live with a disability. Many believe this to be under estimation because the World Health Organization (WHO) has estimated that 15% of the Global population lives with a disability. Various research studies show that girls and women with disability face an additional risk of violence and sexual violence.

This type of violence refers to abuse against individuals with either a physical or mental disability and can be committed by someone unknown to the individual or someone in a position of expected trust. A survey conducted by Mind in London found that in 2013, 45% of people with severe mental illness had been victims of crime within the past year. It also reported, 40% of women had been a victim of rape or attempted rape in adulthood, with 10% victims of sexual assault. In Orissa, a survey from 2004 reported that 25% of learning disabled women had been raped and 6% of disabled women had been forcibly sterilized.

## **Violence against Young Persons with Disabilities**

Violence against children and young adults is among the most serious global problems. Data on violence against children are difficult to access, largely because such violence often goes unreported and because data collection is often uneven and of differing reliability across countries and dependent on varied definitions of violence and of children. However, studies from around the world have shown that young persons with disabilities, especially girls with disabilities, are far more vulnerable to violence than are their peers without disabilities. Children with disabilities are almost four times more likely to become victims of violence than are children without disabilities. More than one in four have been subjected to some form of violence, and one in five is a victim of physical violence.

Girls with disabilities are nearly three times more likely to be subjected to sexual violence, which are at the greatest risk. African Child Policy Forum of Violence against Children with Disabilities found out that nearly every young person (between ages 18 and 24) who was interviewed had been sexually abused at least once and most more than once in their lifetimes. Deaf, blind, autistic and intellectual disabilities, who have multiple impairments are most vulnerable to all forms of violence. Studies have found that children with intellectual disabilities are five times more likely to be subjected to abuse than other children and are far more vulnerable to bullying.

Belonging to a racial, religious or sexual minority or living in poverty increases the risk of sexual violence for girls and young women with disabilities. Research has shown that children with disabilities are exposed to a broad range of violence perpetrated by parents, peers, educators, service providers and others, including dating partners. Violence can take many forms, including bullying in school, physical discipline at the hands of caregivers, the forced sterilization of girls, or violence in the guise of treatment, such as electric shock ‘aversion therapy’ to control behaviour. Children with disabilities can be more vulnerable to violence at school. A study of school children with disabilities in Uganda found that schools were the main places where they experienced violence, often at the hands of school staff and their male and female peers without disabilities. Yet other studies have found out that girls and young women with disabilities are at greater risk of sexual violence during out of school hours.

Neighbours and family members when they come to know that they are alone, can use the opportunity to sexually abuse them, with little risk of being caught.

Despite existing evidence of high rates of violence against young persons with disabilities, much of the research that has been done, reveal data has not been included in all forms of violence for which children with disabilities are vulnerable, suggesting that children with disabilities may be exposed to violence at significantly higher than reported rates. Research has also been largely focused on high income countries, leaving low and middle income countries relatively unexamined. The latter group generally has higher population rates of disability and fewer available support services for those living with disabilities or violence, the gap in research may leave many millions of children with disabilities unaccounted.

### **Disabilities are more prone to Abuse**

Women and girls with intellectual or psychosocial disabilities may not know that nonconsensual sexual acts are a crime that should be reported. Girls with disabilities are more susceptible to physical, emotional and sexual abuse. Some research studies found out that the parents, close family members, and the supporting staffs were the perpetrators of emotional or physical abuse in most cases. Women with physical disabilities may find it more difficult to escape violence. Those who are deaf may not be able to call for help or easily communicate abuse.

Girls with disabilities in India who survive sexual violence face high barriers to access the Justice System. Since 2003, India has made important legal reforms on sexual violence, but girls with disabilities still lack equal access to justice. Indian girls with disabilities should no longer remain the invisible victims of sexual violence.

India has ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2007 that ensures access to justice for persons with disabilities. This includes appropriate special facilities for the disabled and other provisions mandated by the Rights of Persons with Disabilities Act (2016) that protects all persons with disabilities from abuse, violence and exploitation.

Abuse is not restricted to those suffering from disability. Often abuse starts right at home. “There are two kinds of abuse that a disabled girl faces at home - either neglect or too much attention. In either case she is denied control over her life”. Researchers have mentioned that girls with disabilities are mostly been instances by physical and mental abuse. At all times abuse comes in the form of subtle discrimination.

### **Prevention and Response**

Changes in knowledge, attitudes and beliefs, improvement in child well-being, parent child interaction, parenting skills and behaviours, parental/caregiver well-being, mental health; reduction in child behavioural problems, family problems, perpetration of violence, violence victimization, inappropriate behaviour, repeat perpetration of violence, repeat violence victimization; increased safety awareness, social support, identification of violence, use of resources; improvement in home environment conditions, academic outcomes, independence and quality of life.

### **Proposed Strategies of Prevention of Violence against Children by UNICEF (2016)**



## **Self Protection Skills**

‘Self Protection’ is a set of awareness, assertiveness and verbal confrontation skills combined with safety strategies that allow one to avoid a direct physical encounter (Disabled World, 2012). Self protection is the standard term used today to describe the overall concepts of personal production and personal safety (Martin, 1982). Self Protection Skills include awareness on private body parts, identifying feelings, understanding types of relationships, knowing the rules about touch, recognizing warning signs and awareness of ‘No Go Tell’.

Literature on Self protection for people with disabilities is inadequate when compared to literature available for the general population. Self protection curricula for individuals with developmental disabilities must be understood by children with disabilities and learning styles should be presented through the use of multi-sensory stimuli. This may include providing materials in various formats including pictures, videos as well as simplifying language and providing positive intensification to encourage skill retention (Mazzucchelli, 2001).

## **Need of the Study**

People with disabilities have a higher life time prevalence of experiencing abuse than people without disabilities. They experience abuse at twice the rate of people without disabilities. In the year 2008, intimate partners perpetrated 27% of violent crime against women with disabilities. The fear of abuse is manifold for the girls with disabilities makes as one steps out in the public space. Then schools too become sited for abuse. Disabled girls need to be escorted for home. After school often they have to wait for someone from their family to come and pick them up. Disability becomes a sort of target for people from outside coming to school or even the support staff. Then there is the mental trauma that is more difficult to explain, the fear at offices and educational institutes of being made to feel the disabled that they are not as good as others. Furthermore, girls with physical disabilities may find it more difficult to escape from violence. Especially, those who are hearing impaired may not be able to call for help or easily communicate about being abused. Girls with intellectual or psychological disabilities may not know that nonconsensual sexual acts are a crime that should be reported. The stigma related to sexuality and disability compounds these challenges.

A survey conducted by the Spectrum Institute Disability and Abuse Project found out that 70% of respondents with disabilities experienced some form of abuse by an intimate partner, family member, caregiver, acquaintance or stranger.

- 87.2% experienced verbal/emotional abuse
- 50.6% experienced physical abuse
- 41.6% experienced sexual abuse

Children with disabilities are uniquely vulnerable to all forms of violence, including intimate partner violence. They are significantly more likely to experience physical, sexual, and psychological abuses and stalking than their peers without disabilities.

### **Statement of the Problem**

The problem will be worked as **“Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs”**.

### **Operational Definition**

#### **Children with Special Needs**

The term “Children with Special Needs” refers to the girl children with special needs who are visually impaired, hearing impaired and intellectually disabled belonging to the age group of 10 - 18 years.

#### **Imparting**

The term “Imparting” refers to giving training in Self Protection Skills against abuse among female disabled.

#### **Awareness of Body Parts**

Awareness of Body Parts refers to the knowledge about various body parts, their position and connection with each other. The proprioceptive sense of human body helps the body parts to make sense of it and provide movement experiences.

## **Warning Signs**

Warning signs are actions that make the human body physically uncomfortable. If a person feels unsafe, then there will be some changes in his/her body such as rapid beating of heart.

## **Reporting Skills**

Reporting Skills refers to the knowledge of reporting when and how to report suspected abuse. It underscores that everyone has a responsibility to help in preventing abuse, describe the reporting process and the details how to help a child who may have been abused.

## **Knowledge on Touch**

Knowledge on touches refers to the differences between good and bad or right and wrong touches. So, it is important to provide guidance to learn about good and bad touch and how to be safe.

## **Abuse**

The term ‘Abuse’ refers to the violence that happens against children with special needs by means of physical or sexual assault.

## **Physical Abuse**

Physical Abuse is defined as physical injury on children with special needs by other than accidental means.

## **Grabbing**

If a stranger or a person tries to grab the body of children with special needs.

## **Hitting**

If a stranger or person tend to hit children with special needs to make them feel hurt.

## **Biting**

If a stranger or a person uses teeth to cut in to the skin of the hand or body parts of children with special needs.



### **Kicking**

If a person or a stranger extends the leg away from the body or strikes out with the foot or feet on children with special needs.

### **Pushing**

If a person or a stranger wanted to push children with special needs from back or side to make them fell.

### **Throwing objects**

A person or a stranger wants to throw an object that can be harmful for children with special needs.

### **Punching**

If a stranger or a person strikes with fist to cause damage or injury on children with special needs.

### **Hair pulling**

If a stranger or a person wanted to pull their hair by means of hurting children with special needs.

### **Pinching**

If a person or a stranger squeeze between the thumb and finger of children with special needs for punishing or violating.

### **Hurting**

If a person or a stranger tries to hurt children with special needs physically.

### **Beating**

If a person or a stranger tries to beat children with special needs and wants to harm them.

### **Arm twisting**

If a person or a stranger tries to twist the arms of children with special needs and wants to harm them.

### **Stabbing**

If a person or a stranger tries to stab or harm the children with special needs.

### **Humiliation**

If a person or a stranger uses bad or insulting words towards children with special needs.

### **Sexual Abuse**

Sexual abuse refers to an attempt to abuse children with special needs for sexual purposes.

### **Pornography**

If a person or a stranger tries to make any visual depiction of sexually explicit conduct towards children with special needs.

### **Hugging**

If a person or a stranger holds tightly around or against body parts of children with special needs.

### **Fondling**

If a person or a stranger touches the private parts or the body of children with special needs.

### **Touching Private Parts**

If a person or a stranger tries to touch the private parts of children with special needs.

### **Exhibitionism**

If a person or a stranger exposes his genitals to the children with special needs or who behaves in a way intended to attract attention or display his body parts.

### **Sexy Talk**

If a person or a stranger talk about funny sexual stories or describe the private parts vulgarly towards children with special needs.

### **Kissing**

If a person or a stranger touches or caresses with the lip of children with special needs as a sign of sexual desire.

### **Exploitation**

If a person or a stranger tries to exploit children with special needs forcefully.

### **Unwanted calls**

If a person or a stranger tries to make unwanted calls with children with special needs through phone calls.

### **Threatening**

If a person or a stranger shows an intention to make or feel vulnerable or at risk towards children with special needs.

### **Molestation**

If a person or a stranger tries to do the crime of sexual acts such as removing the dress to see the private parts of children with special needs.

### **Involving in Sexual Activities**

If a person or a stranger force the children with special needs to have sexual intercourse or sexual relations.

### **Hurting Private Parts**

If a person or a stranger tries to hurt the private parts of children with special needs.

### **Masturbation**

If a person or a stranger tries to involve children with special needs in masturbation activities.

### **Self Protection Skills**

The term “Self Protection Skills” refers to the skills acquired by children with special needs to protect themselves from physical or sexual abuse.

## **Objectives**

- To explore the knowledge on body parts, types of touches, warning signs and reporting skills for self-protection among children with special needs.
- Develop (Triple I) intervention package to impart self-protection skills among children with special needs.
- Assess the level of awareness on prerequisite skills, i.e. Body Parts, Type of Touches, Warning Signs and Reporting Skills before and after the training.
- Examine the level of knowledge on self-protection skills acquired by children with special needs against physical and sexual abuse before and after the training.
- Analyze the acquisition of knowledge on self protection skills against physical and sexual abuse among children with special needs before and after training with respect to variables.

## **Hypotheses**

The following research hypothesis would be tested during the research.

- There will be a significant difference between Before and After Training in Awareness of Body Parts among Children with Special Needs.
- There will be a significant difference between Before and After Training in Warning Signs among Children with Special Needs.
- There will be a significant difference between Before and After Training in Reporting Skills among Children with Special Needs.
- There will be a significant difference between Before and After Training in Knowledge on Touches among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse with respect to Type of Disability.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting among Children with Special Needs.

- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting among Children with Special Needs.

- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against domains of Physical Abuse of among Children with Special Needs with the respect to variables such as Locality, Type of Family, Family Income and Type of Institution.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse with respect to Type of Disability.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talks among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing among Children with Special Needs.

- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against domains of Sexual Abuse of among Children with Special Needs with the respect to variables such as Locality, Type of Family, Family Income and Type of Institution.

### **Scope of the Study**

The present study is experimental in nature; the investigator has made an attempt to enhance the self protection skill among children with special needs through self defense techniques. The intervention would help the disabled to become aware of different types of touches, feelings, emotions, warning signs, private and public places, and reporting skill. It also

helps the female disabled to be alert and apply appropriate Self Protection Skills in various abusive situations. It will create a valuable rewarding and safe environment. However, to make them skilled at Self Protection Skills, it is vital to teach them through self defense techniques. The findings would help the parents to understand the need of the female disabled and thereby they can realize their responsibilities to meet the challenges in their life.

### **Limitations**

1. The study is limited to the children with special needs who are Visually Impaired, Hearing Impaired and Intellectually Disabled belonging to the age group of 10 to 18 years enrolled in special and inclusive schools.
2. The study is confined to 90 girls enrolled both in girls only school and coeducation schools in Coimbatore District.

### **Organization of the Research**

The study is reported in five chapters as per details given below

- |             |                                                                                                                                                                                          |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter I   | Highlights the rational of the study, and defines the statement of the problem. This chapter also presents the need of the study, its objectives, hypotheses and the scope of the study. |
| Chapter II  | Consists of the review of literature related to Self Protection Skills and prompting techniques.                                                                                         |
| Chapter III | Discusses the methodology employed in the study. It covers the sample selection procedures, instrumentation, data collection and processing, and data analysis procedure.                |
| Chapter IV  | Presents the quantitative data. In the light of the findings, appropriate interpretations have also been made.                                                                           |
| Chapter V   | Contains a summary of the findings of the study with discussion, recommendation and implications.                                                                                        |

The review of related literature is presented in the next chapter.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

Various researches related to the study on impact of Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs were collected as well as reviews about various types of abuses such as physical, sexual and verbal abuse are presented in this chapter under the following headings:

- **Abuse against the Disabled Women**
- **Physical Abuse among Women with Disabilities**
- **Studies on Verbal Abuse, Psychological Abuse and Neglect**
- **Studies related to Sexual Abuse**
- **Sex Education for Adults with special needs**
- **Safety Awareness among women with disabilities**

#### **Abuse against the Disabled Women**

Robinson (2014) who found out that the safety awareness program against abuse is facilitated by the knowledge on safety skills, self – efficacy, social support and safety promoting behaviours among the women with diverse disabilities. The samples were 213 women with diverse disabilities randomly assigned to either a personal safety awareness program. The program conducted for 8-weeks to increase safety awareness, abuse and safety knowledge, safety skills, safety self-efficacy, social support, and safety promoting behaviors. The results revealed that involvement in a brief safety awareness program may improve safety protective factors among women with disabilities who vary widely in their experience with abuse

Ballan, Freyer, Marti, Perkel, Webb and Romanelli (2014) investigated on “Survivors of Intimate Partner Violence with Disabilities”. The retrospective case study reviews of 886 clients were used covering an 8-year service period in a nonresidential domestic violence disability programme. The results indicated that disabled women need best practices in the area of prevention. In addition, it also provided crucial information for service providers who need to understand the multifaceted and unique needs of survivors.

Emersone and Roulstone (2014) examined the self reported rates of exposure over the preceding 12 months to violent crime, hate crime, differently abled hate crime using survey method. The Information was collected from a sample of 37,513 British adults at the age of 16 and above. Results showed that disabled adults were significantly exposed to violence (hate crime, violent crime) than the non disabled peers.

Powers, Hughes and Lund (2009) investigated the interpersonal violence and women with disabilities analysis of safety promoting behaviours. Three hundred and five disabled and deaf women were selected for the study. Audio computer assisted self interview was used to collect the data on women's use of safety promoting behaviours. Exploratory factor analysis revealed that factors related to in quest of abuse related safety information, building abuse related safety promoting skills, using relationship support, planning for relationships significant relationships to women's experience of different forms of abuse and their perpetrator's characteristics.

McFarlane, Hughes, Nosek, Groff, Swedlend and Mullen (2004) carried out a study on "Abuse Assessment Screen Disability (AAS-D): measuring frequency, type, and perpetrator of abuse toward women with physical disabilities. Multiethnic sample of five hundred and eleven women aged 18 to 64 years were interviewed using a questionnaire, at public and private specialty clinics to detect the prevalence of abuse for the past one year. The findings showed that perpetrator of physical or sexual abuse was most likely to be an intimate partner. Disability related abuse was recognized equally to an intimate partner or a care provider, or a health professional.

Milberger et al. (2003) the study explored risk factors for violence among adult women with physical disabilities. Hundred women out of 177 women participating in the study indicated a positive history of abuse. The women who reported multiple abuse situations and the abusers who were typically their male partners. In addition, only a small proportion of women sought and received adequate help. Their responses included: feeling that they could handle it themselves, having other sources of support available, being unaware of where to go, feeling embarrassed, feeling guilty about being a burden or that it was their fault, fear that abuser would come after them, fear of not being believed, and, to a lesser extent, concern that

the shelter would lack appropriate accommodations. These findings highlight the importance of intervention strategies including advocacy activities for women with disabilities, activities with schools, activities to deter and prevent partner and caregiver violence, community awareness activities, and dissemination activities

Saxton, Curry and Powers (2001) investigated the perceptions and experiences of women with physical and cognitive disabilities related to the abuse by familiar and unfamiliar personal assistance providers. Focus groups and individual interviews were conducted with 72 women to investigate how women define personal assistance abuse, the barriers they face in managing the abuse and strategies they recommend to prevent or stop abuse. Findings revealed that with experience, support, and appropriate resources, women with disabilities can effectively handle this challenge.

### **Physical Abuse among Women with Disabilities**

Neille and Penn (2017) investigated that “The interface between violence, disability, and poverty: Stories from a developing country”. The samples were thirty adults with a variety of disabilities living in 12 rural villages in the Mpumalanga Province of South Africa participated in the study. The assessment was taken through Narrative inquiry and the participant observation was used to explore the ways in which violence pervades the participants’ everyday experiences. In this study, we explore the relationship between violence, disability, and poverty among people living in a rural area of South Africa. The results were analyzed using thematic analysis and recommend that in the context of poverty, it is impossible to separate the experience of disability from the experience of violence. Hence the study suggested that an understanding of background factors is fundamental to understanding the relationship between violence and disability.

Rich (2014) founded the study related to “My body came between us” accounts of partner-abused women with physical disabilities. In this study the Nineteen formerly abused women with disabilities discussed their coping strategies and reasons for remaining in abusive relationships. Results were analyzed using feminist and Interactionist lenses. The investigator used neutralization strategies common to abused women but integrated disability-specific

elements. Therefore, the study tended to strengthen a stereotypically feminine (gendered, nurturant, or sexual) identity. Finally, policy and clinical implications are discussed.

Yoshida, DuMont, Odette, and Lysy (2011) examined the “Factors associated with physical and sexual violence among Canadian women living with physical disabilities”. The sample for the study were collected from the Canadian among 1,095 women with disabilities to determine the following: a) Who experienced abuse, b) the forms of abuse, and c) the factors associated with abuse. Descriptive statistics were used for the analysis to describe the sample and types of abuse (physical, emotional, or sexual). Sequential logistic regression was used to determine factors related to physical and/or sexual violence. The findings reveals the important among the public health professionals and practitioners in the detection and prevention of violence among women living with physical disabilities

Hahm and Guterman (2001) dealt with parental physical abuse towards their children. It reveals, in a recent study in the Republic of Korea, that parents were questioned about their behaviour towards their children. Two thirds of the parents reported whipping their children and 45% confirmed that they had hit, kicked or beaten them.

Bardi and Borgognini-Tari (2001) examined parental physical abuse towards children. According to them the parental self reports from other countries confirm that harsh physical punishment of children, by their parents, exists in significant amounts. In Italy, based on the Conflict Tactics Scales, the incidence of severe violence was 8%.

Lindell and Svedin (2001) investigated the suspected cases of child physical abuse that were investigated by Social Services, in Sweden. According to them, only 26% of all cases led to protection of the child in the form of foster care. No action was taken on another 25%, and the rest received services from the Child and Family Agency, such as provision of a contact person, contact family, home counselling, or referral to Child and Adolescent Psychiatric Services.

Casteel, Martin, Smith, Gurka and Kupper (2007) conducted a study on “National study of physical and sexual assault among women with disabilities”. A retrospective longitudinal study was carried out with 6273 non institutionalized women aged 18 years who participated in

(NVAW) Survey. It examined the association between the level of disability and the type of abuse. The experiences of sexual assault before the interview were examined. The findings showed that women with disabilities who were dependent for daily living were at increased risk of sexual abuse.

Nosek, Hughes, Taylor and Taylor (2006) carried out a research on disability, psychosocial and demographic characteristics of abused women with physical disabilities. Four hundred and fifteen women with physical disabilities were selected from private and public specialty outpatient clinics and examined for different types of abuse they faced. The results were analysed by Logistic Regression. The findings showed that women with disabilities who were younger, more educated, less mobile, more socially isolated, had experienced higher levels of abuse in the past.

Nosek and Hughes (2003) examined “women with disabilities experience specific vulnerabilities to abuse”. Five hundred and four women with disabilities were administered Sexuality and Relationship Questionnaires. Qualitative techniques were used to analyze the specific types of abuse such as emotional, physical, and sexual. The result revealed that the disability was not a protective factor against abuse; indeed, it often serves to reduce a woman's emotional and physical defenses. It also indicated that there was a need for the development of disability sensitive abuse screening instruments, and a tool for women with disabilities in recognizing abuse.

### **Studies on Verbal Abuse, Psychological Abuse and Neglect**

Lopez SC et al. (2000), deal with parenting punishment. The research report reveals that elsewhere, in Costa Rica, for instance, parents acknowledged using physical punishment to discipline children, but reported it as their least preferred method.

Trocmé et al. (2001), analysed neglect and emotional abuse of children. In the Canadian Incidence Study, nearly one quarter (23 per cent) of mothers of neglected children experienced spousal violence.

Beldzeman et al. (2001) examined domestic violence and its impact on child. Domestic violence adds to the risk of neglect over and above the risk of other maltreatment. Hartley

(2002) revealed that the more severe the domestic violence, the more likely the child was to suffer from supervisory neglect.

Coohey (1998), Sullivan (2000), Trocmé et al. (2001), City and Hackney Area Child Protection Committee (2002), Dunn (2002), Coohey (2008) et al. mentioned the association between alcoholism and child abuse. They revealed that the substance abuse in parents was a commonly mentioned risk factor for neglect while drugs and alcohol were implicated in 41% of supervisory neglect and close to half of cases of general neglect.

Ondersma (2002) stated that in a case control design of 203 neglectful mothers, substance abuse emerged as the strongest predictor of neglect status among low Socioeconomic Status (SES) women, ahead of depression, lack of social support and negative life events. Substance abuse was also the strongest predictor of parental disposition and adequacy of the home environment.

Cash et al. (2003) maintained that it was not just the impaired care when under the influence of drugs or alcohol, but the time using it, the time involved in looking for it and the money spent on it, which contributed to neglect in multiple ways. In the Quebec Incidence Study (QIS,2002), on cases of Reported Child Abuse, Neglect and Abandonment and Serious Behavioural Problems, it was found that parental drug or alcohol use was the second most important factor (after the young age of neglected children) in differentiating neglected children from other children reported to the welfare authorities.

Mayer et al. (2004) dealt substance abuse and associated problems and revealed that in neglecting families, substance abuse often cooccurred with other risk factors substance abuse and domestic violence in 41.7% of families substance abuse and criminal activity in 32.2% of families substance abuse and mental health problems in 31.3% of families.

The World SAFE study (2000) revealed that there was evidence to suggest that shouting at children was a common response by parents across many countries. Cursing children and calling them names, appear to vary more greatly. In the five countries of the World SAFE study, the lowest incidence rate of calling children names in the previous six months was 15%. The practice of threatening children with abandon mentor with being locked

out of the house, however, varied widely among the countries. In the Philippines, for example, threats of abandonment were frequently reported by mothers as a disciplinary measure. In Chile, the rate of using such threats was much lower, at about 8%.

Gonener (2010) found that neglect and abuse were the major issues encountered in all societies and they affected the development of both healthy and disabled children negatively and may even cause death. While abuse may be physical, emotional and sexual, neglect may be emotional and physical. In disabled children especially mentally handicapped children's encounter risk with abuse and neglect. Nurses had important responsibilities for neglected and abused, mentally handicapped children, in their approach.

Lang et al. (2010) analyzed the impact of maternal history of maltreatment and psychopathology on mother child relationship, parenting and infant temperament. Women completed self report measures addressing childhood trauma, psychopathology, infant parent relationship, parenting, and infant temperament. Maternal physical abuse was associated with poorer mother child interactions, increased vigilance, and difficulty recovering from distress among infant, whereas a history of emotional abuse was linked with less interactional dysfunction, lower levels of infant frustration, and more pleasure. Maternal depression was associated with infant temperament and attitudes about parenting. The findings suggested that maternal history of childhood abuse and psychopathology were important determinants of parenting and infant temperament.

Wuest et al. (2010) extended a previous grounded theory study of women's caring through interviews with 16 women, currently giving care to parents who had abused them as children, to more fully understand daughters' obligation to care in the context of past abuse. Past relationship was characterized by emotional distance, "never being good enough," degradation, control and unpredictability. Obligation to care was grounded not only in duty to others but also in duty to self. Care giving was seen as an opportunity for validation and reconciliation. These findings advance knowledge by illuminating how survivors of child maltreatment become caregivers for their abusers.

Lukasse et al. (2010) examined the association between a self reported history of childhood abuse and fear of child birth. A population based, cross sectional study was

conducted of 2,365 pregnant women at five obstetrical departments in Norway and measured childhood abuse using the Norvold Abuse Questionnaire and fear of child birth using the Wilma Delivery Expectancy Questionnaire. Severe fear of child birth was defined as a Wilma Delivery Expectancy Questionnaire score of all women, 566 (23.9%) had experienced any childhood abuse, 257 (10.9%) had experienced emotional abuse, 260 (11%) physical abuse, and 290 (12.3%) sexual abuse. Women with a history of childhood abuse, reported severe fear of child birth significantly more often than those without a history of childhood abuse, 18% versus 10% ( $p = -0.001$ ). The association between a history of childhood abuse and severe fear of childbirth remained significant after adjustment for confounding factors for primiparas (adjusted OR: 2.00; 95% CI: 1.30-3.08) but lost its significance for multiparas (adjusted OR: 1.17; 95% CI: 0.76-1.80). The factor with the strongest association with severe fear of child birth among multiparas was a negative birth experience (adjusted OR: 5.50; 95% CI: 3.77-8.01). A history of childhood abuse significantly increased the risk of experiencing severe fear of child birth among primiparas. Fear of child birth among multiparas was most strongly associated with a negative birth experience.

Messman-Moore et al. (2010) examined among 752 college women, emotion dysregulation as a mechanism underlying risky sexual behaviour and sexual revictimization among adult victims of Child Sexual Abuse (CSA) and Child Physical Abuse (CPA). Victimization history, emotion dysregulation, and risky sexual behaviour were assessed with anonymous, self report surveys, utilizing a cross sectional design and 17.8% reported rape during adolescence or adulthood. CSA and CPA were associated with increased risk for adolescent/adult rape, 29.8% of CSA victims and 24.3% of CPA victims were revictimized.

### **Studies related to Sexual Abuse**

Browne et al. (2000) found that 0.1% of Romanian family's parents admitted that they have sexually abused their children, while 9.1% of children reported that they suffered sexual abuse. This discrepancy might be explained in part by the fact that the children were asked to include sexual abuse by people other than their parents.



Gelles and Edfeldt (1986) showed that there was a significant decrease in minor abuse and corporal punishment. However, there was no corresponding decrease in the more serious forms of child abuse that result in bodily injury.

Olivián-Gonzalvo (2002) maintained that the presence of disabilities was not an isolated factor but instead it was related to other factors. Other factors, related to abuse of these children, were age (younger children were more subject to abuse), illness, behavioural problems and premature birth and it was substantiated the earlier study in Spanish.

Tyler (2002); Ullman (2003) stressed that Child Sexual Abuse was known to had long term negative consequences, with adult survivors more prone to depression, anxiety, low self esteem, alcohol, and drug addictions, psychosexual and relationship difficulties and suicidal ideation.

Ainsworth (2001); Baker (2002); Finkelhor and Browne (1986); Guelzow et al. (2002); McMillen and Zuravin (1997); Miller and Burgoon (1982); Ullman (2003) had negative family reactions in which child victims were seen as either lying or to blame for their own abuse, were likely to have damaging implications for their long term psychological adjustment.

DeVoe et al. (2002) found that girls were more likely to report abuse than boys. Reinhart found that sexual abuse of males was more likely to be disclosed by a third party. There are no methodologically sound empirical studies that indicated males disclose at a higher rate than females. Gender does not appear to be as important, as victim perpetrator relationship in disclosure of abuse.

Baker (2002); Finkelhor and Browne (1986); Ullman (2003); Washington (1999) shown how (familial) denial, rage, guilt and blame responses to Child Sexual Abuse Disclosure serve only to reinforce the sense of stigma, betrayal, and vulnerability, typically experienced by those sexually assaulted as children.

Despite their implications, no studies have yet explored family response to Child Sexual Abuse accusations within an attribution context. Recent work by Anderson and Lyons (2004) examined the impact of social support on blame attributions, in a hypothetical adult rape case. They asked participants to read a brief vignette in which an alleged rape victim

testifies in court and it was then either supported (reassured) or unsupported (shunned) by family, friends, and the local community.

Anderson and Lyons (2004) found that blame was affected by the amount of social support given, with supported victims blamed less for their own rape than unsupported victims. Further, this view was endorsed more by men than women.

Anderson and Lyons (2004) stressed that any form of blame attributed to (child) victims of sexual assault, may have serious implications both for later psychological functioning and secondary victimization.

Honor (2005) analyzed the cases of more severe types of abuse, apparently occur in a context where efforts to prevent abuse, that follow a standard model, apparently had no effect. Therefore, one must have better knowledge of the underlying factors in order to be able to design preventive measures aimed at specific risk groups. It was a paradox that the number of cases of suspected child abuse reported to the police had increased by a factor of four, during the period 1980-2000. One possible explanation was an increase in the level of awareness and a decrease in the tolerance of abuse of children.

Berger (2005); Famularo et al. (1986); Murphy et al. (1991), Kelleher (1994); Sun et al. (2001) stressed the rates of child maltreatment, particularly physical abuse, were higher among individuals reporting heavy drinking.

Honor (2005) linked many different risk factors linked to child abuse. Social isolation, unemployment, low socioeconomic status, economic difficulties, parental substance or alcohol abuse, the occurrence of violence between the parents, the parents experienced themselves of abuse, psychiatric symptoms/illness, and medical problems were conditions that was reported.

Waterman and Foss-Goodman (1984); Rubin and Thelen (1996); Davies and Rogers (2004), (2007); Rogers and Davies (2007) shown that victims were sometimes seen as partially to blame for their own victimization with perpetrators absolved for complete responsibility.

Cocozza et al. (2007); Gilbert (1997), the Swedish social system of child care and child protection was based on a duality that combined the mandatory reporting of child maltreatment

to Social Services, with a family service organization designed to cooperate with the family rather than to control it. As a result, preventive measures were given first priority after a report, and the rights of parents may be given priority over the rights of the children and it lead to interventions that provided compensation for the family's weaknesses rather than to interventions to protect the child.

Barnhuset, A. (2007) carried out national mapping of the occurrence of violence directed toward children were carried out through questionnaire surveys studied the research was lacking to a large degree about the underlying conditions. This makes it difficult for the professionals, who were charged with taking responsibility for child abuse cases to decide how to act.

By similar logic, men may attributed more blame to Child Sexual Abuse victims, and less to Child Sexual Abuse perpetrators, Davies and Rogers (2004), (2007); Rogers and Davies (2007) because of their own gender identification with, and defensive attributions in support of, predominantly male pedophiles (Fergusson and Mullen 1999; Baker 2002).

Several studies suggested the existence of gender differences in Child Sexual Abuse blame Attributions with males, more likely to blame victims, perceive perpetrators as less responsible and deem the abuse to be less serious than females. Rogers and Davies (2007) investigated the roles of respondent, perpetrator, and victim gender, on attributions, towards a 10 year old victim of sexual abuse and found that while respondents were generally pro victim regardless of victim or perpetrator gender, male respondents were less positive towards the victim than female respondents.

Annerbäck et al. (2007) found that the judicial system plays a primary role in the way the Swedish system handles child abuse. Violence directed against children was always a crime and can serve as the basis for indictment. Because of difficulties in the investigation of children and in obtaining evidence, reported to the police often lead only to a preliminary investigation and only a few cases go further to court and eventually conviction.

Cohen (2007) established that child sexual abuse encompasses a wide variety of abusive acts or experiences, involving children's private body parts. Sexual abuse was

associated with a broad spectrum of emotional spectrum of emotional responses, with some children exhibiting great resilience while others display varying levels of distress. Effective treatments were available, for many of the mental health problems, associated with child sexual abuse.

Davies and Rogers (2007) examined the roles of respondents by gender, victim age, and victim perpetrator relationship and again found that male respondents were more negative towards the victim and deemed Child Sexual Abuse to be less serious than did their female counterparts. Thus, it appeared that although males were generally provictim, they perceived child victims of Child Sexual Abuse as having some responsibility for their own abuse.

Other research have found out that while female respondents remain generally provictim regardless of victim characteristics, male respondents attributed more blame to victims and less responsibility to perpetrators, when the victim was male, older (e.g., 15 years) and when the perpetrator was female (Broussard and Wagner 1988; Davies and Rogers 2004, 2007; Rogers and Davies 2007; Waterman and Foss-Goodman 1984). Waterman and Foss-Goodman (1984) suggested that males tend to have more rigid male role expectations and as such, tend to view male Child Sexual Abuse victims as failing to live up to gender stereotypes where they should be able to resist the sexual advances, even if from an adult. Some of the blame were attributed victims' parents and/ or society in general.

Burns, Jackson and Harding (2010) examined the relationship between emotion regulation to multiple forms of child abuse and subsequent post traumatic stress. Particular consideration was given to emotional abuse, which has received less attention in the literature. Results from a survey of 912 female college students, revealed that women, who reported a history of sexual, physical, or emotional abuse, endorsed greater emotion regulation difficulties compared to women without abuse histories. Notably, emotional abuse was the strongest predictor of emotion deregulation. Mediation analyses indicated that emotion dysregulation partially explained the relationship between physical and emotional abuse and symptoms of post traumatic stress, suggesting that intervention efforts aimed at improving emotion regulation strategies, might be beneficial in decreasing posttraumatic stress among women, with child maltreatment histories.

Anderson (2010) stated that child abuse entailed acts of omission or commission that may have harmful physical or emotional impact on a child. Types of abuse include physical abuse, sexual abuse, child neglect, emotional or psychological treatment, and sociopolitical abuse. It presented a multidisciplinary discussion of issues characterizing the field of child maltreatment research, and summarized research on the prevalence, aetiology, and effects of this prevalent social problem and finally, it concluded with an examination of international social policy approaches, to treat and end child abuse.

Fresno, Spencer, Ramos and Pierrehumbert (2014) highlighted that child sexual abuse to be associated with problems in children's emotional development, particularly increased insecurity of attachment.

### **Sex Education for Adults with special needs**

Hughes, Whelen, Pepper, Gabrielli, Lund and Legerski (2010) found out the knowledge of women with developmental disabilities on skills related to safety. Seven women with diverse disabilities participated in the Baseline and Post Intervention Questionnaires were administered to women who completed a Safety Awareness Programme. Eight interactive sessions were designed to increase protective factors in Community site for persons with disabilities. The major outcome of the study showed that there was an increase in safety skills, social support/isolation, and safety promoting behaviours. The result revealed that there was a significant increase from baseline to post intervention on the measures of self efficacy and safety skills.

Hickson, Khemka and Golden (2008) found out that the measures related to protection for people with disabilities. Thirty-six women with intellectual disability were investigated for abuse and no history in the previous five years. 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.

Caspar and Glidden (2001) examined a sexuality education programme developed newly for 12 adults with Developmental Disabilities (DD) found out whether the sexual awareness and knowledge could be increased, and their attitudes regarding sexuality could be changed. The results revealed that the knowledge increased and attitudes had changed among the adults with developmental disability.

### **Safety Awareness among women with disabilities**

Jamuna (2017) founded the study to evaluate the effect of visual prompting technique on basic safety strategies against sexual abuse among girls with low vision. Thirty girls with low vision belonging to the age group of 6-10 years were selected from four schools, teaching children with special needs. Quasi experimental study was conducted with pre, post and single group design. The result showed that visual prompting technique was highly effective in imparting the concept of basic safety strategies against sexual abuse among girls with low vision children.

Kim (2016) investigated the “Evaluation of a sexual abuse prevention program for children with intellectual disabilities”. The participants were three children with mild to moderate intellectual disabilities for the study. In this study they were taught skills relative to identifying body parts and discrimination between appropriate and inappropriate situations, refusal skills, and reporting skills. A multiple survey across participants design was used to determine the effects of the program. The results demonstrated that the program was effective for teaching the skills to all three children with intellectual disabilities.

Whelen, Hughes, Gabrielli, Lund, Wendie and Bramson (2014) evaluated the effectiveness of safety awareness programme for women with different disabilities before and after intervention. Ten subjects were selected from Centers for Independent Living (CILs), were randomly assigned to either a personal safety awareness programme or usual care for duration of eight weeks. The programme focused on safety awareness, abuse and safety knowledge, safety skills, self efficacy, social support, and safety promoting behaviours. All participants completed pre, post and 6-month follow-up. The programme showed a significant impact on the acquisition of the skills related to safety.

Khemka, Hickson and Reynolds (2005) examined the curriculum on decision making designed to empower women with mental retardation to resist abuse. Thirty-six women with mental retardation were randomly assigned to either an intervention or a control group. Results indicated that the performance of the women in the intervention group was superior to that of the women in the control group on the measures of knowledge, decision making, and empowerment but not on a measure of stress management.

## **CHAPTER III**

### **METHOD**

The methodology is the systematic, theoretical analysis of the methods applied to a field of study and it comprises the theoretical analysis of the body of methods and then the principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques in methodology.

The methodology of the present study entitled “**Imparting Self-protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**” is discussed under the following headings:

- Area of the study
- Selection of the Sample
- Selection of Variables
- Research Design
- Selection of Content
- Construction of Tools
- Scoring
- Pilot Study
- Reliability and Validity
- Conduct of the study
- Data Analysis
- Conclusion

#### **Area of the Study**

Special schools and inclusive schools rendering services for the children with special needs i.e. Visually Impaired, Hearing Impaired, Intellectually Disabled in Coimbatore District were selected for the study.

The Institutions were

1. Sri Avinashilingam Higher Secondary School for Girls
2. Infant Jesus Special School for Hearing Impaired
3. Sri Ramakrishna Mission Vidyalaya



4. Bharathi Rehabilitation Centre for Special Children
5. WVS Special School
6. Kaumaram Prashanthi Academy
7. Avinashilingam Institute for Home Science and Higher Education for Women
8. CSI Girls Primary School
9. CSI Girls Higher Secondary School
10. T E L C Middle School
11. Presentation Convent School
12. Suburban Matriculation School
13. V. S. Senkottai High School
14. Government Higher Secondary School, Othakalmandapam

### Selection of the Sample

The purposive sampling technique was followed to select girls with visual impairment, hearing impairment and intellectual disability between 10 to 18 years as the sample for the study. The sample chosen for the study consisted of 30 participants from each category of disability. Table 1 gives the distribution of the participants.

**Table 1 Distribution of the Participants**

S. No.	Category of the Disability	No. of Participants
1.	Visually Impaired	30
2.	Hearing Impaired	30
3.	Intellectually Disabled	30
<b>Total</b>		<b>90</b>

### Selection of the Variables

The selection of variables is of utmost importance for good research. Variables not only improved the quality of the study but also the generalization of the results. The present study aims at analyzing the effect of the Triple I Package on Self-protection Skills among Children with Special Needs concerning several independent variables.

Research studies conducted revealed that Type of Disability, Locality, Type of Family, Family Income and Type of Institution contributed to differences in the acquisition of Skills.

The investigator included variables that will have an impact on the independent variables. In the present study, the dependent variables are self-protection skills against Physical and Sexual Abuse and the independent variables selected and their levels are given in the following table.

**Table 2 Independent Variables and their Level**

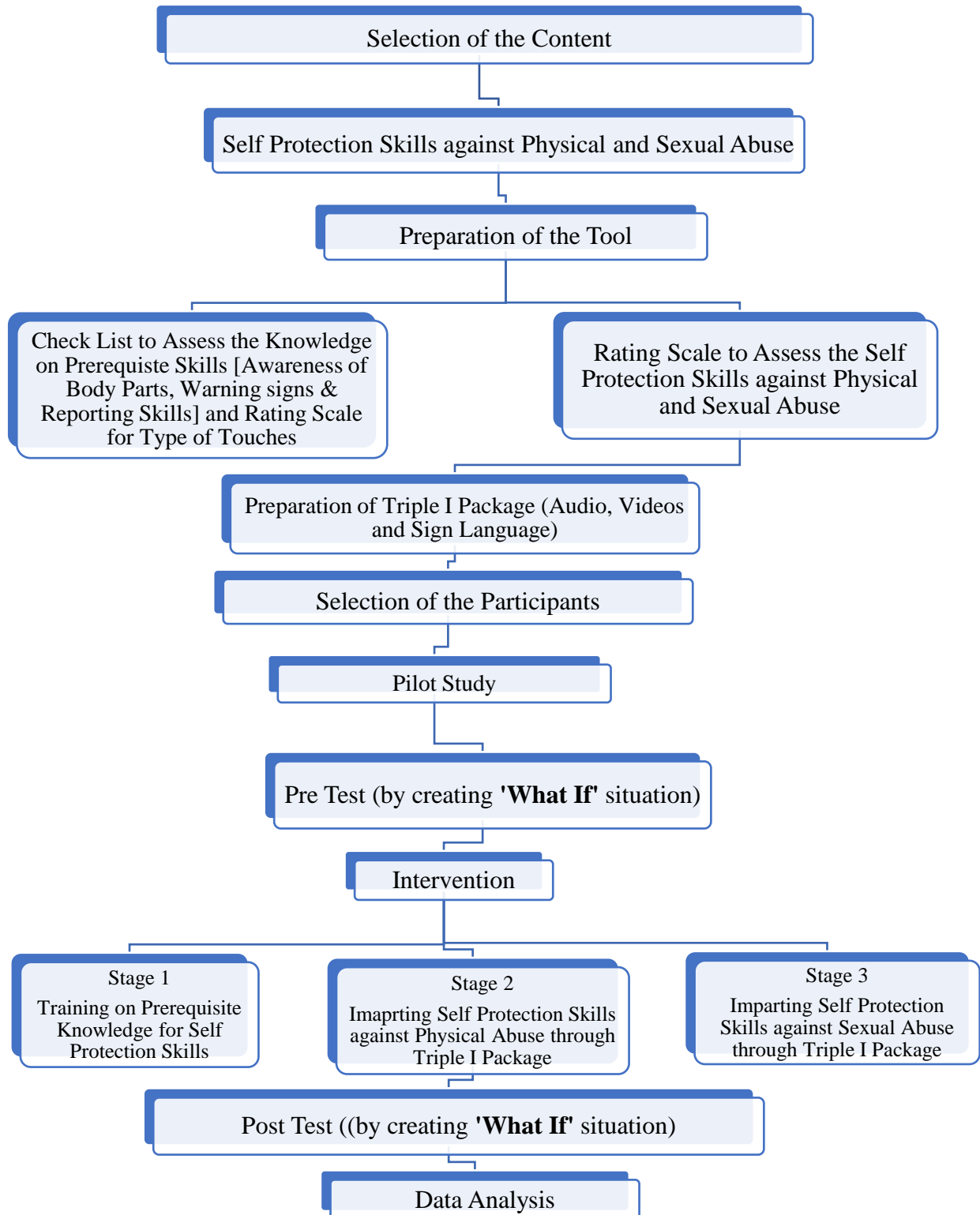
<b>Independent Variable</b>	<b>Level</b>
Locality	Rural
	Urban
Type of Family	Nuclear
	Joint
Family Income	Middle
	Low
Type of Institution	Coeducation Girls Students
	Girls only School

### **Design of the Study**

According to Best and Kahn (2006), the salient features of pre test and post test design is that the pre test is administered before the application of the treatment and post test is carried out at the end of the treatment period. Gain scores may be compared subjected to further analysis to find out the differences between the means.

The study was aimed to find out the efficacy of “**Imparting Self-protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**”. A quasi-Experimental method was adopted for the study. Quasi-Experimental Design is such that, in a natural social setting the research person can introduce something like an experimental design into his scheduling of data collection procedure. Quasi-experiments involve procedures that resemble those of true experiments. Generally speaking, quasi-experiments include some type of intervention or treatment and they provide a comparison, but they lack the degree of control found in true experiments.

In this study, the Investigator selected Ninety (n=90) participants from special and inclusive schools in Coimbatore District, Tamil Nadu. They were taught Self-protection Skills and they were assessed after the training.



**Figure 1. Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**

### **Selection of Content**

The need, importance and meaning of self-protection skills were studied and analysed. From various types of abuse, only two types of abuse i.e., physical abuse and sexual abuse were selected which are common in the life of children with special needs. 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, five major components of self-protection skills were identified along with the jury opinion.

Prior to self-protection skills, prerequisite knowledge to be learnt was selected with the help of the literature reviewed. They are (i) Awareness of Body Parts (ii) Warning Signs (iii) Reporting Skills and (iv) Knowledge of Good and Bad Touch.

### **Self-protection Skills against Physical Abuse**

Fourteen types of physical abuse that are commonly faced by children with special needs were identified, they are Grabbing, Hitting, Biting, Kicking, Pushing, Throwing Objects, Punching, Hair Pulling, Pinching, Hurting, Beating, Arm Twisting, Stabbing and Humiliation. For the above mentioned physical abuses, five types of self-protection skills were identified and presented through Audio, Video and Sign Language. They were Passive, Stance, Distract, Strike and Disabled.

### **Self-protection Skills against Sexual Abuse**

Fourteen types of sexual abuse that are commonly faced by children with special needs were identified, are Pornography, Hugging, Fondling, Touching Private Parts, Exhibitionism, Sexy Talk, Kissing, Exploitation, Unwanted Calls, Threatening, Molestation, Involving in Sexual Activities, Hurting Private Parts and Masturbation. For the above mentioned sexual abuses, five types of self-protection skills were identified and presented through Audio, Video and Sign Language. They were Passive, Stance, Distract, Strike and Disabled.

### **Construction of the Tool**

Self-protection skills were a very sensitive subject in nature. Care was taken by the investigator who made a thorough review of the related literature to explore the test items that has been used in various assessments. The drafted items were given to Special Educators and

Psychologists. There were 95 items in the tool based on the suggestions the items were edited, reviewed and finalized with 80 items.

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. Awareness of Body Parts
  - b. Warning Signs
  - c. Reporting Skills
3. Rating Scale to assess Self-protection Skills against
  - a. Knowledge on Type of Touches
  - b. Physical Abuse
  - c. Sexual Abuse

### **Personal Data Schedule**

General details about the selected children with special needs i.e. about their Family, Locality, Education and Socioeconomic Status were obtained using the personal datasheet. The checklist contained items to elicit the above information which forms the basis for interpretation of the data collected (Appendix I).

### **Checklist for Knowledge Assessment**

It consisted of 4 domains i.e. Awareness of Body Parts, Warning Signs, Reporting Skills and Knowledge on Good and Bad Touch.

### **Awareness of Body Parts**

The checklist was prepared to assess the knowledge on awareness of body parts among children with special needs and whether they can differentiate between Private and Public Parts (Appendix II).

### **Warning Signs**

The checklist was prepared to assess the knowledge on warning signs among children with special needs. The main objective of this checklist is to find out whether they were able to understand the warning signs that they experience while they are susceptible to abuse (Appendix III).

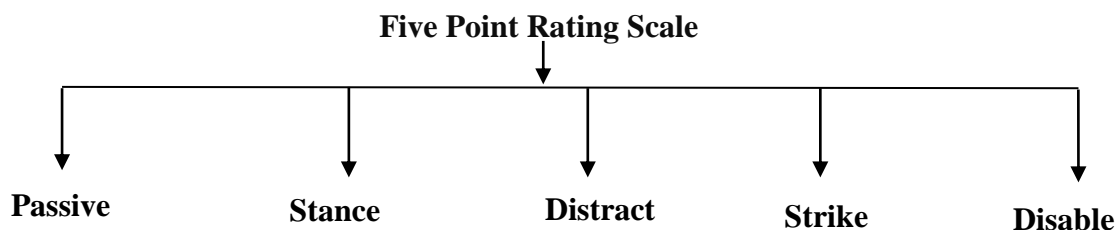
### **Reporting Skills**

The checklist was prepared to assess the knowledge on reporting skills of the participants if they face the following situations. Whether they report the problems such as falling, fell sick, get periods, quarrel with friends, stomach pain, someone threatens, someone takes their belongings, someone undresses them, maintaining secret and someone hugs or kisses (Appendix IV).

### **Knowledge on Type of Touches**

Five Point Rating Scale was prepared to assess the knowledge on good and bad touch among children with special needs when they experience different types of touches such as the hands-on face, kissing, hitting, pushing, hugging, cheek to cheek rubbing, arm over the shoulder, hands-on neck, rubbing palm, touching hair, handshaking, touching private parts, rubbing thighs and patting on back.

#### **Rating Scale to Assess the Knowledge on Self-protection Skills against Knowledge on Type of Touches, Physical Abuse and Sexual Abuse**



## **Scoring Procedure**

### **Prerequisite Skill Assessment Checklist**

#### **Awareness of Body Parts**

The checklist for awareness of body parts had two options namely ‘**Yes**’ or ‘**No**’, 0 scores were allotted for ‘No’ and 1 mark for ‘Yes’.

#### **Warning Signs**

The checklist for warning signs had two options namely ‘**Yes**’ or ‘**No**’, 1 mark was given for correct response and 0 for the incorrect response.

#### **Reporting Skills**

The checklist for reporting skills had two options namely ‘**Yes**’ or ‘**No**’, 0 scores were allotted for the absence of reporting skills and 1 for the presence of reporting skills.

### **Rating Scale to Assess the Knowledge on Self-protection Skill against Types of Touches, Physical and Sexual Abuse**

For the assessment of self-protection skills against types of touches, physical and sexual abuse ‘what if’ situation was created among the participants and their reactions were scored with Five-Point Rating Scale.

#### **“What If” Situation**

A situation was created to know how they are reacting to test the knowledge of self-protection skills before and after training. The reaction of the participants to the abusive situation was noted using five-point rating scale. The same method was followed for the types of touches, physical and sexual abuse. The scoring procedure was presented in the following Table

**Table 3: Scoring Procedure for Self-protection Skills**

<b>Skills</b>	<b>Description</b>	<b>Score</b>
Passive	When children don't know how to react	1
Stance	Positioning comfortably and making a difficult for the abuser to abuse	2
Distract	Distract the attacker by means of slapping, pinching or spitting	3
Strike	Use Self-protection Techniques along with Verbal Note or Shouting.	4
Disable	Run Out for Safety	5

### **Pilot study**

The pilot study was conducted by administering the rating scale to find out the current knowledge on self-protection skills among children with special needs. Based on the scores secured by the participants, 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.

### **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 how the data were collected, analyzed and interpreted” (Merrian, 1998).

The following table shows the reliability of the three-rating scale for types of touches, physical and sexual abuse.



Table 4: Correlation Values for Types of Touches among Children with Special Needs

Types of Touches	Visually Impaired	Hearing Impaired	Intellectually Disabled
Hands on Face	0.80	0.71	0.69
Kissing	0.78	0.65	0.83
Hitting	0.89	0.76	0.63
Pushing	0.83	0.79	0.60
Hugging	0.78	0.72	0.76
Check to Check	0.77	0.65	0.79
Arm Over Shoulder	0.88	0.78	0.76
Hands on Neck	0.68	0.79	0.84
Rubbing Palm	0.87	0.83	0.80
Touching Hair	0.73	0.62	0.68
Hands Shaking	0.77	0.81	0.76
Touching Private Parts	0.86	0.66	0.78
Rubbing Thighs	0.83	0.59	0.67
Patting on Back	0.80	0.76	0.72

Table 5: Correlation Values for Physical Abuse among Children with Special Needs

Physical Abuse	Visually Impaired	Hearing Impaired	Intellectually Disabled
Grabbing	0.87	0.88	0.82
Hitting	0.89	0.69	0.58
Biting	0.65	0.80	0.70
Kicking	0.76	0.89	0.75
Pushing	0.77	0.75	0.64
Throwing Objects	0.72	0.60	0.58
Punching	0.69	0.72	0.84
Hair Pulling	0.89	0.80	0.75
Pinching	0.62	0.74	0.88
Hurting	0.72	0.68	0.81
Beating	0.59	0.73	0.84
Arm Twisting	0.77	0.75	0.80
Stabbing	0.86	0.82	0.79
Humiliation	0.82	0.62	0.74

**Table 6: Correlation Values for Sexual Abuse among Children with Special Needs**

<b>Sexual Abuse</b>	<b>Visually Impaired</b>	<b>Hearing Impaired</b>	<b>Intellectually Disabled</b>
<b>Pornography</b>	0.89	0.78	0.62
<b>Hugging</b>	0.79	0.69	0.85
<b>Fondling</b>	0.74	0.89	0.73
<b>Touching Private Parts</b>	0.79	0.80	0.65
<b>Exhibitionism</b>	0.72	0.77	0.86
<b>Sexy Talk</b>	0.82	0.70	0.69
<b>Kissing</b>	0.78	0.82	0.71
<b>Exploitation</b>	0.85	0.89	0.63
<b>Unwanted Calls</b>	0.75	0.82	0.77
<b>Threatening</b>	0.69	0.60	0.58
<b>Molestation</b>	0.75	0.83	0.68
<b>Involving in Sexual Activities</b>	0.87	0.79	0.84
<b>Hurting Private Parts</b>	0.78	0.80	0.76
<b>Masturbation</b>	0.80	0.82	0.77

**Validity**

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

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

**Conduct of the study**

The study was conducted in six phases in special schools and inclusive schools. The participants consisted of 90 Children with Special Needs, 30 in each group (Visually Impaired, Hearing Impaired and Intellectually Disabled).

### **Phase I**

In the first phase, demographic details such as Locality, Type of Family, Socioeconomic Status and Type of Institution were collected.

### **Phase II**

In the second phase, a checklist and rating scale was developed and the module (audio, video clippings and sign language) 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 types of touches, physical and sexual abuse.

#### **Video Clippings**

Videos were developed by the investigator in the regional language i.e. Tamil. Video clippings focused on two areas:

- (i) Self-protection skills against physical abuse
- (ii) Self-protection skills against sexual abuse

#### **Self-protection Skills against Physical Abuse**

Video clippings for each item with an audio explanation along with sign language were prepared on self-protection skills against physical abuse.

#### **Self-protection Skills against Sexual Abuse**

Video clippings for each item with an audio explanation along with sign language were prepared on self-protection skills against sexual abuse.

### **Phase III**

In the third phase, pre test was conducted in two stages

In **Stage 1** Prerequisite knowledge on self-protection skills was assessed using the prepared checklist.

In **Stage 2** Self-protection skills against Types of Touches, Physical and Sexual Abuse were assessed by creating a 'What If ' situation.

**Phase IV**

In the fourth phase, the training was given through Online Mode. The training and the practice session were given as per the following table

**Table 7: Schedule of Training and Practice Session**

<b>Visually Impaired</b>		<b>Hearing Impaired</b>		<b>Intellectually Disabled</b>	
<b>Training</b>	<b>Practice</b>	<b>Training</b>	<b>Practice</b>	<b>Training</b>	<b>Practice</b>
<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat
<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs
<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon
<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri
<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue
<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat
<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs
<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon
<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri
<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue
<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat
<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs
<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon
<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri
<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue
<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat
<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs
<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon
<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri
<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue
<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat
<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs
<b>Tue</b>	Wed, Thurs, Fri	<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon
<b>Sat</b>	Sun, Mon, Tue	<b>Mon</b>	Tue, Wed, Thurs	<b>Tue</b>	Wed, Thurs, Fri
<b>Wed</b>	Thurs, Fri, Sat	<b>Fri</b>	Sat, Sun, Mon	<b>Sat</b>	Sun, Mon, Tue

### **Phase V**

In the fifth phase, post test was conducted by administering the same tool by creating a ‘What if’ situation.

### **Phase VI**

Finally, the collected data were analyzed statistically.

### **Data Analysis**

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

The data collected during Before and After Training was analyzed with the help of the Statistical Package for Social Sciences (SPSS) 20<sup>th</sup> version. Descriptive statistics such as Mean, Standard Deviation and Paired ‘t’ test were used to find out the significant differences in the dependent variables such as in Prerequisite Skills namely Awareness of Body Parts, Warning Signs, Reporting Skills, knowledge of Good and Bad Touch, Self-protection Skills against Physical Abuse, Sexual Abuse concerning domains, variables among children with special needs Before and After Training of the Research.

## CHAPTER IV

### RESULTS AND DISCUSSION

The purpose of the investigation was to explore the impact of “**Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**”. India is a home of the largest child population in the World with almost 41% of the population under 18 years of age. Children with special needs are at least three times more likely to be abused or neglected than their peers without disabilities (Jones et al., 2012) and they are more likely to be seriously injured or harm by maltreatment (Sedlak et al., 2010). Even among disabilities, the risk of maltreatment varies by disability type (Jones et al., 2012). The health and security of the country’s children is integral to any vision for its progress and development. Health Care Professionals are often the first point of contact for abused and neglected children. They play a key role in detecting a child abuse and neglect provide immediate and long-term care and support to children. But they often have limited understanding as how to protect these vulnerable groups. There is an urgent need for systematic training to protect the children from various forms of abuse. Hence the study is planned in this direction to develop Triple I Package with Audio, Video and Sign Language mode to train the children with special needs in Self Protection Skills.

Ninety children were selected from special and inclusive schools in and around Coimbatore. The checklist and the tool developed by the Investigator were used for collecting the information related to awareness in Prerequisite Skills, and the knowledge in Self Protection Skills. Training was given by using Triple I Package and the level of acquisition of skills was assessed by means of ‘**what if**’ situation and the results were compared before and after training using statistical analysis.

The results are presented in following sections

**Section I** presents the results of the Prerequisite Skills of children with special needs by comparing Before and After Training using paired t test.

**Section II** presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse Before and After Training among children with special needs with respect of Type of Disability using paired t test.

**Section III** presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse Before and After Training among children with special needs with respect to variables using paired t test.

**Section IV** presents the impact of Triple I Package on Self Protection Skills against Sexual Abuse Before and After Training among children with special needs with respect to type of disability using paired t test.

**Section V** presents the impact of Triple I Package on Self Protection Skills against Sexual Abuse Before and After Training among children with special needs with respect to variables using paired t test.

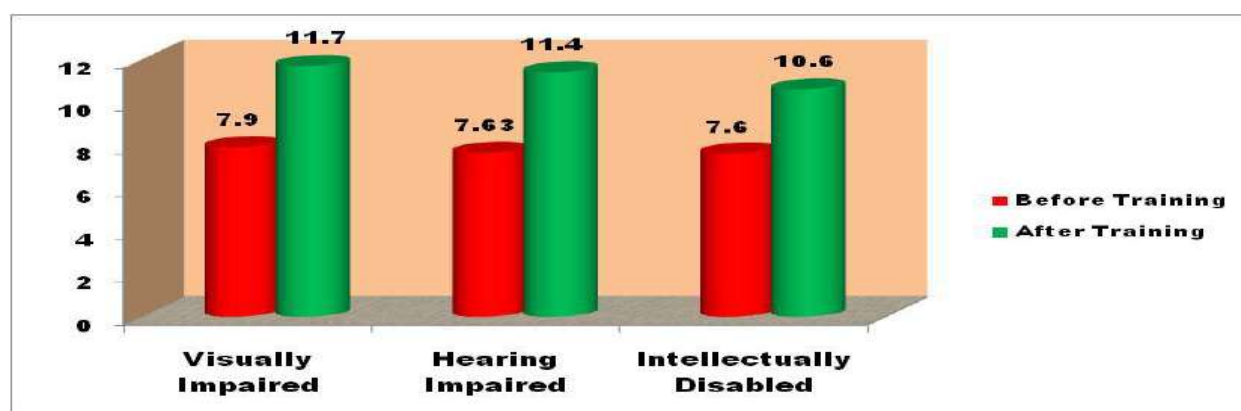
SECTION I presents the results of the Prerequisite Skills of children with special needs by comparing Before and After training using paired t test.

**Table 8: Mean, S. D. and t value Before and After Training in Awareness of Body Parts among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	7.90	1.69	11.70	0.65	14.87**
Hearing Impaired	30	29	7.63	1.45	11.40	1.04	14.18**
Intellectually Disabled	30	29	7.60	1.33	10.60	1.52	12.77**

\*\*= Significant at 0.01 level

Table 8 portrays that the ‘t’ value is 14.87 for Children with Visual Impairment, 14.18 for Children with Hearing Impairment and 12.77 for Children with Intellectual Disability with regard to the Awareness of Body Parts which is significant at 0.01 level. It means that the training helped Children with Special Needs to become aware of Body Parts which will be useful in the later part of their life to protect themselves from abuse. Hence, the Alternative Hypothesis stated as “**There will be a significant difference between Before and After Training in Awareness of Body Parts among Children with Special Needs**” is accepted.



**Figure 2. Before and After Training Mean Scores in Awareness of Body Parts among Children with Special Needs**

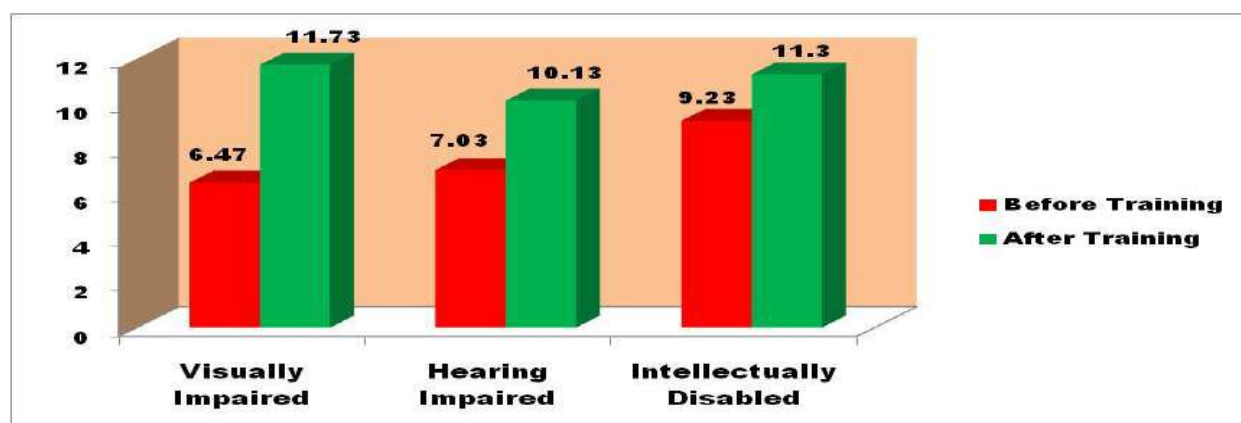


**Table 9: Mean, S. D. and t value Before and After Training in Warning Signs among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	6.47	1.11	11.73	1.31	16.57**
Hearing Impaired	30	29	7.03	0.77	10.13	1.76	9.50**
Intellectually Disabled	30	29	9.23	1.33	11.30	1.54	4.95**

\*\*= Significant at 0.01 level

Table 9 reveals that the ‘t’ value is 16.57 for Children with Visual Impairment, 9.50 for Children with Hearing Impairment and 4.95 for Children with Intellectual Disability with regard to Warning Signs which is significant at 0.01 level. It means that the training helped Children with Special Needs to learn Warning Signs which will be useful in the later part of their life to protect themselves from abuse. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Warning Signs among Children with Special Needs**” is accepted.



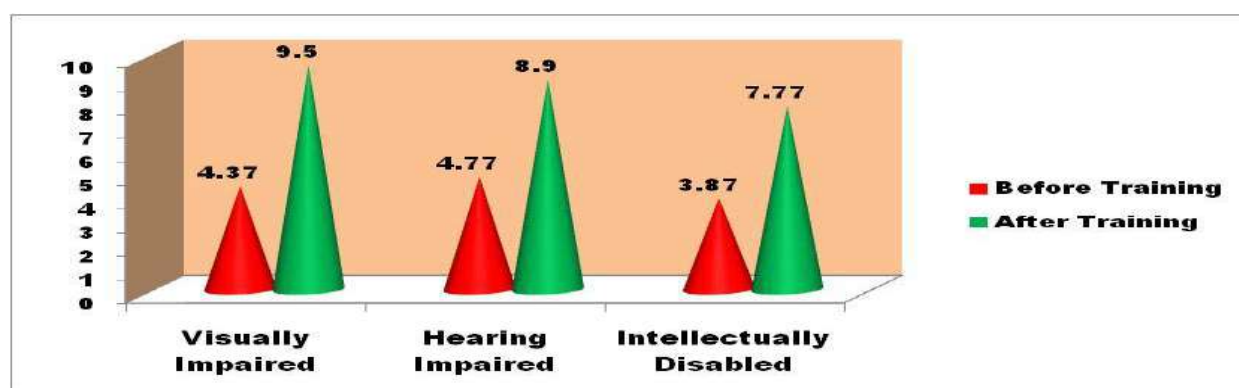
**Figure 3. Before and After Training Mean Scores in Warning Signs among Children with Special Needs**

**Table 10: Mean, S. D. and t value Before and After Training in Reporting Skills among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	4.37	0.10	9.50	0.82	20.71**
Hearing Impaired	30	29	4.77	0.90	8.90	0.96	19.41**
Intellectually Disabled	30	29	3.87	1.11	7.77	0.90	19.53**

\*\*= Significant at 0.01 level

Table 10 shows that the ‘t’ value were 20.71 for Children with Visual Impairment, 19.41 for Children with Hearing Impairment and 19.53 for Children with Intellectual Disability with regard to the Reporting Skills which is significant at 0.01 level. It means that the training helped Children with Special Needs to learn Reporting Skills which will be useful in the later part of their life to protect from abuse. The findings correspond with the result of a study conducted by Bollman and Davis (2009) that behavioural skills training in teaching adult women with mild intellectual disabilities showed that they have improved in their knowledge on reporting skills which includes making a self-advocacy response, walking away and reporting the interaction. Hence, the Alternative Hypothesis stated as “**There will be a significant difference between Before and After Training in Reporting Skills among Children with Special Needs**” is accepted.



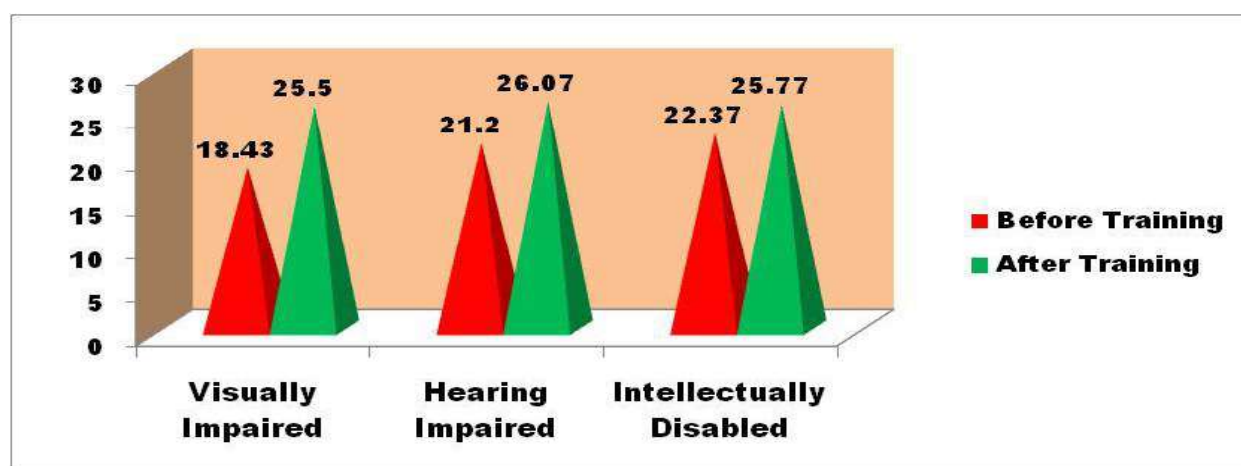
**Figure 4. Before and After Training Mean Scores in Reporting Skills among Children with Special Needs**

**Table 11: Mean, S. D. and t value Before and After Training in Knowledge on Touches among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	18.43	0.73	25.50	2.43	14.46**
Hearing Impaired	30	29	21.20	1.19	26.07	5.66	4.64**
Intellectually Disabled	30	29	22.37	0.81	25.77	2.54	6.40**

\*\*= Significant at 0.01 level

Table 11 depicts that the 't' value is 14.46 for Children with Visual Impairment, 4.64 for Children with Hearing Impairment and 6.40 for Children with Intellectual Disability with regard to the Knowledge on Touches which is significant at 0.01 level. It means that the training helped Children with Special Needs to gain Knowledge on Touches which will be useful in the later part of their life to protect from abuse. The result of this study is also in line with Susan Robinson (2014) who found out that the safety awareness programme against abuse is facilitated by the knowledge on safety awareness, abuse and safety knowledge, safety skills, self efficacy, social support and safety promoting behaviours among the women with diverse disabilities. Hence, the Alternative Hypothesis "**There will be a significant difference between Before and After Training in Knowledge on Touches among Children with Special Needs**" is accepted.



**Figure 5. Before and After Training Mean Scores in Knowledge on Touches among Children with Special Needs**

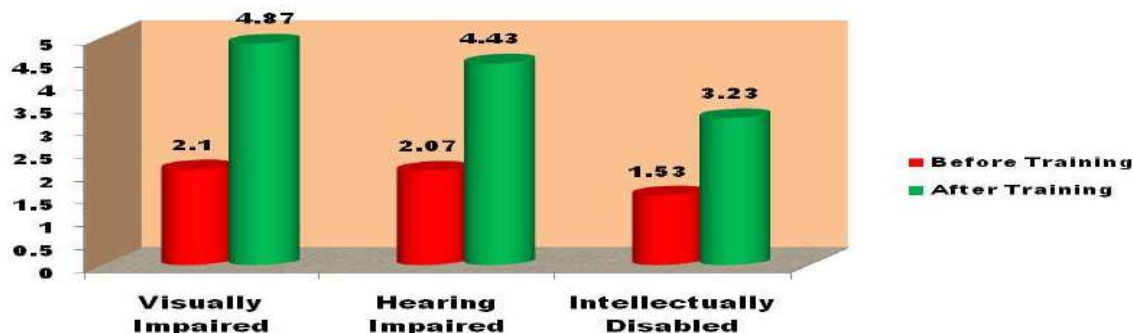
SECTION II presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse Before and After Training among Children with Special Needs with respect to Type of Disability

**Table 12: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Grabbing among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.10	0.76	4.87	0.35	19.58**
Hearing Impaired	30	29	2.07	0.83	4.43	0.51	14.57**
Intellectually Disabled	30	29	1.53	0.63	3.23	0.43	15.62**

\*\*= Significant at 0.01 level

Table 12 proves that the ‘t’ value were 19.58 for Children with Visual Impairment, 14.57 for Children with Hearing Impairment and 15.62 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It clearly implies that the Training enhanced the Self Protection skills among the Children with Special Needs which will be useful in the later part of their life and it was statistically significant at 0.01 level. The findings is supported by Chan, Michael, Lambdin, Lindsay, Larhoven and Toni (2013) the video prompting intervention was introduced for painting a picture, listening to music, and taking a digital picture. Results indicated that the participant successfully completed steps of the leisure skills with the aid of video and instructional prompt. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing among Children with Special Needs**” is accepted.



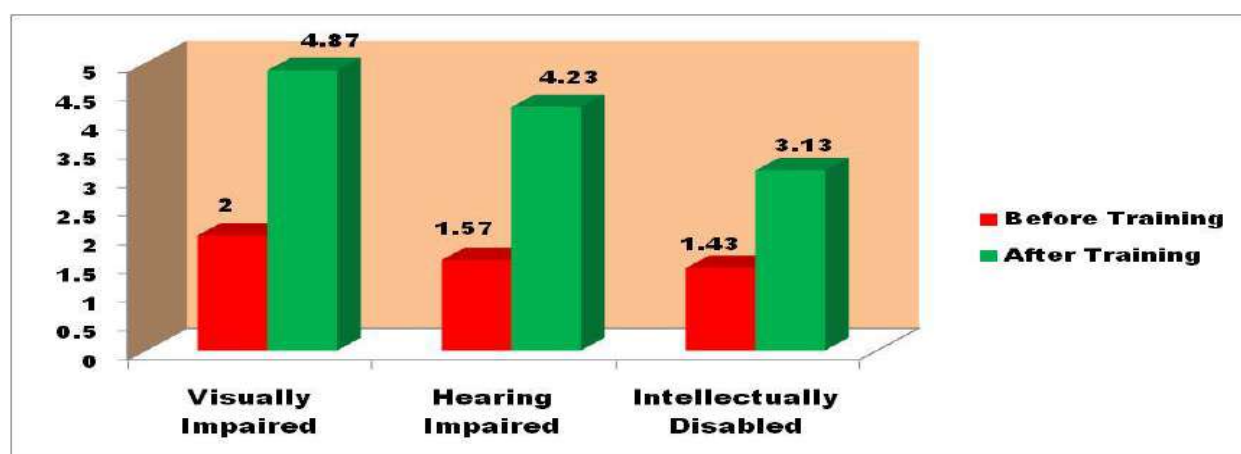
**Figure 6. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Grabbing among Children with Special Needs**

**Table 13: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hitting among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.00	0.53	4.87	0.35	27.48**
Hearing Impaired	30	29	1.57	0.50	4.23	0.43	18.21**
Intellectually Disabled	30	29	1.43	0.50	3.13	0.35	15.62**

\*\*= Significant at 0.01 level

Table 13 reveals that the ‘t’ value were 27.48 for Children with Visual Impairment, 18.21 for Children with Hearing Impairment and 15.62 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It can be resolved that the Training was effective in imparting self protection skills related to Physical Abuse of Hitting which will be useful in future to protect themselves against this form of abuse. The findings coincide with the result of Burke, Allen, Howard, Downey, Matz and Bowen (2013) on tablet-based video modelling and prompting in the workplace for autism individuals. Results suggested that video modelling and prompting were effective for all the autistic children. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting among Children with Special Needs**” is accepted.



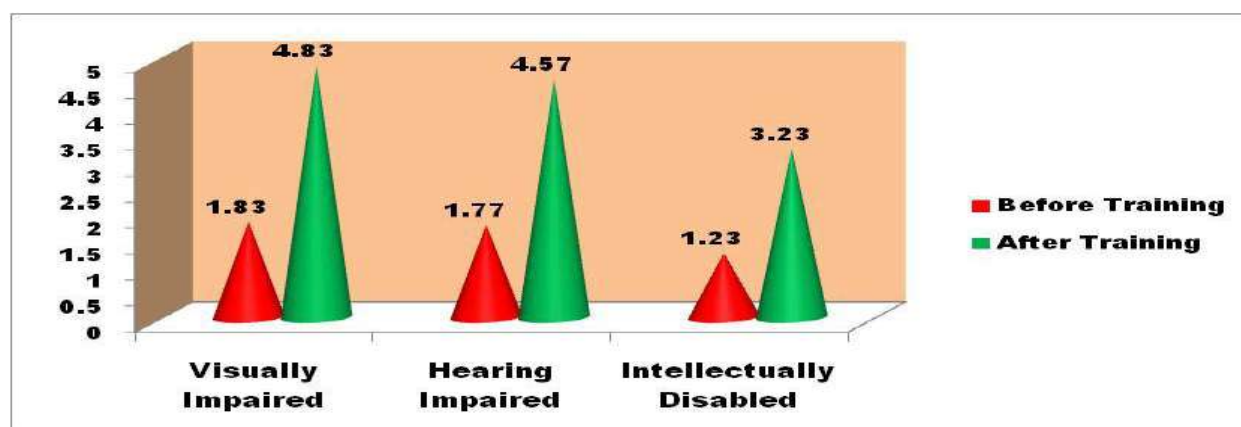
**Figure 7. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hitting among Children with Special Needs**

**Table 14: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Biting among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.83	0.53	4.83	0.38	23.65**
Hearing Impaired	30	29	1.77	0.77	4.57	0.50	17.30**
Intellectually Disabled	30	29	1.23	0.50	3.23	0.43	24.08**

\*\*= Significant at 0.01 level

Table 14 proves that the ‘t’ value were 23.65 for Children with Visual Impairment, 17.30 for Children with Hearing Impairment and 24.08 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It determines that the Triple I package enabled the Children with Special Needs to be skilled by themselves and to protect from the Physical Abuse of Biting. The result was supported by Rayner (2011) evaluated the effects of video prompting and backward chaining for teaching students with autism to tie a shoelace knot. A backward chaining procedure involving live modelling and verbal instruction was introduced following the video prompting phases. The result indicated that backward chaining procedure was more effective. Hence, the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting among Children with Special Needs” is accepted.



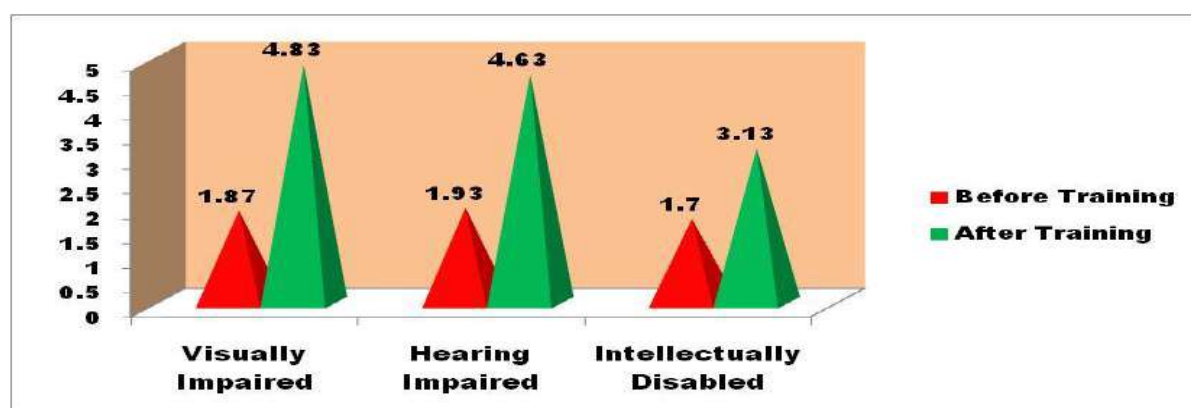
**Figure 8. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Biting among Children with Special Needs**

**Table 15: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Kicking among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.87	0.51	4.83	0.38	24.30**
Hearing Impaired	30	29	1.93	0.58	4.63	0.49	19.73**
Intellectually Disabled	30	29	1.70	0.54	3.13	0.35	12.54**

\*\*= Significant at 0.01 level

Table 15 demonstrates that the 't' value for Before and After Training were 24.30 for Children with Visual Impairment, 19.73 for Children with Hearing Impairment and 12.54 for Children with Intellectual Disability indicated a significant difference. It means that the Triple I Package had imparted the skills among Children with Special Needs to protect themselves from Physical Abuse of Kicking. The result was supported by Mazzucchelli (2001) that self protection curriculum for individuals with developmental disabilities may be presented through the use of multisensory stimuli through pictures, manipulative or videos as well as simplifying language and providing positive reinforcement to encourage skill retention. Hence, the Alternative Hypothesis "There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking among Children with Special Needs" is accepted.



**Figure 9. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Kicking among Children with Special Needs**

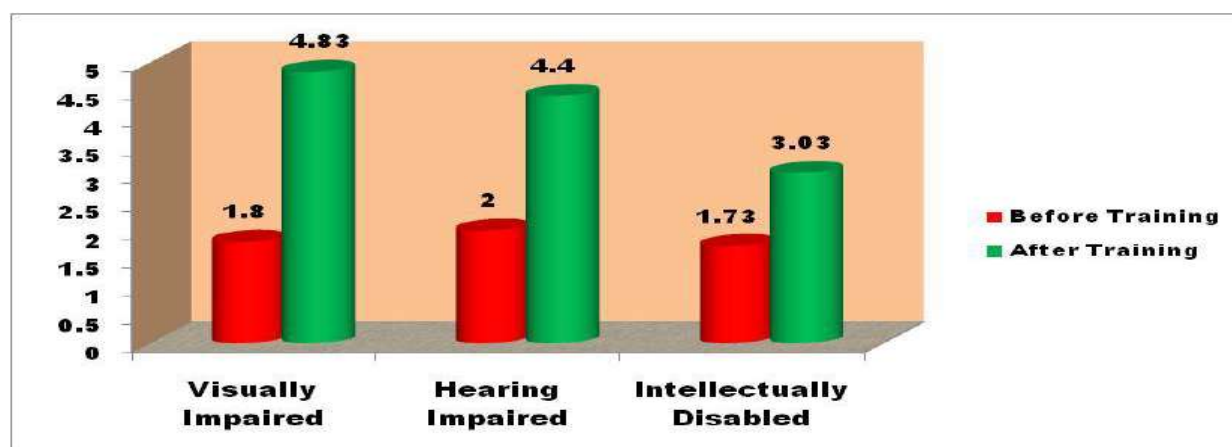


**Table 16: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pushing among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.80	0.61	4.83	0.38	24.85**
Hearing Impaired	30	29	2.00	0.46	4.40	0.50	21.15**
Intellectually Disabled	30	29	1.73	0.45	3.03	0.18	13.31**

\*\*= Significant at 0.01 level

Table 16 shows that the ‘t’ value for Before and After Training were 24.85 for Children with Visual Impairment, 21.15 for Children with Hearing Impairment and 13.31 for Children with Intellectual Disability indicated a significant difference. It can be concluded that the intervention had positive impact among the Children with Special Needs to protect themselves from Physical Abuse of Pushing. The findings coincide with the result of a study conducted by Horn, Julie, Miltenberger, Raymond, Weil and Timothy (2008) on teaching laundry skills to individuals with developmental disabilities through video prompting. The results revealed that participants learned task with 2 and 3 video segments. Hence, the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing among Children with Special Needs” is accepted.



**Figure 10. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pushing among Children with Special Needs**

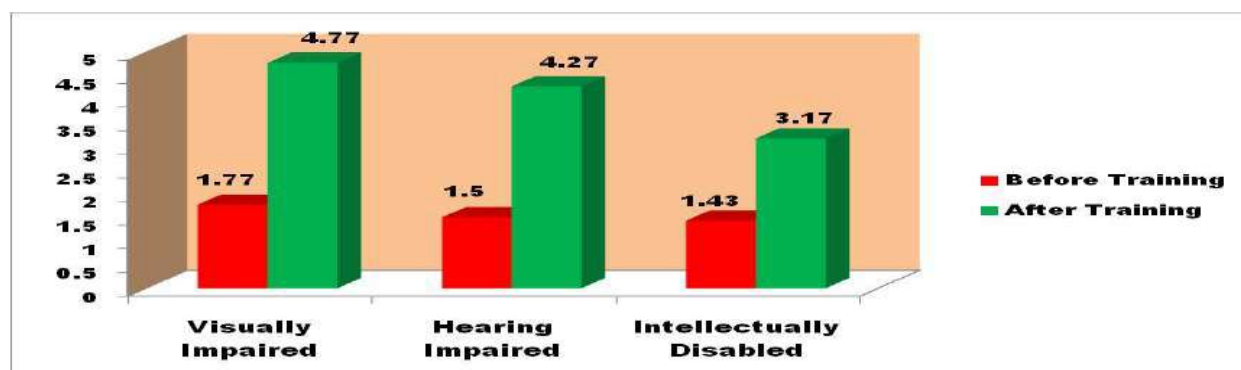


**Table 17: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.77	0.50	4.77	0.43	25.54**
Hearing Impaired	30	29	1.50	0.51	4.27	0.45	22.32**
Intellectually Disabled	30	29	1.43	0.57	3.17	0.38	16.28**

\*\*= Significant at 0.01 level

Table 17 represents that the ‘t’ value for Before and After Training were 25.54 for Children with Visual Impairment, 22.32 for Children with Hearing Impairment and 16.28 for Children with Intellectual Disability indicated a significant difference and it can be resolved that the training equipped the Children with Special Needs with the skills to protect themselves from the Physical Abuse of Throwing Objects. The result of the study reflects the view of Cihak, Alberto, Terressa, Robert and Gama (2006) compared the static picture prompting with video prompting simulation using group instructional procedures to three students with moderate mental retardation in two groups. The results indicated that these two strategies were equally effective. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects among Children with Special Needs**” is accepted.



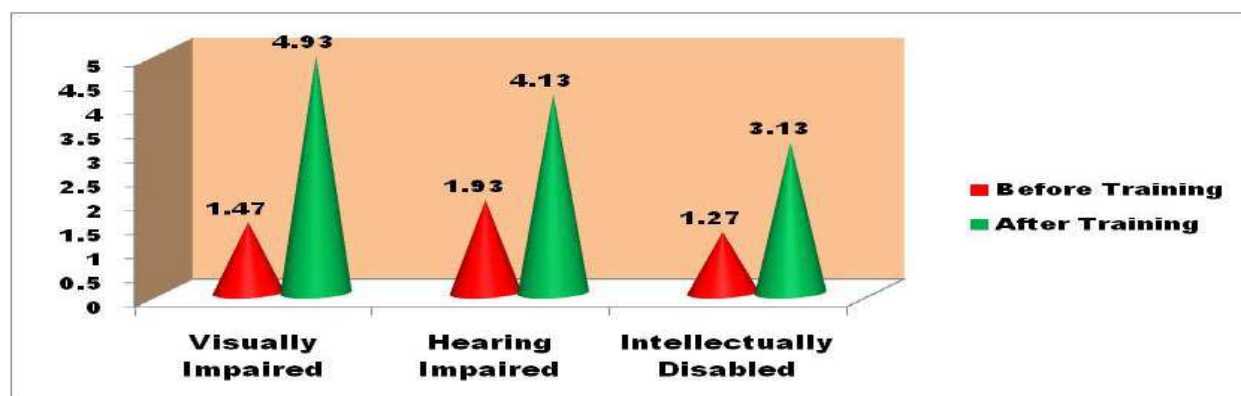
**Figure 11. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Throwing Objects among Children with Special Needs**

**Table 18: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Punching among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.47	0.57	4.93	0.25	33.23**
Hearing Impaired	30	29	1.93	0.58	4.13	0.57	13.59**
Intellectually Disabled	30	29	1.27	0.45	3.13	0.35	17.90**

\*\*= Significant at 0.01 level

Table 18 shows that the ‘t’ value for Before and After Training were 33.23 for Children with Visual Impairment, 13.59 for Children with Hearing Impairment and 17.90 for Children with Intellectual Disability indicated a significant difference. It can be concluded that the Triple I Package helped the children with Special Needs to be equipped with the skills to protect themselves from Physical Abuse of Punching. The results supported the study of Keith, Dustin and Ray (2014) examined the benefits of video modelling to teach a unique vocational skill among two young adults with Autism Spectrum Disorders. The result interpreted that all participants have acquired the knowledge to use the skills in combination and in sequence after watching the video model. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching among Children with Special Needs**” is accepted.



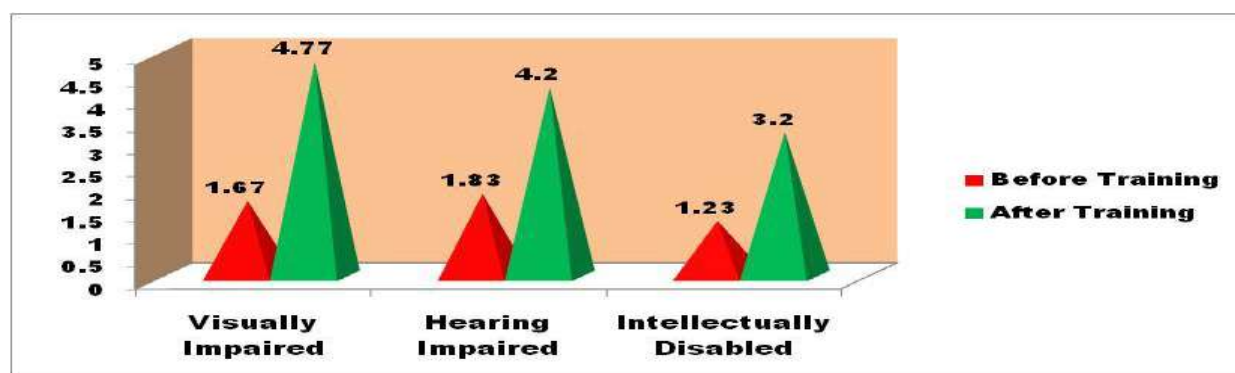
**Figure 12. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Punching among Children with Special Needs**

**Table 19: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.67	0.61	4.77	0.43	23.85**
Hearing Impaired	30	29	1.83	0.59	4.20	0.41	18.04**
Intellectually Disabled	30	29	1.23	0.43	3.20	0.41	17.52**

\*\*= Significant at 0.01 level

Table 19 describes that the ‘t’ value for Before and After Training were 23.85 for Children with Visual Impairment, 18.04 for Children with Hearing Impairment and 17.52 for Children with Intellectual Disability indicated a significant difference. It means that the training was effective for the children with special needs to develop the skills to protect themselves from this form of exploitation. The result of this study is also in line with Mason, Ganz, Parker, Burke and Camargo (2012) on moderating factors of video modelling with other as model: a meta analysis of single case studies of students with autism spectrum disorder and developmental disabilities was used. Findings indicated that video modelling with other as model (VMO) is highly effective for participants with Autism Spectrum Disorder and moderately effective for participants with developmental disabilities. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling among Children with Special Needs**” is accepted.



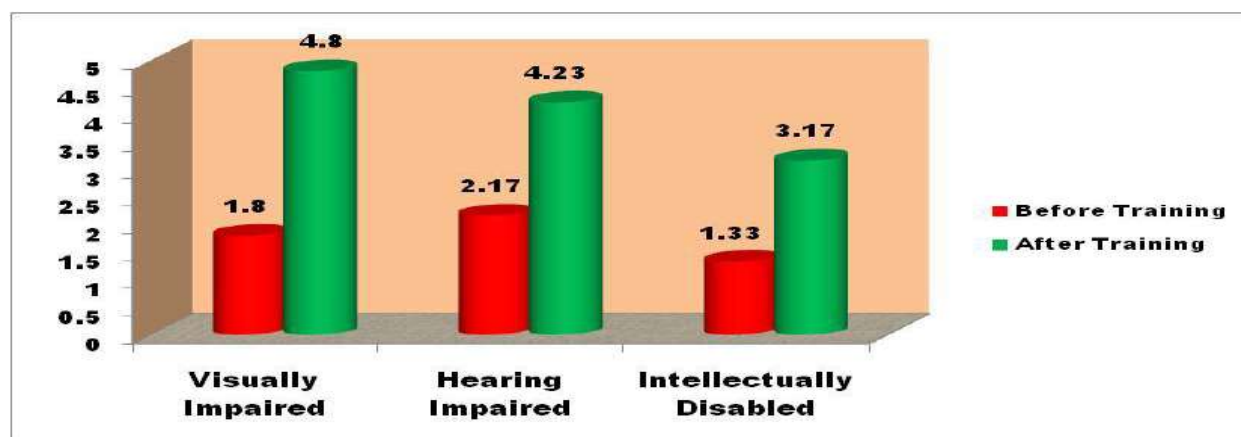
**Figure 13. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hair Pulling among Children with Special Needs**

**Table 20: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pinching among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.80	0.61	4.80	0.41	20.86**
Hearing Impaired	30	29	2.17	0.75	4.23	0.43	12.48**
Intellectually Disabled	30	29	1.33	0.48	3.17	0.38	21.78**

\*\*= Significant at 0.01 level

Table 20 shows that the ‘t’ value were 20.86 for Children with Visual Impairment, 12.48 for Children with Hearing Impairment and 21.78 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It can be resolved that the Triple I Package equipped the Children with Special Needs to protect themselves from Physical Abuse of Pinching if they encounter in the later part of their life. Chang and Wang (2010) compared the effect of picture and video prompting in autonomous indoor way. The experimental results showed that the computer human interface was friendly and the capabilities of way findings were reliable. Video prompts performed better than picture prompts. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching among Children with Special Needs**” is accepted.



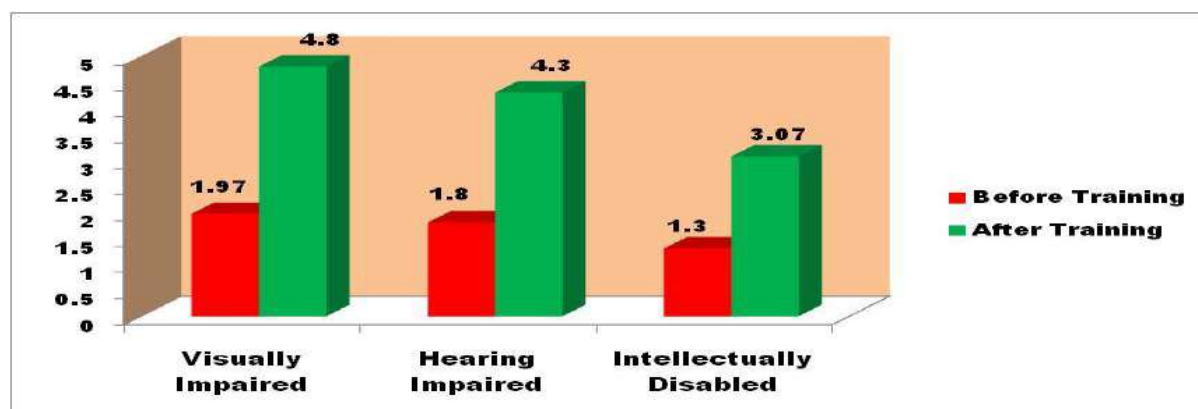
**Figure 14. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pinching among Children with Special Needs**

**Table 21: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hurting among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.97	0.62	4.80	0.41	20.79**
Hearing Impaired	30	29	1.80	0.48	4.30	0.47	20.07**
Intellectually Disabled	30	29	1.30	0.54	3.07	0.25	15.46**

\*\* = Significant at 0.01 level

Table 21 shows that the ‘t’ value were 20.79 for Children with Visual Impairment, 20.07 for Children with Hearing Impairment and 15.46 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may therefore be concluded that the Triple I Package had significant impact upon the development of skills to protect themselves from Physical Abuse of Hurting among children with special needs. Mechling, Gast, Melissa and Gustafson (2009) evaluated the effectiveness of video modelling on teaching fire extinguishing behaviours among three young adults with moderate intellectual disabilities. The results indicated that video modelling was effective in teaching fire extinguishing skills. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting among Children with Special Needs**” is accepted.



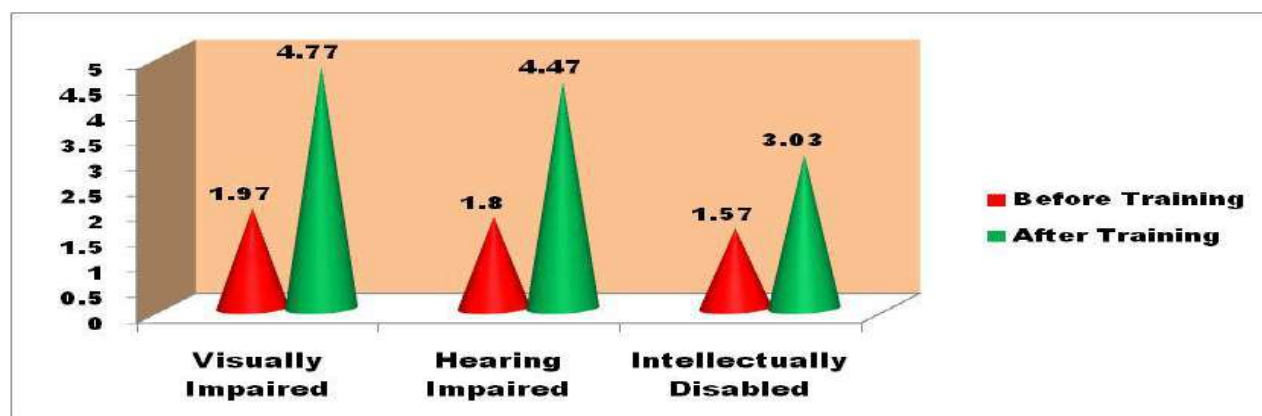
**Figure 15. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hurting among Children with Special Needs**

**Table 22: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Beating among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.97	0.72	4.77	0.43	20.15**
Hearing Impaired	30	29	1.80	0.41	4.47	0.51	22.10**
Intellectually Disabled	30	29	1.57	0.50	3.03	0.18	15.83**

\*\* = Significant at 0.01 level

Table 22 illustrates that the 't' value were 20.15 for Children with Visual Impairment, 22.10 for Children with Hearing Impairment and 15.83 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It means that the training enabled the Children with Special Needs to be equipped with the skills to protect themselves from Physical Abuse of Beating. The results of this study is also in line with Perilli, Lancioni, Hoogeveen, Caffo, Singh and O'Reilly (2014) assessed the effectiveness on video prompting versus other instructional strategies for persons with Alzheimer's disease. Video prompting and the other strategies were counterbalanced across tasks and participants were compared within alternating treatment designs. Result revealed that video prompting was effective in all participants. Hence, the Alternative Hypothesis **"There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating among Children with Special Needs"** is accepted.



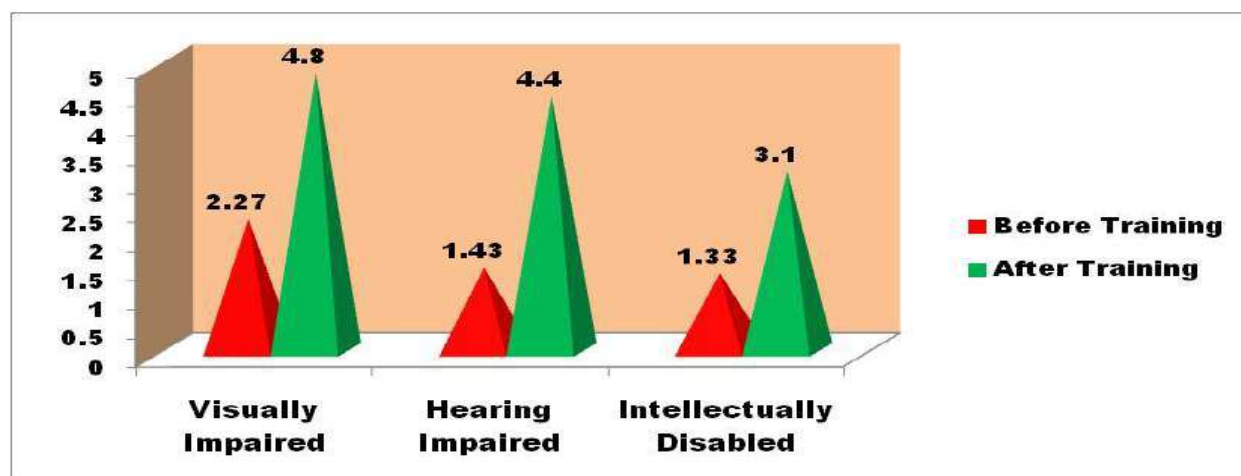
**Figure 16. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Beating among Children with Special Needs**

**Table 23: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.27	0.58	4.80	0.41	19.00**
Hearing Impaired	30	29	1.43	0.50	4.40	0.50	22.62**
Intellectually Disabled	30	29	1.33	0.48	3.10	0.31	22.49**

\*\*= Significant at 0.01 level

Table 23 shows that the ‘t’ value were 19.00 for Children with Visual Impairment, 22.62 for Children with Hearing Impairment and 22.49 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be concluded that the training imparted the skills to protect themselves from Physical Abuse of Arm Twisting. Laarhoven, Kraus, Karpman, Nizzi, Valentino (2010) compared the effectiveness of video prompting and picture prompting in teaching daily living skills to two adolescents with autism. The results revealed that video prompting was more effective than picture prompting. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting among Children with Special Needs**” is accepted.



**Figure 17. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Arm Twisting among Children with Special Needs**

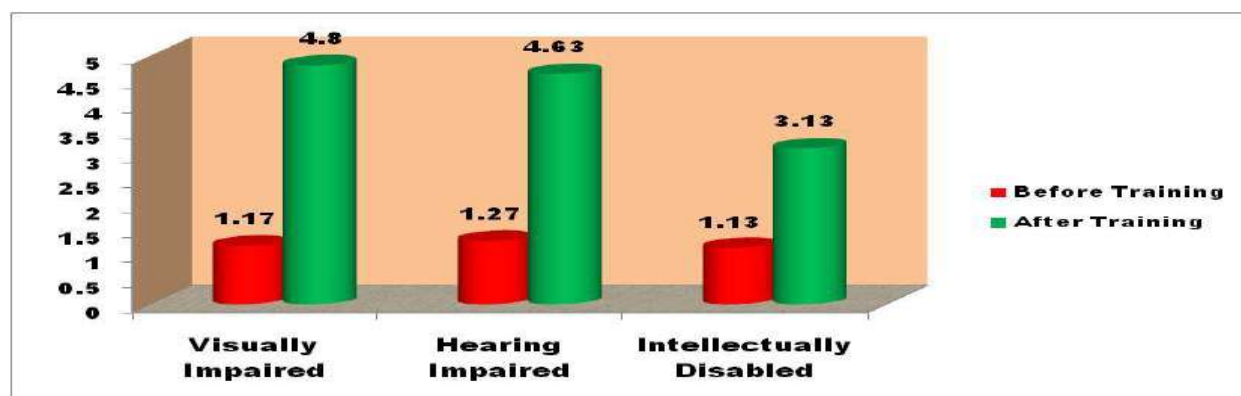


**Table 24: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Stabbing among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.17	0.38	4.80	0.41	40.60**
Hearing Impaired	30	29	1.27	0.52	4.63	0.49	27.58**
Intellectually Disabled	30	29	1.13	0.35	3.13	0.35	41.71**

\*\* = Significant at 0.01 level

Table 24 confirms that the ‘t’ value were 40.60 for Children with Visual Impairment, 27.58 for Children with Hearing Impairment and 41.71 for Children with Intellectual Disability indicated a significant difference Before and After Training. It can be determined that the training enabled the children with special needs to imbibe the skills to protect themselves from Physical Abuse of Stabbing. The results supported the Oncul and Ozkanty (2010) examined the effectiveness of video modelling on teaching daily living skills to three women Multiple probe design with across subjects was used to assess the effects of video modelling. The findings showed that participants learned the daily living skills, maintained the acquired skills to a certain extent, and generalized the acquired skills across different materials. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing among Children with Special Needs**” is accepted.



**Figure 18. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Stabbing among Children with Special Needs**

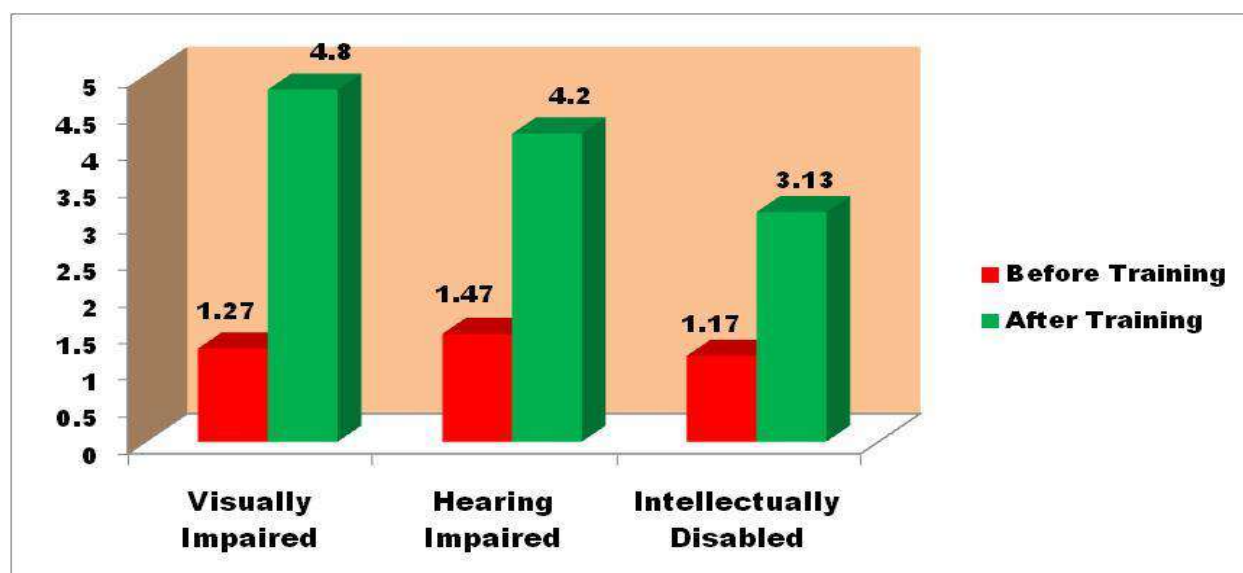


**Table 25: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Humiliation among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.27	0.45	4.80	0.41	30.72**
Hearing Impaired	30	29	1.47	0.51	4.20	0.48	21.65**
Intellectually Disabled	30	29	1.17	0.38	3.13	0.35	19.37**

\*\*= Significant at 0.01 level

Table 25 presents that the ‘t’ value were 30.72 for Children with Visual Impairment, 21.65 for Children with Hearing Impairment and 19.37 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It can be concluded that the Triple I Package had significant impact upon the Children with Special Needs to protect themselves from this kind of Physical Abuse of Humiliation and to safeguard themselves in the later part of their life. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation among Children with Special Needs**” is accepted.



**Figure 19. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Humiliation among Children with Special Needs**

SECTION III presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse Before and After Training with respect to variables.

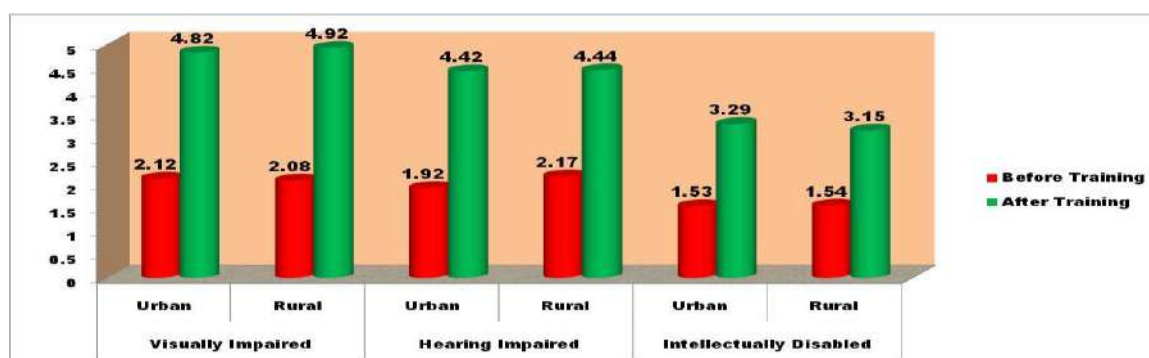
Section III A presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse with respect to Type of Locality among Children with Special Needs

**Table 26: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.12	0.70	4.82	0.39	16.26**
	Rural	13	12	2.08	0.86	4.92	0.28	11.42**
Hearing Impaired	Urban	12	11	1.92	0.67	4.42	0.52	10.86**
	Rural	18	17	2.17	0.92	4.44	0.51	10.09**
Intellectually Disabled	Urban	17	16	1.53	0.62	3.29	0.47	10.95**
	Rural	13	12	1.54	0.66	3.15	0.38	11.50**

\*\* = Significant at 0.01 level

Table 26 clearly indicates that there was a significant difference before and after training in self protection skills against physical abuse of grabbing among Urban and Rural Visually Impaired, Hearing Impaired and Intellectually Disabled Children. The Children with Special Needs may commonly encounter this form of abuse. But they may not know how to react to in that situation. So, it is important that they need to become aware of the situation and also to handle it boldly. Therefore, the training through Triple I Package had contributed significantly in the development of knowledge and skills to protect themselves against the physical abuse of grabbing. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Locality among Children with Special Needs**” is accepted.



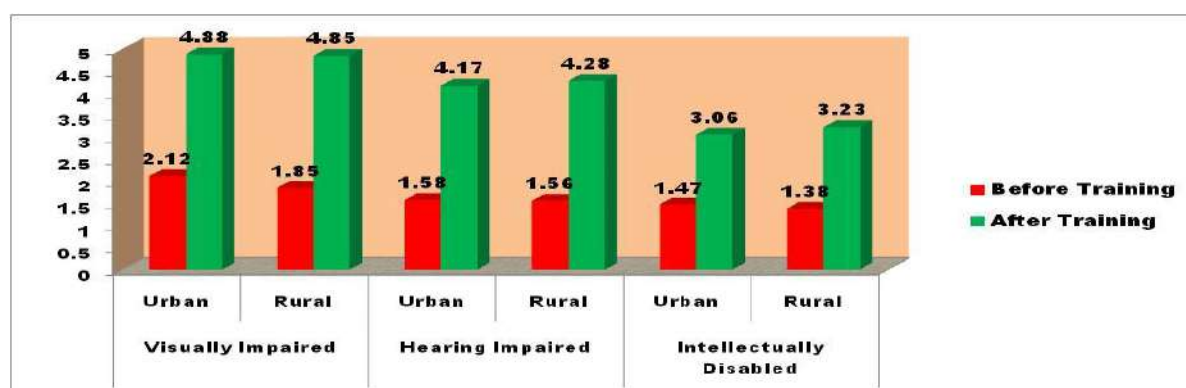
**Figure 20. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Locality among Children with Special Needs**

**Table 27: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.12	0.49	4.88	0.33	26.07**
	Rural	13	12	1.85	0.56	4.85	0.38	15.30**
Hearing Impaired	Urban	12	11	1.58	0.52	4.17	0.39	11.29**
	Rural	18	17	1.56	0.51	4.28	0.46	13.98**
Intellectually Disabled	Urban	17	16	1.47	0.51	3.06	0.24	10.59**
	Rural	13	12	1.38	0.51	3.23	0.44	12.00**

\*\* = Significant at 0.01 level

Table 27 shows significant difference before and after training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Locality among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled. Children with Special Needs may not know how to react to hitting thereby they used to keep quite bearing the pain. Training through Triple I Package enabled them to become aware and protect themselves. Practice through what if situation created, enriched their knowledge to handle and overcome the situations without any hesitation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Institution among Children with Special Needs**” is accepted.



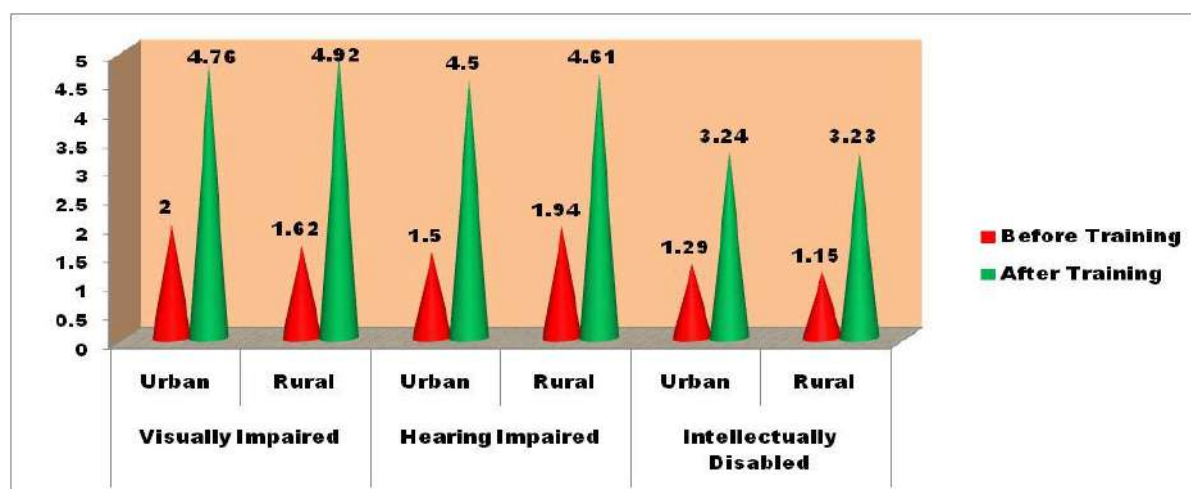
**Figure 21. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Locality among Children with Special Needs**

**Table 28: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.00	0.50	4.76	0.44	17.16**
	Rural	13	12	1.62	0.51	4.92	0.28	18.92**
Hearing Impaired	Urban	12	11	1.50	0.67	4.50	0.52	14.07**
	Rural	18	17	1.94	0.80	4.61	0.50	11.66**
Intellectually Disabled	Urban	17	16	1.29	0.59	3.24	0.44	14.40**
	Rural	13	12	1.15	0.38	3.23	0.44	27.00**

\*\*= Significant at 0.01 level

Table 28 shows the result of before and after training of children with Visual Impairment, Hearing Impairment and Intellectually Disabled in Self Protection Skills against Physical Abuse of Biting belonging to Urban and Rural Locality had significant difference. Children with Special Needs tend to exhibit maladaptive behaviours without knowing that it is inappropriate. The training through Triple I Package encompassing audio, video and sign language enhanced their skill and knowledge to protect them from the physical abuse of biting. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Locality among Children with Special Needs**” is accepted.



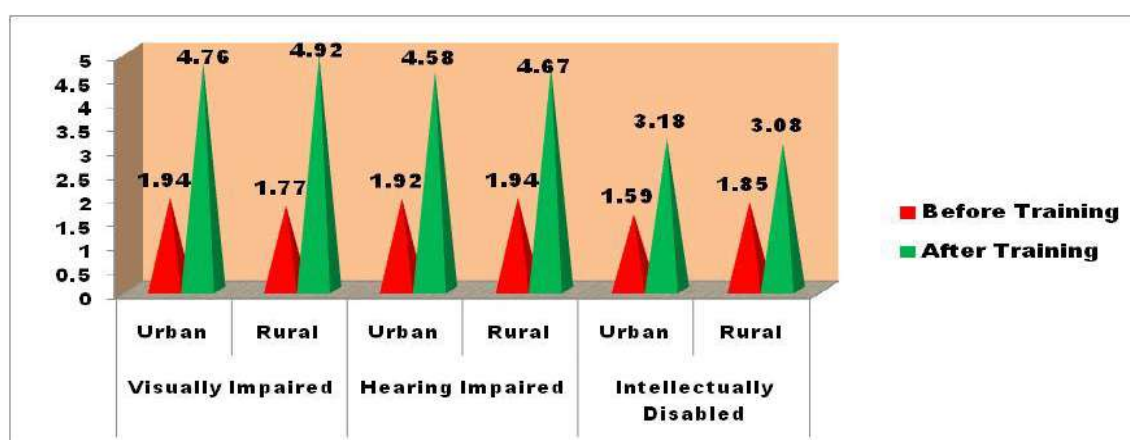
**Figure 22. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Biting with respect to Type of Locality among Children with Special Needs**

**Table 29: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.94	0.43	4.76	0.44	18.31**
	Rural	13	12	1.77	0.60	4.92	0.28	16.51**
Hearing Impaired	Urban	12	11	1.92	0.52	4.58	0.52	10.41**
	Rural	18	17	1.94	0.64	4.67	0.49	17.26**
Intellectually Disabled	Urban	17	16	1.59	0.51	3.18	0.39	10.59**
	Rural	13	12	1.85	0.56	3.08	0.28	7.41**

\*\*= Significant at 0.01 level

Table 29 revealed that the training created a highly significant result among the Children with Special Needs i.e. Visually Impaired, Hearing Impaired and Intellectually Disabled in Self Protection Skills against Physical Abuse of Kicking irrespective of the Locality to which they belonged to. Children with Special Needs may not know the impact of kicking so they used to remain calm while experiencing it. Training through Triple I Package enabled them to become aware of the impending impact of kicking and protect themselves. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Locality among Children with Special Needs**” is accepted.



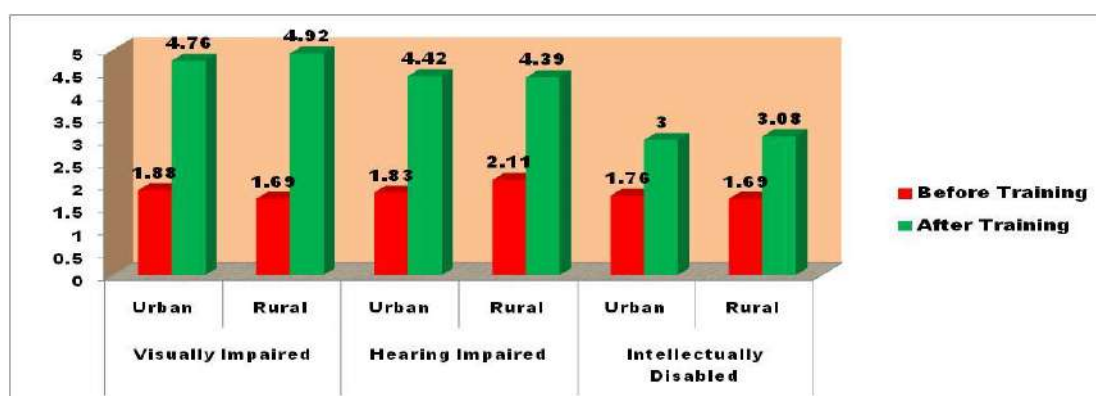
**Figure 23. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Locality among Children with Special Needs**

**Table 30: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.60	4.76	0.44	19.80**
	Rural	13	12	1.69	0.63	4.92	0.28	16.07**
Hearing Impaired	Urban	12	11	1.83	0.39	4.42	0.52	13.39**
	Rural	18	17	2.11	0.47	4.39	0.50	16.82**
Intellectually Disabled	Urban	17	16	1.76	0.44	3.00	0.00	11.65**
	Rural	13	12	1.69	0.48	3.08	0.28	7.68**

\*\*= Significant at 0.01 level

Table 30 shows the result of the paired t test for Self Protection Skills against Physical Abuse of Pushing for Children with Visual Impairment, Hearing Impairment and Intellectual Disability was significant with respect to Locality. It indicates that there was a significant difference between before and after training among children with special needs. Usually the Children with Special Needs may not know the harmful effect of pushing which will happen during the course of life. So the training through Triple I Package enabled them to become aware and protect themselves from the physical abuse of pushing. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 24. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Locality among Children with Special Needs**

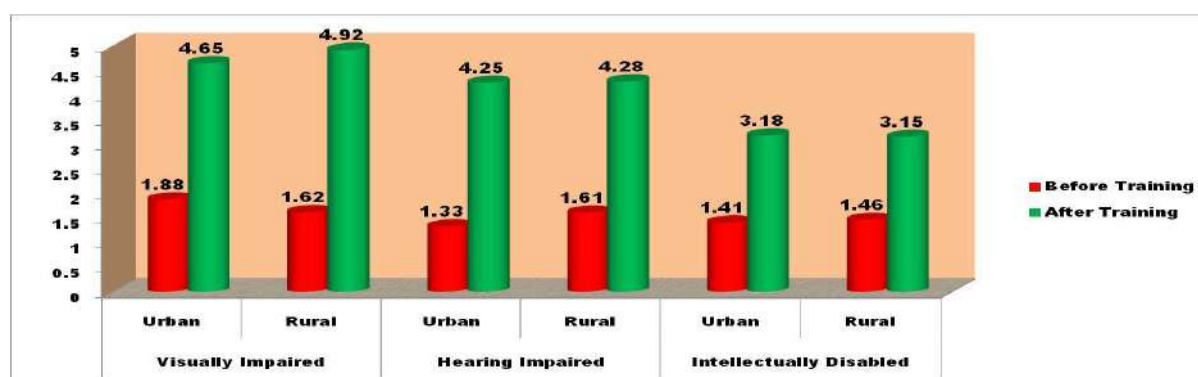


**Table 31: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.49	4.65	0.49	20.27**
	Rural	13	12	1.62	0.51	4.92	0.28	18.92**
Hearing Impaired	Urban	12	11	1.33	0.49	4.25	0.45	15.11**
	Rural	18	17	1.61	0.50	4.28	0.46	16.49**
Intellectually Disabled	Urban	17	16	1.41	0.62	3.18	0.39	10.95**
	Rural	13	12	1.46	0.52	3.15	0.38	12.70**

\*\* = Significant at 0.01 level

Table 31 indicates the comparison for Self Protection Skills against Physical Abuse of Throwing Objects among Children with Visual Impairment, Hearing Impairment and Intellectual Disability with respect to type of locality. Throwing Objects is one of the risk factors which are associated with various forms of expression of emotions. Children with Special Needs may tend to face the challenge of experiencing such form of abuse. Therefore, the training through Triple I Package was considered as an imperative one. The training was found to be effective in imparting self protection skills among Children with Special Needs against physical abuse of throwing objects. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Locality among Children with Special Needs**” is accepted.



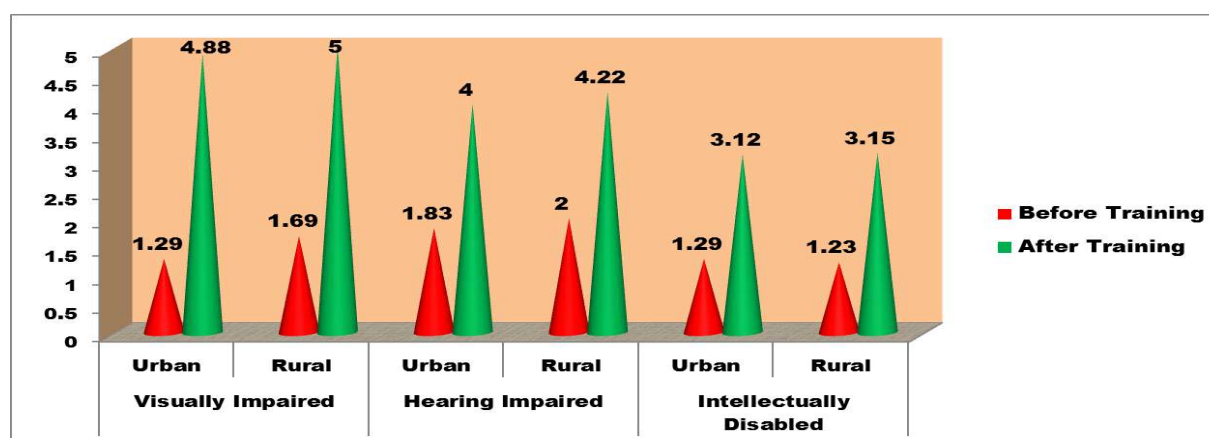
**Figure 25. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Locality among Children with Special Needs**

**Table 32: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.29	0.47	4.88	0.33	29.16**
	Rural	13	12	1.69	0.63	5.00	0.00	18.92**
Hearing Impaired	Urban	12	11	1.83	0.72	4.00	0.74	5.92**
	Rural	18	17	2.00	0.49	4.22	0.43	17.20**
Intellectually Disabled	Urban	17	16	1.29	0.47	3.12	0.33	11.82**
	Rural	13	12	1.23	0.44	3.15	0.38	14.05**

\*\*= Significant at 0.01 level

Table 32 shows the result of the paired t test for Self Protection Skills against Physical Abuse of Punching for Children with Visual Impairment, Hearing Impairment and Intellectual Disability was significant with respect to Locality. It is generally assumed that Children with Special Needs are more vulnerable to the various forms of physical abuse than normal children. But they were more ignorant about this type of abuse and it is considered as an important aspect to be trained through Triple I Package. The training provided them an in-depth knowledge as how to recognize and safeguard themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 26. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Punching with respect to Type of Locality among Children with Special Needs**

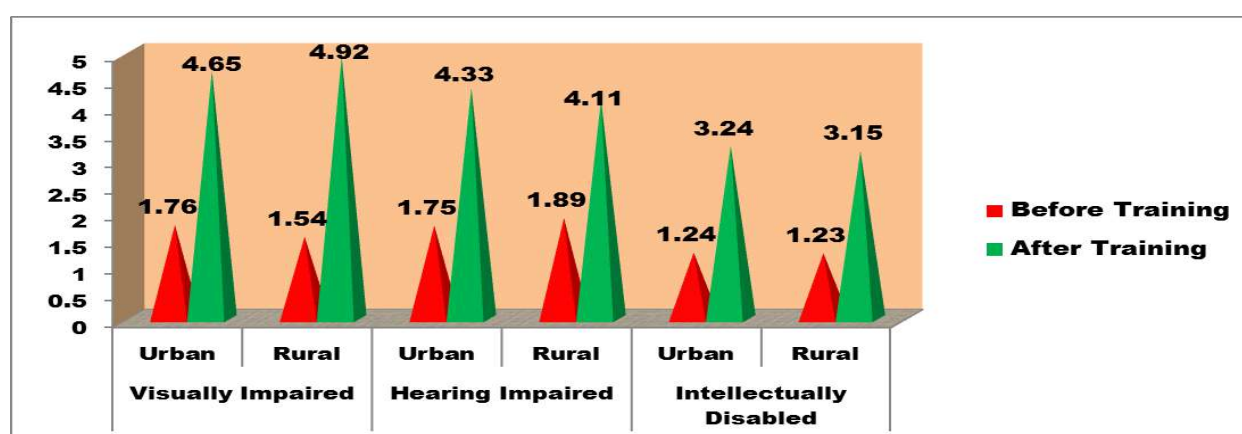


**Table 33: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.76	0.66	4.65	0.49	17.06**
	Rural	13	12	1.54	0.52	4.92	0.28	18.76**
Hearing Impaired	Urban	12	11	1.75	0.62	4.33	0.49	11.29**
	Rural	18	17	1.89	0.58	4.11	0.32	14.58**
Intellectually Disabled	Urban	17	16	1.24	0.44	3.24	0.44	11.66**
	Rural	13	12	1.23	0.44	3.15	0.38	14.05**

\*\* = Significant at 0.01 level

Table 33 indicates that there was a significant difference between before and after training among Children with Special Needs with respect to locality. In general, the children were mostly exposed to this type of abuse but the parents were not taking it seriously to tell them about the protective measures. So this training through Triple I Package for all the three groups created an impact that as how to overcome the situation using the self protection skills. The Triple I Package had developed the level of self confidence among the Children with Special Needs to prevail over the physical abuse of hair pulling. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Locality among Children with Special Needs**” is accepted.



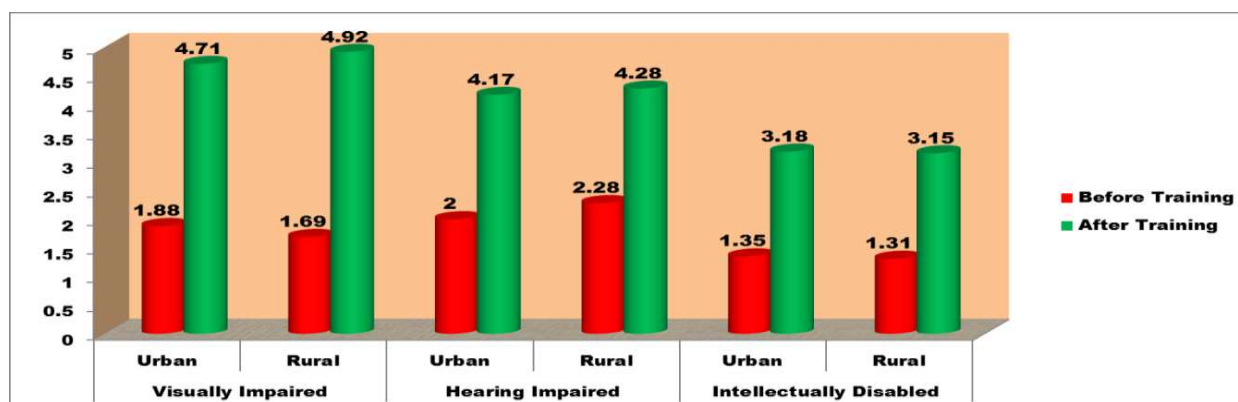
**Figure 27. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Locality among Children with Special Needs**

**Table 34: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.60	4.71	0.47	13.19**
	Rural	13	12	1.69	0.63	4.92	0.28	19.44**
Hearing Impaired	Urban	12	11	2.00	0.85	4.17	0.39	7.29**
	Rural	18	17	2.28	0.67	4.28	0.46	10.10**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.18	0.39	14.22**
	Rural	13	12	1.31	0.48	3.15	0.38	17.73**

\*\*= Significant at 0.01 level

Table 34 reveals that there is a significant difference before and after training with respect to locality among Children with Visual Impairment, Hearing Impairment and Intellectual Disability for Self Protection Skills against Physical Abuse of Pinching. Most of the Children with Special Needs attend schools in a protective environment so this type of abuse happens silently without any warning signs. Training through Triple I Package, made them to practice **what if** situation that was created enabled them to become aware and handle the physical abuse of pinching. Therefore, the training through Triple I Package was used as a safety measure for the children with special needs. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Locality among Children with Special Needs**” is accepted.



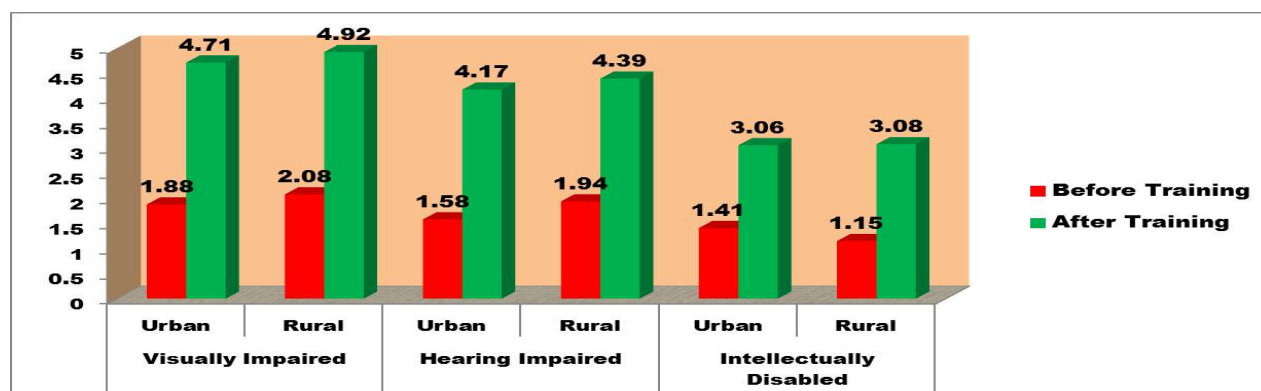
**Figure 28. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Locality among Children with Special Needs**

**Table 35: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.60	4.71	0.47	14.39**
	Rural	13	12	2.08	0.64	4.92	0.28	14.90**
Hearing Impaired	Urban	12	11	1.58	0.52	4.17	0.39	13.39**
	Rural	18	17	1.94	0.42	4.39	0.50	14.72**
Intellectually Disabled	Urban	17	16	1.41	0.62	3.06	0.24	9.68**
	Rural	13	12	1.15	0.38	3.08	0.28	14.05**

\*\* = Significant at 0.01 level

Table 35 reveals a significant difference before and after training in the Self Protection Skills against Physical Abuse of Hurting among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. Zero rejection is the ultimate aim of inclusive education which made all the Children with Special Needs to be enrolled in schools. They may be engaged in various activities as part of school curriculum which may lead them to experience this form of abuse. The training enabled the Children with Special Needs to safeguard themselves from this form of abuse since the package enabled them to practice it repeatedly by means of identifying and reacting to it appropriately. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Locality among Children with Special Needs**” is accepted.



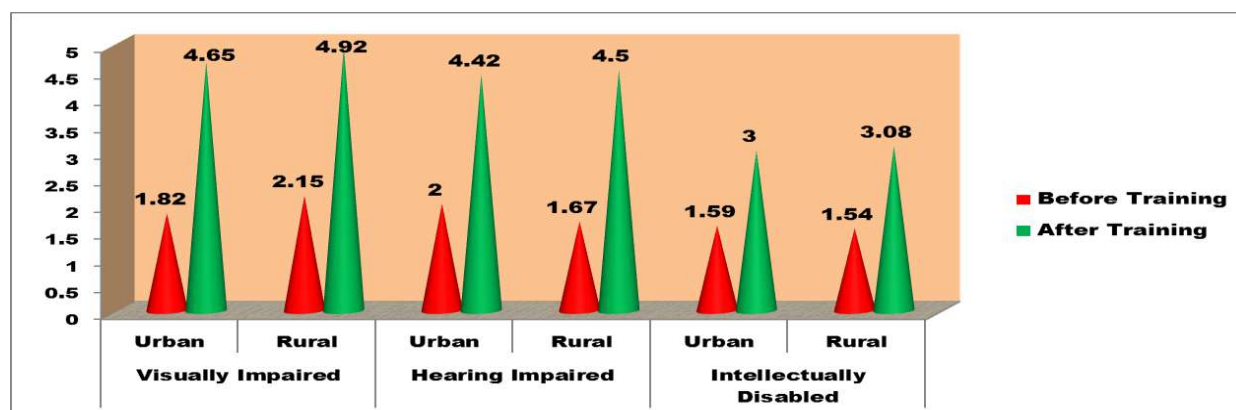
**Figure 29. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Locality among Children with Special Needs**

**Table 36: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.82	0.73	4.65	0.49	14.39**
	Rural	13	12	2.15	0.69	4.92	0.28	13.77**
Hearing Impaired	Urban	12	11	2.00	0.00	4.42	0.52	16.26**
	Rural	18	17	1.67	0.49	4.50	0.51	17.00**
Intellectually Disabled	Urban	17	16	1.59	0.51	3.00	0.00	11.47**
	Rural	13	12	1.54	0.52	3.08	0.28	10.69**

\*\* = Significant at 0.01 level

The above Table 36 portrays the Self Protection Skills against Physical Abuse of Beating among Children with Visual Impairment, Hearing Impairment and Intellectual Disability with respect to type of locality. Generally, the parents of Children with Special Needs may not take it as a serious issue to instruct their children to protect themselves from the physical abuse of beating. The Triple I Package training was self descriptive with simple steps which enabled the parents as well as special educators to follow and use it for training children with special needs. They can also rewind while practicing it. This enabled them to learn the skills fast and reflect it when created what if situation which in turn showed the proficiency in skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Locality among Children with Special Needs**” is accepted.



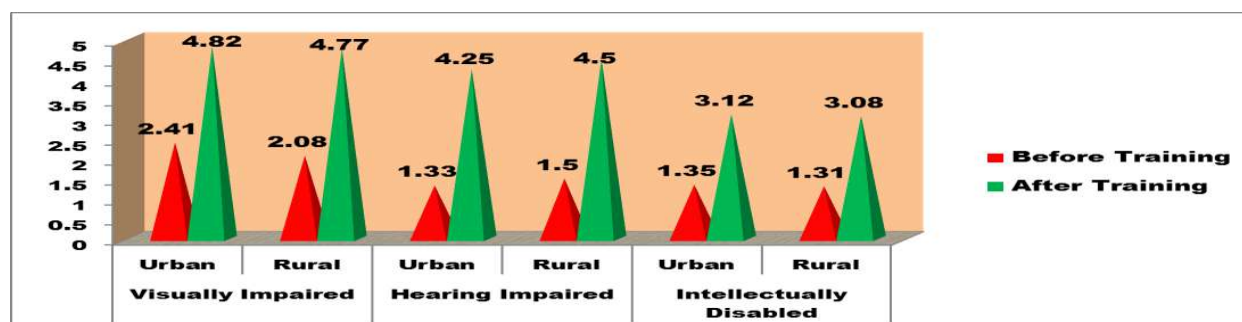
**Figure 30. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Beating with respect to Type of Locality among Children with Special Needs**

**Table 37: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.41	0.51	4.82	0.39	13.96**
	Rural	13	12	2.08	0.64	4.77	0.44	12.93**
Hearing Impaired	Urban	12	11	1.33	0.49	4.25	0.45	15.11**
	Rural	18	17	1.50	0.51	4.50	0.51	16.60**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.12	0.33	16.64**
	Rural	13	12	1.31	0.48	3.08	0.28	14.55**

\*\*= Significant at 0.01 level

Table 37 indicates the result of Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against the Physical Abuse of Arm Twisting. It implies that there was a significant difference between before and after training with respect to type of locality. Children with Special Needs may experience this form of abuse when they misbehave. They may not be aware of the protective techniques which they have to use while they were in that traumatic situation. The training through Triple I package gave them a unique idea to protect themselves by using self protection skills. Since the Triple I Package was distinctively created for the Children with Special Needs by means of using three modes i.e., audio, videos and sign language along with practice through what if situation made them to learn self protection skills as quickly as possible. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Locality among Children with Special Needs” is accepted.



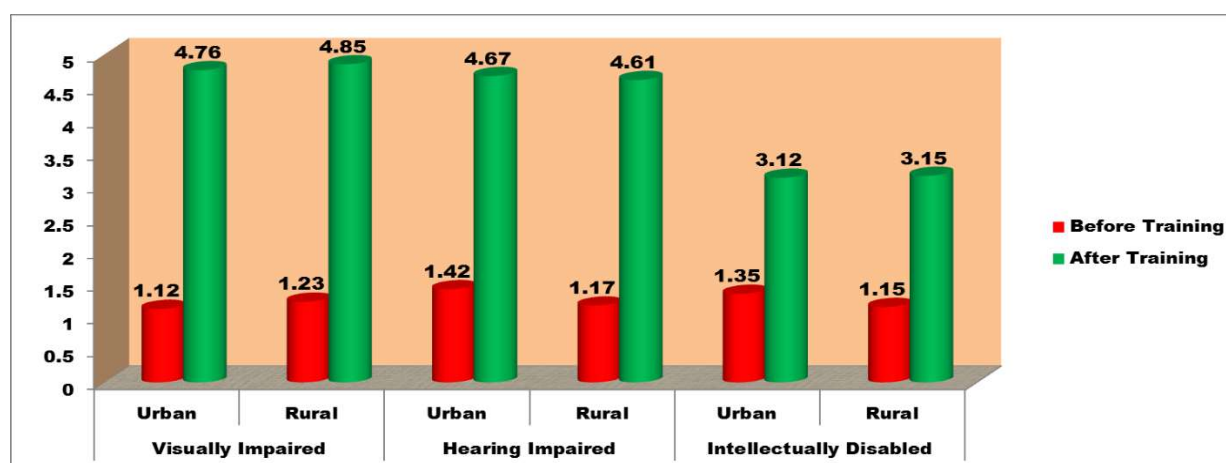
**Figure 31. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Locality among Children with Special Needs**

**Table 38: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.12	0.33	4.76	0.44	30.53**
	Rural	13	12	1.23	0.44	4.85	0.38	25.74**
Hearing Impaired	Urban	12	11	1.42	0.67	4.67	0.49	18.11**
	Rural	18	17	1.17	0.38	4.61	0.50	20.74**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.12	0.33	16.64**
	Rural	13	12	1.15	0.38	3.15	0.38	17.66**

\*\* = Significant at 0.01 level

Table 38 shows the difference before and after training in Self Protection Skills against Physical Abuse of Stabbing among Children with Visual Impairment, Hearing Impairment and Intellectual Disability belonging to Urban and Rural Locality. Children with Special Needs are limited in terms of knowledge about various risk factors existing in the society. So, when they exposed to the physical abuse of stabbing, they will not be able to understand what they try to convey. The training enabled the Children with Special Needs to understand and differentiate the various forms of abuse and protect themselves. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 32. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Locality among Children with Special Needs**

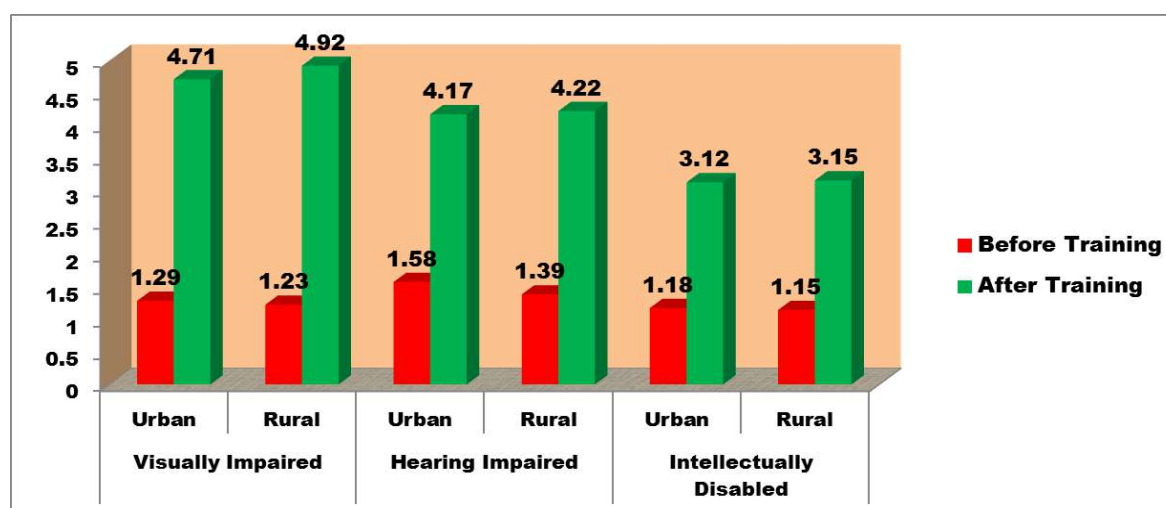


**Table 39: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.29	0.47	4.71	0.47	19.75**
	Rural	13	12	1.23	0.44	4.92	0.28	27.71**
Hearing Impaired	Urban	12	11	1.58	0.52	4.17	0.39	17.38**
	Rural	18	17	1.39	0.50	4.22	0.55	15.30**
Intellectually Disabled	Urban	17	16	1.18	0.39	3.12	0.33	14.40**
	Rural	13	12	1.15	0.38	3.15	0.38	12.49**

\*\* = Significant at 0.01 level

Table 39 shows the result of the paired t test for Self Protection Skills against Physical Abuse of Humiliation among Children with Visual Impairment, Hearing Impairment and Intellectual Disability is significant with respect to Locality. Normally Children with Special Needs may face problems related to Physical, Psychological and Social Issues. It will add to their fear while they face the physical abuse of humiliation. Training through Triple I Package enabled them to gain confidence and reduce fear and handle the situation which they face in life. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 33. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Locality among Children with Special Needs**

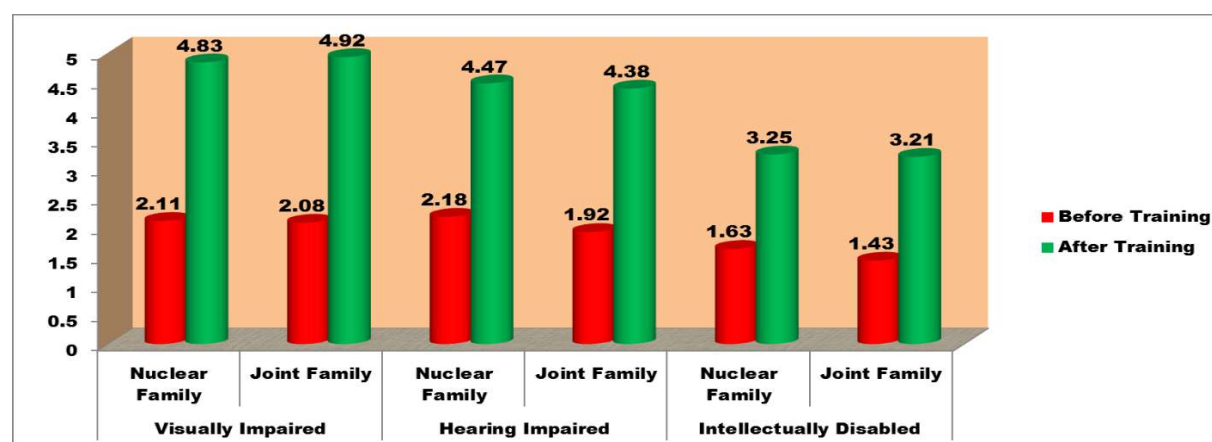
Section III B presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse with respect to Type of Family among Children with Special Needs

**Table 40: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.11	0.75	4.83	0.38	15.36**
	Joint	12	11	2.08	0.79	4.92	0.28	11.76**
Hearing Impaired	Nuclear	17	16	2.18	0.88	4.47	0.51	10.29**
	Joint	13	12	1.92	0.76	4.38	0.50	10.12**
Intellectually Disabled	Nuclear	16	15	1.63	0.71	3.25	0.44	9.04**
	Joint	14	13	1.43	0.514	3.21	0.426	15.69**

\*\*= Significant at 0.01 level

From Table 40, it is evident that there is a significant difference before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability irrespective of type of family to which they belonged to. It means that the training was effective and useful in imparting good understanding regarding the self protection skills against physical abuse of grabbing. They found it difficult to protect themselves from the physical abuse of grabbing. Training through Triple I Package had given them the chance to learn and reflect such skills to protect themselves through what if situation created for them. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 34. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Family among Children with Special Need**

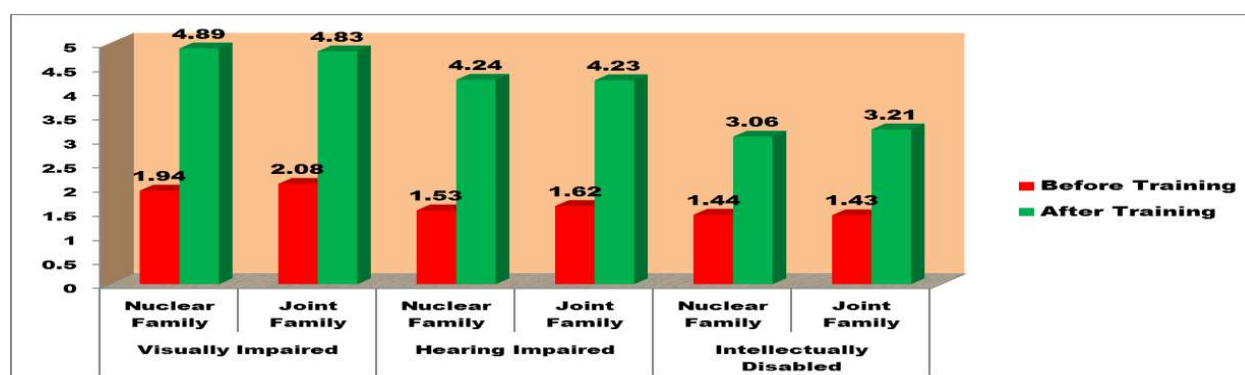


**Table 41: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.94	0.53	4.89	0.32	23.16**
	Joint	12	11	2.08	0.51	4.83	0.38	15.33**
Hearing Impaired	Nuclear	17	16	1.53	0.51	4.24	0.43	14.46**
	Joint	13	12	1.62	0.50	4.23	0.43	10.84**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.06	0.25	13.00**
	Joint	14	13	1.43	0.51	3.21	0.42	9.56**

\*\*= Significant at 0.01 level

The results of the above Table 41 show that Triple I Package enabled Children with Special Needs i.e. children with Visual Impairment, Hearing Impairment and Intellectual Disability to be equipped with knowledge and skills regarding self protection skills against physical abuse of hitting. It can be determined that the systematic and step by step instructions helped them to learn these basic tricks of saving themselves from hitting. Children with Special Needs may encounter this form of abuse in the classroom either by elders or peer group. So, training in self protection skills against physical abuse of hitting can be useful for them to apply it whenever they are facing this situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Family among Children with Special Needs**” is accepted.



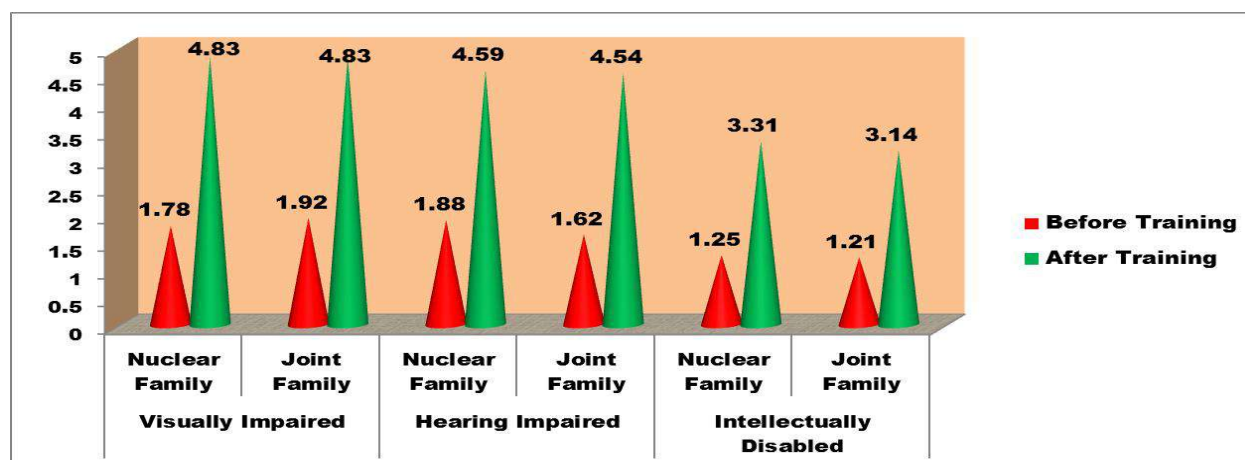
**Figure 35. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Family among Children with Special Needs**

**Table 42: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.54	4.83	0.38	17.87**
	Joint	12	11	1.92	0.51	4.83	0.39	15.11**
Hearing Impaired	Nuclear	17	16	1.88	0.69	4.59	0.50	16.26**
	Joint	13	12	1.62	0.87	4.54	0.51	9.45**
Intellectually Disabled	Nuclear	16	15	1.25	0.44	3.31	0.48	18.64**
	Joint	14	13	1.21	0.58	3.14	0.36	15.20**

\*\*= Significant at 0.01 level

It was observed from the above Table 42 that the training had a significant effect in imparting self protection skills against physical abuse of biting among children with Visual Impairment, Hearing Impairment and Intellectually Disabled. This shows that Triple I Package was useful for Children with Special Needs to improve their knowledge and skills extremely. Biting is one of the common types of physical abuse that may happen at any time and they may not be aware as how to safeguard themselves from it. The flexible instructions of Triple I Package brought the opportunity for them to empower with skills and to save them from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Family among Children with Special Needs**” is accepted.



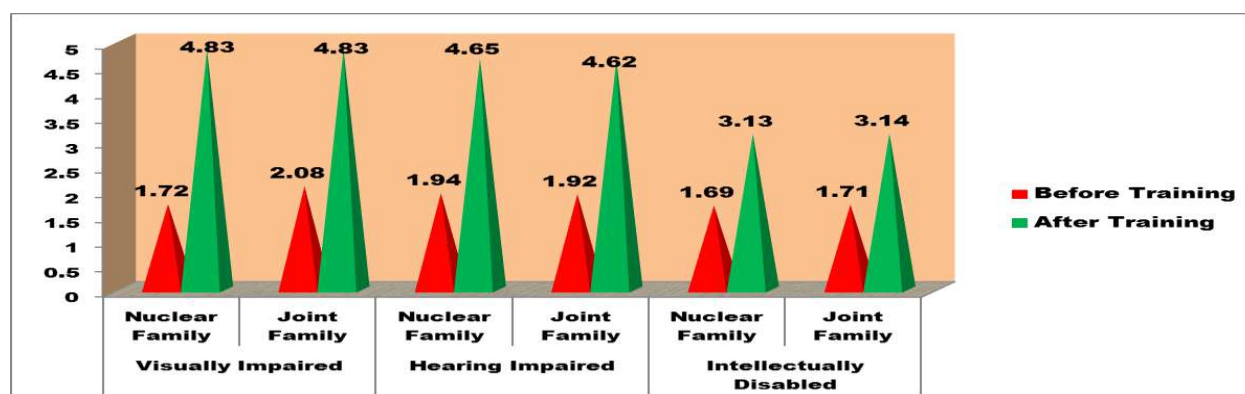
**Figure 36. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Biting with respect to Type of Family among Children with Special Needs**

**Table 43: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.72	0.46	4.83	0.38	19.51**
	Joint	12	11	2.08	0.52	4.83	0.39	15.33**
Hearing Impaired	Nuclear	17	16	1.94	0.55	4.65	0.49	16.26**
	Joint	13	12	1.92	0.64	4.62	0.51	11.36**
Intellectually Disabled	Nuclear	16	15	1.69	0.48	3.13	0.34	9.14**
	Joint	14	13	1.71	0.61	3.14	0.36	8.27**

\*\*= Significant at 0.01 level

Table 43 portrays that there is a significant difference between before and after training among children with Visual Impairment, Hearing Impairment and Intellectually Disabled. It can be implied that the training contributed significantly in increasing the self protection skills against physical abuse of kicking among children with special needs. Due to their unique learning needs the children need specialized instructions in learning the importance of such vital skills. In an Indian context, it is very rare to teach them regarding such skills in regular discussion among family members. Triple I Package provided due chances to be equipped with Self Protection Skills against Physical Abuse of Kicking that will be helpful for them to be safe. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Family among Children with Special Needs**” is accepted.



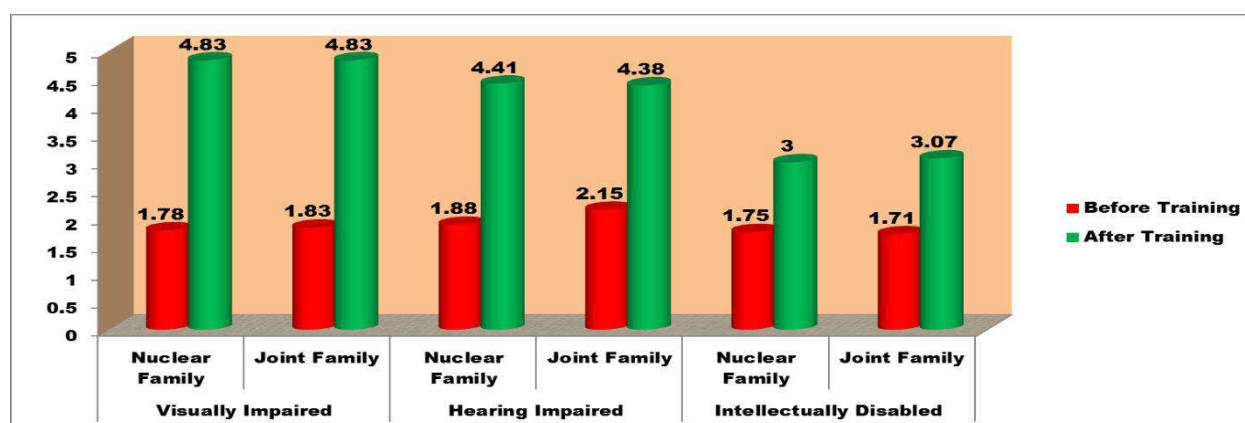
**Figure 37. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Family among Children with Special Needs**

**Table 44: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.65	4.83	0.38	17.87**
	Joint	12	11	1.83	0.58	4.83	0.39	17.23**
Hearing Impaired	Nuclear	17	16	1.88	0.33	4.41	0.51	14.54**
	Joint	13	12	2.15	0.56	4.38	0.51	18.34**
Intellectually Disabled	Nuclear	16	15	1.75	0.45	3.00	0.00	11.18**
	Joint	14	13	1.71	0.47	3.07	0.27	8.02**

\*\*= Significant at 0.01 level

Table 44 revealed that the training had a significant impact on the improvement of knowledge and skills regarding self protection skills against physical abuse of pushing among children with special needs. It can be determined that the unique and adopted instructions of the training made a significant effect in the improvement of knowledge and skills to be away from pushing. Pushing is one of the very common types of abuse that the Children with Special Needs can experience frequently. It is inadequate for Children with Special Needs to learn spontaneously about this form of self protection skills. Training in self protection skills against pushing empowered them to save themselves from this sort of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Family among Children with Special Needs**” is accepted.



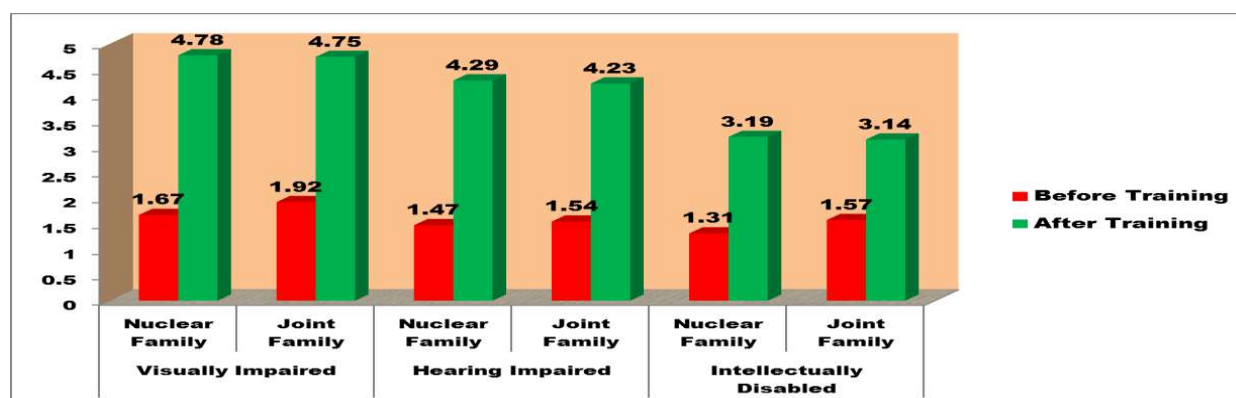
**Figure 38. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Family among Children with Special Needs**

**Table 45: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.67	0.49	4.78	0.43	19.51**
	Joint	12	11	1.92	0.52	4.75	0.45	17.00**
Hearing Impaired	Nuclear	17	16	1.47	0.51	4.29	0.47	18.31**
	Joint	13	12	1.54	0.52	4.23	0.44	12.93**
Intellectually Disabled	Nuclear	16	15	1.31	0.48	3.19	0.40	15.00**
	Joint	14	13	1.57	0.65	3.14	0.36	9.10**

\*\* = Significant at 0.01 level

It is evident from Table 45 that the results of before and after training is significant with respect to type of family of children with Visual Impairment, Hearing Impairment and Intellectually Disabled. Thus, it can be said that there is an immense improvement in learning such skills through this customized training. Children with Special Needs may not be familiar with such self protection skill that was found to be a safety measure for them. It is very common for any group of children to throw objects over each other that may cause damage to any of their body parts. Practicing such skills through Triple I Package empowered them to face this situation very diligently and safeguard themselves from it. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Family among Children with Special Needs**” is accepted.



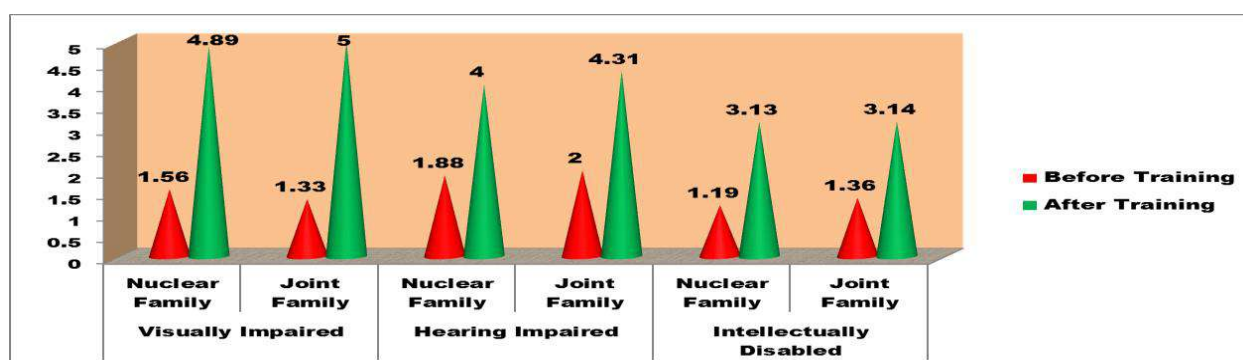
**Figure 39. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Family among Children with Special Needs**

**Table 46: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.56	0.62	4.89	0.32	23.81**
	Joint	12	11	1.33	0.49	5.00	0.00	25.80**
Hearing Impaired	Nuclear	17	16	1.88	0.60	4.00	0.61	8.80**
	Joint	13	12	2.00	0.58	4.31	0.48	11.08**
Intellectually Disabled	Nuclear	16	15	1.19	0.40	3.13	0.34	17.51**
	Joint	14	13	1.36	0.50	3.14	0.36	9.56**

\*\*= Significant at 0.01 level

The results from the Table 46 indicate that the training was effective for children with Visual Impairment, Hearing Impairment and Intellectually Disabled. It meant that Children with Special Needs were able to improve their knowledge and skills while practicing through Triple I Package. Generally, aggression is expressed by means of Punching. Children with Special Needs may be prone for this type of abuse quite often. But they may not be familiar with the skills that can protect them from this kind of abuse. It was a great opportunity for them to be skilled with due knowledge and comprehension to protect themselves while encountering such type of situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 40. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Punching with respect to Type of Family among Children with Special Needs**

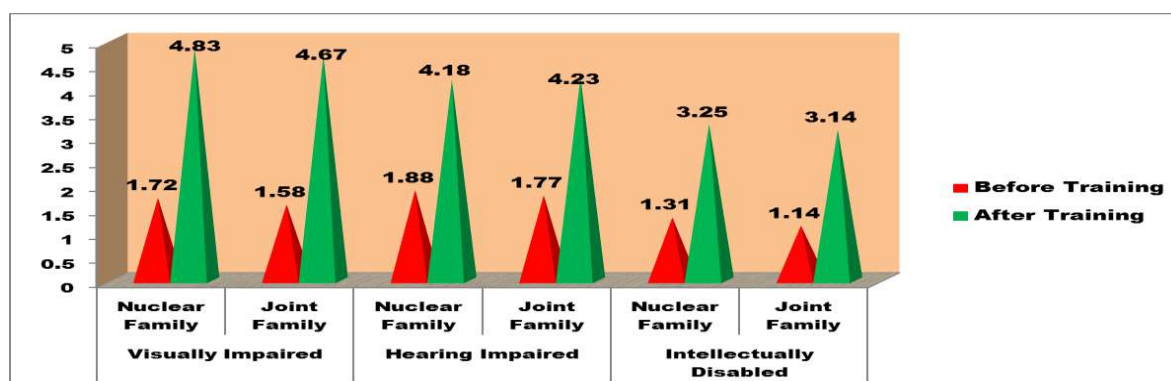


**Table 47: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.72	0.67	4.83	0.38	17.40**
	Joint	12	11	1.58	0.52	4.67	0.49	15.98**
Hearing Impaired	Nuclear	17	16	1.88	0.60	4.18	0.39	13.79**
	Joint	13	12	1.77	0.60	4.23	0.44	11.43**
Intellectually Disabled	Nuclear	16	15	1.31	0.48	3.25	0.45	11.40**
	Joint	14	13	1.14	0.36	3.14	0.36	13.49**

\*\*= Significant at 0.01 level

It was revealed from the above Table 47 that there is a significant difference between the results of before and after training among children with special needs. Thus, it can be determined that children with Visual Impairment, Hearing Impairment and Intellectually Disabled improved their skills through Triple I Package. Children used to show their temper tantrums by pulling others hair. Usually Children with Special Needs may not know how to handle the situations with due techniques. The customized step by step instructions of Triple I Package provided them a real experience to meet and handle the situations with technical skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Family among Children with Special Needs**” is accepted.



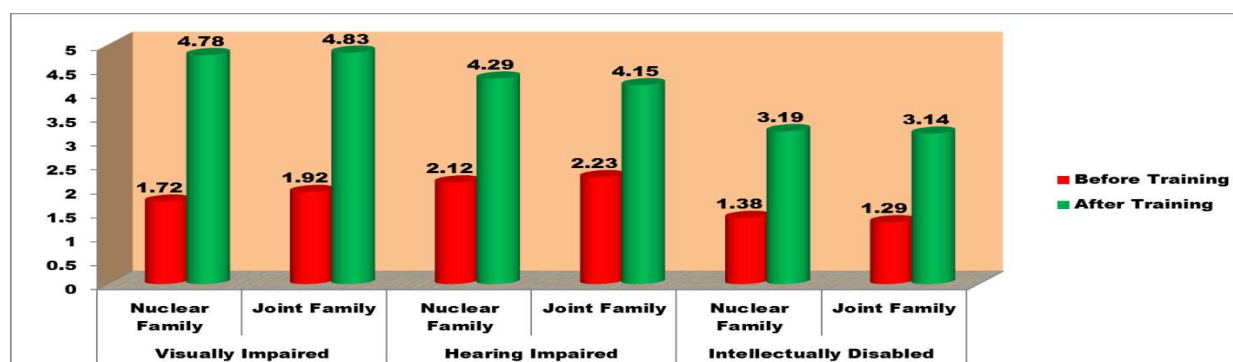
**Figure 41. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Family among Children with Special Needs**

**Table 48: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.72	0.58	4.78	0.43	16.16**
	Joint	12	11	1.92	0.67	4.83	0.39	12.74**
Hearing Impaired	Nuclear	17	16	2.12	0.78	4.29	0.47	9.44**
	Joint	13	12	2.23	0.73	4.15	0.38	8.04**
Intellectually Disabled	Nuclear	16	15	1.38	0.50	3.19	0.40	13.33**
	Joint	14	13	1.29	0.47	3.14	0.36	19.14**

\*\*= Significant at 0.01 level

The above Table 48 suggested that, training in self protection skills against physical abuse of pinching had a significant impact on knowledge and skill development among children with Visual Impairment, Hearing Impairment and Intellectually Disabled. The Children with Special Needs often experience this form of physical abuse of pinching especially when they want to be conveyed that what they were doing is wrong in front of neighbours, friends and relatives. Children with Special Needs when encounter pinching continuously cannot know how to protect themselves. Training through Triple I Package enabled them to react promptly to this form of abuse. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Family among Children with Special Needs” is accepted.



**Figure 42. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Family among Children with Special Needs**

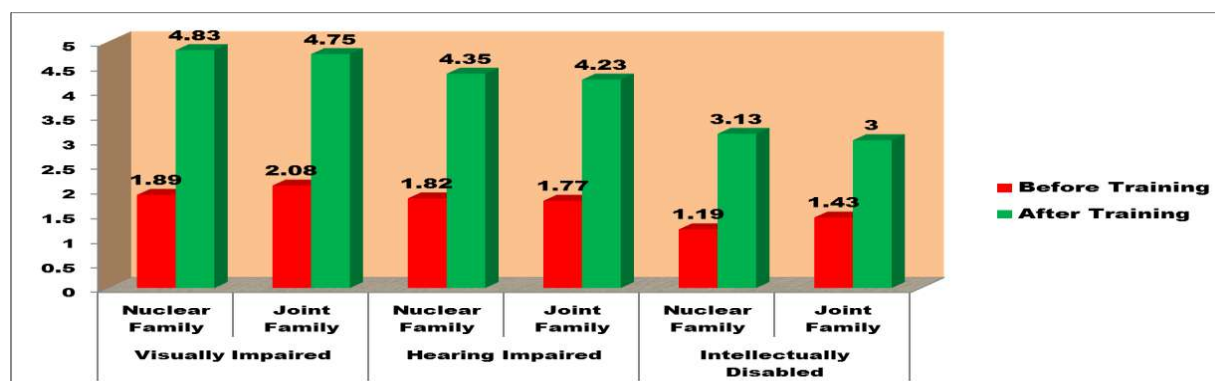


**Table 49: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.89	0.58	4.83	0.38	15.57**
	Joint	12	11	2.08	0.67	4.75	0.45	14.18**
Hearing Impaired	Nuclear	17	16	1.82	0.53	4.35	0.49	13.04**
	Joint	13	12	1.77	0.44	4.23	0.44	17.11**
Intellectually Disabled	Nuclear	16	15	1.19	0.40	3.13	0.34	13.51**
	Joint	14	13	1.43	0.65	3.00	0.00	9.10**

\*\* = Significant at 0.01 level

Table 49 showed that the results had a significant difference with regard to before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability. It is inevitable that Triple I Package was found to safeguard Children with Special Needs in self protection skills against physical abuse of hurting. Children with Special Needs cannot learn from the environment deliberately. Training through Triple I Package enabled them to learn the skills at ease due to hands-on experience provided for them by means of creating what if situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Family among Children with Special Needs**” is accepted.



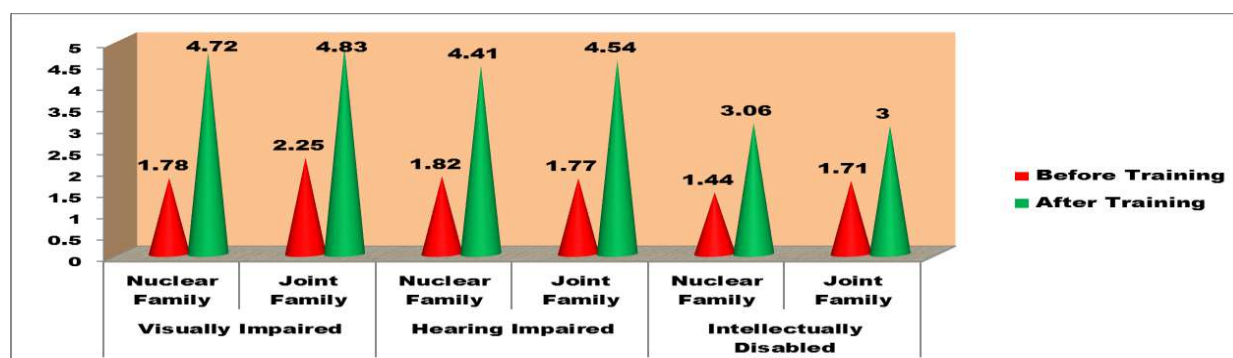
**Figure 43. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Family among Children with Special Needs**

**Table 50: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.65	4.72	0.46	15.57**
	Joint	12	11	2.25	0.75	4.83	0.39	13.39**
Hearing Impaired	Nuclear	17	16	1.82	0.39	4.41	0.51	21.04**
	Joint	13	12	1.77	0.44	4.54	0.52	12.00**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.06	0.25	13.00**
	Joint	14	13	1.71	0.47	3.00	0.00	10.26**

\*\*= Significant at 0.01 level

Table 50 shows that there is a significant difference between the mean scores of before and after training in self protection skills against physical abuse of beating among children with Visual Impairment, Hearing Impairment and Intellectual Disability. Thus, it can be said that the training was considered to be a safety measure for children with special needs. The attitude of the society tends to experience these types of abuse commonly by children with special needs. The adopted and specialized instructions through audio, video and sign language enabled the children to be familiar and safeguard themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Family among Children with Special Needs**” is accepted.



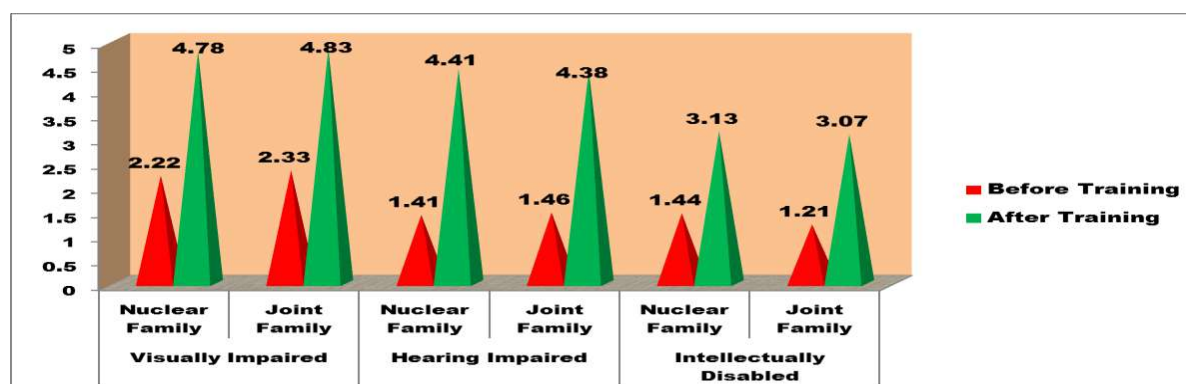
**Figure 44. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Beating with respect to Type of Family among Children with Special Needs**

**Table 51: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.22	0.65	4.78	0.43	13.83**
	Joint	12	11	2.33	0.49	4.83	0.39	12.85**
Hearing Impaired	Nuclear	17	16	1.41	0.51	4.41	0.51	15.65**
	Joint	13	12	1.46	0.52	4.38	0.51	16.45**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.13	0.34	14.10**
	Joint	14	13	1.21	0.43	3.07	0.27	19.14**

\*\*= Significant at 0.01 level

From this Table 51 it can be inferred that the result indicated a significant difference between before and after training among Children with Special Needs namely children with Visual Impairment, Hearing Impairment and Intellectual Disability. It may therefore be said that Triple I Package had a significant effect on development of such vital skills among children with special needs. Children can face this form of abuse in their regular life and may not know to differentiate between holding hands and arm twisting which in turn is resulted as a serious physical condition. Training through this package had imparted knowledge and skills to protect themselves from this sort of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Family among Children with Special Needs**” is accepted.



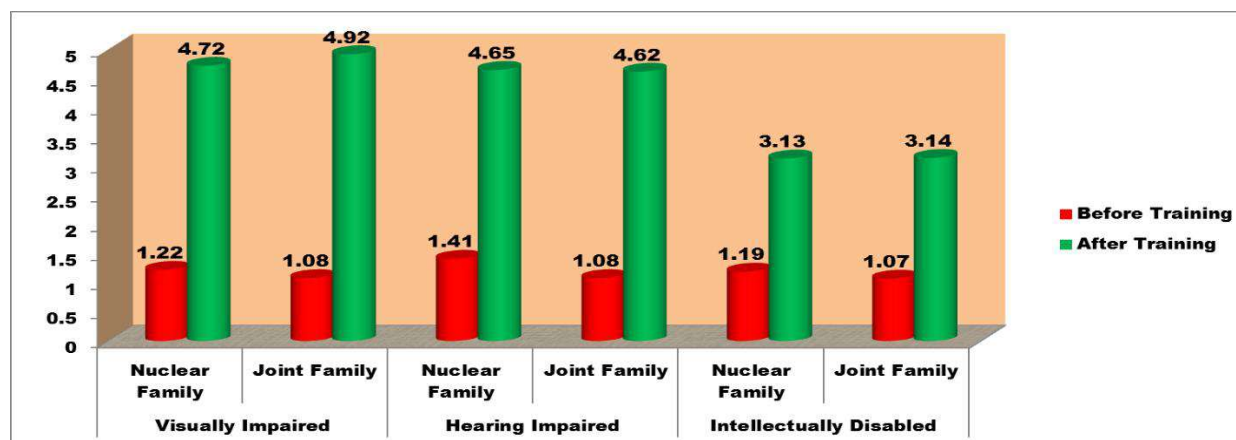
**Figure 45. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Family among Children with Special Needs**

**Table 52: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.22	0.43	4.72	0.46	28.86**
	Joint	12	11	1.08	0.29	4.92	0.29	34.12**
Hearing Impaired	Nuclear	17	16	1.41	0.62	4.65	0.49	17.73**
	Joint	13	12	1.08	0.28	4.62	0.51	24.59**
Intellectually Disabled	Nuclear	16	15	1.19	0.40	3.13	0.34	13.00**
	Joint	14	13	1.07	0.27	3.14	0.36	29.00**

\*\*= Significant at 0.01 level

The result from the Table 52 indicates that the training was effective for children with Visual Impairment, Hearing Impairment and Intellectual Disability. Thus, it can be determined that the flexibility and need based instruction through Triple I Package especially in stabbing was vital in the acquisition of knowledge and skills among children with special needs. There is a lack of comprehension about the reality of stabbing among Children with Special Needs due to their limitations. The training is provided with necessary support to be skilled to face this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Family among Children with Special Needs**” is accepted.



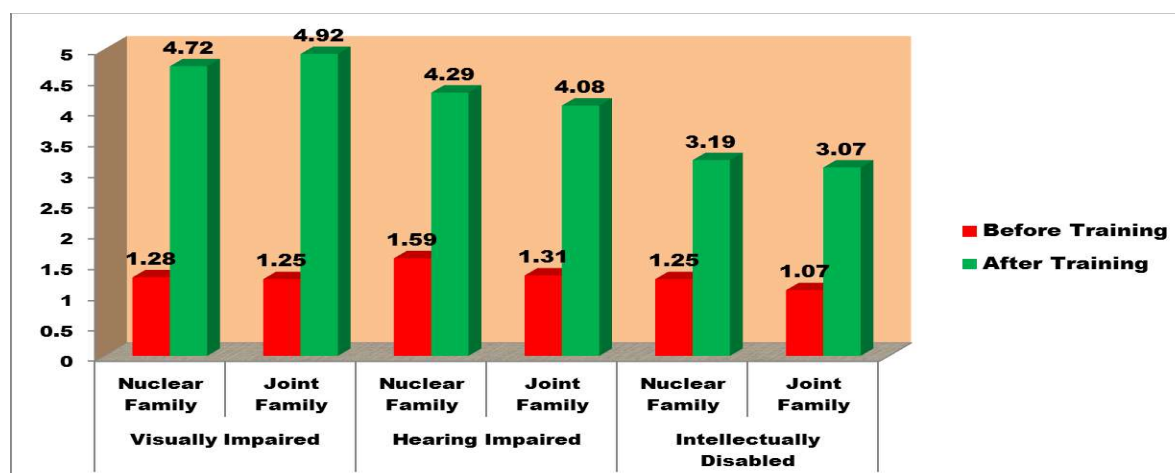
**Figure 46. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Family among Children with Special Needs**

**Table 53: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.28	0.46	4.72	0.46	20.74**
	Joint	12	11	1.25	0.45	4.92	0.29	25.80**
Hearing Impaired	Nuclear	17	16	1.59	0.51	4.29	0.47	16.26**
	Joint	13	12	1.31	0.48	4.08	0.49	13.77**
Intellectually Disabled	Nuclear	16	15	1.25	0.45	3.19	0.40	11.40**
	Joint	14	13	1.07	0.27	3.07	0.27	19.08**

\*\*= Significant at 0.01 level

Table 53 shows the training had significant effect in expansion of skills and knowledge regarding self protection skills against physical abuse of humiliation among children with special needs. Children with Special Needs may not be aware about the meaning of humiliation and cannot react to the situation accordingly. Since, they have not sufficient exposure to this form of abuse. So, training in self protection skill against this form of abuse helped Children with Special Needs to be familiar with humiliation and how to protect themselves from it. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 47. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Family among Children with Special Needs**

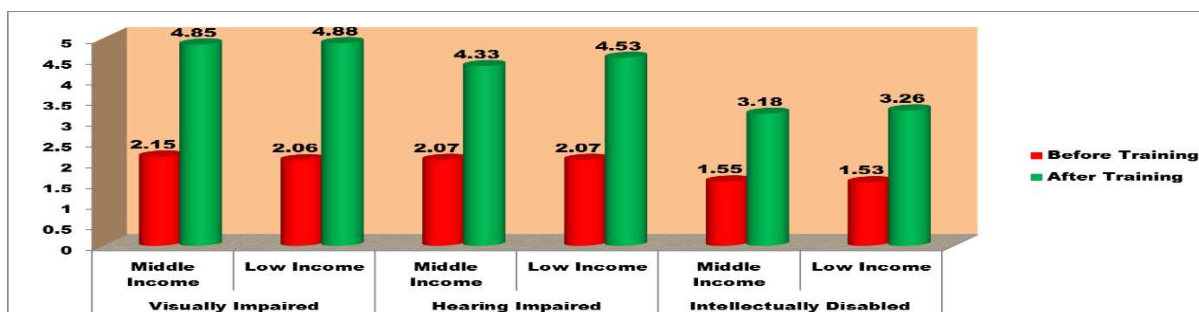
Section III C presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse with respect to Family Income among Children with Special Needs

**Table 54: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.15	0.69	4.85	0.38	15.40**
	Low	17	16	2.06	0.83	4.88	0.33	13.19**
Hearing Impaired	Middle	15	14	2.07	1.03	4.33	0.49	9.13**
	Low	15	14	2.07	0.59	4.53	0.52	11.46**
Intellectually Disabled	Middle	11	10	1.55	0.69	3.18	0.41	10.76**
	Low	19	18	1.53	0.61	3.26	0.45	11.59**

\*\*= Significant at 0.01 level

Table 54 revealed that the results has a significant difference between before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability belonging to various income group. It can be said that the step by step and simple instruction along with audio, video and sign language of Triple I Package was useful for Children with Special Needs to learn the self protection skills at ease. It indicates that the training had tremendous effect on the improvement of knowledge and skills against physical abuse of grabbing. Practicing such skills through what if situation had a positive impact on development of such specific skill. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 48. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Grabbing with respect to Family Income among Children with Special Needs**

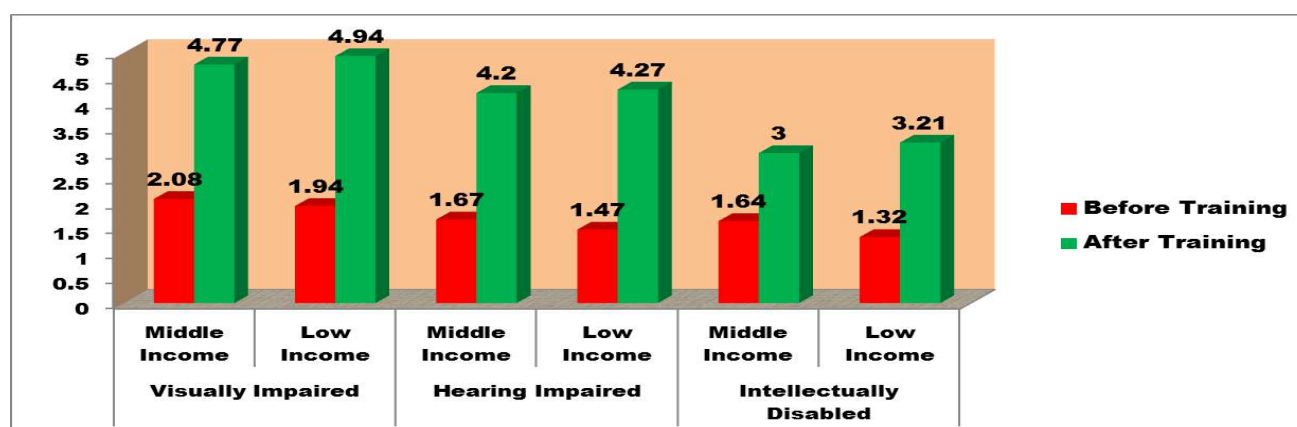


**Table 55: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.08	0.64	4.77	0.44	15.40**
	Low	17	16	1.94	0.43	4.94	0.24	24.74**
Hearing Impaired	Middle	15	14	1.67	0.49	4.20	0.41	13.20**
	Low	15	14	1.47	0.52	4.27	0.46	12.58**
Intellectually Disabled	Middle	11	10	1.64	0.50	3.00	0.00	8.96**
	Low	19	18	1.32	0.48	3.21	0.42	14.56**

\*\* = Significant at 0.01 level

It was observed from Table 55 that the t value for before and after training of children with visual impairment belongs to Middle and Low Class was 15.40 and 24.74, Children with Hearing impairment was 13.20 and 12.58 and for Children with Intellectually Disabled was 8.96 and 14.56 respectively. Thus, it can be resolved that there was a positive impact of the training in imparting self protection skills against hitting. Usually Children with Special Needs may not be familiar with the skills that can save themselves from such kind of abuse. Training enabled them to become aware and how to react while encountering such type of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Family Income among Children with Special Needs**” is accepted.



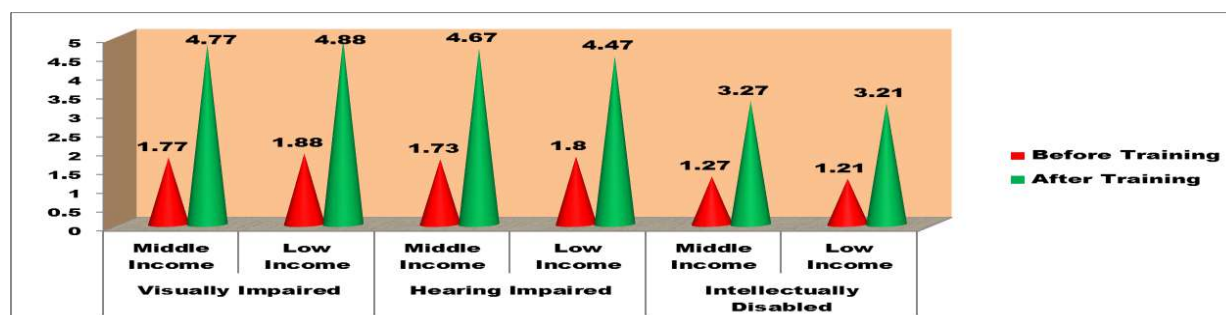
**Figure 49. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hitting with respect to Family Income among Children with Special Needs**

**Table 56: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.77	0.44	4.77	0.44	15.30**
	Low	17	16	1.88	0.60	4.88	0.33	17.49**
Hearing Impaired	Middle	15	14	1.73	0.80	4.67	0.49	14.22**
	Low	15	14	1.80	0.76	4.47	0.52	10.58**
Intellectually Disabled	Middle	11	10	1.27	0.65	3.27	0.47	10.49**
	Low	19	18	1.21	0.42	3.21	0.42	26.15**

\*\*= Significant at 0.01 level

Table 56 depicts that the mean scores has a significant difference before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to various income group. It can be implied that all the selected three groups benefitted from the flexible instructions of Triple I Package. Children with Special Needs tend to attract the attention of their teachers by means of exhibiting the maladaptive behaviour of biting. At that time the children may not know how to react to it. So, it is important for them to know about crisis of it and to safeguard from biting. Practicing such skills through what if situation helped Children with Special Needs with which they may not be familiar from environments or cannot learn spontaneously. There was a huge improvement in learning such skills through training among children with special needs. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Family Income among Children with Special Needs” is accepted.



**Figure 50. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Biting with respect to Family Income among Children with Special Needs**

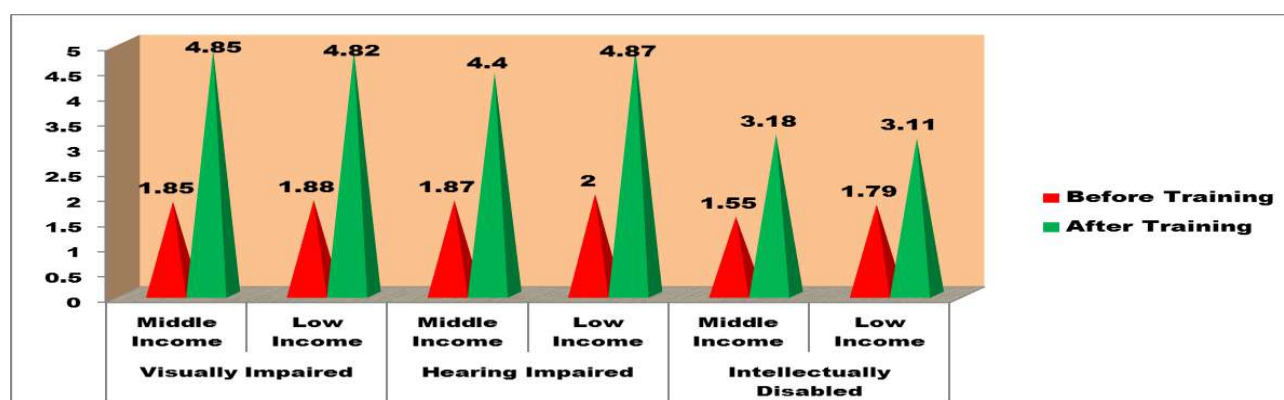


**Table 57: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.85	0.38	4.85	0.38	18.74**
	Low	17	16	1.88	0.60	4.82	0.39	16.22**
Hearing Impaired	Middle	15	14	1.87	0.64	4.40	0.51	11.77**
	Low	15	14	2.00	0.54	4.87	0.35	17.35**
Intellectually Disabled	Middle	11	10	1.55	0.52	3.18	0.41	10.76**
	Low	19	18	1.79	0.54	3.11	0.32	8.55**

\*\*= Significant at 0.01 level

Table 57 revealed that the training given used in expansion of knowledge and skills related to self protection skills against kicking had incredible effect on children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to various income group. Kicking is a form of physical abuse which can be common among children and it is vital for Children with Special Needs to be accustomed with such skills so as they can protect themselves from it. The opportunities for learning such skills was enriched all three groups of children with positive effects and improved their knowledge related to this skill. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Family Income among Children with Special Needs**” is accepted.



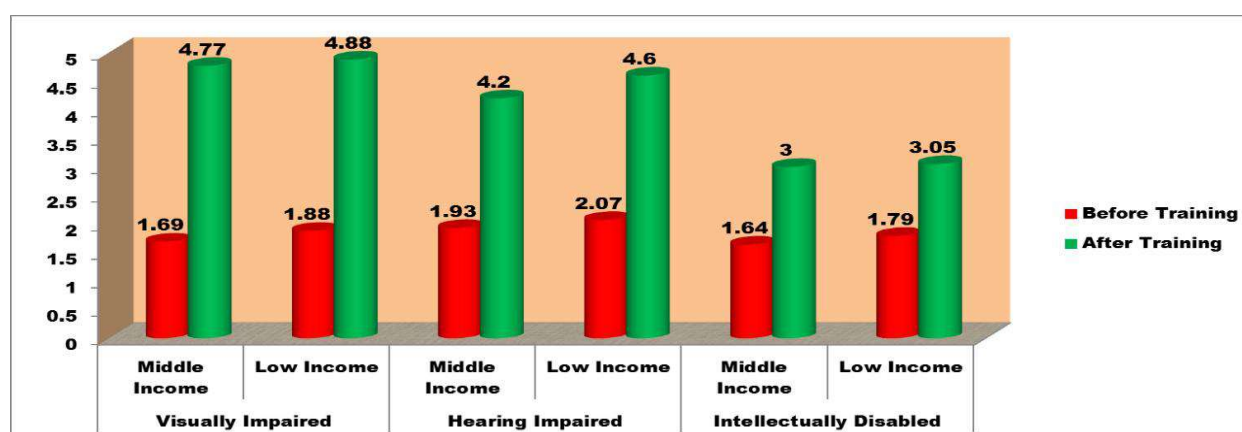
**Figure 51. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Kicking with respect to Family Income among Children with Special Needs**

**Table 58: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.69	0.48	4.77	0.44	22.48**
	Low	17	16	1.88	0.70	4.88	0.33	15.65**
Hearing Impaired	Middle	15	14	1.93	0.26	4.20	0.41	14.79**
	Low	15	14	2.07	0.59	4.60	0.51	15.33**
Intellectually Disabled	Middle	11	10	1.64	0.51	3.00	0.00	8.96**
	Low	19	18	1.79	0.42	3.05	0.23	9.80**

\*\*= Significant at 0.01 level

Table 58 implies that there was a significant difference in the mean scores of before and after training among Children with Special Needs belonging to various income groups. Thus, it can be said that each group had significant improvement in the skills related to self protection skills against physical abuse of pushing. Usually children tend to exhibit pushing while coming out of the classroom during the intervals. They may not know the impending effect of pushing which may even leads to death. The Triple I Package enabled them to become aware of learning self protection skills against physical abuse of pushing. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Family Income among Children with Special Needs” is accepted.



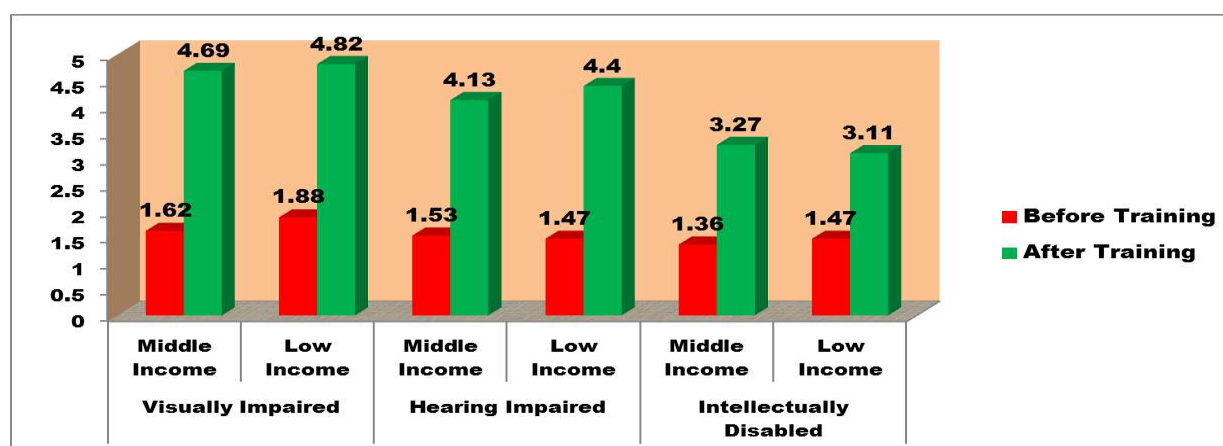
**Figure 52. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pushing with respect to Family Income among Children with Special Needs**

**Table 59: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.62	0.51	4.69	0.48	17.32**
	Low	17	16	1.88	0.49	4.82	0.39	18.41**
Hearing Impaired	Middle	15	14	1.53	0.52	4.13	0.35	19.86**
	Low	15	14	1.47	0.52	4.40	0.51	14.22**
Intellectually Disabled	Middle	11	10	1.36	0.51	3.27	0.47	21.00**
	Low	19	18	1.47	0.61	3.11	0.32	10.40**

\*\* = Significant at 0.01 level

Table 59 displays the results of before and after training using Triple I Package among children with Visual Impairment, Hearing Impairment and Intellectual Disability belonging to middle and low income group. Children usually used to throw the objects on others when they have mood swing. So, training through this package seems to have more benefit as a result they showed improvement in learning the harmful effects of throwing objects on others. It is difficult for them to learn by other means and to realize that this is one type of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Family Income among Children with Special Needs**” is accepted.



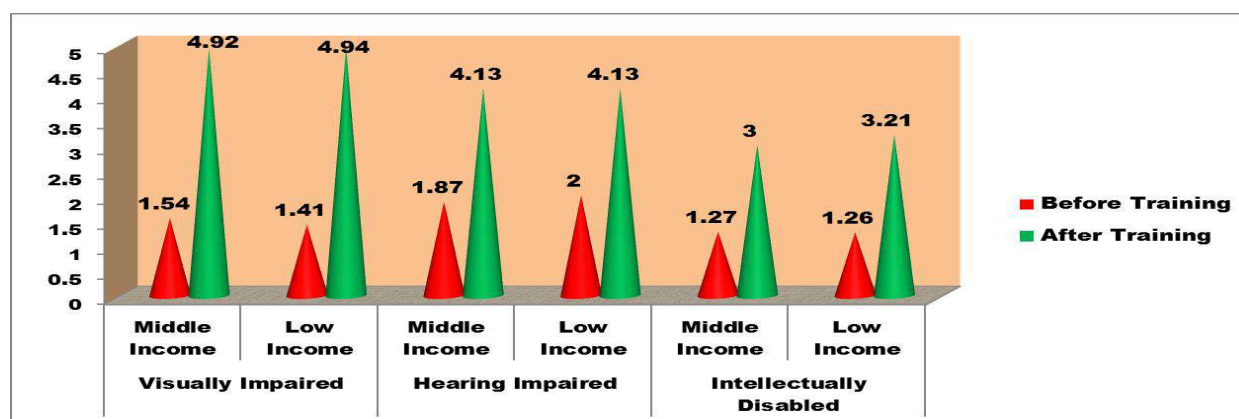
**Figure 53. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Family Income among Children with Special Needs**

**Table 60: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.54	0.66	4.92	0.28	18.76**
	Low	17	16	1.41	0.51	4.94	0.24	28.28**
Hearing Impaired	Middle	15	14	1.87	0.52	4.13	0.35	14.79**
	Low	15	14	2.00	0.66	4.13	0.74	7.34**
Intellectually Disabled	Middle	11	10	1.27	0.47	3.00	0.00	12.26**
	Low	19	18	1.26	0.45	3.21	0.42	13.66**

\*\* = Significant at 0.01 level

Table 60 revealed that the children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to various income groups had significant improvement in comprehending the importance of self protection skills related to punching. It means that the training was considered to be a safety measure for children with special needs. The current scenario impulse Children with Special Needs to learn such important skills related to self protection which is beyond their limit. Triple I package had a significant effect on the acquisition of self protection skills to protect themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Family Income among Children with Special Needs**” is accepted.



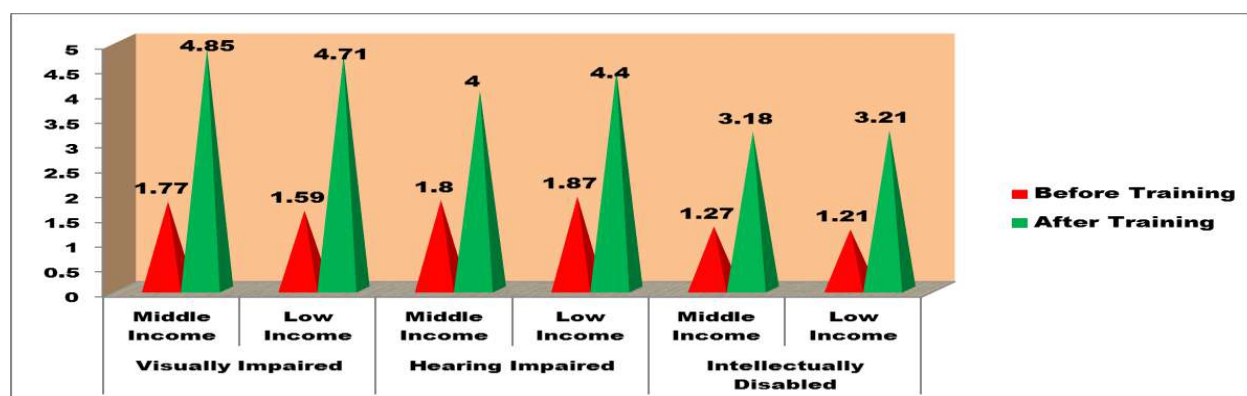
**Figure 54. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Punching with respect to Family Income among Children with Special Needs**

**Table 61: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.77	0.60	4.85	0.38	17.32**
	Low	17	16	1.59	0.62	4.71	0.47	16.45**
Hearing Impaired	Middle	15	14	1.80	0.68	4.00	0.00	12.60**
	Low	15	14	1.87	0.52	4.40	0.51	13.20**
Intellectually Disabled	Middle	11	10	1.27	0.47	3.18	0.41	9.04**
	Low	19	18	1.21	0.42	3.21	0.42	15.10**

\*\*= Significant at 0.01 level

Table 61 illustrates that the training had significant effect in the expansion of skills and knowledge regarding self protection skills against physical abuse of hair pulling among Children with Special Needs belonged to low and middle income groups. Thus, it can be implied that the training was effective in increasing the self protection skills against physical abuse of hair pulling. It is one of most common form of abuse faced by Children with Special Needs either by elders or by their siblings and friends. The training through Triple I Package enabled them to become aware and obtain the knowledge and skills to protect themselves from this form of physical abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Family Income among Children with Special Needs**” is accepted.



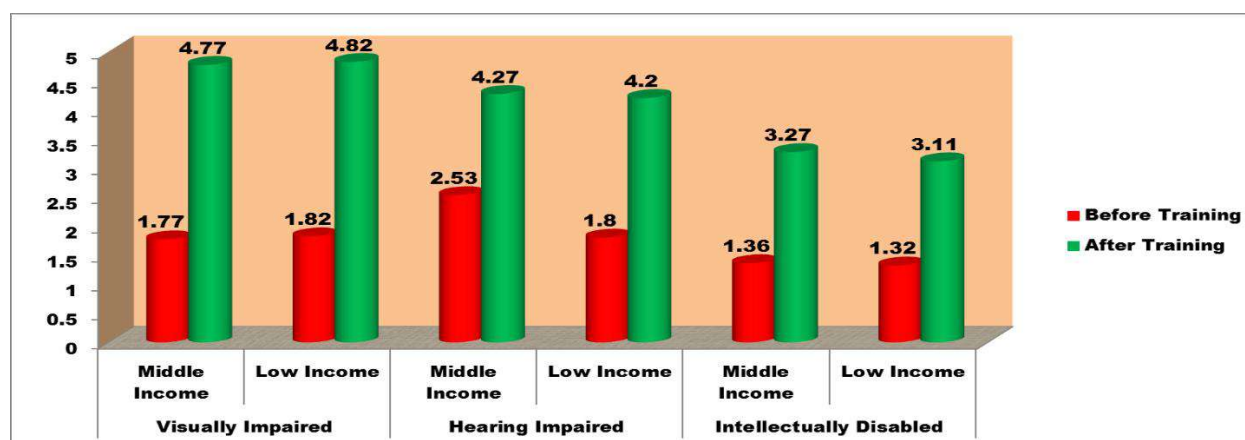
**Figure 55. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Family Income among Children with Special Needs**

**Table 62: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.77	0.60	4.77	0.44	13.25**
	Low	17	16	1.82	0.64	4.82	0.39	15.65**
Hearing Impaired	Middle	15	14	2.53	0.64	4.27	0.46	7.60**
	Low	15	14	1.80	0.68	4.20	0.41	11.23**
Intellectually Disabled	Middle	11	10	1.36	0.51	3.27	0.47	11.74**
	Low	19	18	1.32	0.48	3.11	0.32	18.62**

\*\* = Significant at 0.01 level

Table 62 shows the results for three groups of Children with Special Needs namely Visual Impairment, Hearing Impairment and Intellectual Disability from various income group practicing self protection skills against physical abuse of pinching. It means that Triple I Package had substantial effect in imparting self protection skills against this form of abuse. The participants were provided with what if situation and to react skillfully while meeting this type of abuse. It provides due opportunities to realize and save themselves from pinching. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 56. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pinching with respect to Family Income among Children with Special Needs**

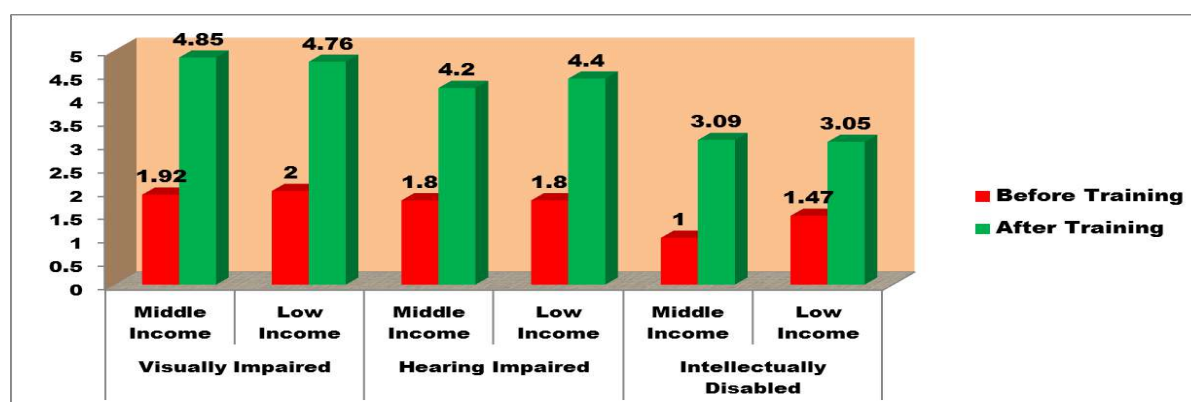


**Table 63: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.92	0.49	4.85	0.38	13.88**
	Low	17	16	2.00	0.71	4.76	0.44	15.15**
Hearing Impaired	Middle	15	14	1.80	0.41	4.20	0.41	14.70**
	Low	15	14	1.80	0.56	4.40	0.51	13.67**
Intellectually Disabled	Middle	11	10	1.00	0.00	3.09	0.30	23.00**
	Low	19	18	1.47	0.61	3.05	0.23	9.94**

\*\* = Significant at 0.01 level

Table 63 showed that the results had a significant difference with regard to before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to Low and Middle Income Group. Thus, it can be said that the adopted instructions through Triple I Package met the unique learning needs of children with special needs. Children with Special Needs may come across many challenges in life. While facing the challenges they may experience hurting many a times. They may not know how to react in that situation. The flexibility of Triple I Package enabled them to enhance the knowledge and skills to become aware and how to react against hurting. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Family Income among Children with Special Needs**” is accepted.



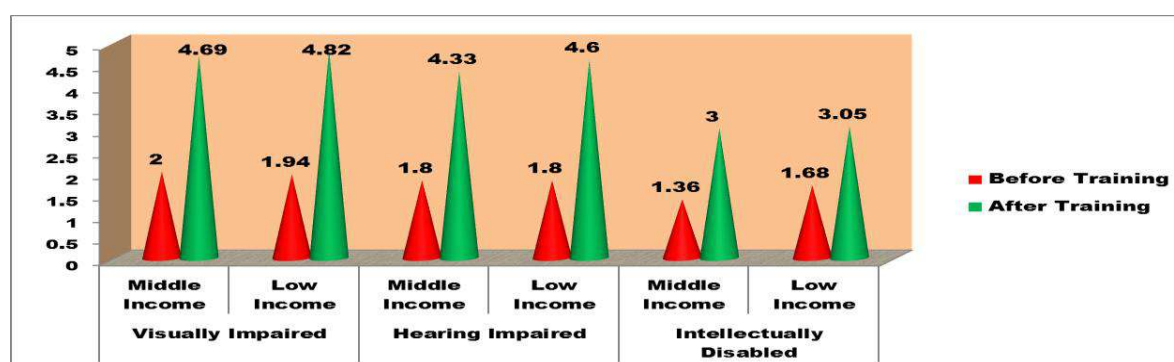
**Figure 57. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hurting with respect to Family Income among Children with Special Needs**

**Table 64: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.00	0.58	4.69	0.48	15.40**
	Low	17	16	1.94	0.83	4.82	0.39	13.86**
Hearing Impaired	Middle	15	14	1.80	0.41	4.33	0.49	13.20**
	Low	15	14	1.80	0.41	4.60	0.51	19.34**
Intellectually Disabled	Middle	11	10	1.36	0.51	3.00	0.00	10.76**
	Low	19	18	1.68	0.48	3.05	0.23	12.04**

\*\*= Significant at 0.01 level

Table 64 shows the t value for Children with Visual Impairment belonging to middle and low income group was 15.40 and 13.86, Hearing Impairment was 13.20 and 19.34 and for Intellectual Disability was 10.76 and 12.04 respectively. It clearly indicates that there was a very drastic change in comprehending the importance of the skills against physical abuse of beating among children with special needs. In an Indian context, when children commit mistakes knowingly or unknowingly they will be beaten without any explanation. So the children may be confused and may not know how to react. The training through Triple I Package was a great opportunity for them to know and face the situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 58. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Beating with respect to Family Income among Children with Special Needs**

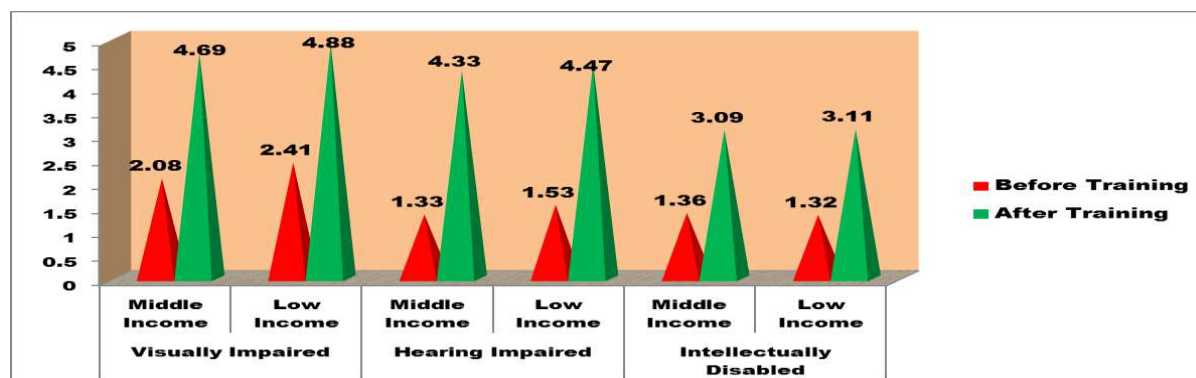


**Table 65: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.08	0.49	4.69	0.48	14.50**
	Low	17	16	2.41	0.62	4.88	0.33	12.74**
Hearing Impaired	Middle	15	14	1.33	0.49	4.33	0.49	17.75**
	Low	15	14	1.53	0.52	4.47	0.52	14.22**
Intellectually Disabled	Middle	11	10	1.36	0.51	3.09	0.30	12.26**
	Low	19	18	1.32	0.48	3.11	0.32	18.62**

\*\* = Significant at 0.01 level

From Table 65 it is evident that Triple I Package had a constructive impact on the improvement of knowledge and skills regarding physical abuse of arm twisting among Children with Special Needs belonged to various income groups. It can be determined that training through audio, video and sign language had significant impact on the expansion of knowledge and skills among children with special needs. Arm twisting is a common form of punishment for children. Children with Special Needs may not be aware of this type of abuse and can encounter this situation anywhere which can be harmful for them. Triple I Package is an inordinate prospect for them to enhance their knowledge and skills regarding self protection skills against physical abuse of arm twisting. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Family Income among Children with Special Needs**” is accepted.



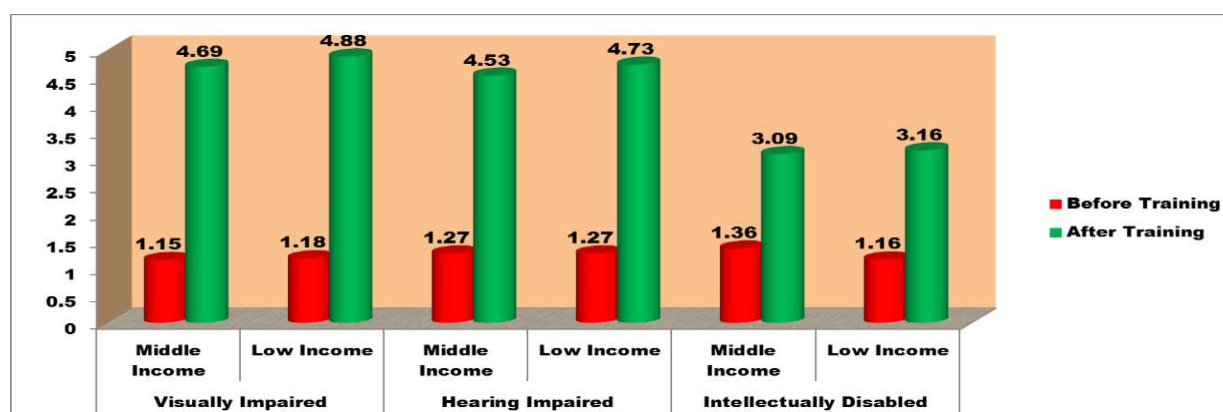
**Figure 59. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Family Income among Children with Special Needs**

**Table 66: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.15	0.38	4.69	0.48	24.59**
	Low	17	16	1.18	0.39	4.88	0.33	32.53**
Hearing Impaired	Middle	15	14	1.27	0.59	4.53	0.52	17.98**
	Low	15	14	1.27	0.46	4.73	0.46	20.98**
Intellectually Disabled	Middle	11	10	1.36	0.51	3.09	0.30	12.26**
	Low	19	18	1.16	0.38	3.16	0.38	26.15**

\*\* = Significant at 0.01 level

It was observed that there is a significant difference in the mean scores of before and after training among children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to various income groups. It indicates that there was a causative effect of Triple I Package in imparting self protection skills associated with physical abuse of stabbing. Learning such skills is effortful for Children with Special Needs due to their unique learning needs. It is also vital to learn such skills which can be measured as a safeguard for them in their upcoming life. The Triple I Package specially designed for the Children with Special Needs was up to their comprehension level and enriched them with due knowledge and skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Family Income among Children with Special Needs**” is accepted.



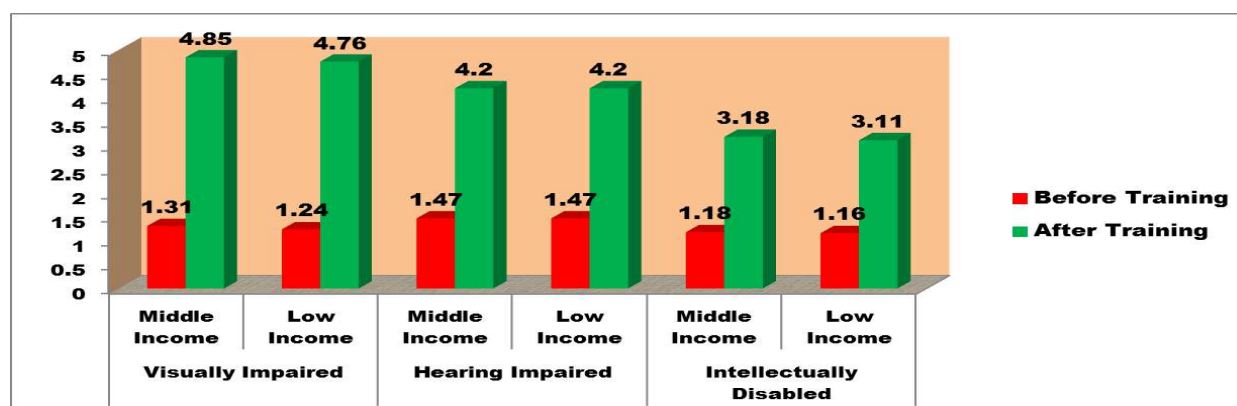
**Figure 60. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Stabbing with respect to Family Income among Children with Special Needs**

**Table 67: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.31	0.48	4.85	0.38	24.59**
	Low	17	16	1.24	0.44	4.76	0.44	20.28**
Hearing Impaired	Middle	15	14	1.47	0.52	4.20	0.56	13.25**
	Low	15	14	1.47	0.52	4.20	0.41	17.83**
Intellectually Disabled	Middle	11	10	1.18	0.41	3.18	0.41	10.49**
	Low	19	18	1.16	0.38	3.11	0.32	16.19**

\*\*= Significant at 0.01 level

From Table 67 it was found out that the training was significant for children with Visual Impairment, Hearing Impairment and Intellectual Disability belonged to various income groups. They may not know to differentiate between common words and humiliation. Especially children with intellectual disability may not comprehend the impact of this form of abuse. So, it is the need of the hour that the Children with Special Needs need to be equipped with the skills and knowledge to become aware and protect themselves from this form of abuse. Triple I Package was a great opportunity in the expansion of knowledge regarding self protection skills against humiliation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 61. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Humiliation with respect to Family Income among Children with Special Needs**

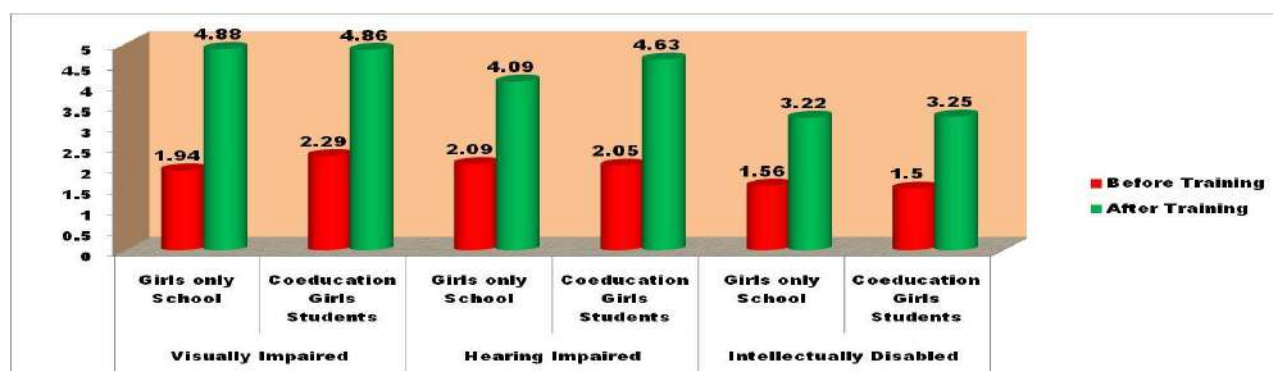
Section III D presents the Impact of Triple I Package on Self Protection Skills against Physical Abuse with respect to Type of Institution among Children with Special Needs

**Table 68: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.94	0.68	4.88	0.34	17.28**
	Coeducation Girls Students	14	13	2.29	0.83	4.86	0.36	11.30**
Hearing Impaired	Girls only School	11	10	2.09	0.54	4.09	0.30	14.83**
	Coeducation Girls Students	19	18	2.05	0.97	4.63	0.50	11.05**
Intellectually Disabled	Girls only School	18	17	1.56	0.51	3.22	0.43	11.90**
	Coeducation Girls Students	12	11	1.50	0.80	3.25	0.45	9.75**

\*\*= Significant at 0.01 level

Table 68 shows the result of the Children with Visual Impairment, Hearing Impairment, and Intellectually Disabled in self protection skills against physical abuse of grabbing among the only girls and coeducation school girls. It reveals that awareness considerably increased after the training among the girls, be it only girls or coeducation girls. It implies that the girls will be motivated to learn self protection skills when exposed to such training. In most of the situation the Children with Special Needs will not know how to express and react to this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Institution among Children with Special Needs**” is accepted.



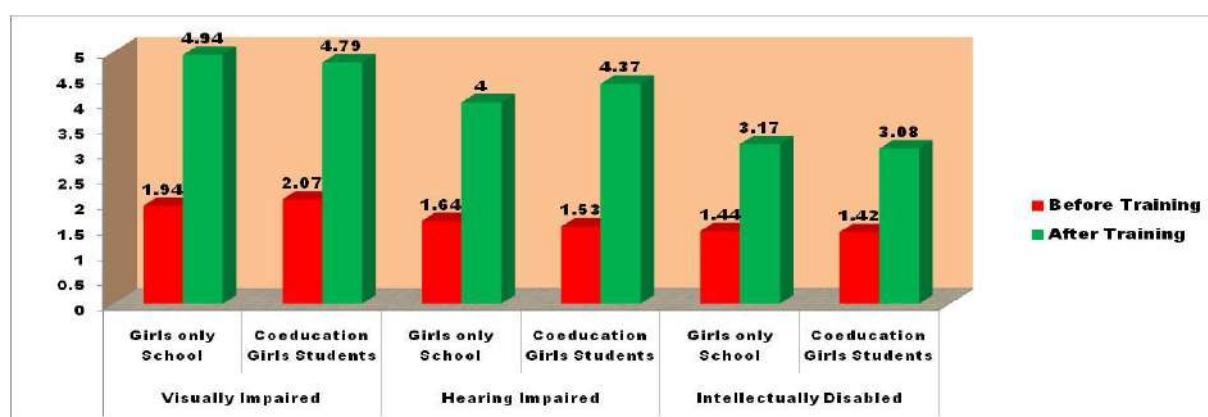
**Figure 62. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Grabbing with respect to Type of Institution among Children with Special Needs**

**Table 69: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.94	0.44	4.94	0.25	32.86**
	Coeducation Girls Students	14	13	2.07	0.62	4.79	0.43	13.98**
Hearing Impaired	Girls only School	11	10	1.64	0.51	4.00	0.00	15.54**
	Coeducation Girls Students	19	18	1.53	0.51	4.37	0.50	13.79**
Intellectually Disabled	Girls only School	18	17	1.44	0.51	3.17	0.38	10.92**
	Coeducation Girls Students	12	11	1.42	0.52	3.08	0.29	11.73**

\*\* = Significant at 0.01 level

Table 69 clearly indicates that there was a significant difference between before and after training in self protection skills against physical abuse of hitting irrespective of the type of institutions to which they belonged to. Since Children with Special Needs are dependent on others for basic needs in the earlier part of life, they may be exposed to such type of physical abuse of hitting so it is the need of hour to train them in overcoming this form of physical abuse. The Triple I Package imparted knowledge and skills about handling this type of situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Institution among Children with Special Needs**” is accepted.



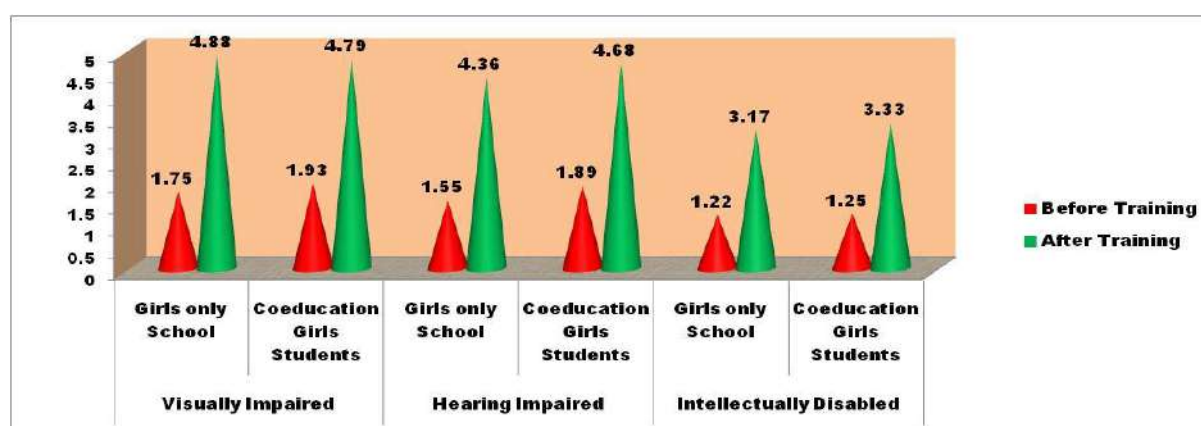
**Figure 63. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hitting with respect to Type of Institution among Children with Special Needs**

**Table 70: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.75	0.58	4.88	0.34	17.39**
	Coeducation Girls Students	14	13	1.93	0.48	4.79	0.43	16.13**
Hearing Impaired	Girls only School	11	10	1.55	0.69	4.36	0.51	10.70**
	Coeducation Girls Students	19	18	1.89	0.81	4.68	0.48	13.25**
Intellectually Disabled	Girls only School	18	17	1.22	0.55	3.17	0.38	19.82**
	Coeducation Girls Students	12	11	1.25	0.45	3.33	0.49	14.02**

\*\* = Significant at 0.01 level

Table 70 shows the result of before and after training of children with Visual Impairment, Hearing Impairment, and Intellectual Disabled in Self Protection Skills against Physical Abuse of Biting among only girls and coeducation school girls with significant difference. Children with Special Needs are more vulnerable to this form of abuse since they will not be able to react or report. The training enabled them to become aware and equip with skills and knowledge to react to this form of abuse by means of repeated practice through what if situation created for them by the parents and teachers. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting with respect to Type of Institution among Children with Special Needs” is accepted.



**Figure 64. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Biting with respect to Type of Institution among Children with Special Needs**

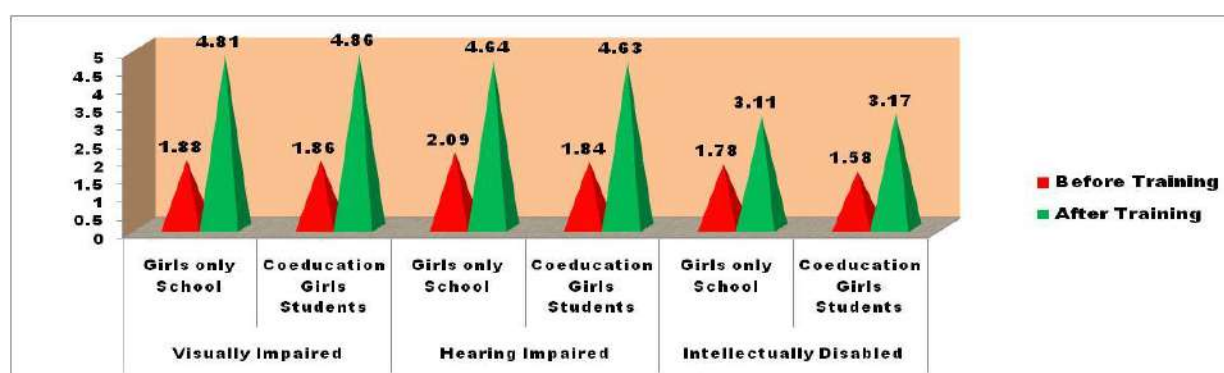


**Table 71: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.88	0.50	4.81	0.40	17.28**
	Coeducation Girls Students	14	13	1.86	0.54	4.86	0.36	16.52**
Hearing Impaired	Girls only School	11	10	2.09	0.70	4.64	0.51	10.29**
	Coeducation Girls Students	19	18	1.84	0.50	4.63	0.50	17.05**
Intellectually Disabled	Girls only School	18	17	1.78	0.55	3.11	0.32	9.52**
	Coeducation Girls Students	12	11	1.58	0.52	3.17	0.39	8.20**

\*\*= Significant at 0.01 level

Table 71 reveals that significant difference before and after training in self protection skills against physical abuse of kicking among Children with Special Needs irrespective of type of institution to which they belonged to. Most of these children are neglected either by their parents, sibling, relatives, or neighbours. They are more prone for this type of physical abuse of kicking. They will not know how to react to it and to whom they have to report. So, they may come across this type of abuse in day to day life. Triple I Package enabled them to understand about this type of abuse and how to handle the situation when they exposed to it by means of explaining through simple steps. Hence, they were able to learn as quickly as possible. Therefore, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Institution among Children with Special Needs**” is accepted.



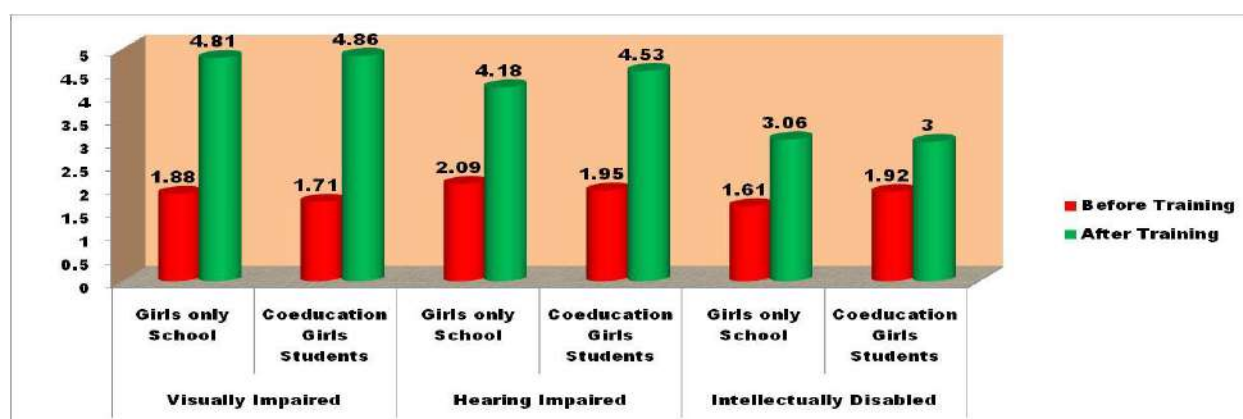
**Figure 65. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Kicking with respect to Type of Institution among Children with Special Needs**

**Table 72: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.88	0.72	4.81	0.40	15.22**
	Coeducation Girls Students	14	13	1.71	0.47	4.86	0.36	22.00**
Hearing Impaired	Girls only School	11	10	2.09	0.30	4.18	0.41	23.00**
	Coeducation Girls Students	19	18	1.95	0.52	4.53	0.51	16.23**
Intellectually Disabled	Girls only School	18	17	1.61	0.50	3.06	0.24	9.95**
	Coeducation Girls Students	12	11	1.92	0.29	3.00	0.00	13.00**

\*\* = Significant at 0.01 level

Table 72 shows the result of paired t test for self protection skills against physical abuse of pushing among children with visual impairment, hearing impairment and intellectually disabled was significant among girls only and coeducation school girls. Since these children will not able to participate in all activities either personal or social like their peers, they may face this form of abuse either by their classmates or by peers. The training enabled them to understand and use self protection skills to protect themselves from this form of pushing which is otherwise not possible. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 66. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pushing with respect to Type of Institution among Children with Special Needs**

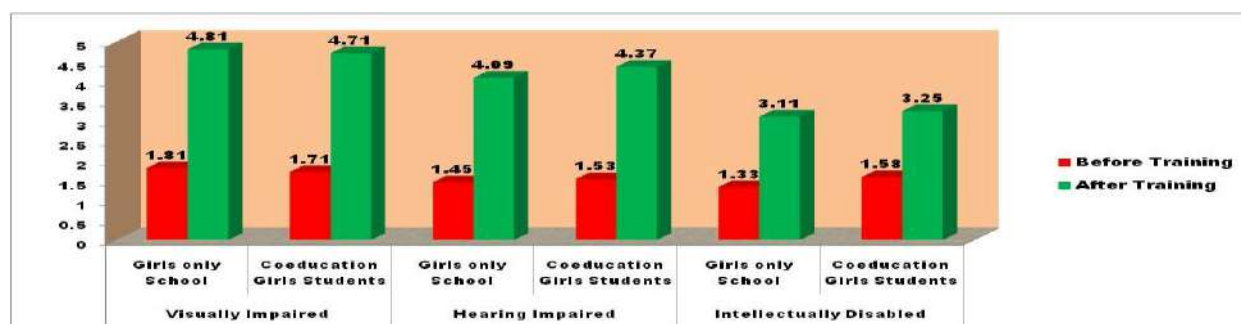


**Table 73: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.81	0.54	4.81	0.40	18.97**
	Coeducation Girls Students	14	13	1.71	0.47	4.71	0.47	16.52**
Hearing Impaired	Girls only School	11	10	1.45	0.52	4.09	0.30	17.33**
	Coeducation Girls Students	19	18	1.53	0.51	4.37	0.50	16.20**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.11	0.32	17.63**
	Coeducation Girls Students	12	11	1.58	0.67	3.25	0.45	7.42**

\*\* = Significant at 0.01 level

Table 73 shows significant difference for before and after training in the self protection skills against physical abuse of throwing objects among children with visual impairment, hearing impairment and intellectually disabled belonging to girls only and coeducation school girls. The Children with Special Needs may not know how to behave appropriately in all situations. They may lag behind their age mates in all activities. So, they may come across this form of abuse during the course of their life. Envisaging this, the training proposed to train Children with Special Needs to safeguard themselves from this form of abuse. The training enabled them to guess and how to react and protect themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Institution among Children with Special Needs**” is accepted.



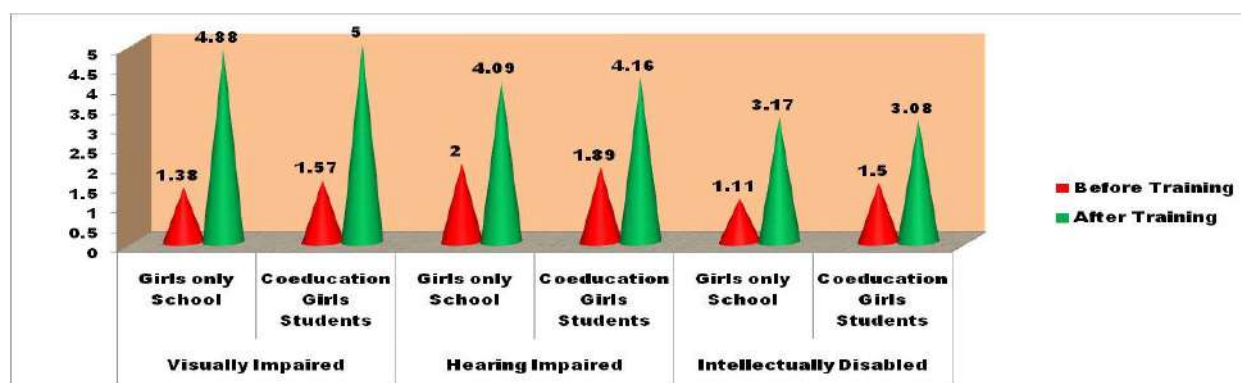
**Figure 67. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Throwing Objects with respect to Type of Institution among Children with Special Needs**

**Table 74: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.38	0.50	4.88	0.34	27.11**
	Coeducation Girls Students	14	13	1.57	0.65	5.00	0.00	19.85**
Hearing Impaired	Girls only School	11	10	2.00	0.00	4.09	0.30	23.00**
	Coeducation Girls Students	19	18	1.89	0.74	4.16	0.69	8.99**
Intellectually Disabled	Girls only School	18	17	1.11	0.32	3.17	0.38	16.17**
	Coeducation Girls Students	12	11	1.50	0.52	3.08	0.29	10.65**

\*\*= Significant at 0.01 level

Table 74 indicates the result of children with visual impairment, hearing impairment and intellectually disabled on self protection skills against physical abuse of punching. It implies that there was a significant difference between before and after training with respect to type of institution. The attitude of the society towards differently abled may tend to show this form of abuse towards children with special needs. So imparting training through Triple I Package enabled the Children with Special Needs to acquire skills to protect themselves from physical abuse of punching. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching with respect to Type of Institution among Children with Special Needs**” is accepted.



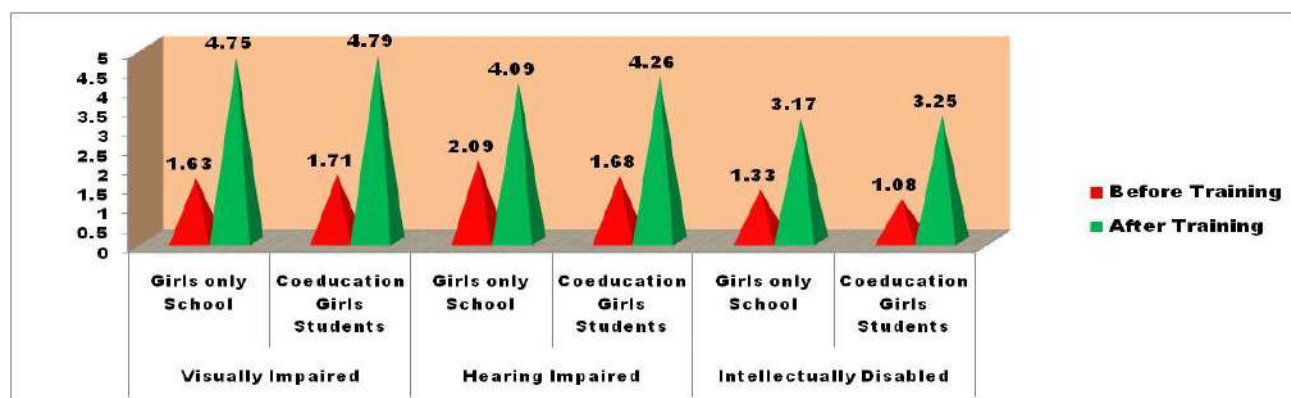
**Figure 68. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Punching with respect to Type of Institution among Children with Special Needs**

**Table 75: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.63	0.62	4.75	0.45	17.39**
	Coeducation Girls Students	14	13	1.71	0.61	4.79	0.43	15.74**
Hearing Impaired	Girls only School	11	10	2.09	0.54	4.09	0.30	10.49**
	Coeducation Girls Students	19	18	1.68	0.58	4.26	0.45	16.23**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.17	0.38	11.00**
	Coeducation Girls Students	12	11	1.08	0.29	3.25	0.45	19.28**

\*\*= Significant at 0.01 level

Table 75 represents the result of paired t test for self protection skills against physical abuse of hair pulling for children with visual impairment, hearing impairment, intellectually disabled was significant among only girls and coeducation school girls. It indicates that awareness had considerably increased after the training among the girls, be it only girls or coeducation school girls. It implies that the girls children when exposed to awareness training they will be motivated to learn self protection skills against physical abuse of hair pulling as this has not been addressed either by parents or teachers and teach them to be aware of and accordingly behave with strangers as well as people who were close to them and still want to take advantage of their impairment. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Institution among Children with Special Needs**” is accepted.



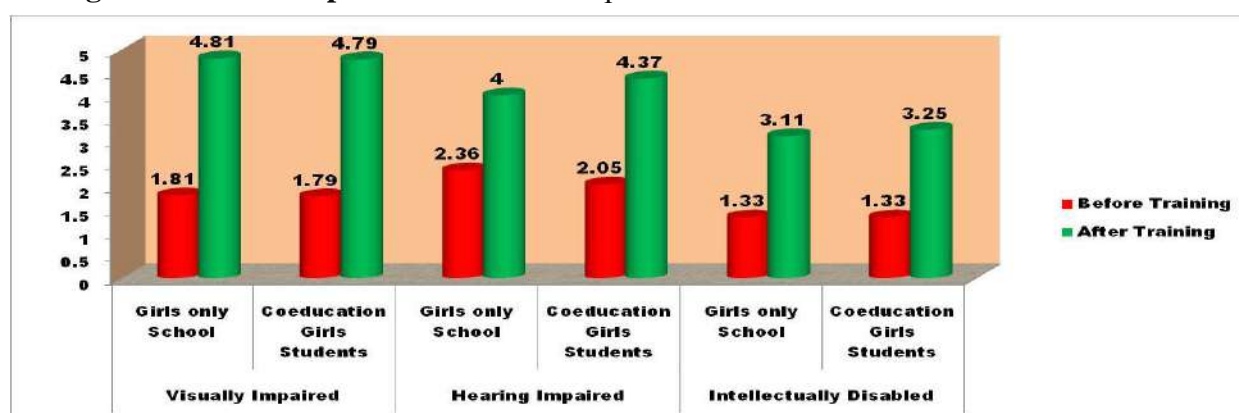
**Figure 69. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hair Pulling with respect to Type of Institution among Children with Special Needs**

**Table 76: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.81	0.54	4.81	0.40	14.70**
	Coeducation Girls Students	14	13	1.79	0.70	4.79	0.43	14.31**
Hearing Impaired	Girls only School	11	10	2.36	0.81	4.00	0.00	6.71**
	Coeducation Girls Students	19	18	2.05	0.71	4.37	0.50	11.40**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.11	0.32	17.63**
	Coeducation Girls Students	12	11	1.33	0.49	3.25	0.45	12.89**

\*\*= Significant at 0.01 level

Table 76 indicates that there was a significant difference before and after training in Self Protection Skills against physical abuse of pinching among children with visual impairment, hearing impairment and intellectually disabled. The Children with Special Needs often experience this form of physical abuse of pinching especially when the abuser does not want others to notice that they were abused. The children even though they experience pain they will not know how to overcome the painful situation. So, training through this Triple I Package enabled the children to become aware and learn the skills as how to protect themselves from this form of physical abuse of pinching. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Institution among Children with Special Needs” is accepted.



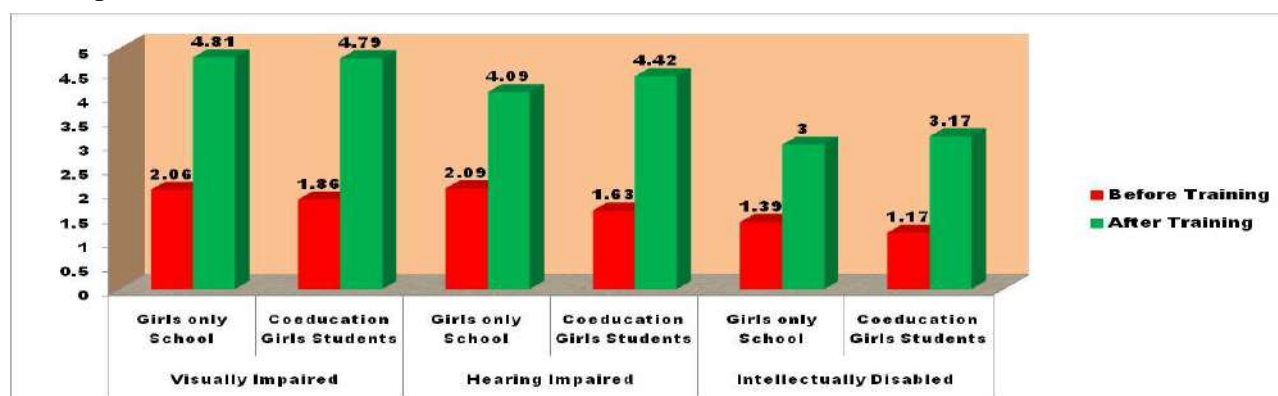
**Figure 70. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Pinching with respect to Type of Institution among Children with Special Needs**

**Table 77: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.06	0.68	4.81	0.40	14.20**
	Coeducation Girls Students	14	13	1.86	0.54	4.79	0.43	15.01**
Hearing Impaired	Girls only School	11	10	2.09	0.30	4.09	0.30	14.83**
	Coeducation Girls Students	19	18	1.63	0.50	4.42	0.51	19.28**
Intellectually Disabled	Girls only School	18	17	1.39	0.61	3.00	0.00	11.25**
	Coeducation Girls Students	12	11	1.17	0.39	3.17	0.39	11.49**

\*\*= Significant at 0.01 level

Table 77 clearly indicates that there was a significant difference between before and after training in self protection skills against physical abuse of hurting among children with visual impairment, hearing impairment and intellectually disabled irrespective to the type of institutions to which they belong to. It indicates that the training has significantly contributed to the enhancement of self protection skills against physical abuse of hurting. The Triple I Package enabled them to become aware of this form of abuse and how to react by means of audio, video and sign language in step by step manner. The **what if** situation created and revealed that they were able to understand and learnt how to respond and protect themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 71. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Hurting with respect to Type of Institution among Children with Special Needs**

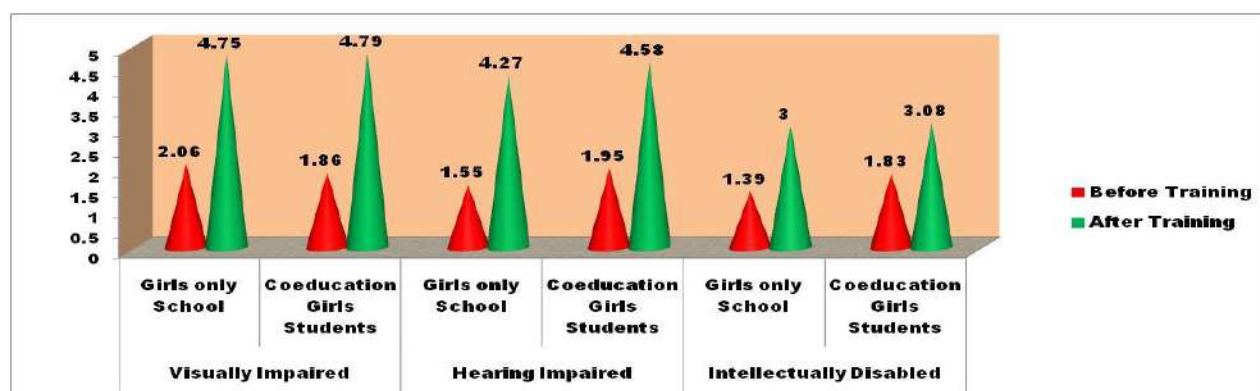


**Table 78: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.06	0.77	4.75	0.45	13.55**
	Coeducation Girls Students	14	13	1.86	0.66	4.79	0.43	15.01**
Hearing Impaired	Girls only School	11	10	1.55	0.52	4.27	0.47	11.50**
	Coeducation Girls Students	19	18	1.95	0.23	4.58	0.51	19.21**
Intellectually Disabled	Girls only School	18	17	1.39	0.50	3.00	0.00	13.63**
	Coeducation Girls Students	12	11	1.83	0.39	3.08	0.29	9.57**

\*\* = Significant at 0.01 level

Table 78 shows the results of before and after training of children with visual impairment, hearing impairment and intellectual disabled in self protection skills against physical abuse of beating among only girls and coeducation school girls differ significantly. In general Parents, Caretakers, Teachers or others tend to show their pent-up feelings by means of beating their children especially Children with Special Needs are more prone for this form of abuse. They may not know how to safeguard themselves and may lead to psychological problems. The training enabled them to learn how to safeguard themselves from beating. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating with respect to Type of Institution among Children with Special Needs**” is accepted.



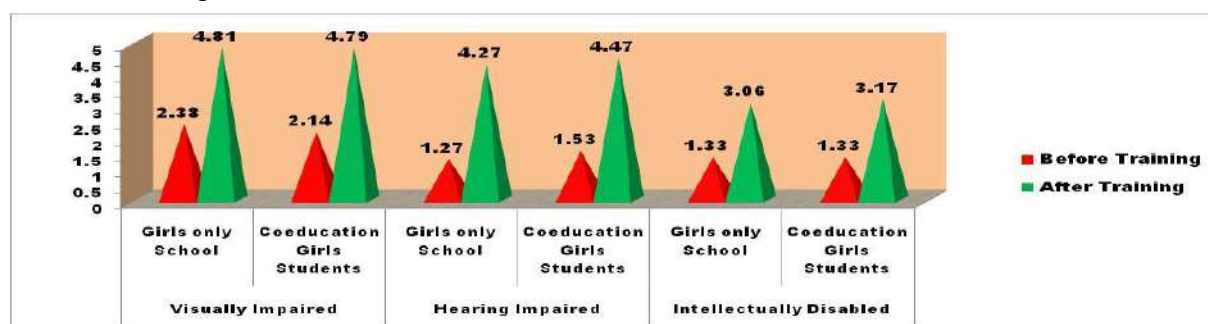
**Figure 72. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Beating with respect to Type of Institution among Children with Special Needs**

**Table 79: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.38	0.50	4.81	0.40	15.50**
	Coeducation Girls Students	14	13	2.14	0.66	4.79	0.43	11.75**
Hearing Impaired	Girls only School	11	10	1.27	0.47	4.27	0.47	12.85**
	Coeducation Girls Students	19	18	1.53	0.51	4.47	0.51	18.22**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.06	0.24	15.85**
	Coeducation Girls Students	12	11	1.33	0.49	3.17	0.39	16.32**

\*\*= Significant at 0.01 level

Table 79 depicts the significant difference between before and after training in the self protection skills against physical abuse of arm twisting among children with visual impairment, hearing impairment and intellectually disabled belonging to only girls and coeducation school girls. It indicates that awareness had considerably increased after the training among the girls, be it only girls or coeducation school girls. Over expectations or under expectations for children with special needs by their Parents or Teachers, Caretakers, Friends and Relatives tend to show this form of abuse. They may not know what to do at the time. Training through Triple I Package enabled them to acquire skills pertaining to protect themselves against physical abuse of arm twisting. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Institution among Children with Special Needs**” is accepted.



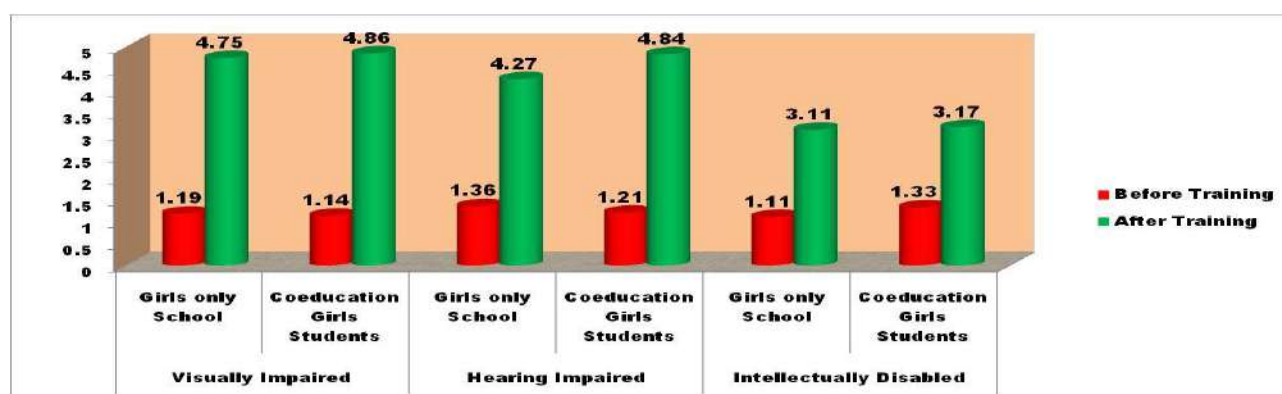
**Figure 73. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Arm Twisting with respect to Type of Institution among Children with Special Needs**

**Table 80: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.19	0.40	4.75	0.45	27.81**
	Coeducation Girls Students	14	13	1.14	0.36	4.86	0.36	29.65**
Hearing Impaired	Girls only School	11	10	1.36	0.67	4.27	0.47	13.77**
	Coeducation Girls Students	19	18	1.21	0.42	4.84	0.37	31.94**
Intellectually Disabled	Girls only School	18	17	1.11	0.32	3.11	0.32	24.74**
	Coeducation Girls Students	12	11	1.33	0.49	3.17	0.39	16.32**

\*\* = Significant at 0.01 level

Table 80 signifies the result of children with visual impairment, hearing impairment and intellectually disabled in self protection skills against physical abuse of stabbing. It implies that there was a significant difference between before and after training with respect to type of institutions to which they belonged to. The Triple I Package enabled them to become aware of this form of abuse and how to react by means of audio, video and sign language in simple steps. The practice through what if situation enhanced their skills as how to react while facing the physical abuse of stabbing. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 74. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Stabbing with respect to Type of Institution among Children with Special Needs**

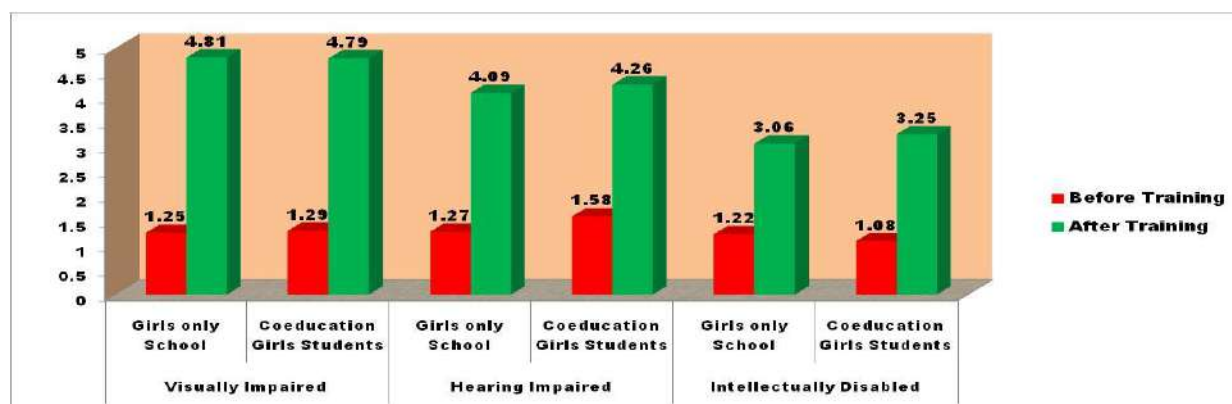


**Table 81: Mean, S. D. and t value Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.25	0.45	4.81	0.40	19.59**
	Coeducation Girls Students	14	13	1.29	0.47	4.79	0.43	25.24**
Hearing Impaired	Girls only School	11	10	1.27	0.47	4.09	0.30	23.11**
	Coeducation Girls Students	19	18	1.58	0.51	4.26	0.56	14.27**
Intellectually Disabled	Girls only School	18	17	1.22	0.43	3.06	0.24	15.12**
	Coeducation Girls Students	12	11	1.08	0.29	3.25	0.45	13.00**

\*\*= Significant at 0.01 level

Table 81 reveals a significant difference before and after training in self protection skills against physical abuse of humiliation among children with visual impairment, hearing impairment and intellectually disabled. Parents of Children with Special Needs may not know to train the Children with Special Needs to overcome this form of abuse since they think that they may not be exposing to such situations. The children may not know either how to reveal or to react. So this training enabled Children with Special Needs to acquire skills and knowledge to overcome the physical abuse of humiliation. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Institution among Children with Special Needs” is accepted.



**Figure 75. Before and After Training Mean Scores in Self Protection Skills against Physical Abuse of Humiliation with respect to Type of Institution among Children with Special Needs**

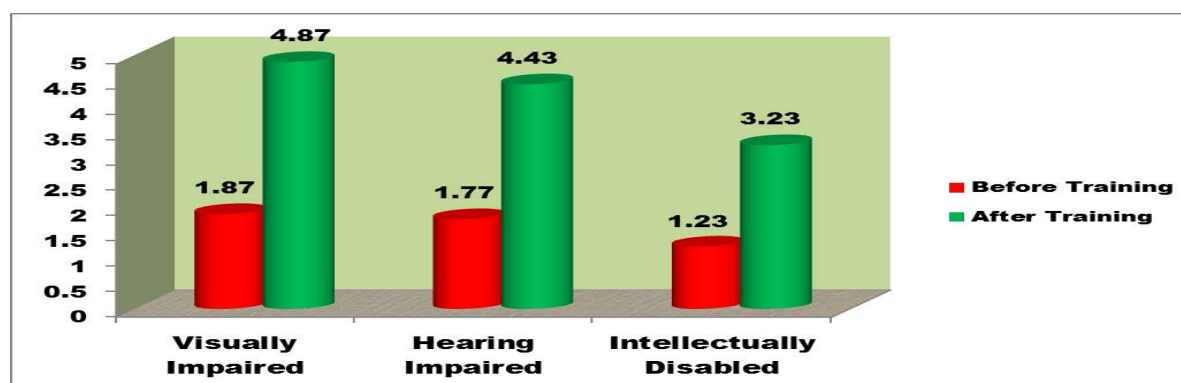
**SECTION IV presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse before and after training among Children with Special Needs**

**Table 82: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Pornography among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.87	0.51	4.87	0.35	27.98**
Hearing Impaired	30	29	1.77	0.57	4.43	0.50	20.54**
Intellectually Disabled	30	29	1.23	0.43	3.23	0.43	18.66**

**\*\*= Significant at 0.01 level**

Table 82 shows that the ‘t’ value were 27.98 for Children with Visual Impairment, 20.54 for Children with Hearing Impairment and 18.66 for Children with Intellectual Disability indicated a significant difference between Before and After Training. The training had positive effect to equip and protect the Children with Special Needs from the Sexual Abuse of Pornography which will be useful in the later part of their life. The findings coincide with the findings of Cullen (2013) with three male participants with intellectual and developmental disabilities to see the effects of self directed video prompting on iPods. The result demonstrated that all the three participants acquired the knowledge of device usage in two to five trials. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography among Children with Special Needs**” is accepted.



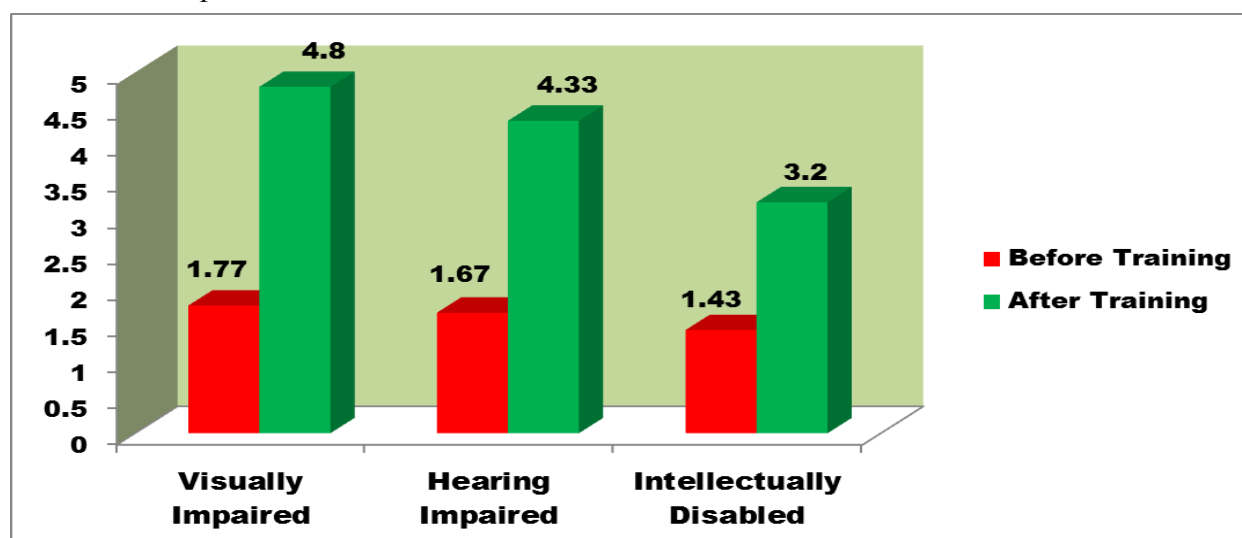
**Figure 76. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Pornography among Children with Special Needs**

**Table 83: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hugging among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.77	0.57	4.80	0.41	21.72**
Hearing Impaired	30	29	1.67	0.48	4.33	0.48	19.27**
Intellectually Disabled	30	29	1.43	0.50	3.20	0.41	17.03**

\*\*= Significant at 0.01 level

Table 83 shows that ‘t’ value were 21.72 for Children with Visual Impairment, 19.27 for Children with Hearing Impairment and 17.03 for Children with Intellectual Disability indicated a significant difference between Before and After Training and it means that Triple I Package enabled Children with Special Needs to equip with skills regarding Self Protection Skills against Sexual Abuse of Hugging. The findings of this study supported by Malone, Flemming, Chung, Wheeler, Basbagill and Singh (2011) compared the effects of video prompting to video modelling for teaching seven students with severe disabilities to do laundry and wash dishes. The results suggested that the duration of the video may influence its effectiveness as a teaching tool and that the voice over instructions may not be necessary. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging among Children with Special Needs**” is accepted.



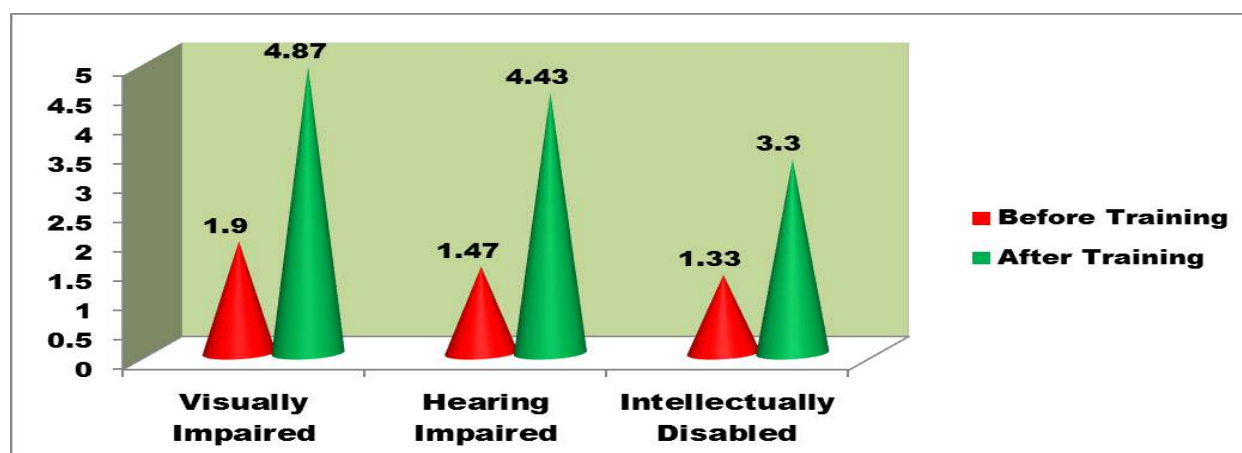
**Figure 77. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hugging among Children with Special Needs**

**Table 84: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Fondling among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.90	0.607	4.87	0.346	22.62**
Hearing Impaired	30	29	1.47	0.571	4.43	0.504	21.24**
Intellectually Disabled	30	29	1.33	0.479	3.30	0.466	21.98**

\*\*= Significant at 0.01 level

Table 84 shows that the 't' value were 22.62 for Children with Visual Impairment, 21.24 for Children with Hearing Impairment and 21.98 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be concluded that the training was useful for Children with Special Needs in imparting the self protection skills and save them from this form of abuse. The results supported the Mechling, Gast and Seid (2009) compared the static photographs and video prompting on cooking related tasks with six young adults who have moderate intellectual disabilities. Results indicated that both procedures were effective in increasing correct performance of tasks. Hence, the Alternative Hypothesis "There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling among Children with Special Needs" is accepted.



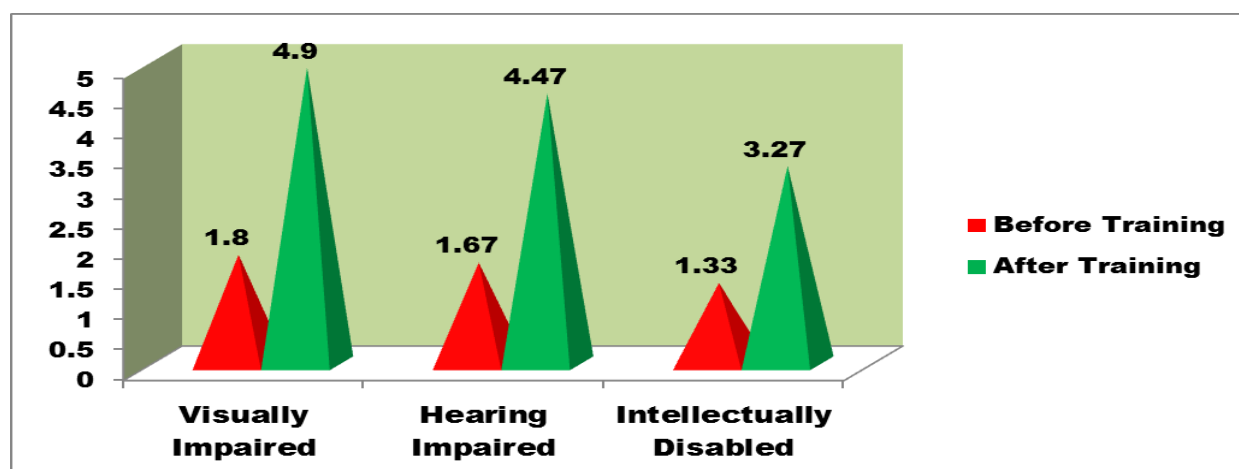
**Figure 78. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Fondling among Children with Special Needs**

**Table 85: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.80	0.407	4.90	0.305	35.33**
Hearing Impaired	30	29	1.67	0.479	4.47	0.507	23.08**
Intellectually Disabled	30	29	1.33	0.479	3.27	0.450	18.15**

\*\*= Significant at 0.01 level

Table 85 shows that the ‘t’ value were 35.33 for Children with Visual Impairment, 23.08 for Children with Hearing Impairment and 18.15 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be determined that the Triple I Package was effective in the expansion of Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs. The findings of the study supported the Mechling, Gast and Fields (2008) evaluated three young adults with moderate intellectual disabilities to identify the effectiveness of a portable DVD player and the system of least prompts (SLP) for DVD player used as a self prompting device to teach cooking tasks. Results showed that the self prompting and portable DVD player with the SLP was effective in teaching multistep cooking tasks that were maintained over time. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs**” is accepted.



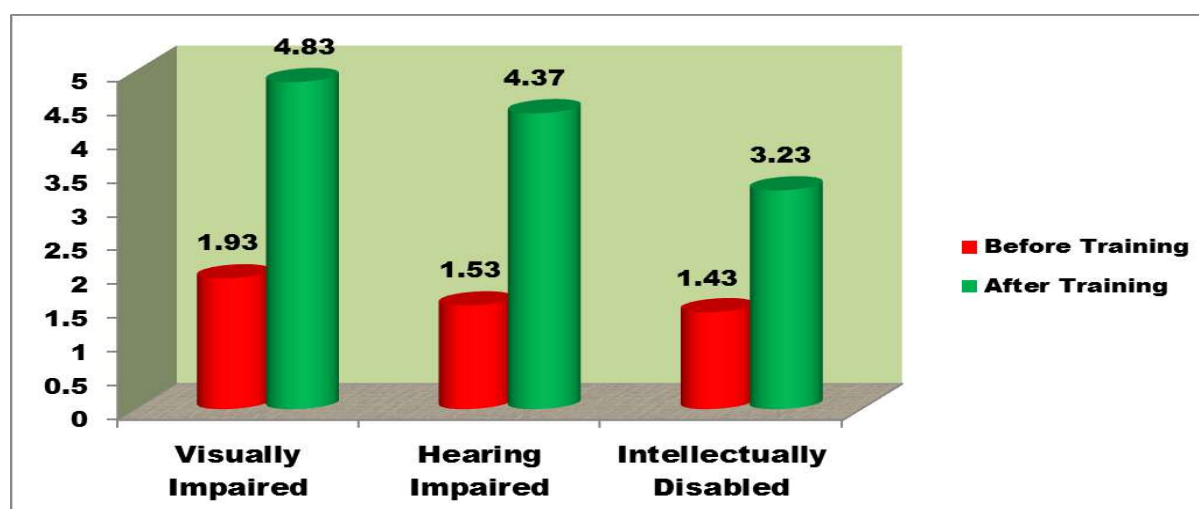
**Figure 79. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs**

**Table 86: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism among Children with Special Needs**

Type of Disability	No	Df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.93	0.254	4.83	0.379	39.46**
Hearing Impaired	30	29	1.53	0.507	4.37	0.490	20.79**
Intellectually Disabled	30	29	1.43	0.504	3.23	0.430	16.16**

\*\*= Significant at 0.01 level

Table 86 shows that the 't' value were 39.46 for Children with Visual Impairment, 20.79 for Children with Hearing Impairment and 16.16 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may conclude that the intervention had positive effect to equip and protect Children with Special Needs from the Physical Abuse of Exhibitionism. The results of the study were supported by Goodson, Sigafoos, O'Reilly and Lancioni (2007) among individuals with developmental disabilities, video-based error correction procedure was used to teach domestic skill. The result revealed that one subject reached criterion with Video Prompting alone. But the others reached criterion with video prompting with error correction. Hence, the Alternative Hypothesis **“There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism among Children with Special Needs”** is accepted.



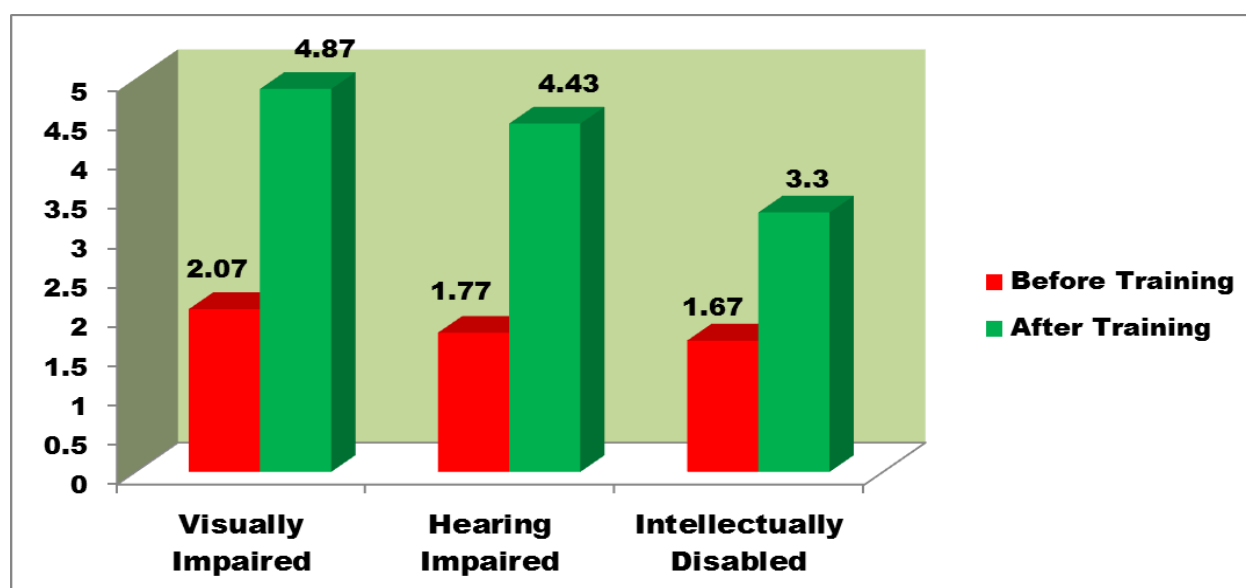
**Figure 80. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exhibitionism among Children with Special Needs**

**Table 87: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.07	0.450	4.87	0.346	31.67**
Hearing Impaired	30	29	1.77	0.568	4.43	0.504	19.27**
Intellectually Disabled	30	29	1.67	0.479	3.30	0.466	16.09**

\*\*= Significant at 0.01 level

Table 87 shows that the ‘t’ value were 31.67 for Children with Visual Impairment, 19.27 for Children with Hearing Impairment and 16.09 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It determines that the Triple I package enabled Children with Special Needs to be skilled by themselves and to protect from Sexual Abuse of Sexy Talk. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk among Children with Special Needs**” is accepted.



**Figure 81. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Sexy Talk among Children with Special Needs**

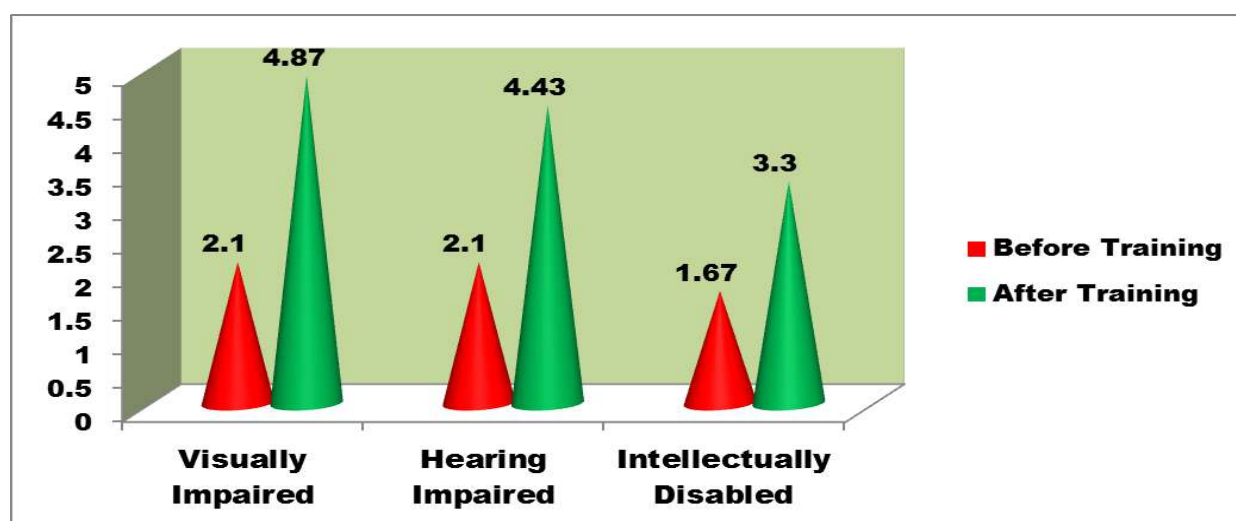


**Table 88: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Kissing among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.10	0.481	4.87	0.346	24.21**
Hearing Impaired	30	29	2.10	0.305	4.43	0.504	26.66**
Intellectually Disabled	30	29	1.67	0.479	3.30	0.466	14.55**

\*\*= Significant at 0.01 level

Table 88 shows that the ‘t’ value were 24.21 for Children with Visual Impairment, 26.66 for Children with Hearing Impairment and 14.55 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It means that the Triple I Package had imparted the skills among Children with Special Needs to protect themselves from this sort of abuse. The results were supported by Laarhoven and Myers (2006) compared the effectiveness of three different video-based instructional sequences. Results suggested that all of the procedures were effective in increasing independent responding. The video-rehearsal video prompting (Video/In photo (Video/Photo) conditions were more efficient in terms of reaching the criterion. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing among Children with Special Needs**” is accepted.



**Figure 82. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Kissing among Children with Special Needs**

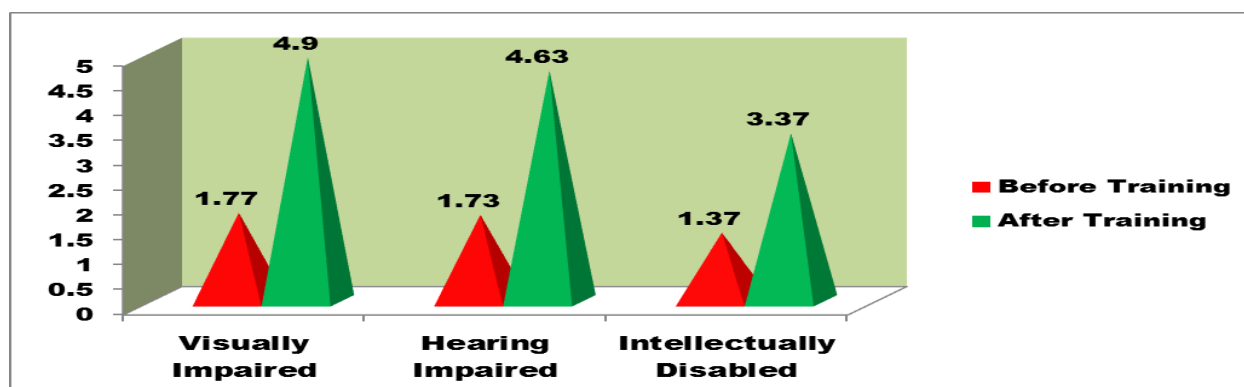


**Table 89: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.77	0.430	4.90	0.305	33.82**
Hearing Impaired	30	29	1.73	0.450	4.63	0.490	22.31**
Intellectually Disabled	30	29	1.37	0.490	3.37	0.490	20.86**

\*\*= Significant at 0.01 level

Table 89 shows that the ‘t’ value were 33.82 for Children with Visual Impairment, 22.31 for Children with Hearing Impairment and 20.86 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may resolve that the training had equipped Children with Special Needs to develop the skills regarding Sexual Abuse of Exploitation which will be useful to protect themselves in later life. The findings of the study coincide the result of Graves, Tara, Collins, Belva, Schuster and John (2005) conducted a study to see the effectiveness of video prompting among three secondary students with moderate disabilities in teaching cooking skills. A multiple probe design was used to evaluate the effectiveness of the procedure to teach preparation of a food item (a) on a stove, (b) in a microwave, and (c) on a counter top. The result revealed that the procedure was effective. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation among Children with Special Needs**” is accepted.



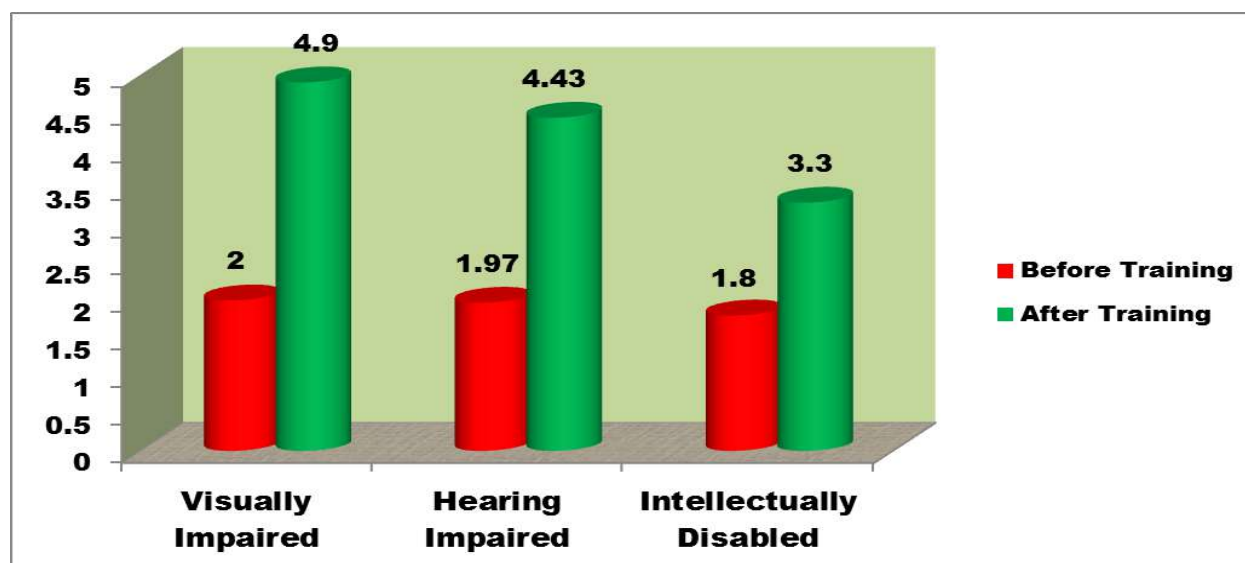
**Figure 83. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exploitation among Children with Special Needs**

**Table 90: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	2.00	0.525	4.90	0.305	29.00**
Hearing Impaired	30	29	1.97	0.183	4.43	0.504	26.63**
Intellectually Disabled	30	29	1.80	0.407	3.30	0.466	14.36**

\*\*= Significant at 0.01 level

Table 90 shows that the 't' value were 29.00 for Children with Visual Impairment, 26.63 for Children with Hearing Impairment and 14.36 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be determined that the Triple I Package was significant in imparting Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs from this sort of abuse. Hence, the Alternative Hypothesis **"There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs"** is accepted.



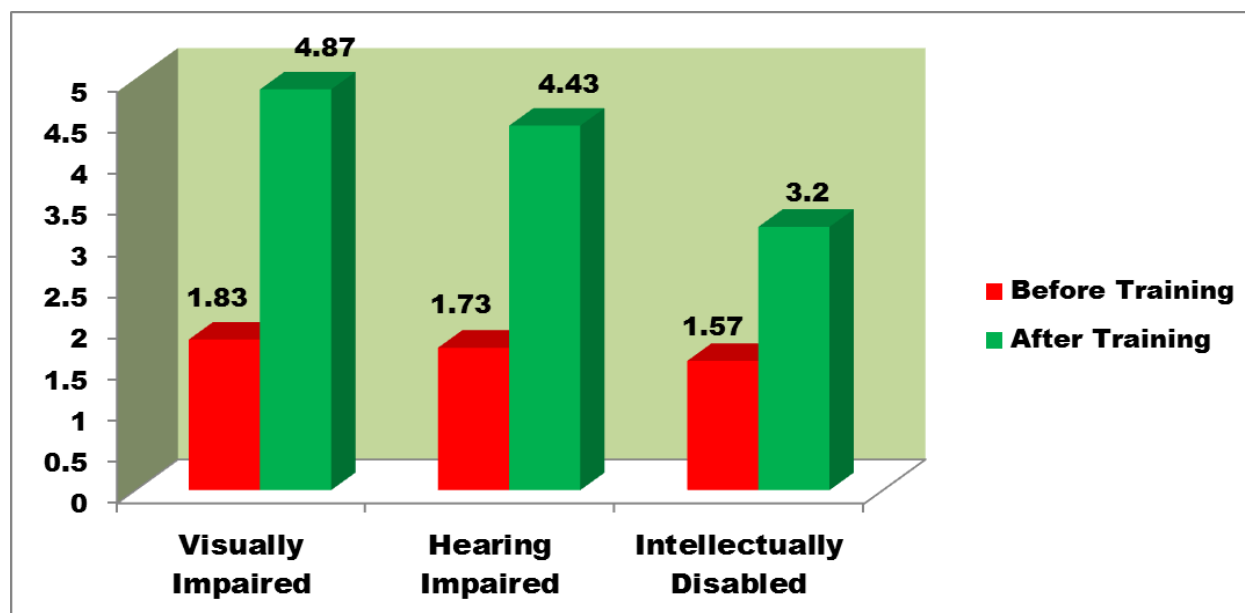
**Figure 84. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs**

**Table 91: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.83	0.379	4.87	0.346	40.15**
Hearing Impaired	30	29	1.73	0.450	4.43	0.504	24.81**
Intellectually Disabled	30	29	1.57	0.504	3.20	0.407	14.55**

\*\*= Significant at 0.01 level

Table 91 shows that the ‘t’ value were 40.15 for Children with Visual Impairment, 24.81 for Children with Hearing Impairment and 14.55 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be concluded that the training was found to safeguard Children with Special Needs to protect themselves from this kind of abuse. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs**” is accepted.



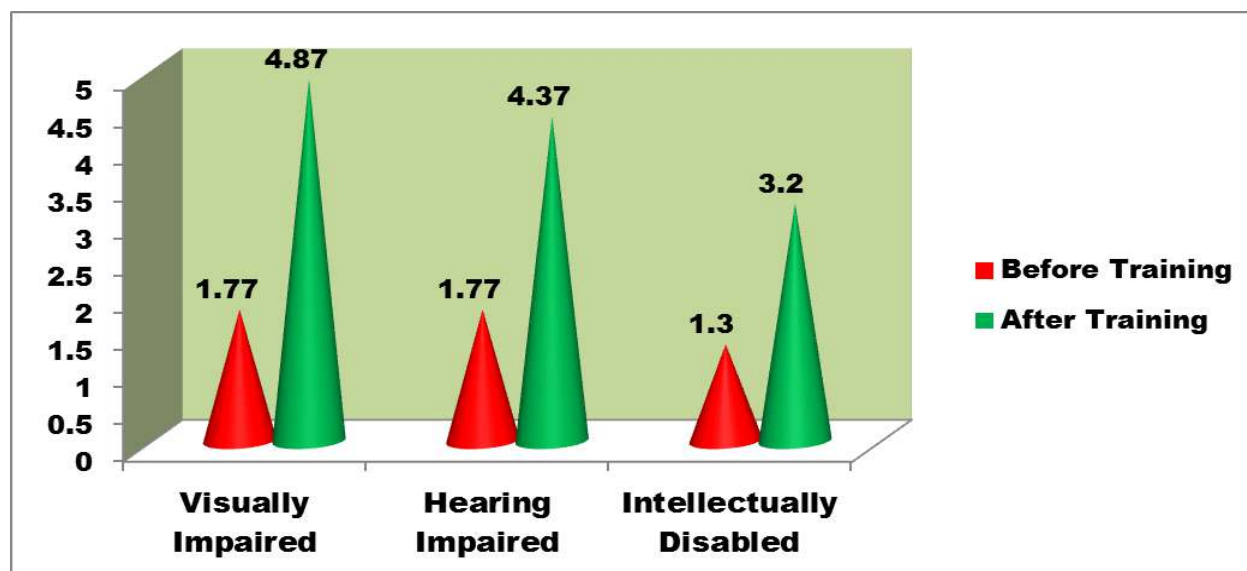
**Figure 85. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs**

**Table 92: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.77	0.430	4.87	0.346	31.00**
Hearing Impaired	30	29	1.77	0.430	4.37	0.490	21.11**
Intellectually Disabled	30	29	1.30	0.466	3.20	0.407	21.65**

\*\*= Significant at 0.01 level

Table 92 shows that the ‘t’ value were 31.00 for Children with Visual Impairment, 21.11 for Children with Hearing Impairment and 21.65 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may therefore be concluded that the Triple I Package had a significant impact upon the development of skills related to Sexual Abuse of Molestation among Children with Special Needs which will be useful to protect themselves from this kind of abuse. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs**” is accepted.



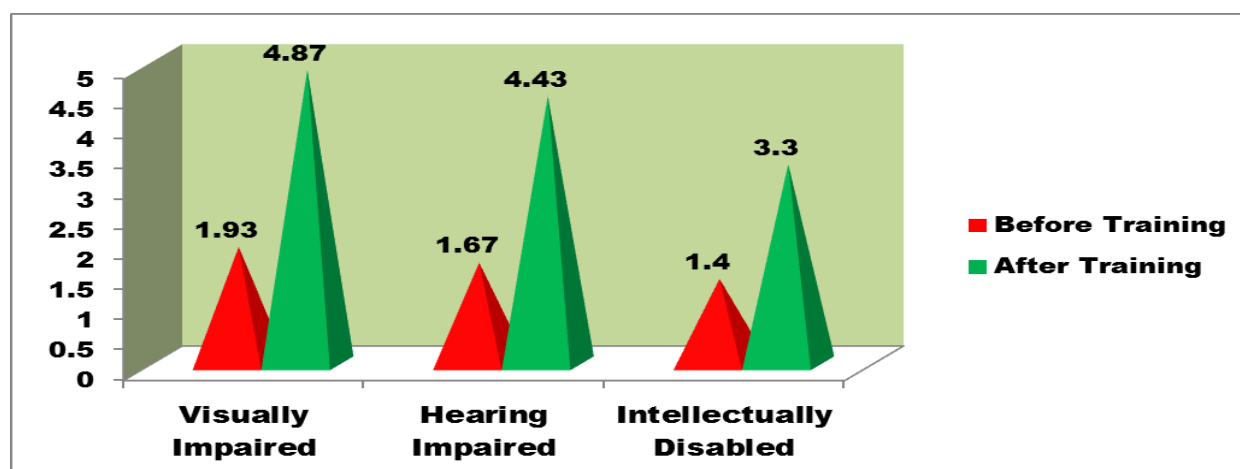
**Figure 86. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs**

**Table 93: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.93	0.254	4.87	0.346	44.00**
Hearing Impaired	30	29	1.67	0.479	4.43	0.504	22.32**
Intellectually Disabled	30	29	1.40	0.498	3.30	0.466	19.00**

\*\*= Significant at 0.01 level

Table 93 shows that the ‘t’ value were 44.00 for Children with Visual Impairment, 22.32 for Children with Hearing Impairment and 19.00 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be concluded that the intervention had positive effect to equip and impart the skills among Children with Special Needs to protect themselves from the Sexual Abuse of Involving in Sexual Activities which will be useful in the later part of their life. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among Children with Special Needs**” is accepted.



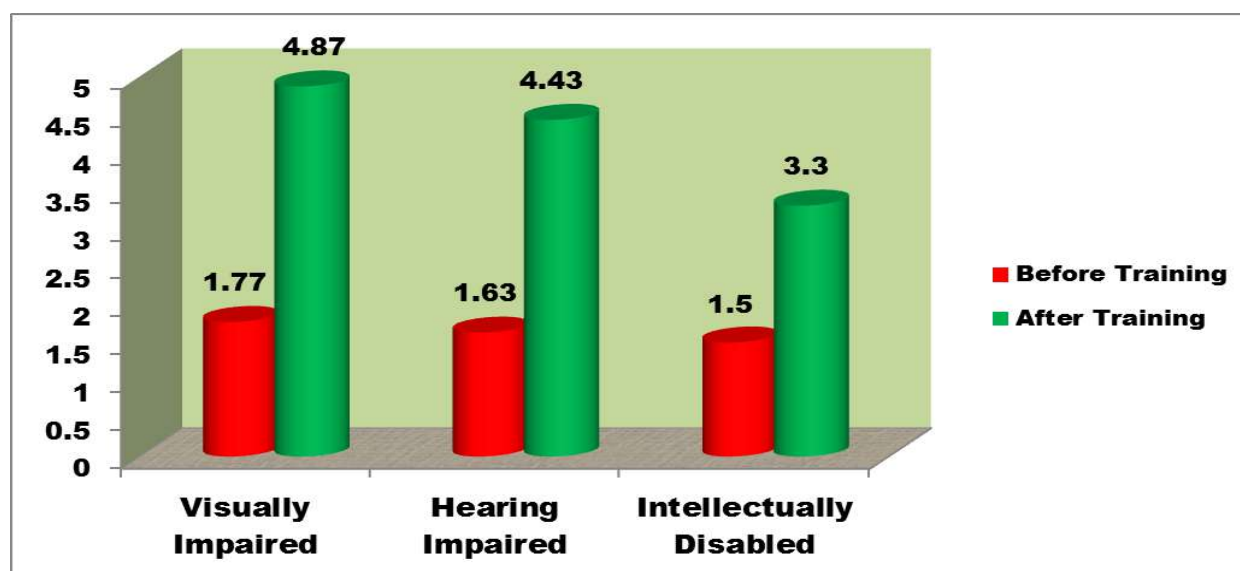
**Figure 87. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among Children with Special Needs**

**Table 94: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.77	0.430	4.87	0.346	31.00**
Hearing Impaired	30	29	1.63	0.490	4.43	0.504	20.15**
Intellectually Disabled	30	29	1.50	0.509	3.30	0.466	17.90**

\*\*= Significant at 0.01 level

Table 94 shows that the ‘t’ value were 31.00 for Children with Visual Impairment, 20.15 for Children with Hearing Impairment and 17.90 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be determined that Triple I package enabled Children with Special Needs to be skilled and protect themselves from this sort of abuse. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Special Needs**” is accepted.



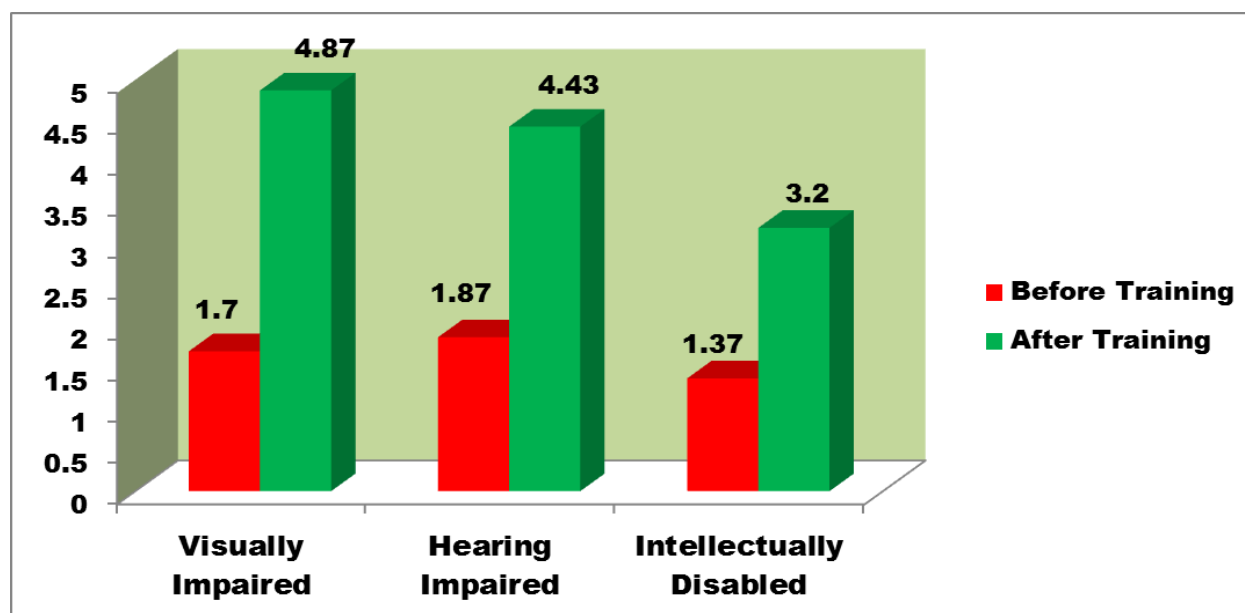
**Figure 88. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Special Needs**

**Table 95: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation among Children with Special Needs**

Type of Disability	No	df	Before Training		After Training		t value
			Mean	S. D.	Mean	S. D.	
Visually Impaired	30	29	1.70	0.466	4.87	0.346	29.29**
Hearing Impaired	30	29	1.87	0.346	4.43	0.504	24.74**
Intellectually Disabled	30	29	1.37	0.490	3.20	0.407	15.50**

\*\*= Significant at 0.01 level

Table 95 shows that the ‘t’ value were 29.29 for Children with Visual Impairment, 24.74 for Children with Hearing Impairment and 15.50 for Children with Intellectual Disability indicated a significant difference between Before and After Training. It may be determined that the Triple I package enabled the Children with Special Needs to be skilled and to protect themselves from Sexual Abuse of Masturbation. Hence, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation among Children with Special Needs**” is accepted.



**Figure 89. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Masturbation among Children with Special Needs**

SECTION V presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse before and after training with respect to variables.

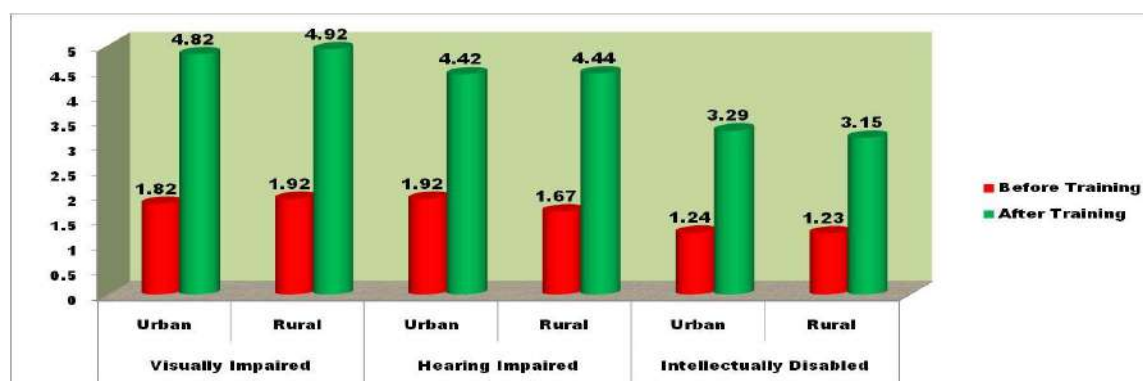
SECTION V A presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse with respect to Type of Locality among Children with Special Needs

**Table 96: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.82	0.53	4.82	0.39	20.20**
	Rural	13	12	1.92	0.49	4.92	0.28	18.74**
Hearing Impaired	Urban	12	11	1.92	0.52	4.42	0.52	10.86**
	Rural	18	17	1.67	0.59	4.44	0.51	18.22**
Intellectually Disabled	Urban	17	16	1.24	0.44	3.29	0.47	11.36**
	Rural	13	12	1.23	0.44	3.15	0.38	25.00**

\*\*= Significant at 0.01 level

Table 96 clearly indicates that there was a significant difference between before and after training in self protection skills against sexual abuse of pornography among Urban and Rural Visually Impaired, Hearing Impaired and Intellectually Disabled Children with Special Needs. It implies that the training has significantly contributed to the enhancement of self protection skills against sexual abuse of Pornography. After the training for Children with Special Needs through Triple I package with audio, video and sign language appears to have many benefits. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 90. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Locality among Children with Special Needs**

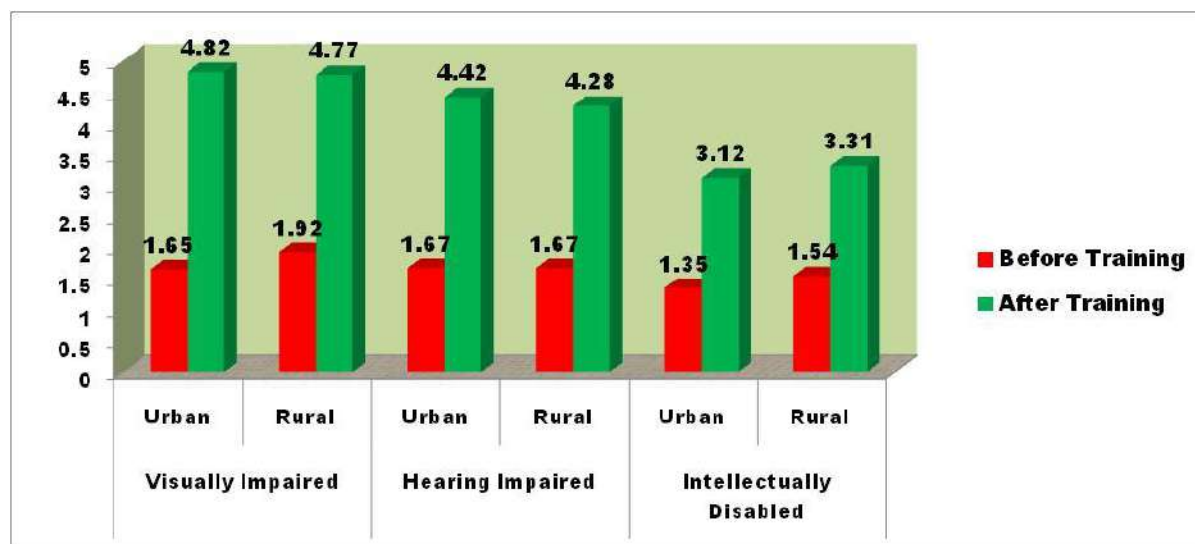


**Table 97: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.65	0.61	4.82	0.39	18.00**
	Rural	13	12	1.92	0.49	4.77	0.44	12.82**
Hearing Impaired	Urban	12	11	1.67	0.49	4.42	0.52	11.00**
	Rural	18	17	1.67	0.49	4.28	0.46	15.88**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.12	0.33	10.95**
	Rural	13	12	1.54	0.52	3.31	0.48	14.55**

\*\*= Significant at 0.01 level

Table 97 shows the significant difference between before and after training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Locality among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. This type of training is the need of the hour since number of incidences is repeatedly reported. It indicates that awareness to protect oneself has considerably increased after the training among the Children with Special Needs irrespective of the locality to which they belong to. Therefore, the training through Triple I Package helped children to gain more stability to overcome the problematic situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Institution among Children with Special Needs**” is accepted.



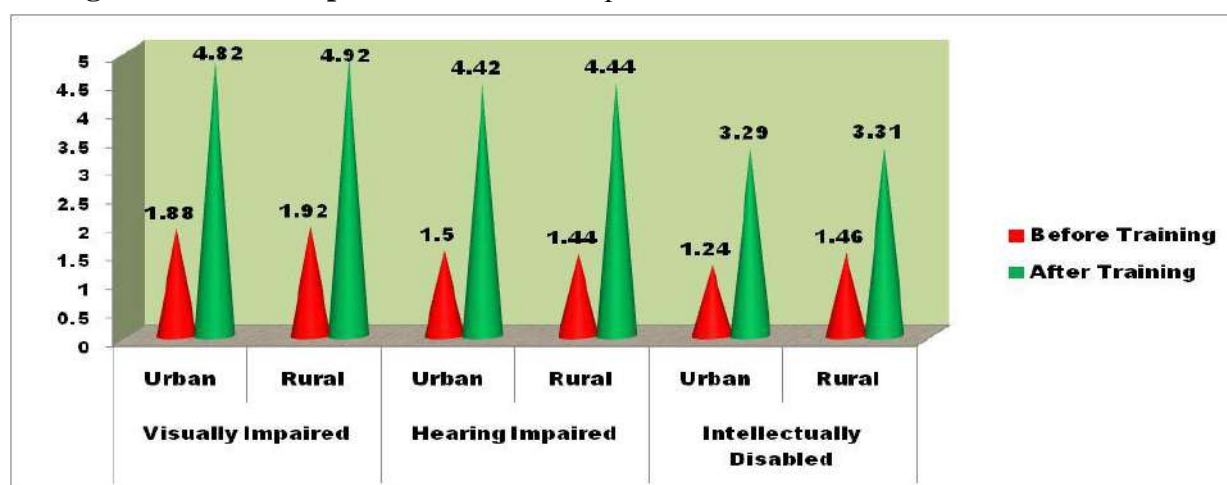
**Figure 91. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Locality among Children with Special Needs**

**Table 98: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.70	4.82	0.39	14.67**
	Rural	13	12	1.92	0.49	4.92	0.28	18.74**
Hearing Impaired	Urban	12	11	1.50	0.67	4.42	0.52	11.22**
	Rural	18	17	1.44	0.51	4.44	0.51	18.55**
Intellectually Disabled	Urban	17	16	1.24	0.44	3.29	0.47	15.28**
	Rural	13	12	1.46	0.52	3.31	0.48	17.73**

\*\*= Significant at 0.01 level

Table 98 shows the results of before and after training of children with Visual Impairment, Hearing Impairment and Intellectually Disabled in Self Protection Skills against Sexual Abuse of Fondling among the urban and rural locality had significant difference. Viewing culture as public and dynamic focused commonly on the learning and transmission of behaviour among the community. The Triple I package with audio, video and sign language, played a vital role to become aware about the self protection skills against sexual abuse of pornography among children with special needs. Therefore, through this training the Children with Special Needs can overcome any of the traumatic situations. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Locality among Children with Special Needs” is accepted.



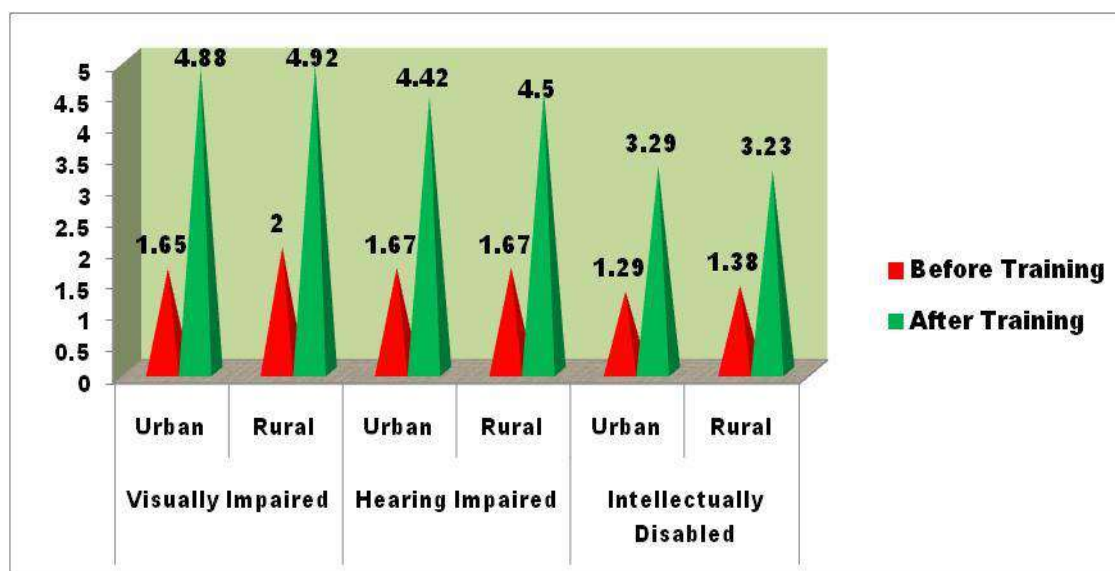
**Figure 92. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Locality among Children with Special Needs**

**Table 99: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.65	0.49	4.88	0.33	23.72**
	Rural	13	12	2.00	0.00	4.92	0.28	38.00**
Hearing Impaired	Urban	12	11	1.67	0.49	4.42	0.52	15.33**
	Rural	18	17	1.67	0.49	4.50	0.51	17.00**
Intellectually Disabled	Urban	17	16	1.29	0.47	3.29	0.47	16.49**
	Rural	13	12	1.38	0.51	3.23	0.44	9.67**

\*\*= Significant at 0.01 level

Table 99 reveals that the training that was given had shown highly satisfied results for the Children with Special Needs i.e. Visually Impaired, Hearing Impaired and Intellectually Disabled had a superior advancement in self protection skills against sexual abuse of pornography irrespective of the locality. It shows that there was a significant difference between before and after training. Generally, children with special needs do not know how to protect themselves when they face at risk situation so this training helped them to face any situations. Therefore, Children with Special Needs require training through Triple I Package. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Locality among Children with Special Needs**” is accepted.



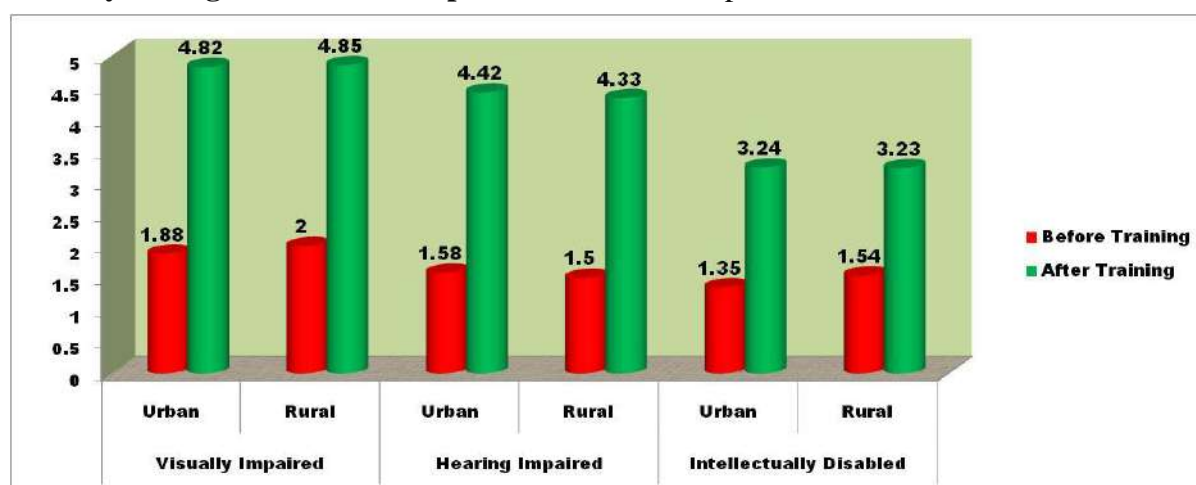
**Figure 93. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Locality among Children with Special Needs**

**Table 100: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.33	4.82	0.39	28.28**
	Rural	13	12	2.00	0.00	4.85	0.38	27.33**
Hearing Impaired	Urban	12	11	1.58	0.52	4.42	0.52	10.47**
	Rural	18	17	1.50	0.51	4.33	0.49	19.44**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.24	0.44	12.93**
	Rural	13	12	1.54	0.52	3.23	0.44	9.68**

\*\*= Significant at 0.01 level

Table 100 shows the result of the paired t test for Self Protection Skills against Sexual Abuse of Exhibitionism for Children with Visual Impairment, Hearing Impairment and Intellectual Disability is significant among Urban and Rural with respect to Locality. Commonly the Children with Special Needs face problems related to the psychological, social, mental and physical issues. It will add to their fear of overcoming any issue that they face in life. The training through Triple I Package enabled them to gain confidence and reduce fear and handle any situation which they face in life. Therefore, the training contributed both psychologically and physically to overcome the challenges that they come across especially learning self protection skills against sexual abuse of exhibitionism. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Locality among Children with Special Needs**” is accepted.



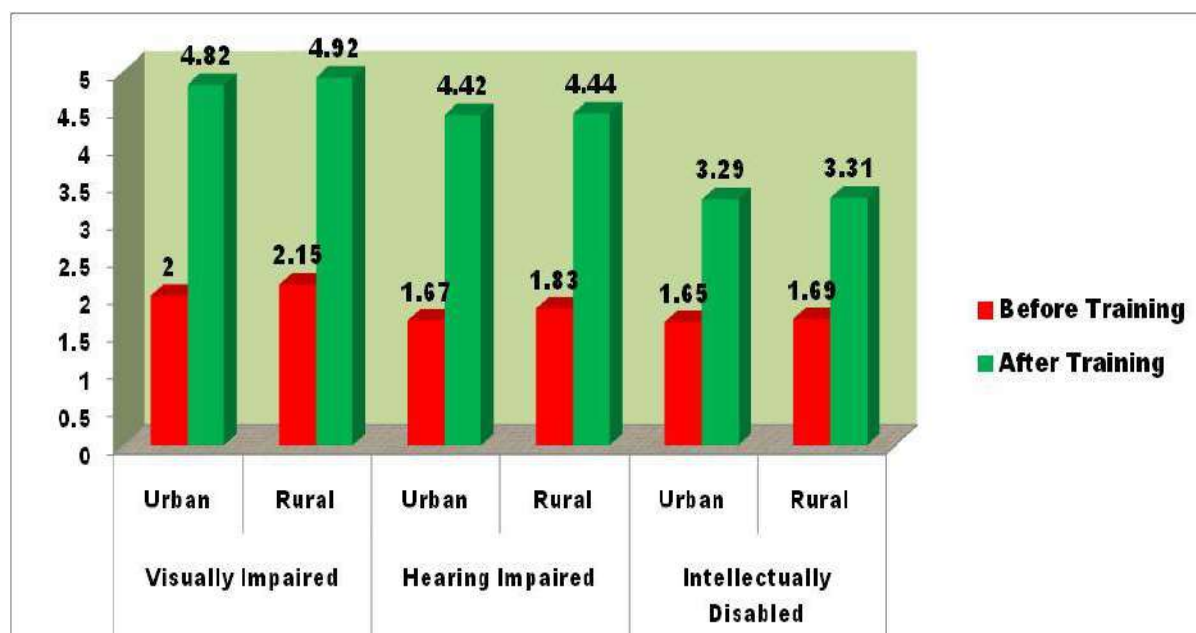
**Figure 94. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Locality among Children with Special Needs**

**Table 101: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.00	0.50	4.82	0.39	22.02**
	Rural	13	12	2.15	0.38	4.92	0.28	22.77**
Hearing Impaired	Urban	12	11	1.67	0.49	4.42	0.52	12.64**
	Rural	18	17	1.83	0.62	4.44	0.51	14.25**
Intellectually Disabled	Urban	17	16	1.65	0.49	3.29	0.47	11.20**
	Rural	13	12	1.69	0.48	3.31	0.48	11.50**

\*\*= Significant at 0.01 level

Table 101 shows the difference between before and after training in the Self Protection Skills against Sexual Abuse of Sexy Talk among Children with Visual Impairment, Hearing Impairment and Intellectual Disability belonging to Urban and Rural Locality. Children with Special Needs are restricted in terms of knowledge about various risk factors prevailing in the society. So, when they exposed to the sexual abuse of sexy talk, they will not be able to differentiate and comprehend what they try to convey. The training enabled the Children with Special Needs to understand and differentiate the various ways of talking and protect themselves. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 95. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Locality among Children with Special Needs**

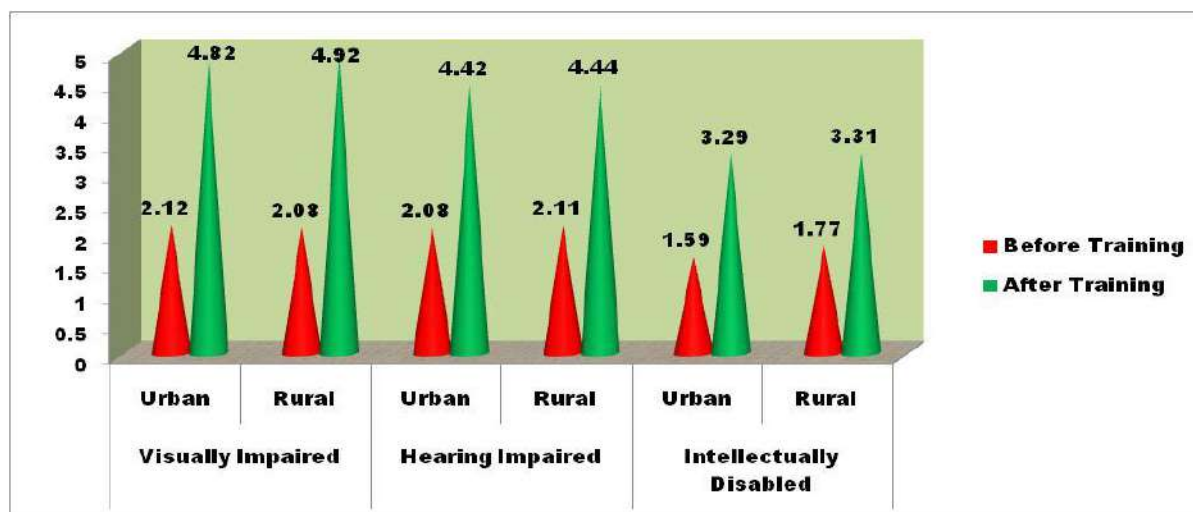


**Table 102: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.12	0.60	4.82	0.39	14.46**
	Rural	13	12	2.08	0.28	4.92	0.28	27.33**
Hearing Impaired	Urban	12	11	2.08	0.29	4.42	0.52	16.42**
	Rural	18	17	2.11	0.32	4.44	0.51	20.41**
Intellectually Disabled	Urban	17	16	1.59	0.51	3.29	0.47	10.25**
	Rural	13	12	1.77	0.44	3.31	0.48	10.69**

\*\*= Significant at 0.01 level

Table 102 indicates the result of Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against Sexual Abuse of Kissing. It implies that there was a significant difference between before and after training with respect to type of locality. At present the Children with Special Needs are not aware of protective techniques which they have to use while they were in the traumatic situation. The training through Triple I package gave them a unique idea for safeguarding themselves by using self protection skills. Since the Triple I Package was distinctively created for the Children with Special Needs by means of the three modes i.e., audio, videos and sign language along with practice through creating what if situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Locality among Children with Special Needs**” is accepted.



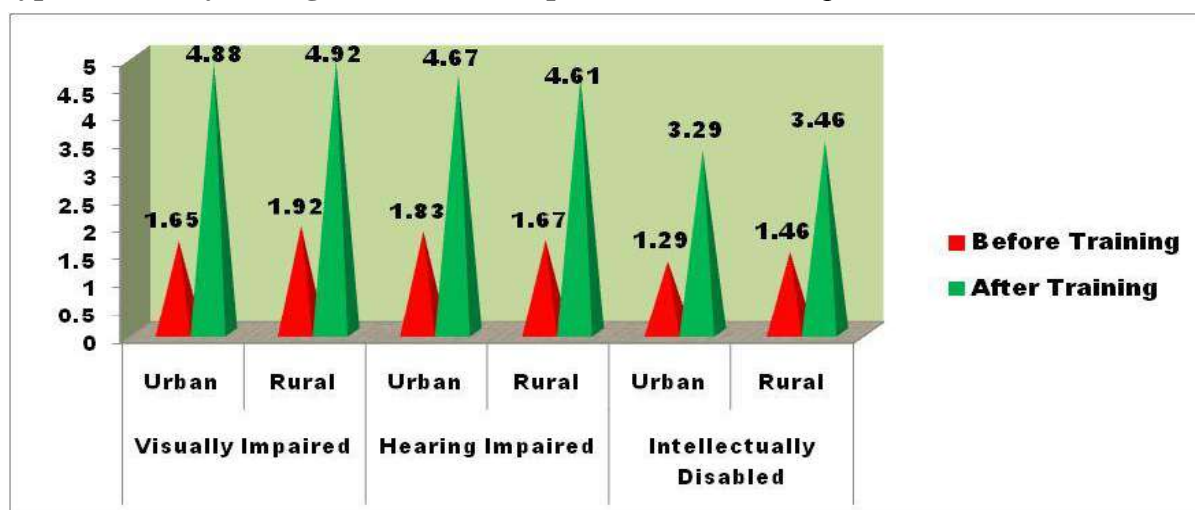
**Figure 96. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Locality among Children with Special Needs**

**Table 103: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.65	0.49	4.88	0.33	23.72**
	Rural	13	12	1.92	0.28	4.92	0.28	26.50**
Hearing Impaired	Urban	12	11	1.83	0.39	4.67	0.49	13.68**
	Rural	18	17	1.67	0.49	4.61	0.50	17.22**
Intellectually Disabled	Urban	17	16	1.29	0.47	3.29	0.47	16.49**
	Rural	13	12	1.46	0.52	3.46	0.52	12.49**

\*\*= Significant at 0.01 level

Table 103 portrays the Self Protection Skills against Sexual Abuse of Exploitation among Children with Visual Impairment, Hearing Impairment and Intellectual Disability with respect to type of locality. Usually the Parent of Children with Special Needs not aware of how to teach their children to protect themselves. The Triple I Package training was self explanatory using simple and stepwise instructions which any one can follow that enabled the parents as well as special educators to follow and use it for training children with special needs. They can wind and rewind while practicing it. This enabled them to learn the skills quickly and reflect it when created what if situation which in turn showed the mastery of skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Locality among Children with Special Needs**” is accepted.



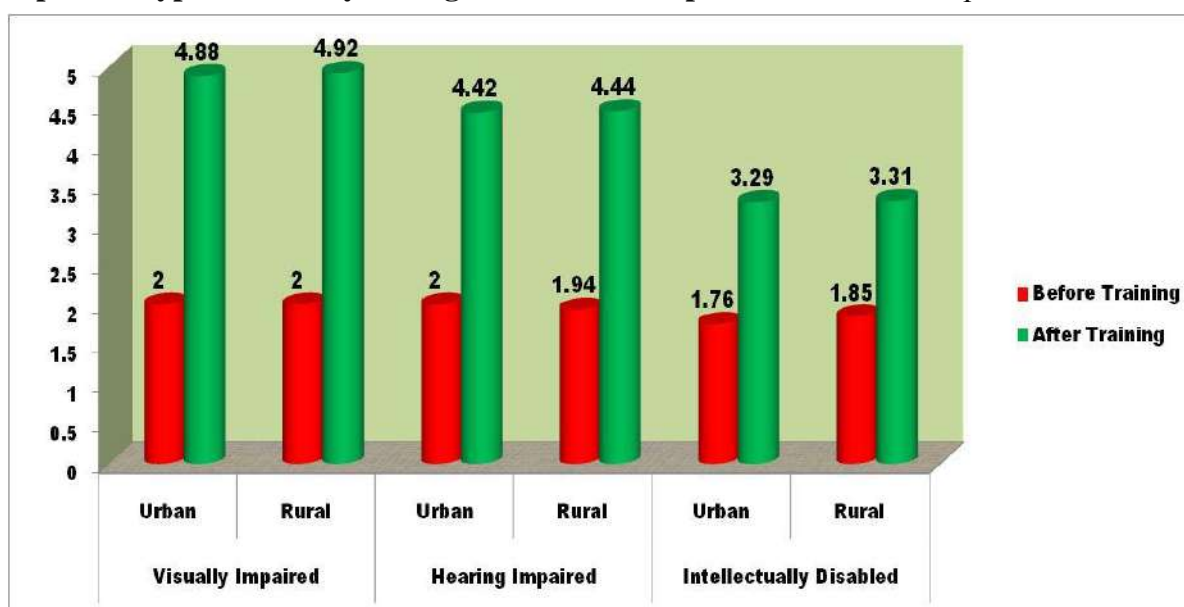
**Figure 97. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Locality among Children with Special Needs**

**Table 104: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	2.00	0.61	4.88	0.33	19.80**
	Rural	13	12	2.00	0.41	4.92	0.28	21.35**
Hearing Impaired	Urban	12	11	2.00	0.00	4.42	0.52	16.26**
	Rural	18	17	1.94	0.24	4.44	0.51	20.62**
Intellectually Disabled	Urban	17	16	1.76	0.44	3.29	0.47	10.10**
	Rural	13	12	1.85	0.38	3.31	0.48	10.16**

\*\*= Significant at 0.01 level

Table 104 reveals the difference between before and after training in the Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. The ultimate aim of inclusive education is making the differently abled an independent person. This training enabled the Children with Special Needs to safeguard themselves from the problematic situation. Since the package enabled them to practice it repeatedly by means of identifying the situations and reaching to it. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Locality among Children with Special Needs**” is accepted.



**Figure 98. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Locality among Children with Special Needs**

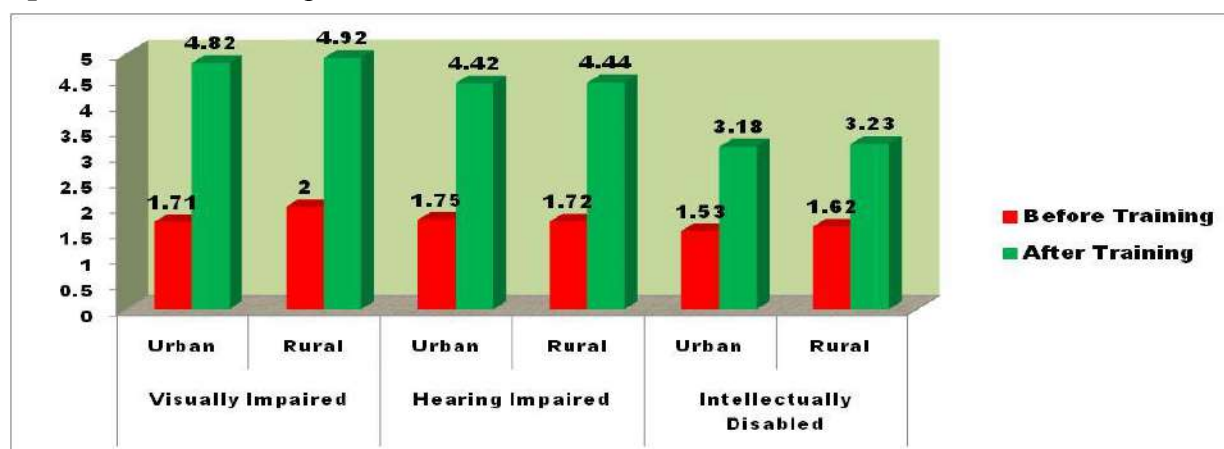


**Table 105: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.71	0.47	4.82	0.39	26.50**
	Rural	13	12	2.00	0.00	4.92	0.28	38.00**
Hearing Impaired	Urban	12	11	1.75	0.45	4.42	0.52	14.18**
	Rural	18	17	1.72	0.46	4.44	0.51	20.10**
Intellectually Disabled	Urban	17	16	1.53	0.51	3.18	0.39	9.68**
	Rural	13	12	1.62	0.51	3.23	0.44	11.50**

\*\*= Significant at 0.01 level

Table 105 reveals that the significant difference before and after training with respect to locality among Children with Visual Impairment, Hearing Impairment and Intellectual Disability for Self Protection Skills against Sexual Abuse of Threatening. Most of the Children with Special Needs attend schools in a protective environment; as a result, they were not much exposed to this kind of issues. But what if situation created for the Children with Special Needs made them to understand the reality of common problems related to sexual abuse of threatening and also practiced them as how to tackle that kind of unusual situation by using the self protection skills. Therefore, the Triple I Package is a powerful tool which is more flexible for the children with special needs to learn. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Locality among Children with Special Needs**” is accepted.



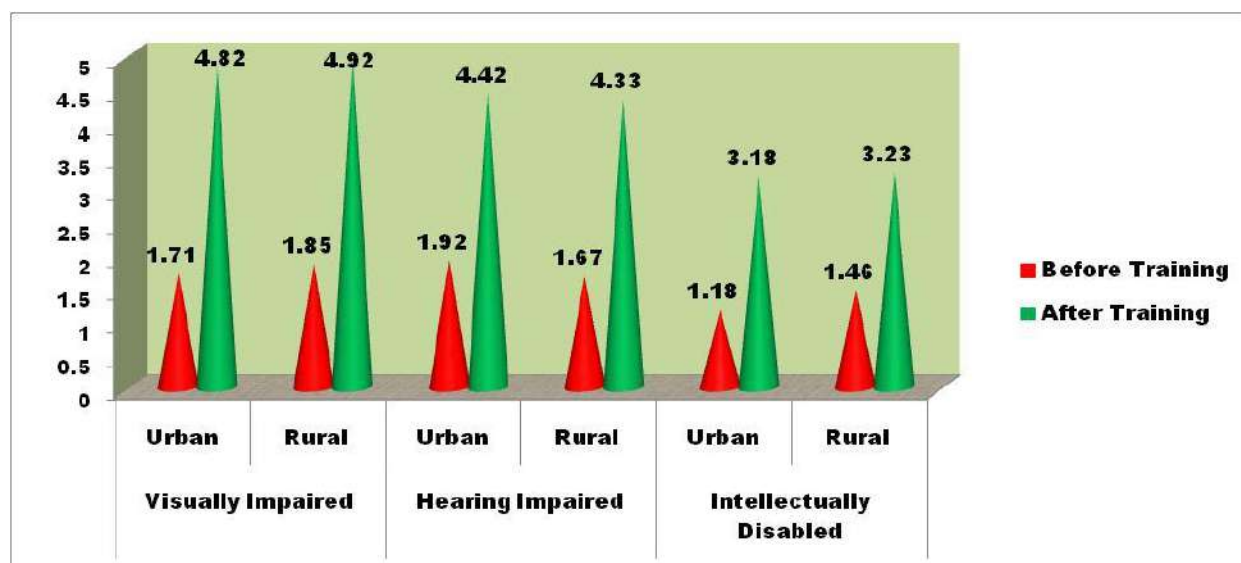
**Figure 99. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Locality among Children with Special Needs**

**Table 106: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.71	0.47	4.82	0.39	21.42**
	Rural	13	12	1.85	0.38	4.92	0.28	22.48**
Hearing Impaired	Urban	12	11	1.92	0.29	4.42	0.52	12.85**
	Rural	18	17	1.67	0.49	4.33	0.49	16.49**
Intellectually Disabled	Urban	17	16	1.18	0.39	3.18	0.39	16.49**
	Rural	13	12	1.46	0.52	3.23	0.44	14.55**

\*\*= Significant at 0.01 level

Table 106 indicates that there was a significant difference between before and after training among Children with Special Needs with respect to locality. In general, the children are not mostly exposed to this type of challenging situations so their parents were not bothered to tell them about the protective measures. So, training through Triple I Package for both the groups created an impact that how to overcome the traumatic situation using the self protection skills. The Triple I Package had increased the level of confidence among the Children with Special Needs to overcome the sexual abuse of molestation. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Institution among Children with Special Needs” is accepted.



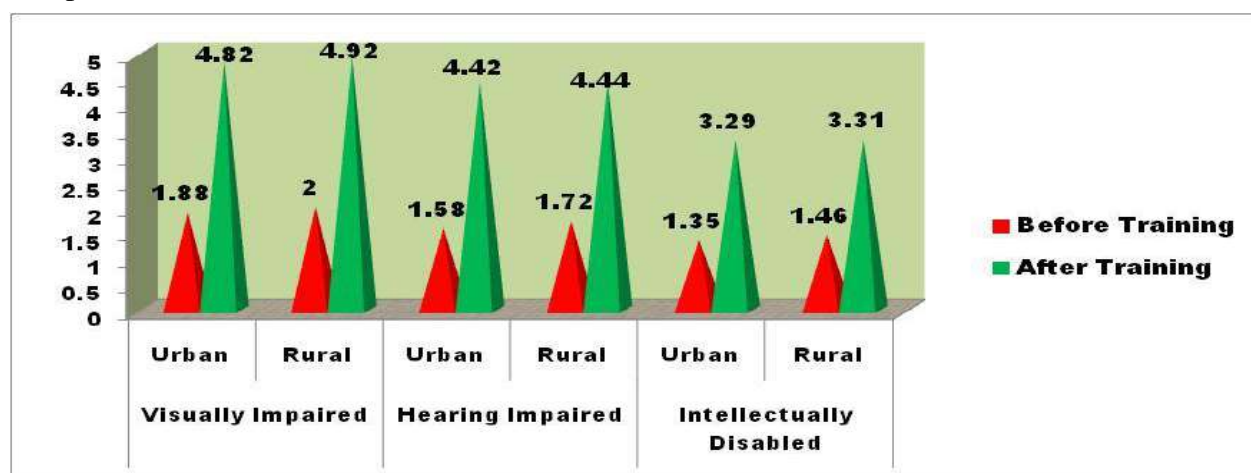
**Figure 100. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Locality among Children with Special Needs**

**Table 107: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.88	0.33	4.82	0.39	28.28**
	Rural	13	12	2.00	0.00	4.92	0.28	38.00**
Hearing Impaired	Urban	12	11	1.58	0.52	4.42	0.52	11.76**
	Rural	18	17	1.72	0.46	4.44	0.51	20.10**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.29	0.47	14.40**
	Rural	13	12	1.46	0.52	3.31	0.48	12.00**

\*\*= Significant at 0.01 level

Table 107 shows the result of the Paired t Test for Self Protection Skills against Sexual Abuse of Involving in Sexual Activities for Children with Visual Impairment, Hearing Impairment and Intellectual Disability is significant irrespective of the type of locality to which they belong to. It is generally assumed that Children with Special Needs are more susceptible to the sexual abuse of involving in sexual activities than normal children. Since the Children with Special Needs are more ignorant about this type of abuse it is considered an important aspect to be trained in this aspect through Triple I Package. The training provided them as in depth knowledge as how to recognize and safeguard themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Institution among Children with Special Needs**” is accepted.



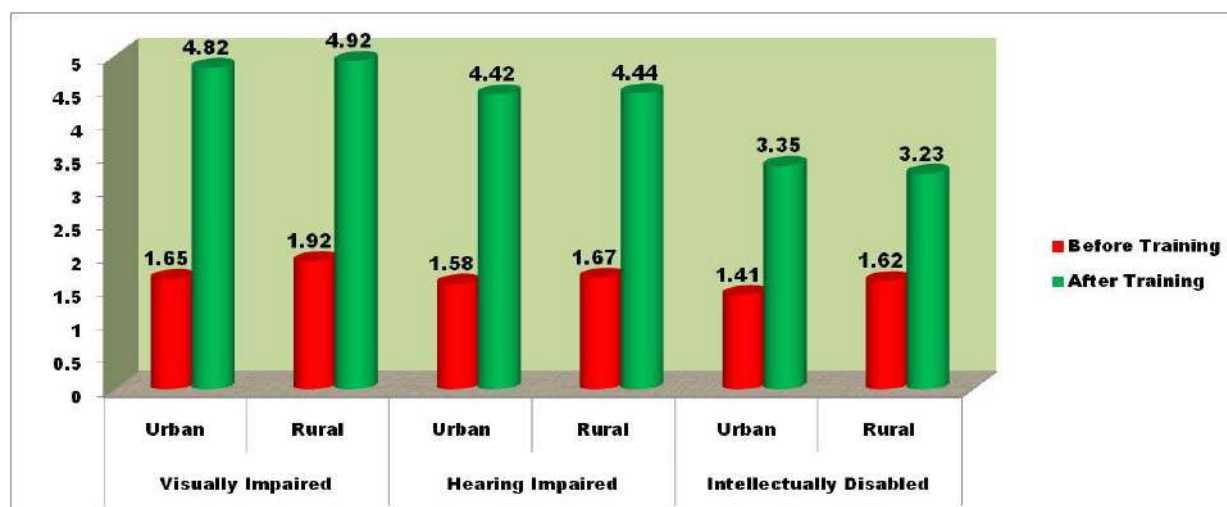
**Figure 101. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Locality among Children with Special Needs**

**Table 108: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.65	0.49	4.82	0.39	20.60**
	Rural	13	12	1.92	0.28	4.92	0.28	26.50**
Hearing Impaired	Urban	12	11	1.58	0.52	4.42	0.52	10.47**
	Rural	18	17	1.67	0.49	4.44	0.51	18.22**
Intellectually Disabled	Urban	17	16	1.41	0.51	3.35	0.49	14.40**
	Rural	13	12	1.62	0.51	3.23	0.44	11.50**

\*\*= Significant at 0.01 level

Table 108 indicates the comparison for Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Visual Impairment, Hearing Impairment and Intellectual Disability with respect to type of locality. Many risk factors are associated with the condition of differently abled. People think that the differently abled will not know how to reveal and react to any form of abuse. This attitude makes the differently abled to come across such situations. Therefore, training through Triple I Package was considered as an imperative one. The training was found to be effective in imparting self protection skills among Children with Special Needs against sexual abuse of hurting private parts. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Locality among Children with Special Needs**” is accepted.



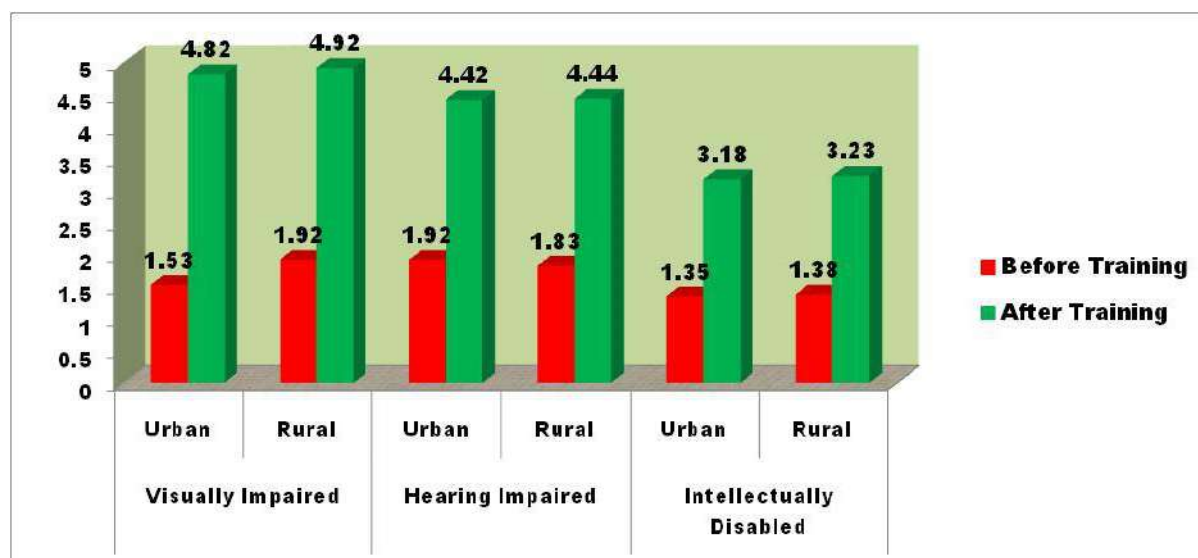
**Figure 102. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Locality among Children with Special Needs**

**Table 109: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Locality among Children with Special Needs**

Type of Disability	Type of Locality	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Urban	17	16	1.53	0.51	4.82	0.39	19.80**
	Rural	13	12	1.92	0.28	4.92	0.28	26.50**
Hearing Impaired	Urban	12	11	1.92	0.29	4.42	0.52	12.85**
	Rural	18	17	1.83	0.38	4.44	0.51	22.08**
Intellectually Disabled	Urban	17	16	1.35	0.49	3.18	0.39	11.82**
	Rural	13	12	1.38	0.51	3.23	0.44	9.67**

\*\*= Significant at 0.01 level

Table 109 shows the result of Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against Sexual Abuse of Masturbation belonging to Urban and Rural locality. It indicates that there was a significant difference between before and after training among children with special needs. Normally the Children with Special Needs learn how to behave appropriately in the society. But they will not be educated how to protect themselves in the community when someone misbehaves or shows maladaptive behaviour so training through Triple I Package enabled them that how they should react and protect themselves when someone shows such type of maladaptive behaviour. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 103. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Locality among Children with Special Needs**



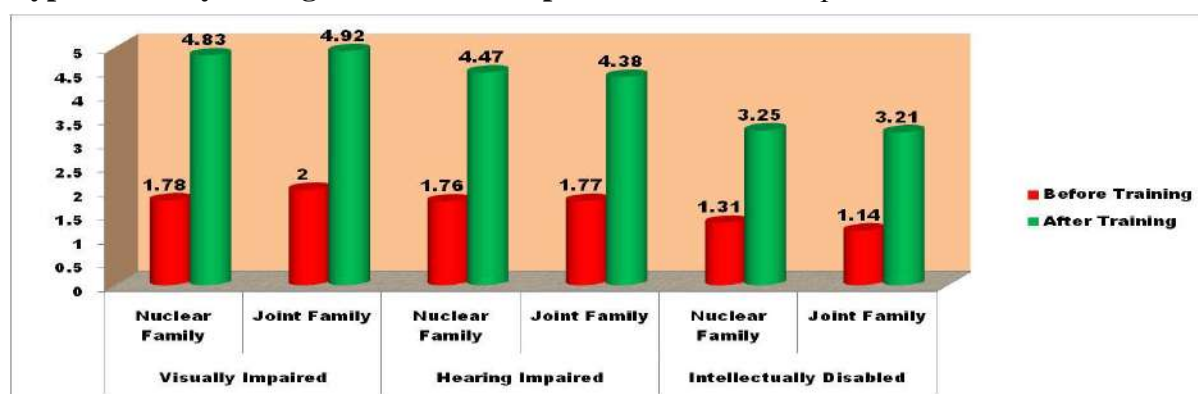
SECTION V B presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse with respect to Type of Family among Children with Special Needs

**Table 110: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.43	4.83	0.38	20.28**
	Joint	12	11	2.00	0.60	4.92	0.29	19.62**
Hearing Impaired	Nuclear	17	16	1.76	0.56	4.47	0.51	16.26**
	Joint	13	12	1.77	0.60	4.38	0.51	12.28**
Intellectually Disabled	Nuclear	16	15	1.31	0.48	3.25	0.45	11.40**
	Joint	14	13	1.14	0.36	3.21	0.43	16.33**

\*\*= Significant at 0.01 level

Table 110 reveals that the training that was used had shown highly satisfied results among Children with Special Needs i.e. Visually Impaired, Hearing Impaired and Intellectually Disabled in self protection skills against sexual abuse of pornography irrespective of the locality to which they belong to. The main cause could be that the training package had helped in enhancing the comprehension of skills that they have to acquire in terms of protecting themselves from the sexual abuse of pornography to which they had never been exposed. Especially in our Indian situation the parents or siblings hesitate to share about this since they consider that as a sensitive issue to be discussed with the family members. Therefore, the training helped in creating awareness on this aspect of self protection skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Family among Children with Special Needs**” is accepted.



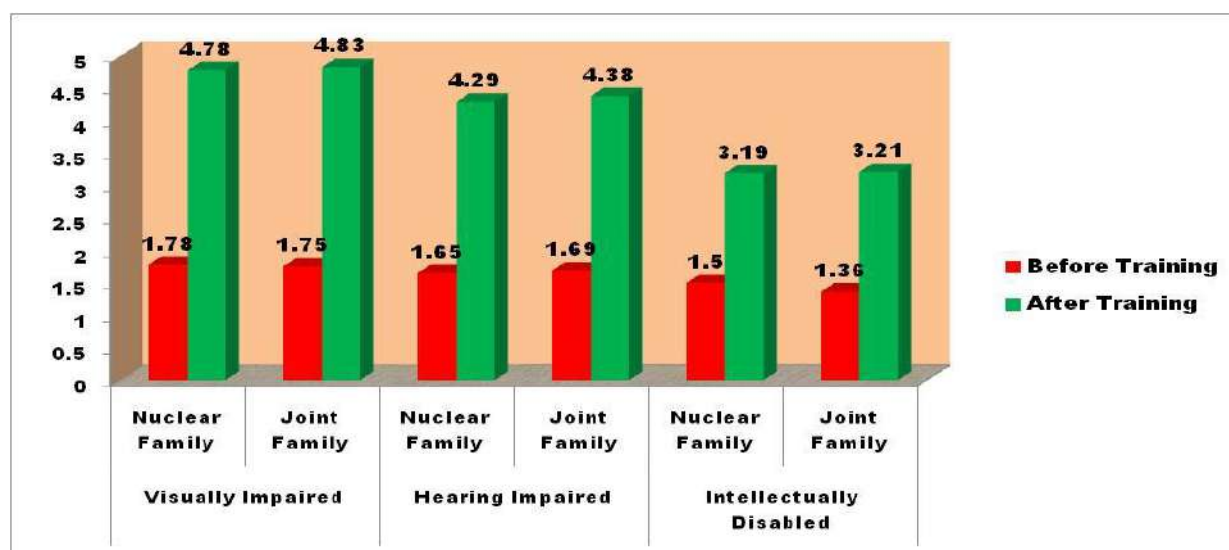
**Figure 104. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Family among Children with Special Needs**

**Table 111: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.55	4.78	0.43	16.60**
	Joint	12	11	1.75	0.62	4.83	0.39	13.47**
Hearing Impaired	Nuclear	17	16	1.65	0.49	4.29	0.47	13.89**
	Joint	13	12	1.69	0.48	4.38	0.51	12.93**
Intellectually Disabled	Nuclear	16	15	1.50	0.52	3.19	0.40	11.21**
	Joint	14	13	1.36	0.50	3.21	0.43	13.00**

\*\*= Significant at 0.01 level

Table 111 shows the result of the Children with Visual Impairment, Hearing Impairment and Intellectually Disabled in Self Protection Skills against Sexual Abuse of Hugging. It clearly indicated that training helped in increasing the awareness among the children irrespective of the type of family to which they belonged to. When new concepts are introduced systematic way of training enabled the children to learn the skills much faster than the usual method. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Family among Children with Special Needs**” is accepted.



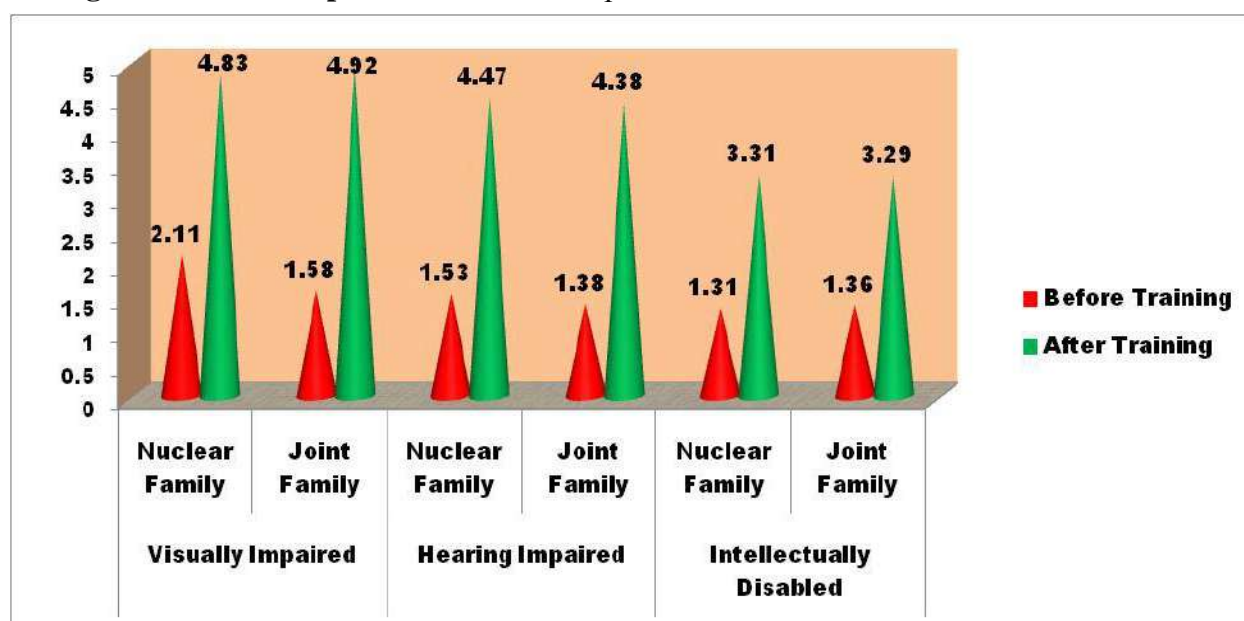
**Figure 105. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Family among Children with Special Needs**

**Table 112: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.11	0.47	4.83	0.38	17.26**
	Joint	12	11	1.58	0.67	4.92	0.29	17.73**
Hearing Impaired	Nuclear	17	16	1.53	0.51	4.47	0.51	16.22**
	Joint	13	12	1.38	0.65	4.38	0.51	13.25**
Intellectually Disabled	Nuclear	16	15	1.31	0.48	3.31	0.48	15.49**
	Joint	14	13	1.36	0.50	3.29	0.47	15.20**

\*\*= Significant at 0.01 level

Table 112 proves that the mean scores of Children with Visual Impairment, Hearing Impairment and Intellectually Disabled increased considerably before and after training for the sexual abuse of fondling with respect to type of family. It implies that the Triple I Package was found to be more effective. There was growing evidence that participating learning enhanced comprehension. Therefore, it can be concluded that the training enhanced the acquisition self protection skills which they never exposed in the earlier part of life. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 106. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Family among Children with Special Needs**

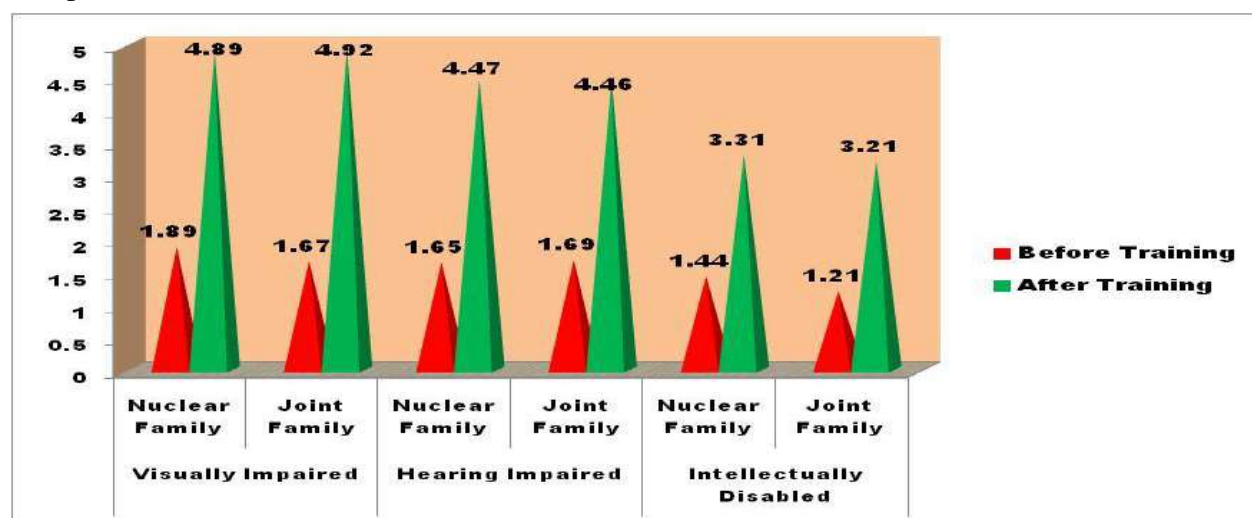


**Table 113: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.89	0.32	4.89	0.32	26.24**
	Joint	12	11	1.67	0.49	4.92	0.29	24.89**
Hearing Impaired	Nuclear	17	16	1.65	0.49	4.47	0.51	16.00**
	Joint	13	12	1.69	0.48	4.46	0.52	16.67**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.31	0.48	12.11**
	Joint	14	13	1.21	0.43	3.21	0.43	13.49**

\*\*= Significant at 0.01 level

Table 113 presents the results of the paired t test among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled and it clearly indicates that there was a significant difference between before and after training. Children with Special Needs face many challenges in life one such challenge is lack of awareness about the sexual abuse of Touching Private Parts. Therefore, the Triple I Package has certainly facilitated the children to become aware and enhance their cognitive abilities to protect themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Family among Children with Special Needs**” is accepted.



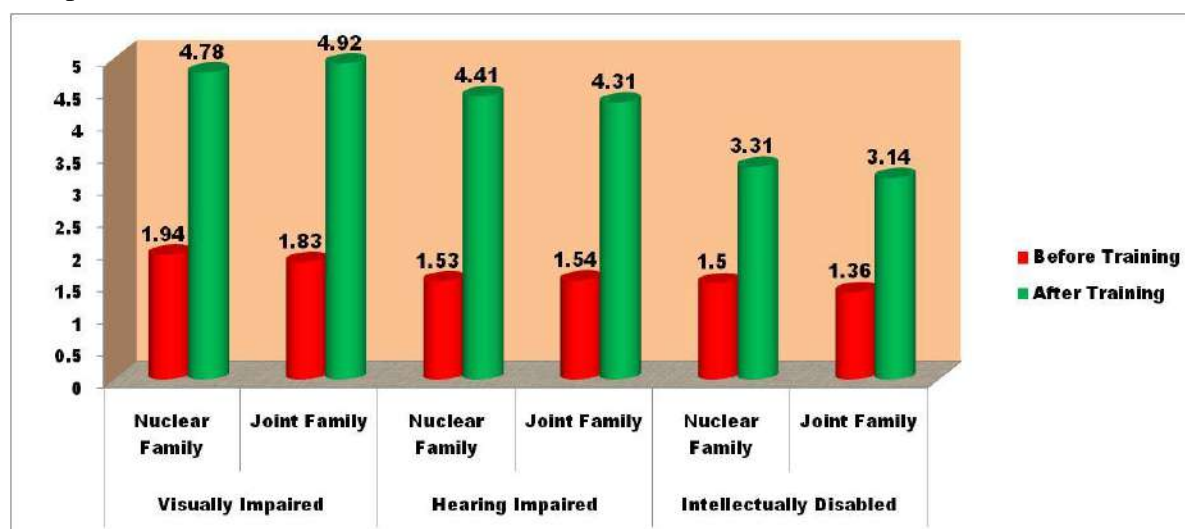
**Figure 107. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Family among Children with Special Needs**

**Table 114: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.94	0.24	4.78	0.43	23.36**
	Joint	12	11	1.83	0.39	4.92	0.29	37.00**
Hearing Impaired	Nuclear	17	16	1.53	0.51	4.41	0.51	15.21**
	Joint	13	12	1.54	0.52	4.31	0.48	13.77**
Intellectually Disabled	Nuclear	16	15	1.50	0.52	3.31	0.48	13.33**
	Joint	14	13	1.36	0.50	3.14	0.36	9.56**

\*\*= Significant at 0.01 level

Table 114 shows the mean, standard deviation and t value in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to type of Family on Children with Special Needs before and after intervention. It can be understood that all the three groups showed significant differences between the interventional phases implying that Children with Special Needs were able to get advantage of the training which increased their ability to protect themselves from the sexual abuse of Exhibitionism irrespective of the type of family to which they belong to. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Family among Children with Special Needs**” is accepted.



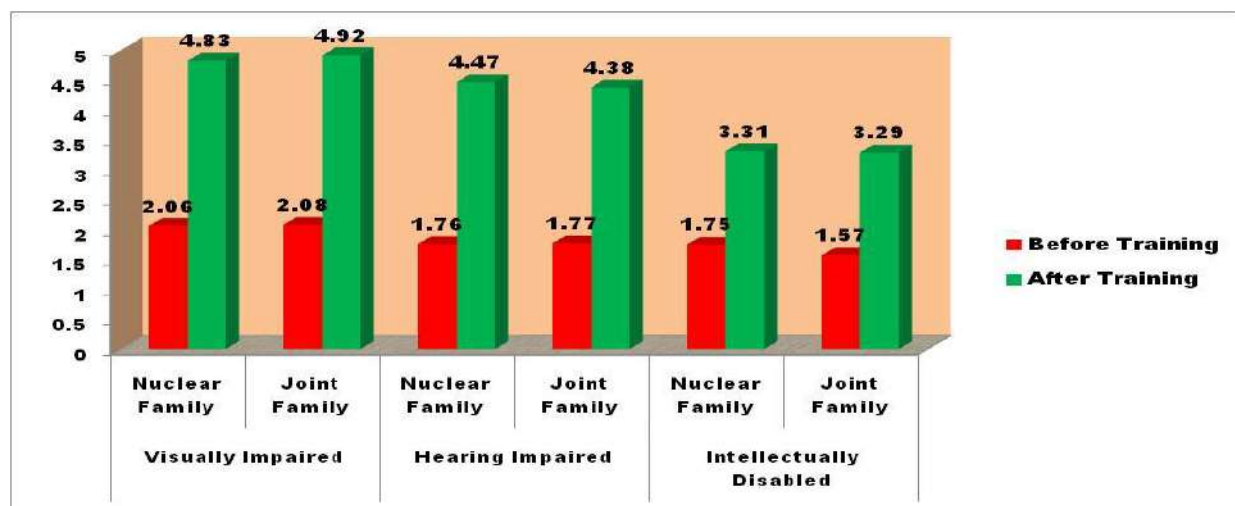
**Figure 108. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Family among Children with Special Needs**

**Table 115: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.06	0.42	4.83	0.38	21.49**
	Joint	12	11	2.08	0.52	4.92	0.29	25.22**
Hearing Impaired	Nuclear	17	16	1.76	0.56	4.47	0.51	13.14**
	Joint	13	12	1.77	0.60	4.38	0.51	14.50**
Intellectually Disabled	Nuclear	16	15	1.75	0.45	3.31	0.48	9.93**
	Joint	14	13	1.57	0.51	3.29	0.47	13.68**

\*\*= Significant at 0.01 level

Table 115 shows the result of the paired t test for Self Protection Skills against Sexual Abuse of Sexy Talk with respect to type of family on children with special needs. It can be inferred that the Children with Special Needs had shown a significant difference. The Triple I Package showed a great impact and the results differed between before and after training. Thus, the training has helped to enhance the comprehension of the individuals and get over the distress and be willing to reflect when they come across such type of unusual situation in their life. Similarly, the training helped the children to identify such situation and react to it and protect themselves. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Family among Children with Special Needs**” is accepted.



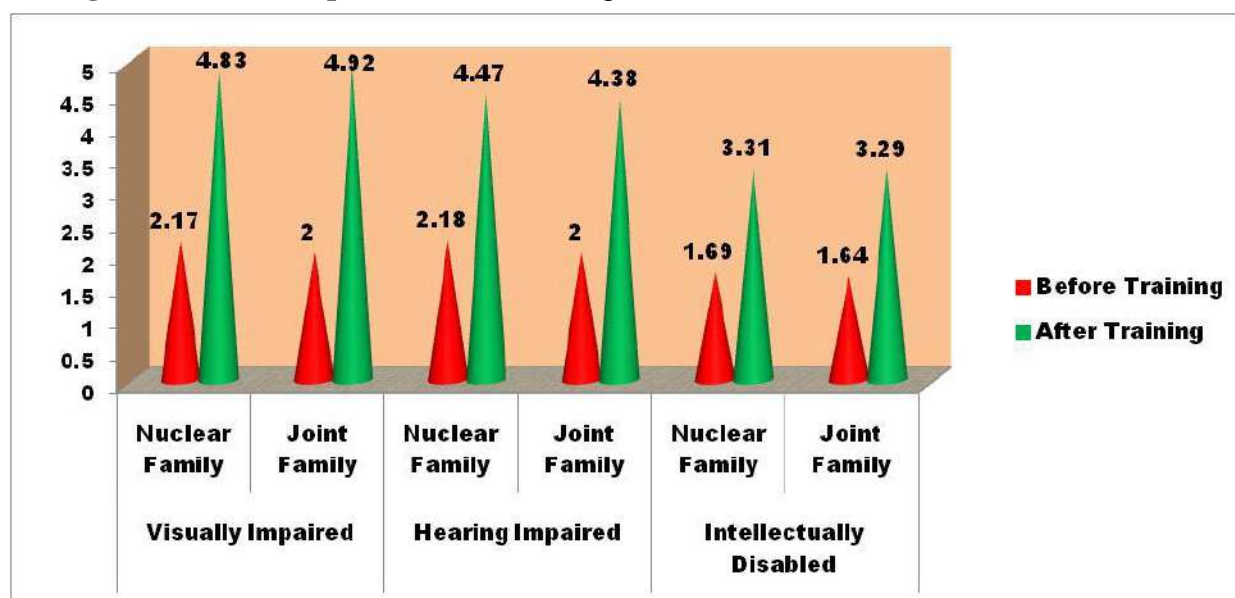
**Figure 109. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Family among Children with Special Needs**

**Table 116: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.17	0.51	4.83	0.38	14.75**
	Joint	12	11	2.00	0.43	4.92	0.29	35.00**
Hearing Impaired	Nuclear	17	16	2.18	0.39	4.47	0.51	20.14**
	Joint	13	12	2.00	0.00	4.38	0.51	16.98**
Intellectually Disabled	Nuclear	16	15	1.69	0.48	3.31	0.48	10.50**
	Joint	14	13	1.64	0.50	3.29	0.47	9.71**

\*\*= Significant at 0.01 level

Table 116 shows that there was a significant difference between before and after training in Self Protection Skills against Sexual Abuse of Kissing irrespective of type of family to which they belong to. The Children with Special Needs were able to react appropriately to what if situation created to find out the impact of training. It implies that the training was very effective in both the groups by enhancing the reasoning and problem solving abilities especially when they come across this form of sexual abuse of kissing. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Family among Children with Special Needs**” is accepted.



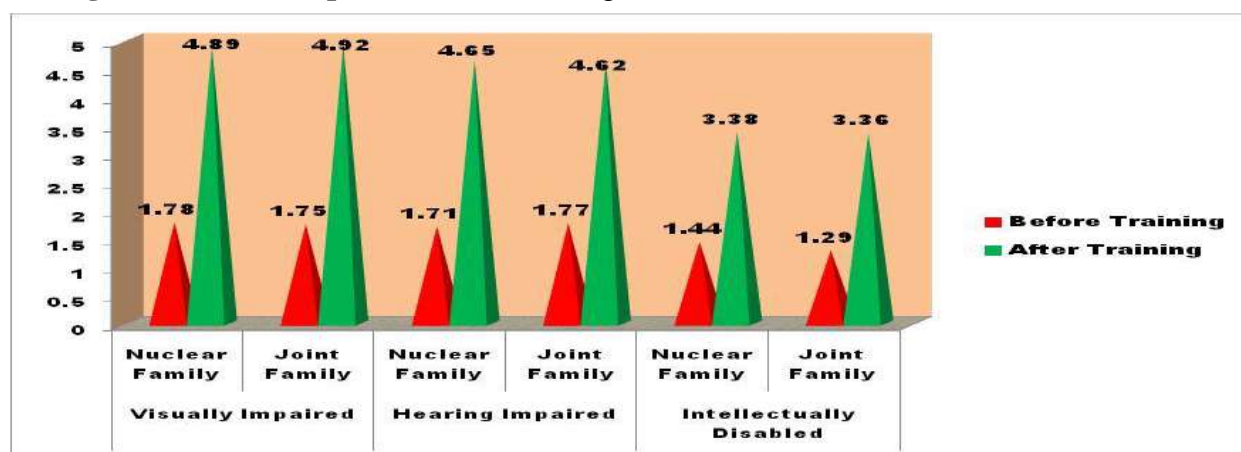
**Figure 110. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Family among Children with Special Needs**

**Table 117: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.43	4.89	0.32	22.64**
	Joint	12	11	1.75	0.45	4.92	0.29	28.18**
Hearing Impaired	Nuclear	17	16	1.71	0.47	4.65	0.49	16.22**
	Joint	13	12	1.77	0.44	4.62	0.51	14.90**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.38	0.50	13.51**
	Joint	14	13	1.29	0.47	3.36	0.50	16.33**

\*\*= Significant at 0.01 level

Table 117 shows mean and standard deviation values for before and after phases for impact of Triple I Package on Self Protection Skills against Sexual Abuse of Exploitation with respect to type of family. The mean scores for before and after training for Children with Special Needs belongs to nuclear and joint family of Visual Impairment, Hearing Impairment and Intellectually Disabled were 1.78, 4.89, 1.75, 4.92, 1.71, 4.65, 1.77, 4.62, 1.44, 3.38, 1.29, 3.36 respectively. After Training the mean scores of nuclear and joint family members were higher than before training. It shows that the training expanded the knowledge and skills in self protection skills against sexual abuse of Exploitation among Children with Special Needs irrespective of type of family to which they belong to. Regular practice of self protection skills helped them to perform significantly better after intervention. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 111. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Family among Children with Special Needs**

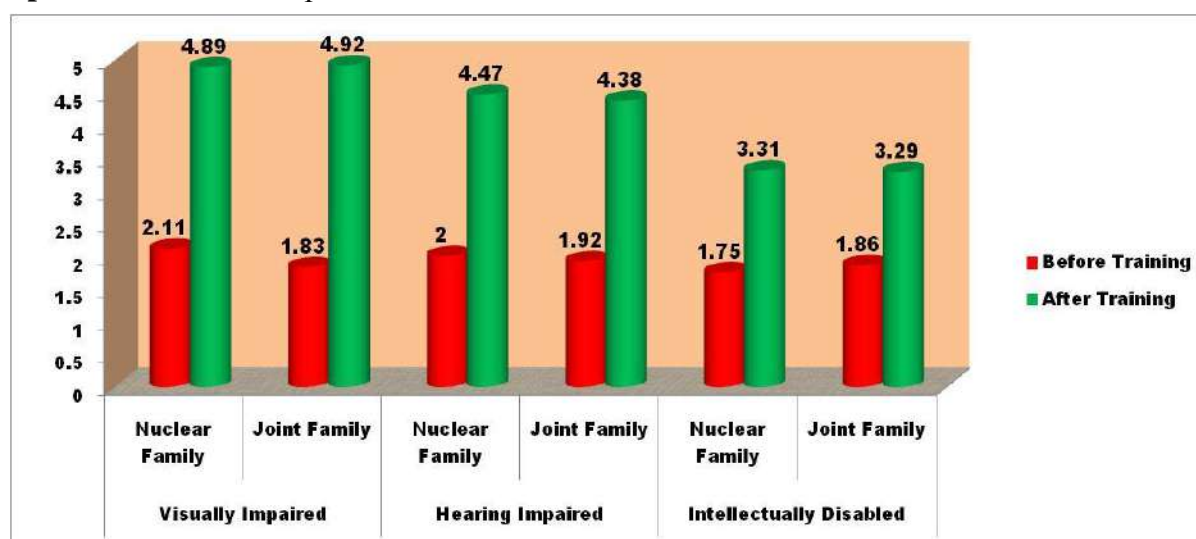


**Table 118: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	2.11	0.47	4.89	0.32	21.49**
	Joint	12	11	1.83	0.58	4.92	0.29	20.74**
Hearing Impaired	Nuclear	17	16	2.00	0.00	4.47	0.51	19.80**
	Joint	13	12	1.92	0.28	4.38	0.51	17.11**
Intellectually Disabled	Nuclear	16	15	1.75	0.45	3.31	0.48	9.93**
	Joint	14	13	1.86	0.36	3.29	0.47	10.41**

\*\*= Significant at 0.01 level

Table 118 shows the results of the Children with Visual Impairment, Hearing Impairment and Intellectually Disabled in Self Protection Skills against Sexual Abuse of Unwanted Calls irrespective of type of Family to which they belong to. It indicates that awareness has considerably increased after the training. It implies that Children with Special Needs when exposed to training they will be able to identify the unwanted calls which have not been addressed otherwise. Therefore, the training through Triple I Package enabled them to equip themselves with the knowledge of how to respond to unwanted calls if they receive and protect themselves from this form of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Family among Children with Special Needs**” is accepted.



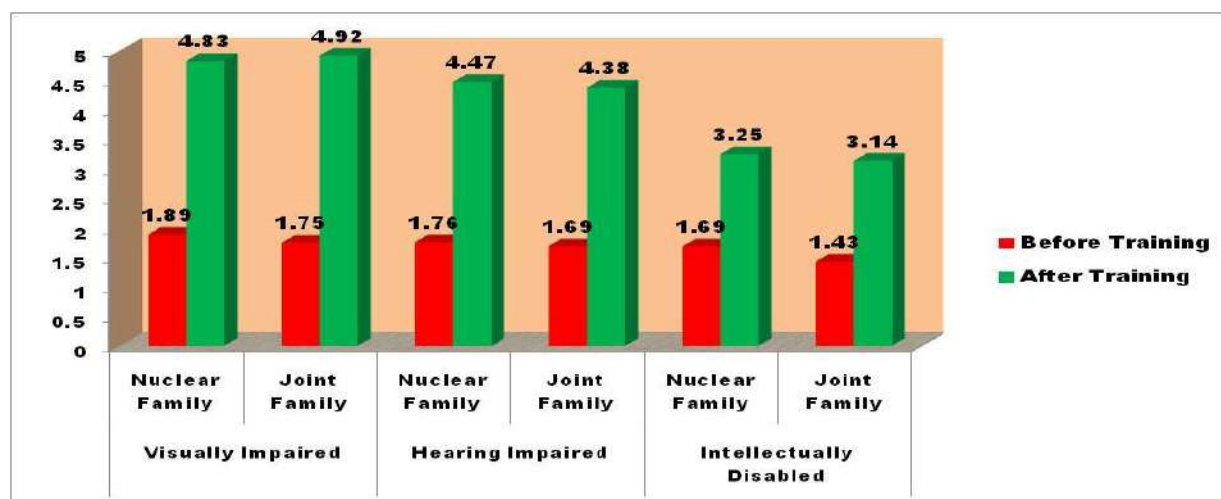
**Figure 112. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Family among Children with Special Needs**

**Table 119: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.89	0.32	4.83	0.38	30.02**
	Joint	12	11	1.75	0.45	4.92	0.29	28.18**
Hearing Impaired	Nuclear	17	16	1.76	0.44	4.47	0.51	18.98**
	Joint	13	12	1.69	0.48	4.38	0.51	15.40**
Intellectually Disabled	Nuclear	16	15	1.69	0.48	3.25	0.45	9.93**
	Joint	14	13	1.43	0.51	3.14	0.36	10.49**

**\*\*= Significant at 0.01 level**

Table 119 shows that there was a significant difference before and after phases for the Triple I package in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs irrespective of type of family they belong to. It implies that Triple I Package was found to be more effective since it presents the information in three modes i.e., audio, video and sign language. They will be able to select the mode as per their learning style. The intervention helps the children to identify the negative aspect of abuse and how to overcome it. Hence the Alternative Hypothesis **“There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Family among Children with Special Needs”** is accepted.



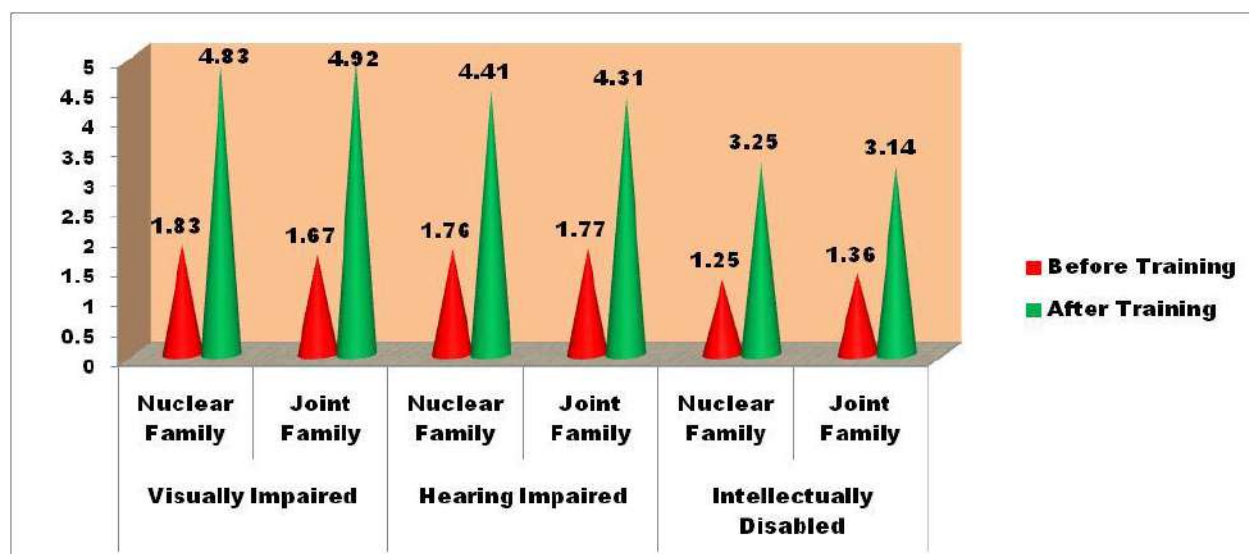
**Figure 113. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Family among Children with Special Needs**

**Table 120: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.83	0.38	4.83	0.38	21.42**
	Joint	12	11	1.67	0.49	4.92	0.29	24.89**
Hearing Impaired	Nuclear	17	16	1.76	0.44	4.41	0.51	13.89**
	Joint	13	12	1.77	0.44	4.31	0.48	17.64**
Intellectually Disabled	Nuclear	16	15	1.25	0.45	3.25	0.45	15.49**
	Joint	14	13	1.36	0.50	3.14	0.36	15.69**

\*\*= Significant at 0.01 level

Table 120 shows the result of before and after phases for the impact of Triple I package on Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs with respect to type of family. It is clear that the children were able to understand the negative aspect of molestation and how to react to it when they come across such a situation. It implies that the training enabled them to equip the skills and knowledge by practicing it through creating what if situation which is not possible otherwise. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 114. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Family among Children with Special Needs**

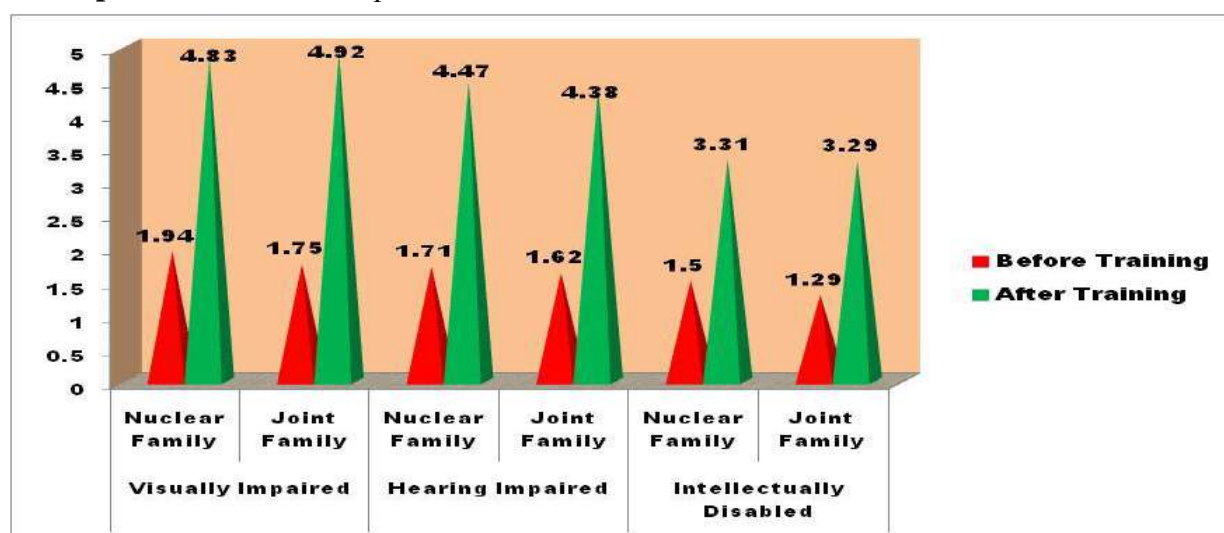


**Table 121: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.94	0.24	4.83	0.38	26.00**
	Joint	12	11	1.75	0.45	4.92	0.29	28.18**
Hearing Impaired	Nuclear	17	16	1.71	0.47	4.47	0.51	13.71**
	Joint	13	12	1.62	0.51	4.38	0.51	22.77**
Intellectually Disabled	Nuclear	16	15	1.50	0.52	3.31	0.48	13.33**
	Joint	14	13	1.29	0.47	3.29	0.47	13.49**

\*\*= Significant at 0.01 level

Table 121 shows a significant difference before and after training through Triple I Package in Self Protection Skills against Sexual Abuse of involving in sexual activities irrespective of the family to which they belong to. This indicates that the training has significantly contributed in enhancing the knowledge and skills since they were exposed to various modes of awareness which they can select as per their preferences or receive it in more than one way of form. In addition, they were able to learn faster since the module is presented in step by step method. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Family among Children with Special Needs**” is accepted.



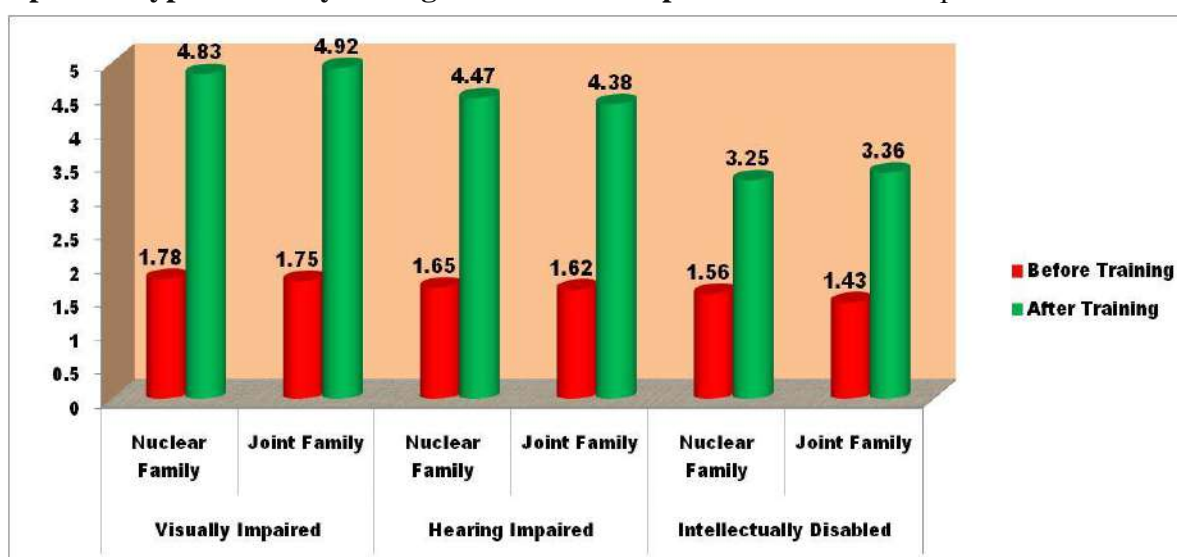
**Figure 115. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Family among Children with Special Needs**

**Table 122: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.78	0.43	4.83	0.38	20.28**
	Joint	12	11	1.75	0.45	4.92	0.29	28.18**
Hearing Impaired	Nuclear	17	16	1.65	0.49	4.47	0.51	16.00**
	Joint	13	12	1.62	0.51	4.38	0.51	12.00**
Intellectually Disabled	Nuclear	16	15	1.56	0.51	3.25	0.45	11.21**
	Joint	14	13	1.43	0.51	3.36	0.50	15.20**

\*\*= Significant at 0.01 level

Table 122 shows that there was a significant difference between the two phases of research and the intervention has significantly contributed in enhancing the self protection skills against sexual abuse of Hurting Private Parts among Children with Special Needs irrespective of type of family to which they belong to. It indicates that training through Triple I package had enabled the children to understand that they are in an unfavorable situation and how to overcome it by means of using appropriate self protection skills. As and when the need arises, they will be able to use the skills which they have learnt it through practice. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Family among Children with Special Needs**” is accepted.



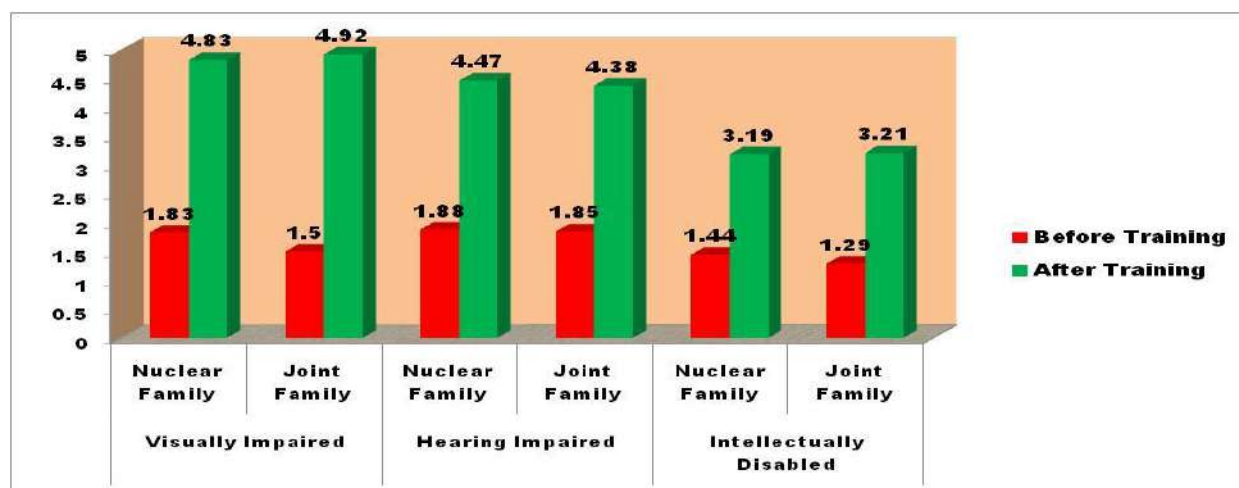
**Figure 116. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Family among Children with Special Needs**

**Table 123: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Family among Children with Special Needs**

Type of Disability	Type of Family	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Nuclear	18	17	1.83	0.38	4.83	0.38	21.42**
	Joint	12	11	1.50	0.52	4.92	0.29	22.99**
Hearing Impaired	Nuclear	17	16	1.88	0.33	4.47	0.51	17.26**
	Joint	13	12	1.85	0.38	4.38	0.51	17.64**
Intellectually Disabled	Nuclear	16	15	1.44	0.51	3.19	0.40	10.25**
	Joint	14	13	1.29	0.47	3.21	0.43	11.72**

\*\*= Significant at 0.01 level

Table 123 shows a significant difference between before and after training in Self Protection Skills against Sexual Abuse of Masturbation on Children with Special Needs irrespective of type of family to which they belong to. It indicates that the training has significantly contributed in enhancing the skills of both the groups. It implies that training through Triple I Package enabled the Children with Special Needs to become aware of the sexual abuse of masturbation by selecting their own mode of comprehension and practicing it repeatedly with the help of parents or teachers. **What if** situation created ensured that they had mastered the self protection skills and will be able to react appropriately if they encounter such form of abuse in future. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Family among Children with Special Needs**” is accepted.



**Figure 117. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Family among Children with Special Needs**

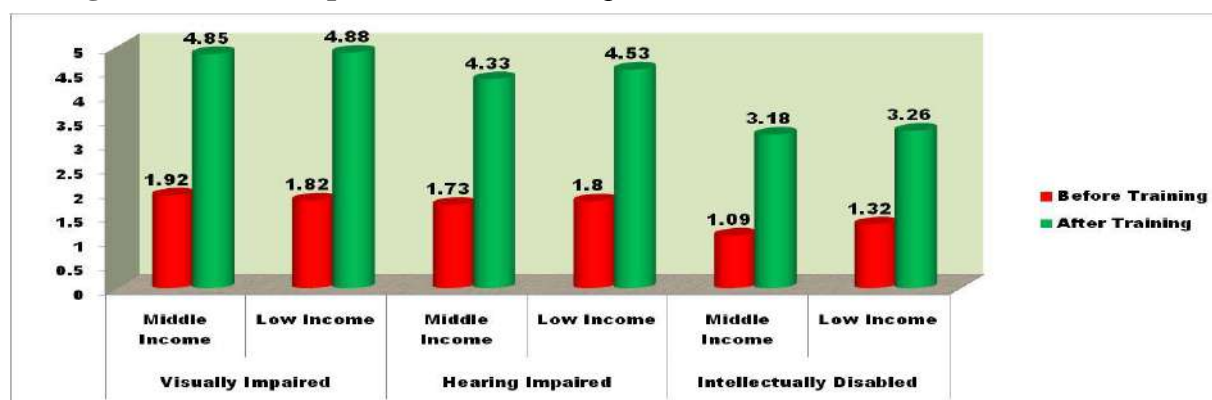
SECTION V C presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse with respect to Family Income among Children with Special Needs

**Table 124: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.92	0.49	4.85	0.38	16.45**
	Low	17	16	1.82	0.53	4.88	0.33	22.70**
Hearing Impaired	Middle	15	14	1.73	0.46	4.33	0.49	13.67**
	Low	15	14	1.80	0.68	4.53	0.52	15.04**
Intellectually Disabled	Middle	11	10	1.09	0.30	3.18	0.41	12.86**
	Low	19	18	1.32	0.48	3.26	0.45	13.66**

\*\*= Significant at 0.01 level

Table 124 shows that the result indicated a significant difference between before and after training. Thus, it can be implied that the training contributed significantly in increasing the self protection skills against sexual abuse of pornography of children with Visually Impaired, Hearing Impaired and Intellectually Disabled belonging to middle and low income. Children with Special Needs cannot learn the self protection skills automatically from the environment. Since, they cannot comprehend the hidden crises of sexual abuse of pornography. So, training through Triple I package helped in creating knowledge and acquisition of self protection skills against sexual abuse of pornography. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Family Income among Children with Special Needs” is accepted.



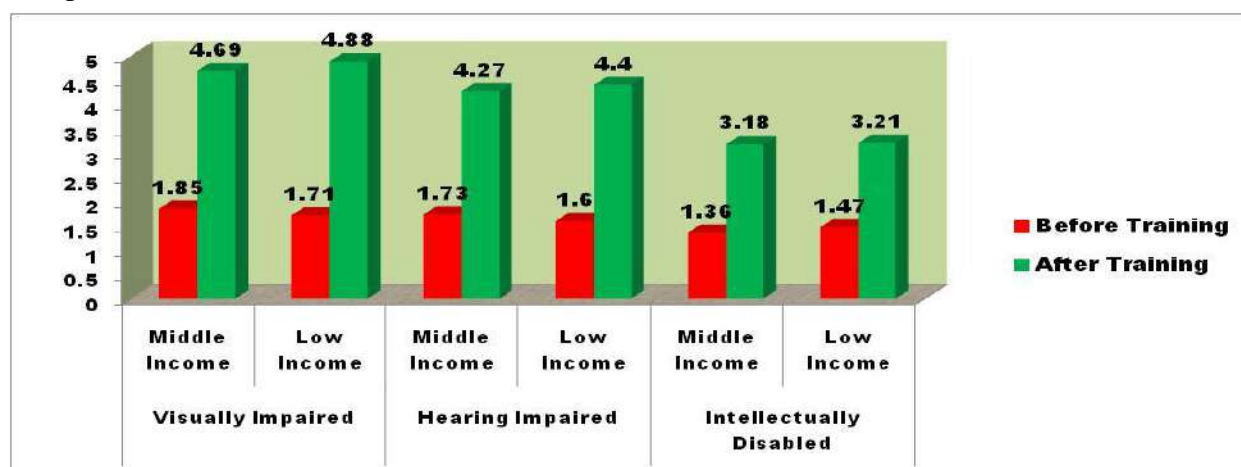
**Figure 118. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Pornography with respect to Family Income among Children with Special Needs**

**Table 125: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.85	0.70	4.69	0.48	10.40**
	Low	17	16	1.71	0.47	4.88	0.33	24.78**
Hearing Impaired	Middle	15	14	1.73	0.45	4.27	0.45	11.77**
	Low	15	14	1.60	0.50	4.40	0.50	16.04**
Intellectually Disabled	Middle	11	10	1.36	0.50	3.18	0.40	10.00**
	Low	19	18	1.47	0.51	3.21	0.41	13.47**

\*\*= Significant at 0.01 level

It was observed from the above Table 125 that there is a significant difference between the results before and after training. Thus, it can be implicit that the training was effective in increasing the self protection skills against sexual abuse of hugging among children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income. Children with Special Needs face limitations to learn from environment deliberately since they are not familiar with the knowledge related to sexual abuse of hugging. So, training through Triple I package helped in acquisition of knowledge and skills against sexual abuse of hugging. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Family Income among Children with Special Needs**” is accepted.



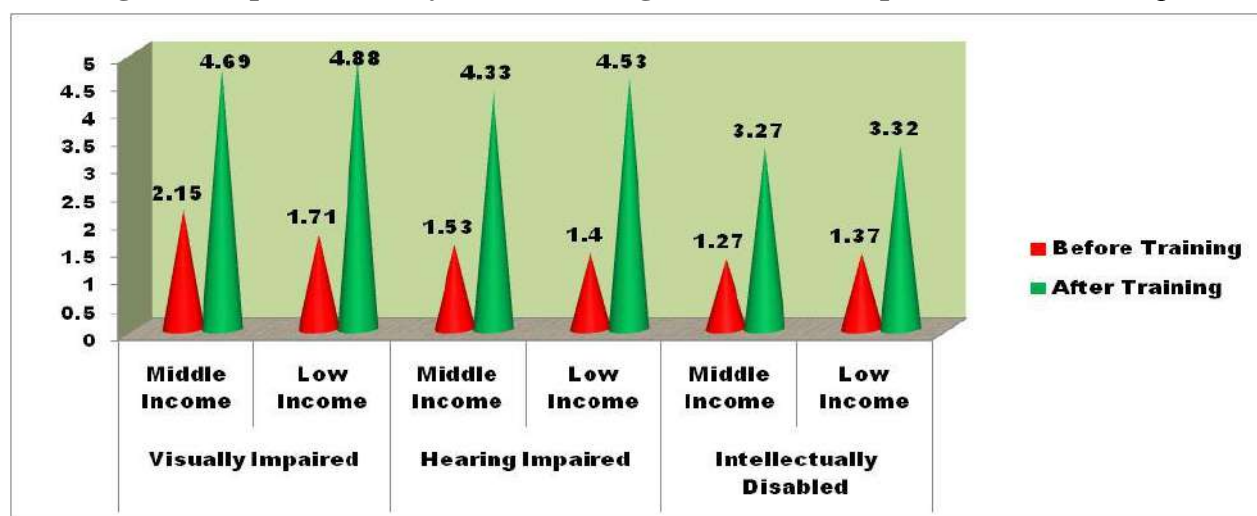
**Figure 119. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hugging with respect to Family Income among Children with Special Needs**

**Table 126: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.15	0.55	4.69	0.48	11.80**
	Low	17	16	1.71	0.59	4.88	0.33	20.60**
Hearing Impaired	Middle	15	14	1.53	0.64	4.33	0.48	14.00**
	Low	15	14	1.40	0.50	4.53	0.51	16.33**
Intellectually Disabled	Middle	11	10	1.27	0.46	3.27	0.46	14.83**
	Low	19	18	1.37	0.50	3.32	0.47	16.19**

\*\*= Significant at 0.01 level

Table 126 indicates that the training was effective for Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group. Thus, the training played a vital role in the procurement of knowledge and skills regarding the self protection skills against sexual abuse of fondling among children with special needs. It is not usual for Children with Special Needs to learn such skills by observing others in their surroundings. So, the training was useful in acquiring knowledge and skills against this form of sexual abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 120. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Fondling with respect to Family Income among Children with Special Needs**

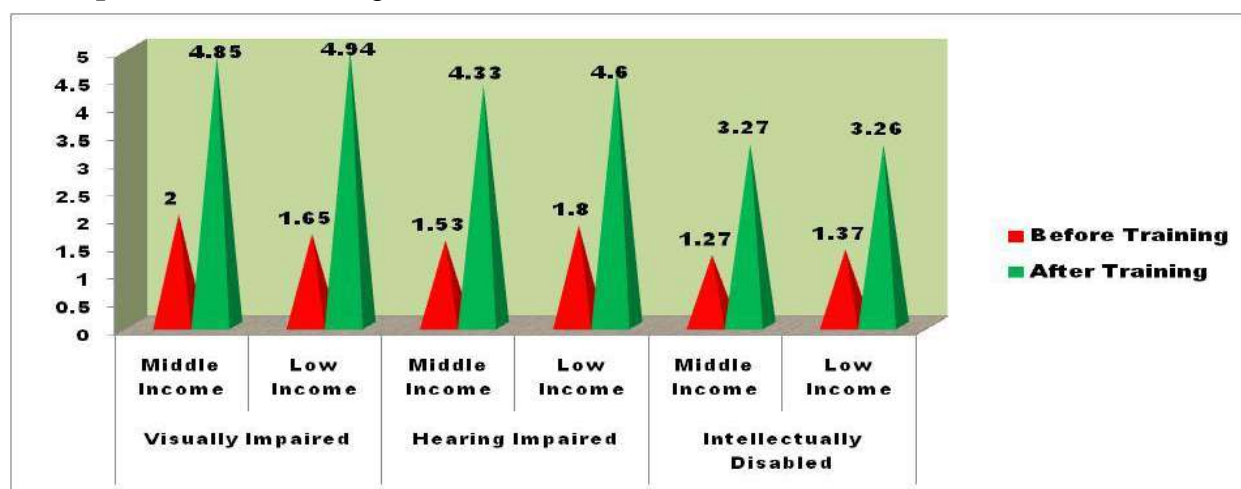


**Table 127: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.00	0.00	4.85	0.37	27.33**
	Low	17	16	1.65	0.49	4.94	0.24	28.92**
Hearing Impaired	Middle	15	14	1.53	0.51	4.33	0.48	14.00**
	Low	15	14	1.80	0.41	4.60	0.50	19.34**
Intellectually Disabled	Middle	11	10	1.27	0.46	3.27	0.46	10.49**
	Low	19	18	1.37	0.49	3.26	0.45	14.56**

\*\*= Significant at 0.01 level

Table 127 implies that the training had significant effect in imparting self protection skills against sexual abuse of touching private parts with respect to family income among children with Visual Impairment, Hearing Impairment and Intellectually Disabled. It is inevitable that Triple I Package was found to be safeguard for Children with Special Needs in self protection skills against sexual abuse of touching private parts. Children with Special Needs may not be familiar with the skills that can protect them from this kind of abuse. Since training in self protection skills against sexual abuse of touching private parts helped in imparting the knowledge and skills. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Family Income among Children with Special Needs**” is accepted.



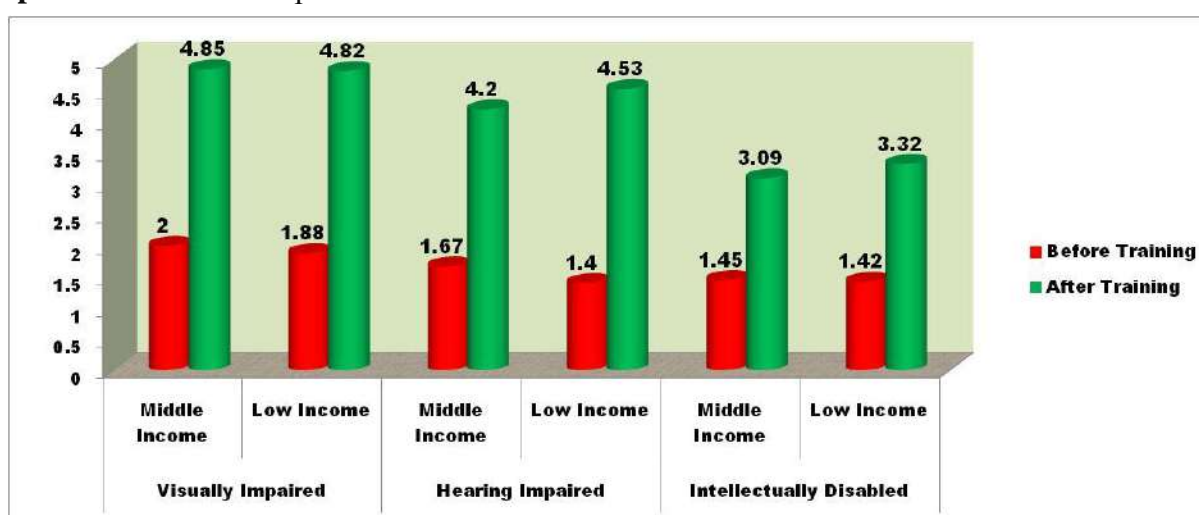
**Figure 121. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Family Income among Children with Special Needs**

**Table 128: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.00	0.00	4.85	0.37	27.33**
	Low	17	16	1.88	0.33	4.82	0.39	28.28**
Hearing Impaired	Middle	15	14	1.67	0.48	4.20	0.41	13.20**
	Low	15	14	1.40	0.50	4.53	0.51	18.96**
Intellectually Disabled	Middle	11	10	1.45	0.52	3.09	0.30	8.05**
	Low	19	18	1.42	0.50	3.32	0.47	14.56**

\*\*= Significant at 0.01 level

Table 128 portrays that there was a significant difference in before and after training among Children with Special Needs belonging to middle and low income group. The Triple I Package had significant effect on the acquisition of knowledge and skills related to self protection skills against sexual abuse of exhibitionism among children with Visual Impairment, Hearing Impairment and Intellectually Disabled. It is inadequate for Children with Special Needs to learn spontaneously about this form of self protection skills from their surroundings. Since training in self protection skills against sexual abuse of exhibitionism was found to be useful for children with special needs. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 122. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Family Income among Children with Special Needs**

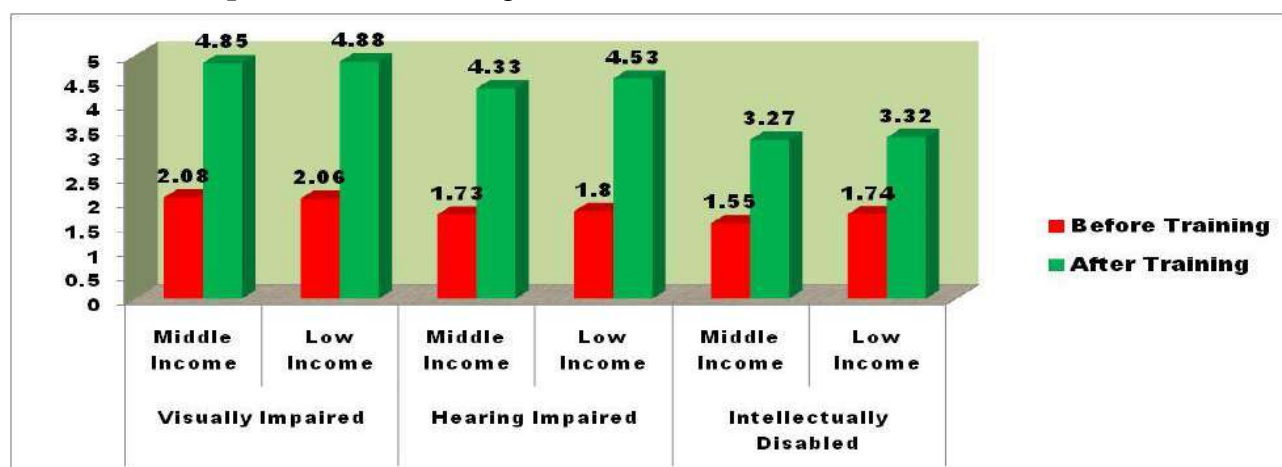


**Table 129: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.08	0.27	4.85	0.37	22.77**
	Low	17	16	2.06	0.55	4.88	0.33	22.02**
Hearing Impaired	Middle	15	14	1.73	0.45	4.33	0.48	15.92**
	Low	15	14	1.80	0.67	4.53	0.51	11.98**
Intellectually Disabled	Middle	11	10	1.55	0.52	3.27	0.46	8.86**
	Low	19	18	1.74	0.45	3.32	0.47	13.57**

\*\*= Significant at 0.01 level

Table 129 shows that the training was effective for children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group. Thus the training was considered to be safety measure for Children with Special Needs as they were not familiar and differentiate with the various forms of talking. It means that the training through triple I Package was effective in the acquiring the knowledge and skills among Children with Special Needs to differentiate the various forms of talking and protect them from this sort of abuse. Hence training in self protection skills against sexual abuse of sexy talk was found to be helpful for children with special needs. Therefore, the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Family Income among Children with Special Needs” is accepted.



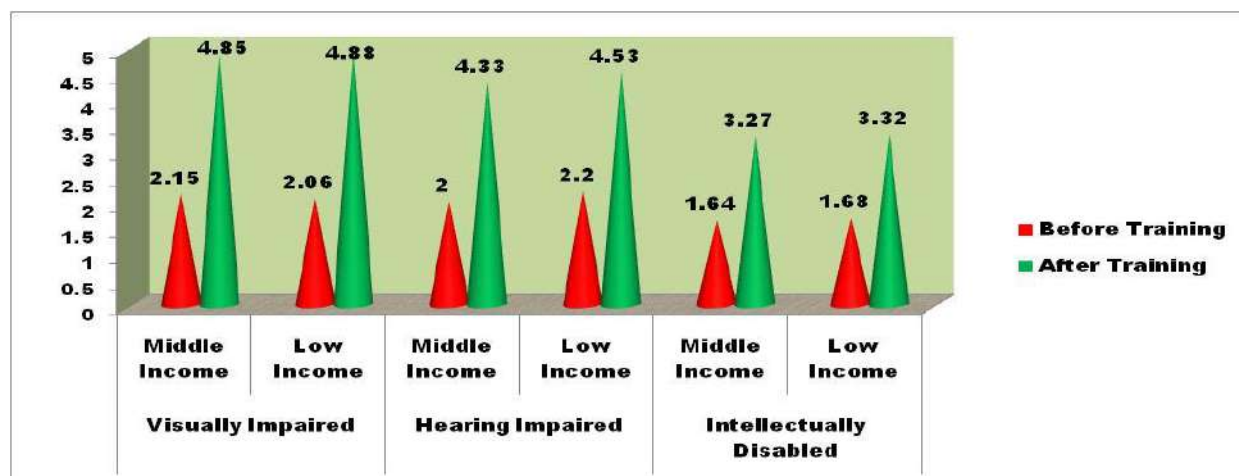
**Figure 123. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Family Income among Children with Special Needs**

**Table 130: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.15	0.37	4.85	0.37	15.40**
	Low	17	16	2.06	0.55	4.88	0.33	18.31**
Hearing Impaired	Middle	15	14	2.00	0.00	4.33	0.48	18.52**
	Low	15	14	2.20	0.41	4.53	0.51	18.52**
Intellectually Disabled	Middle	11	10	1.64	0.50	3.27	0.46	8.05**
	Low	19	18	1.68	0.47	3.32	0.47	11.91**

\*\*= Significant at 0.01 level

Table 130 depicted that there was a significant difference between before and after training in self protection skills against sexual abuse of kissing among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group. Therefore, the Triple I Package had significant effect on development of such vital skills among children with special needs. Gaining knowledge about various forms of abuse is important for children with special needs. They lack the opportunities to learn about abuse by their own or within their proposed curriculum. The Triple I Package had heightened awareness on the importance of self protection skills against sexual abuse of kissing among children with special needs. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Family Income among Children with Special Needs**” is accepted.



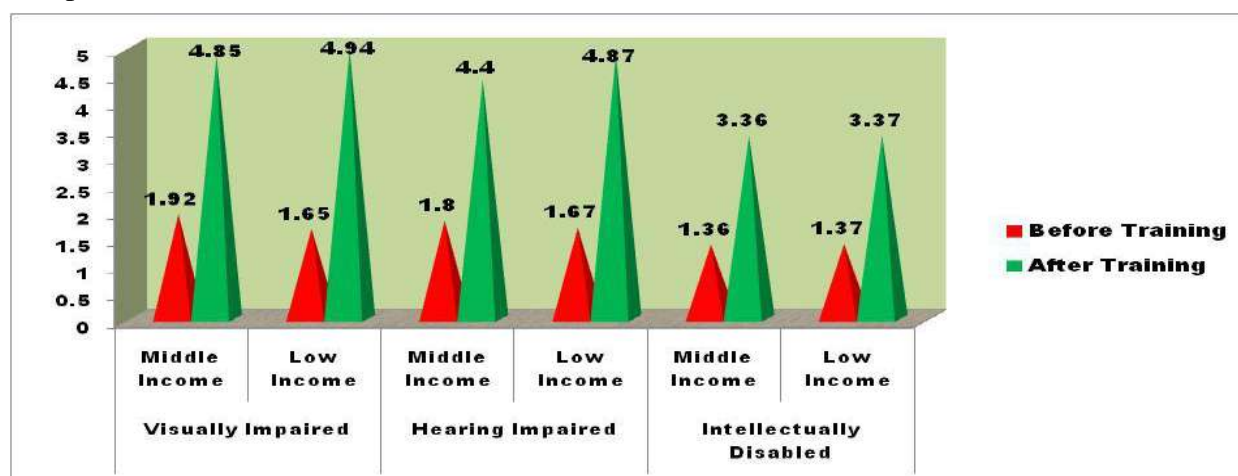
**Figure 124. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Kissing with respect to Family Income among Children with Special Needs**

**Table 131: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.92	0.27	4.85	0.37	21.35**
	Low	17	16	1.65	0.49	4.94	0.24	28.92**
Hearing Impaired	Middle	15	14	1.80	0.41	4.40	0.50	13.67**
	Low	15	14	1.67	0.48	4.87	0.35	22.11**
Intellectually Disabled	Middle	11	10	1.36	0.50	3.36	0.50	10.49**
	Low	19	18	1.37	0.49	3.37	0.49	18.49**

\*\*= Significant at 0.01 level

It was found out that the training had significant effect in acquiring the skills and knowledge regarding self protection skills against sexual abuse of exploitation among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group. Thus, it can be said that training in self protection skills against sexual abuse of exploitation was initiated with those important skills necessary to protect them from this form of abuse. This form of abuse is abstract in nature Children with Special Needs had not able to comprehend to overcome this form of abuse. The training enabled them to become aware and acquire the knowledge and skills to protect themselves from the sexual abuse of exploitation. Therefore, the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Family Income among Children with Special Needs**” is accepted.



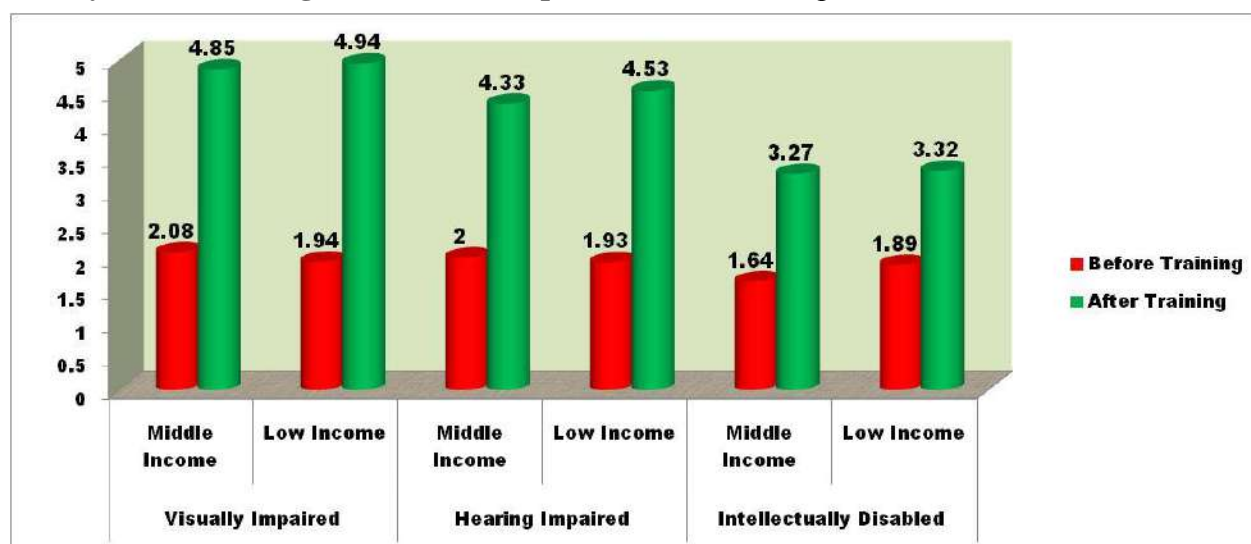
**Figure 125. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exploitation with respect to Family Income among Children with Special Needs**

**Table 132: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.08	0.27	4.85	0.37	22.77**
	Low	17	16	1.94	0.65	4.94	0.24	20.20**
Hearing Impaired	Middle	15	14	2.00	0.00	4.33	0.48	18.52**
	Low	15	14	1.93	0.25	4.53	0.51	19.86**
Intellectually Disabled	Middle	11	10	1.64	0.50	3.27	0.46	8.05**
	Low	19	18	1.89	0.31	3.32	0.47	12.21**

\*\*= Significant at 0.01 level

Table 132 implies that there was a significant difference between before and after training among children with special needs. The training was effective in learning the self protection skills against sexual abuse of unwanted calls among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled irrespective of the income group to which they belong to. The current scenario urge Children with Special Needs to learn such important skills related to self protection which is beyond their limit. The Triple I Package made it possible to learn self protection skills through systematic training. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Family Income among Children with Special Needs**” is accepted.



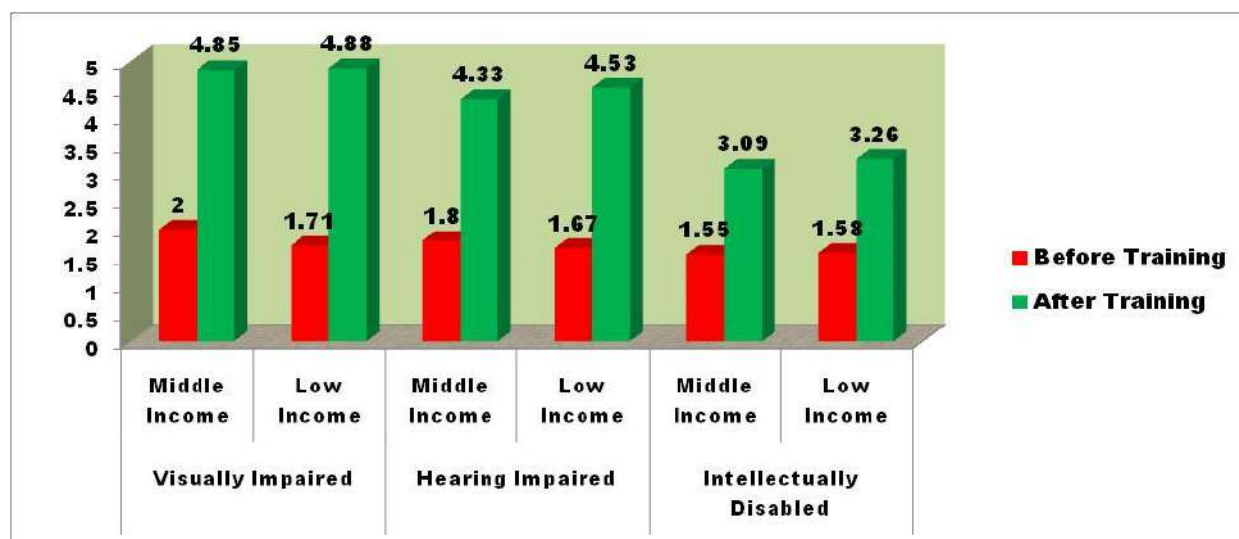
**Figure 126. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Family Income among Children with Special Needs**

**Table 133: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.00	0.00	4.85	0.37	27.33**
	Low	17	16	1.71	0.47	4.88	0.33	33.33**
Hearing Impaired	Middle	15	14	1.80	0.41	4.33	0.48	15.33**
	Low	15	14	1.67	0.48	4.53	0.51	21.50**
Intellectually Disabled	Middle	11	10	1.55	0.52	3.09	0.30	7.46**
	Low	19	18	1.58	0.50	3.26	0.45	12.61**

\*\*= Significant at 0.01 level

Table 133 describes that training in self protection skills against sexual abuse of threatening was significant among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group. It means that Triple I Package had substantial effect in imparting self protection skills against sexual abuse of threatening which will not to be given by their parents or family members with regular interaction. The Triple I Package enabled them to learn the skills since it was given in simple steps with audio, video and sign language mode. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Family Income among Children with Special Needs**” is accepted.



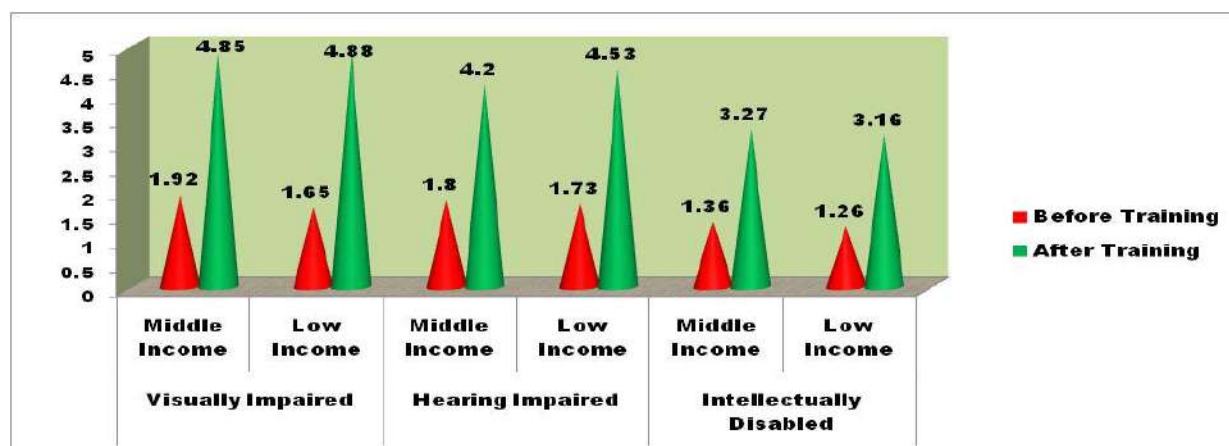
**Figure 127. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Threatening with respect to Family Income among Children with Special Needs**

**Table134: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.92	0.27	4.85	0.37	21.35**
	Low	17	16	1.65	0.49	4.88	0.33	23.72**
Hearing Impaired	Middle	15	14	1.80	0.41	4.20	0.41	14.70**
	Low	15	14	1.73	0.45	4.53	0.51	16.04**
Intellectually Disabled	Middle	11	10	1.36	0.50	3.27	0.46	11.74**
	Low	19	18	1.26	0.45	3.16	0.37	18.00**

\*\*= Significant at 0.01 level

Table 134 shows the significant difference between before and after training among Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to various income group. It enabled Children with Special Needs to become aware and gain knowledge about sexual abuse of Molestation. In an Indian culture, it is not easy to acquire knowledge about these vital aspects for children and especially for children with special needs. The flexibility of Triple I Package enhanced the knowledge and skills related to self protection skills against sexual abuse of Molestation which will be helpful for them to handle this kind abuse if they come across in future. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 128. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Molestation with respect to Family Income among Children with Special Needs**

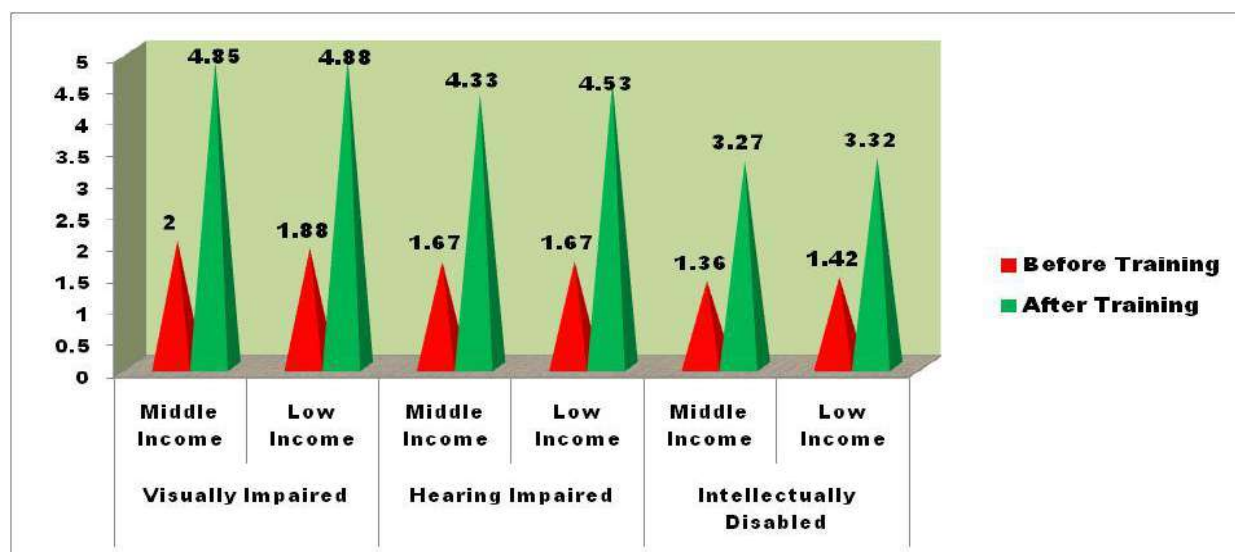


**Table 135: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	2.00	0.00	4.85	0.37	27.33**
	Low	17	16	1.88	0.33	4.88	0.33	34.99**
Hearing Impaired	Middle	15	14	1.67	0.48	4.33	0.48	12.65**
	Low	15	14	1.67	0.48	4.53	0.51	21.50**
Intellectually Disabled	Middle	11	10	1.36	0.50	3.27	0.46	11.74**
	Low	19	18	1.42	0.50	3.32	0.47	14.56**

\*\*= Significant at 0.01 level

Table 135 proves that the training had impact in acquiring the self protection skills irrespective of family income involving the Children with Special Needs in sexual activities. Thus, the training was useful for Children with Special Needs which is beyond their comprehension level. The specialized training through Triple I Package empowered the Children with Special Needs to protect themselves while encountering this sort of abuse which is revealed through their reaction to what if situation created by their parents or teachers. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Family Income among Children with Special Needs**” is accepted.



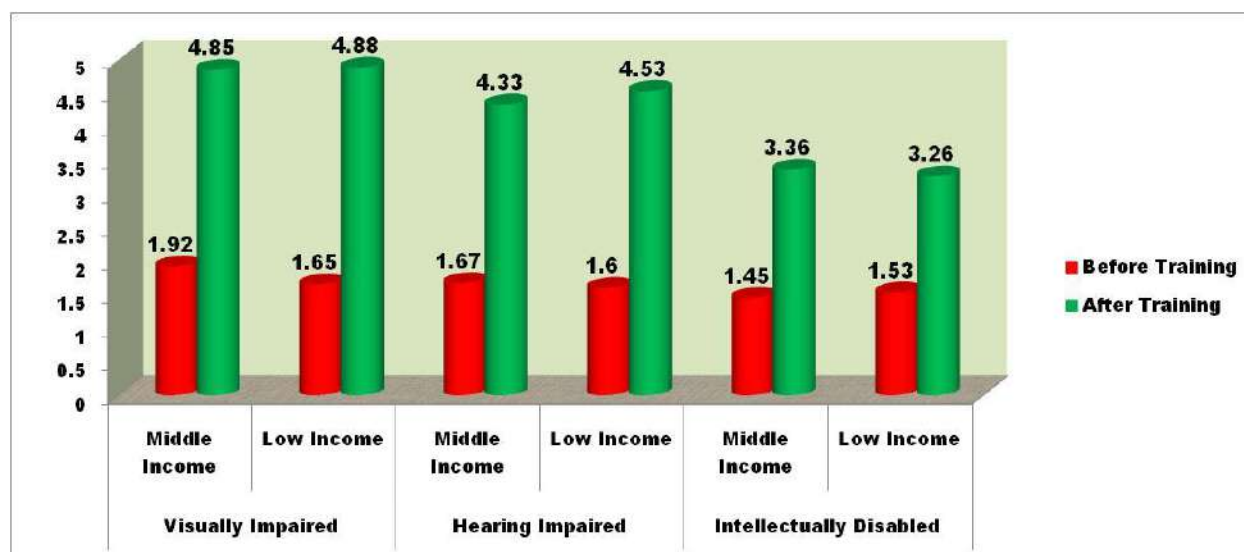
**Figure 129. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Family Income among Children with Special Needs**

**Table 136: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.92	0.27	4.85	0.37	21.35**
	Low	17	16	1.65	0.49	4.88	0.33	23.72**
Hearing Impaired	Middle	15	14	1.67	0.48	4.33	0.48	12.65**
	Low	15	14	1.60	0.50	4.53	0.51	16.14**
Intellectually Disabled	Middle	11	10	1.45	0.52	3.36	0.50	9.04**
	Low	19	18	1.53	0.51	3.26	0.45	16.73**

**\*\*= Significant at 0.01 level**

Table 136 confirms that Triple I Package had a positive impact in Children with Visual Impairment, Hearing Impairment and Intellectually Disabled belonging to middle and low income group before and after training. Learning such skills is effortful for Children with Special Needs due to their unique learning needs. Parents or siblings may not feel free to convey that vital self protection skills to the children with special needs. The Triple I Package found to be a key opportunity to impart their knowledge in identifying various forms of abuse and equip themselves with self protection skills against sexual abuse of hurting private parts. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 130. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Family Income among Children with Special Needs**

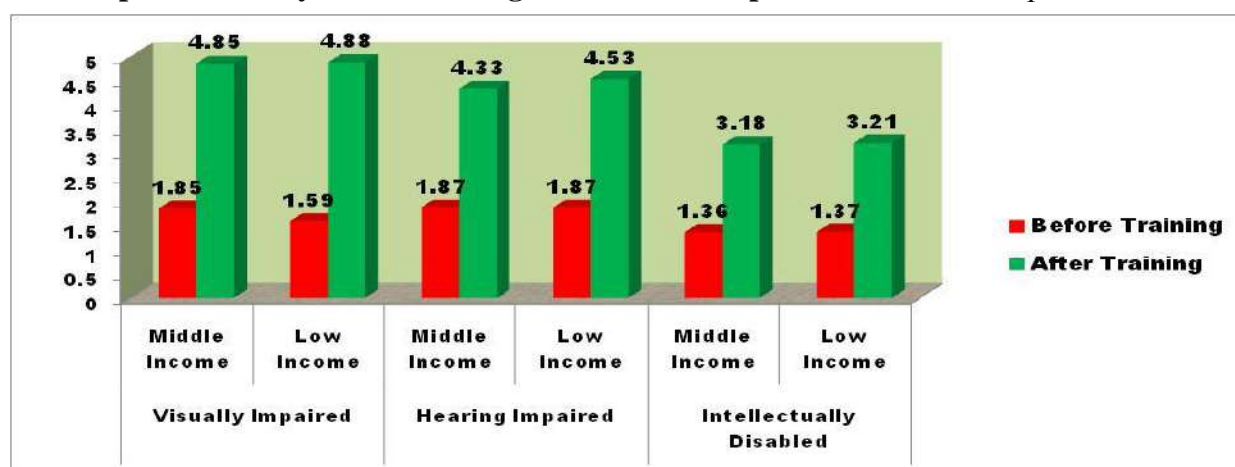


**Table 137: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Family Income among Children with Special Needs**

Type of Disability	Family Income	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Middle	13	12	1.85	0.37	4.85	0.37	18.74**
	Low	17	16	1.59	0.50	4.88	0.33	23.10**
Hearing Impaired	Middle	15	14	1.87	0.35	4.33	0.48	14.93**
	Low	15	14	1.87	0.35	4.53	0.51	21.17**
Intellectually Disabled	Middle	11	10	1.36	0.50	3.18	0.40	8.03**
	Low	19	18	1.37	0.49	3.21	0.41	13.34**

\*\*= Significant at 0.01 level

Table 137 revealed that Triple I Package had an abundant effect in imparting self protection skills against sexual abuse of masturbation among Children with Special Needs irrespective of type of income group they belongs to. The training enabled Children with Special Needs to empower themselves with quality and need based support through Triple I Package which is difficult by other means. The training had promoted the skills with flexibility and due support in learning the skills in general and specifically through step by step method. This customized training package had provided the learning opportunities in such a way that the information was up to their level of comprehension which enabled them to imbibe the skills at ease. It is very vital especially for girls with special needs who were at risk for various forms of abuse. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Family Income among Children with Special Needs**” is accepted.



**Figure 131. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Masturbation with respect to Family Income among Children with Special Needs**

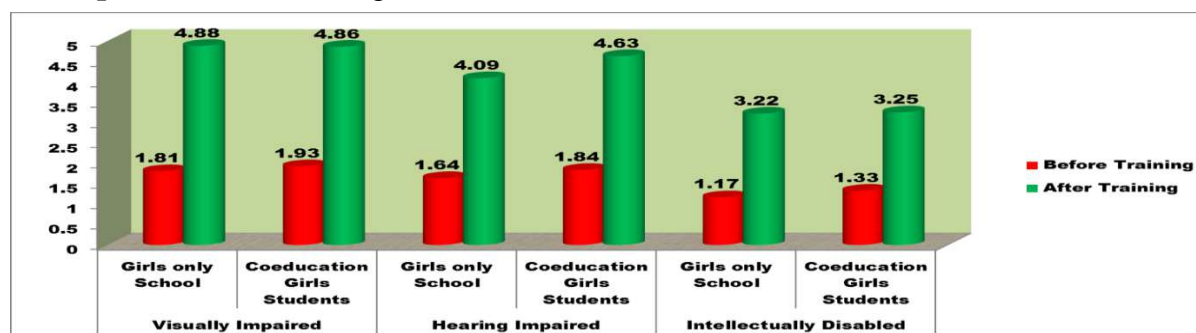
SECTION V D presents the Impact of Triple I Package in Self Protection Skills against Sexual Abuse with respect to Type of Institution among Children with Special Needs

**Table 138: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.81	0.40	4.88	0.34	21.35**
	Coeducation Girls Students	14	13	1.93	0.62	4.86	0.36	17.80**
Hearing Impaired	Girls only School	11	10	1.64	0.51	4.09	0.30	11.84**
	Coeducation Girls Students	19	18	1.84	0.60	4.63	0.50	17.05**
Intellectually Disabled	Girls only School	18	17	1.17	0.38	3.22	0.43	16.17**
	Coeducation Girls Students	12	11	1.33	0.49	3.25	0.45	9.93**

\*\*= Significant at 0.01 level

Table 138 shows the results of the Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against Sexual Abuse of Pornography among the only girls and coeducation school girls. It indicates that awareness has considerably increased after the training among the girls, be it only girls or coeducation school girls. It implies that the Girl students when exposed to the awareness training they will be motivated to learn Self Protection Skills against Sexual Abuse of Pornography as this issue has not been addressed in the curriculum nor the parents or teachers discuss about it and teach them to be aware of and accordingly behave with strangers as well as people who are more close and still want to take advantage of their impairment. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Institution among Children with Special Needs**” is accepted.



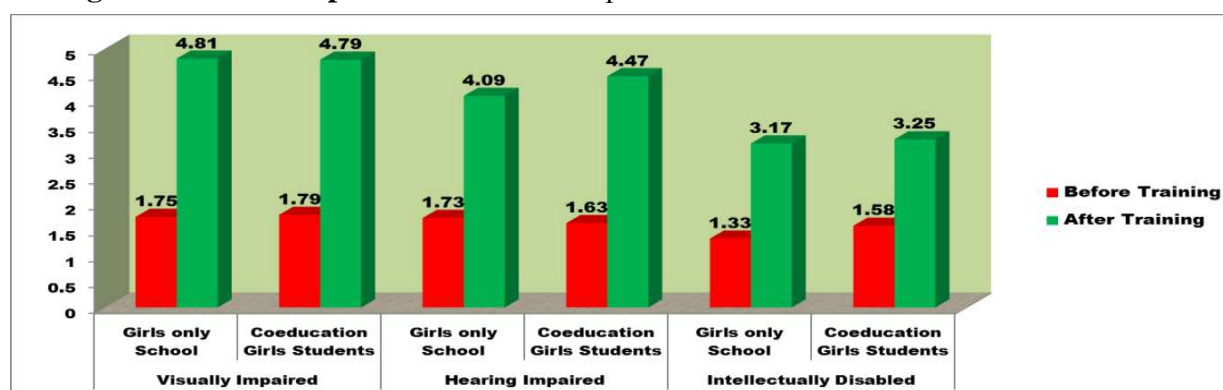
**Figure 132. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Pornography with respect to Type of Institution among Children with Special Needs**

**Table 139: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.75	0.58	4.81	0.40	15.87**
	Coeducation Girls Students	14	13	1.79	0.58	4.79	0.43	14.31**
Hearing Impaired	Girls only School	11	10	1.73	0.47	4.09	0.30	15.34**
	Coeducation Girls Students	19	18	1.63	0.50	4.47	0.51	14.85**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.17	0.38	15.12**
	Coeducation Girls Students	12	11	1.58	0.52	3.25	0.45	8.86**

\*\*= Significant at 0.01 level

Table 139 shows the result of the paired t test for before and after training of children with Visual Impairment, Hearing Impairment and Intellectually Disabled in self protection skills against sexual abuse of Hugging among the only girls and coeducation schools showed statistically significant difference. The result imply that the students got the benefit of the training through the Triple I Package in excelling the skills related to self protection skills against the sexual abuse of Hugging with respect to Type of Institution. Therefore, the acquisition of self protection skills is more likely to be triggered by training which has been extensively studied by many researchers who have proved that students who practice self protection skills will get the most benefit out of it. Studies show that the children learn best when they are active rather than passive learners (Spikell, 1993). Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Institution among Children with Special Needs” is accepted.



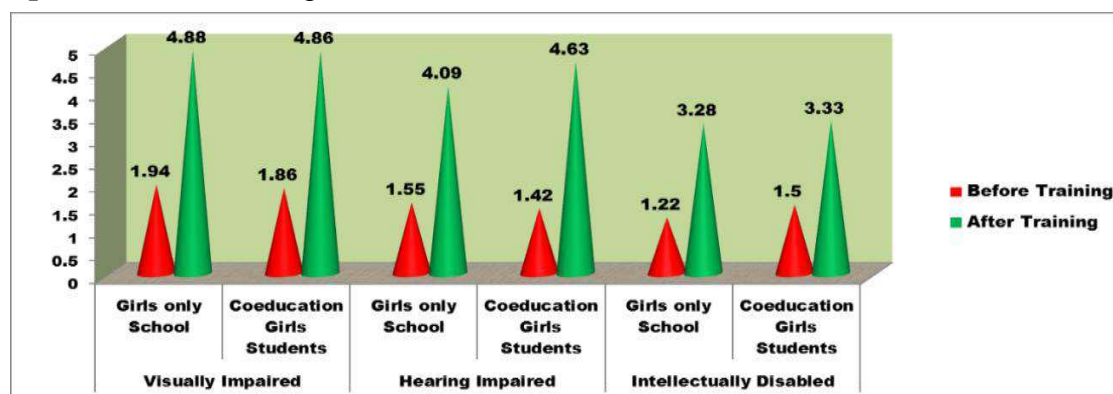
**Figure 133. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hugging with respect to Type of Institution among Children with Special Needs**

**Table 140: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.94	0.68	4.88	0.34	13.76**
	Coeducation Girls Students	14	13	1.86	0.54	4.86	0.36	20.24**
Hearing Impaired	Girls only School	11	10	1.55	0.69	4.09	0.30	10.29**
	Coeducation Girls Students	19	18	1.42	0.51	4.63	0.50	22.19**
Intellectually Disabled	Girls only School	18	17	1.22	0.43	3.28	0.46	20.96**
	Coeducation Girls Students	12	11	1.50	0.52	3.33	0.49	11.00**

\*\*= Significant at 0.01 level

Table 140 shows the result of mean and standard deviation before and after training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Institution among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. It shows that the mean value increased from before and after training. Anxiety towards handling the issue of fondling is very real and occurs among the children with special needs. Much of this anxiety happens due to lack of knowledge and skills in handling this type of situation. Today the need of the society requires a greater effort to reduce this type of anxiety. Therefore, it can be seen that the training has in fact helped the Children with Special Needs to excel in handling the sexual abuse of fondling. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Institution among Children with Special Needs**” is accepted.



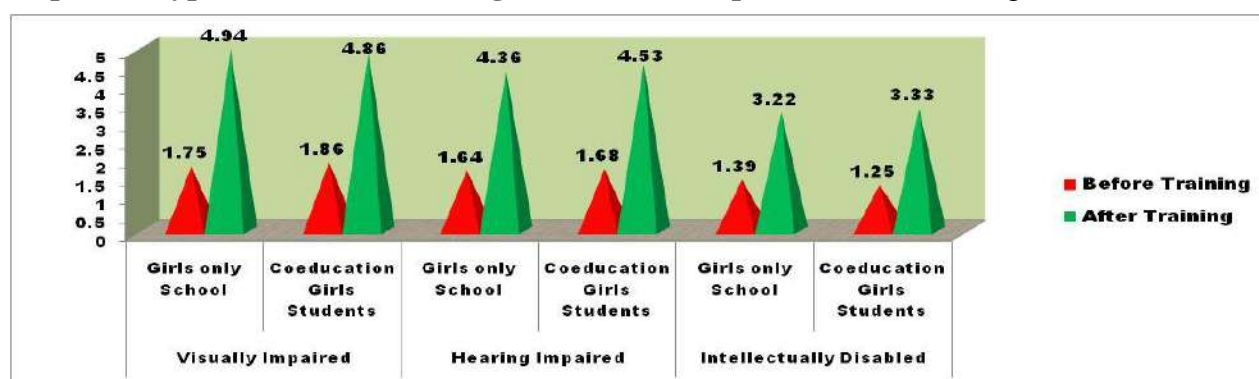
**Figure 134. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Fondling with respect to Type of Institution among Children with Special Needs**

**Table 141: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.75	0.45	4.94	0.25	23.44**
	Coeducation Girls Students	14	13	1.86	0.36	4.86	0.36	28.62**
Hearing Impaired	Girls only School	11	10	1.64	0.51	4.36	0.51	13.99**
	Coeducation Girls Students	19	18	1.68	0.48	4.53	0.51	18.00**
Intellectually Disabled	Girls only School	18	17	1.39	0.50	3.22	0.43	12.58**
	Coeducation Girls Students	12	11	1.25	0.45	3.33	0.49	14.02**

\*\*= Significant at 0.01 level

The table 141 shows the result of Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against Sexual Abuse of Touching Private Parts among the Only Girls and Coeducation School Girls. It indicates that there was a significant difference between before and after training. It implies that the girl children when exposed to training they will be able to learn Self Protection Skills against Sexual Abuse of Touching Private Parts. Since, they were not exposed to awareness on good and bad touch either by the parents or teachers. This training had created awareness on Self Protection Skills against Touching Private Parts among children with special needs. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 135. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Touching Private Parts with respect to Type of Institution among Children with Special Needs**

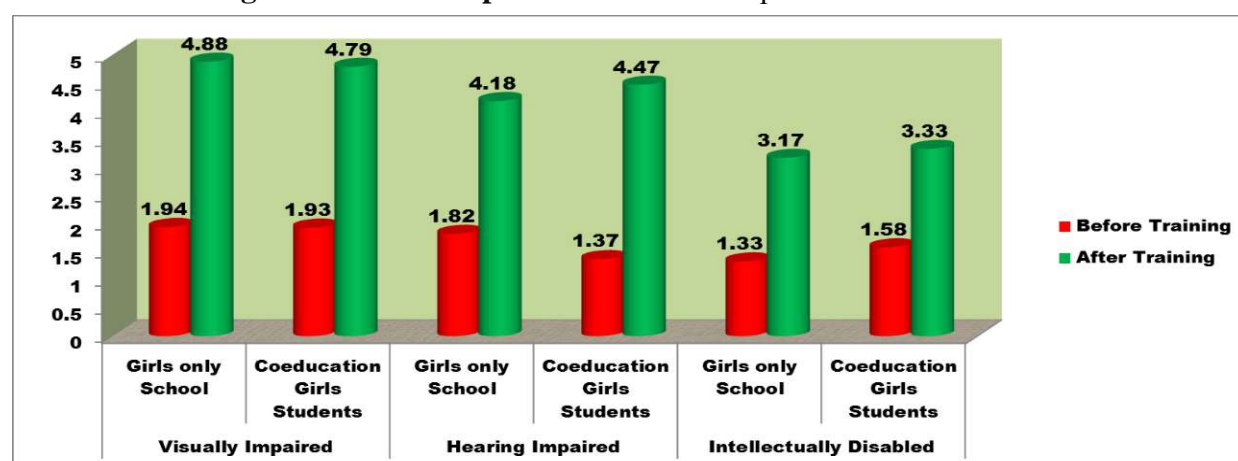


**Table 142: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.94	0.25	4.88	0.34	26.55**
	Coeducation Girls Students	14	13	1.93	0.27	4.79	0.43	29.44**
Hearing Impaired	Girls only School	11	10	1.82	0.41	4.18	0.41	15.54**
	Coeducation Girls Students	19	18	1.37	0.50	4.47	0.51	18.35**
Intellectually Disabled	Girls only School	18	17	1.33	0.485	3.17	0.38	12.58**
	Coeducation Girls Students	12	11	1.58	0.515	3.33	0.49	9.75**

\*\*= Significant at 0.01 level

Table 142 shows the result of the paired t test for Self Protection Skills against Sexual Abuse of Exhibitionism for Children with Visual Impairment, Hearing Impairment and Intellectual Disability and it was significant among only Girls and Coeducation School Girls. It can be understood that both the group showed the great improvement with the help of the training. The Triple I package have a unique aspect of energizing the brain activities and increase the cognitive abilities of individuals through audio, video, and sign language which triggered the brain parts and to learn the skills effectively. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Institution among Children with Special Needs” is accepted.



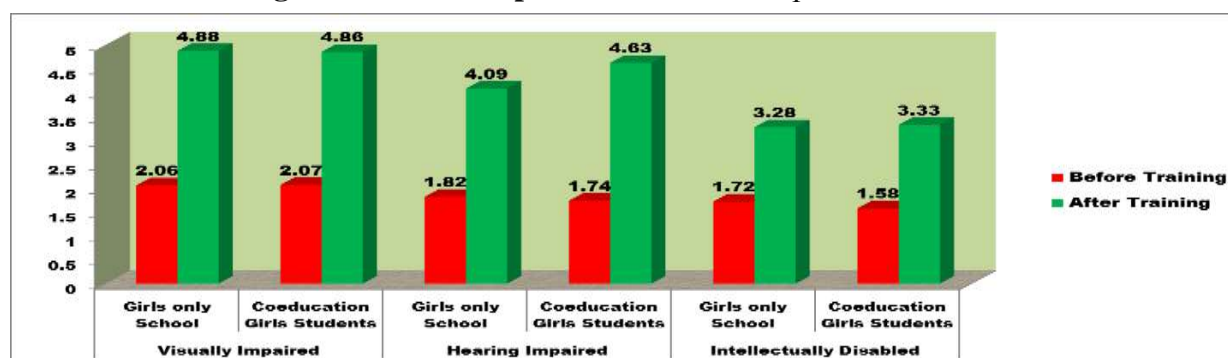
**Figure 136. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exhibitionism with respect to Type of Institution among Children with Special Needs**

**Table 143: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.06	0.44	4.88	0.34	20.68**
	Coeducation Girls Students	14	13	2.07	0.48	4.86	0.36	24.48**
Hearing Impaired	Girls only School	11	10	1.82	0.60	4.09	0.30	9.59**
	Coeducation Girls Students	19	18	1.74	0.56	4.63	0.50	19.18**
Intellectually Disabled	Girls only School	18	17	1.72	0.46	3.28	0.46	12.91**
	Coeducation Girls Students	12	11	1.58	0.52	3.33	0.49	9.75**

\*\*= Significant at 0.01 level

Table 143 shows the comparison for Self Protection Skills against Sexual Abuse of Sexy Talk among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. It shows that the children practice the training with the great involvement and showed a tremendous improvement in acquisition of skills against the sexual abuse of Sexy Talk before and after training. It indicates that the training when administered individually has brought changes in the acquisition of the skills. Since the training had incorporated three modes of information had kindled the brain to learn the skills which could otherwise be disturbed by various kinds of apprehension. Similarly, **what if** situation created had rejuvenated the neurons and other vital area of the brain to recollect and react to the situation proving their efficiency in the acquisition of Self Protection Skills against the Sexual Abuse of Sexy Talk. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Institution among Children with Special Needs**” is accepted.



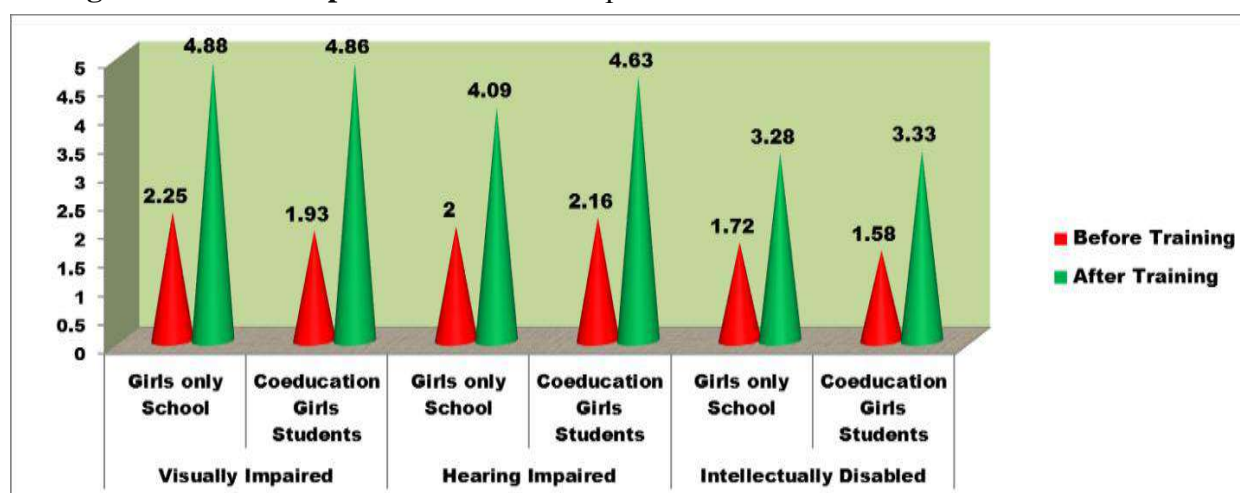
**Figure 137. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Sexy Talk with respect to Type of Institution among Children with Special Needs**

**Table 144: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.25	0.58	4.88	0.34	13.02**
	Coeducation Girls Students	14	13	1.93	0.27	4.86	0.36	41.00**
Hearing Impaired	Girls only School	11	10	2.00	0.00	4.09	0.30	23.00**
	Coeducation Girls Students	19	18	2.16	0.38	4.63	0.50	21.02**
Intellectually Disabled	Girls only School	18	17	1.72	0.46	3.28	0.46	10.72**
	Coeducation Girls Students	12	11	1.58	0.52	3.33	0.49	9.75**

\*\*= Significant at 0.01 level

Table 144 shows the enhancement of Self Protection Skills against the Sexual Abuse of Kissing before and after training among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. The Children with Special Needs seem to have more benefits irrespective of the Type of Institution to which they belong too. Many children will be anxious and become stressed in that particular moment when they experience the unusual situation. Therefore, the training through Triple I Package helped children to reduce their anxiety and increase the stability to overcome the unusual situation. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Institution among Children with Special Needs” is accepted.



**Figure 138. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Kissing with respect to Type of Institution among Children with Special Needs**

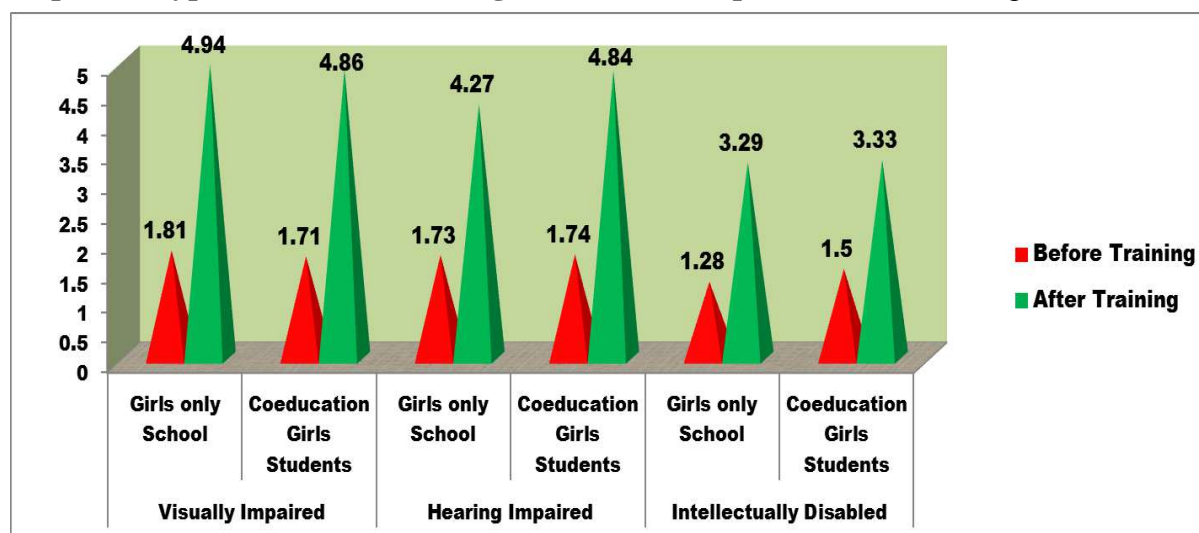


**Table 145: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.81	0.40	4.94	0.25	25.00**
	Coeducation Girls Students	14	13	1.71	0.47	4.86	0.36	22.00**
Hearing Impaired	Girls only School	11	10	1.73	0.47	4.27	0.47	10.29**
	Coeducation Girls Students	19	18	1.74	0.45	4.84	0.38	23.87**
Intellectually Disabled	Girls only School	18	17	1.28	0.46	3.29	0.50	19.00**
	Coeducation Girls Students	12	11	1.50	0.52	3.33	0.49	11.00**

\*\*= Significant at 0.01 level

Table 145 shows the difference before and after training in the Self Protection Skills against Sexual Abuse of Exploitation among Children with Visual Impairment, Hearing Impairment and Intellectual Disability due to training. It is clear that the training had a great impact on the progress of the children. The children have demonstrated the skills in handling the situation of exploitation when created what if situation. It shows that the children were able to acquire and reflect the skills when needed which indicates the effectiveness of training. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Institution among Children with Special Needs” is accepted.



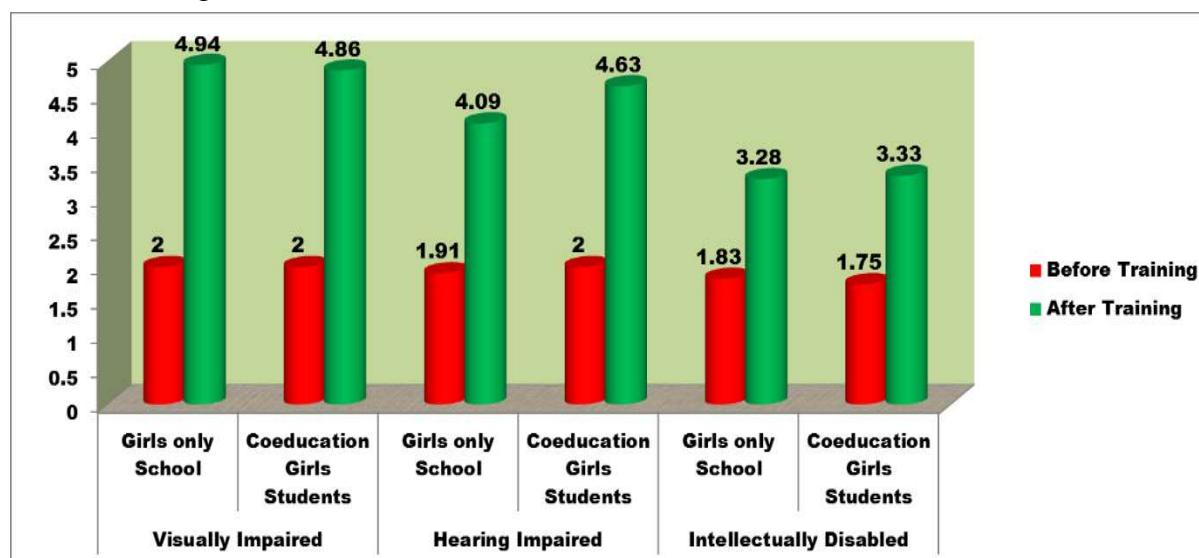
**Figure 139. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Exploitation with respect to Type of Institution among Children with Special Needs**

**Table 146: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	2.00	0.52	4.94	0.25	20.48**
	Coeducation Girls Students	14	13	2.00	0.56	4.86	0.36	20.00**
Hearing Impaired	Girls only School	11	10	1.91	0.30	4.09	0.30	17.89**
	Coeducation Girls Students	19	18	2.00	0.00	4.63	0.50	23.15**
Intellectually Disabled	Girls only School	18	17	1.83	0.38	3.28	0.46	11.99**
	Coeducation Girls Students	12	11	1.75	0.45	3.33	0.49	8.20**

\*\*= Significant at 0.01 level

Table 146 shows the significant difference before and after training, thus proving that the training certainly helped the Children with Special Needs in the acquisition of Self Protection Skills against Sexual Abuse of Unwanted Calls. It indicates that the combination of three modes of training (audio, video and sign language) will certainly be beneficial in increasing the self protection skills among the Children with Visual Impairment, Hearing Impairment and Intellectual Disability. Hence the Alternative Hypothesis “There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Institution among Children with Special Needs” is accepted.



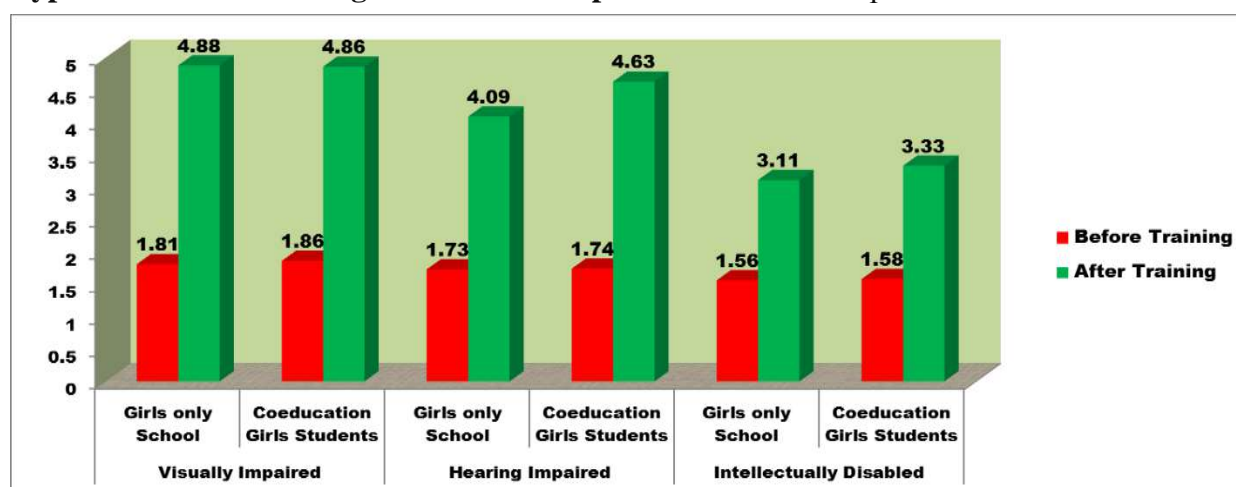
**Figure 140. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Unwanted Calls with respect to Type of Institution among Children with Special Needs**

**Table 147: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.81	0.40	4.88	0.34	27.88**
	Coeducation Girls Students	14	13	1.86	0.36	4.86	0.36	28.62**
Hearing Impaired	Girls only School	11	10	1.73	0.47	4.09	0.30	15.54**
	Coeducation Girls Students	19	18	1.74	0.45	4.63	0.50	22.25**
Intellectually Disabled	Girls only School	18	17	1.56	0.51	3.11	0.32	10.72**
	Coeducation Girls Students	12	11	1.58	0.52	3.33	0.49	9.75**

\*\*= Significant at 0.01 level

Table 147 shows the significant difference between before and after training in Self Protection Skills against the Sexual Abuse of Threatening among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. It indicates the training significantly contributed to the children with special needs to improve the self protection skills by practicing through Triple I package. It comprised the various modes of information that can be used as per their preferences. It implies that the Triple I package had definitely contributed to the enhancement of self protection skills against sexual abuse of threatening. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Institution among Children with Special Needs**” is accepted.



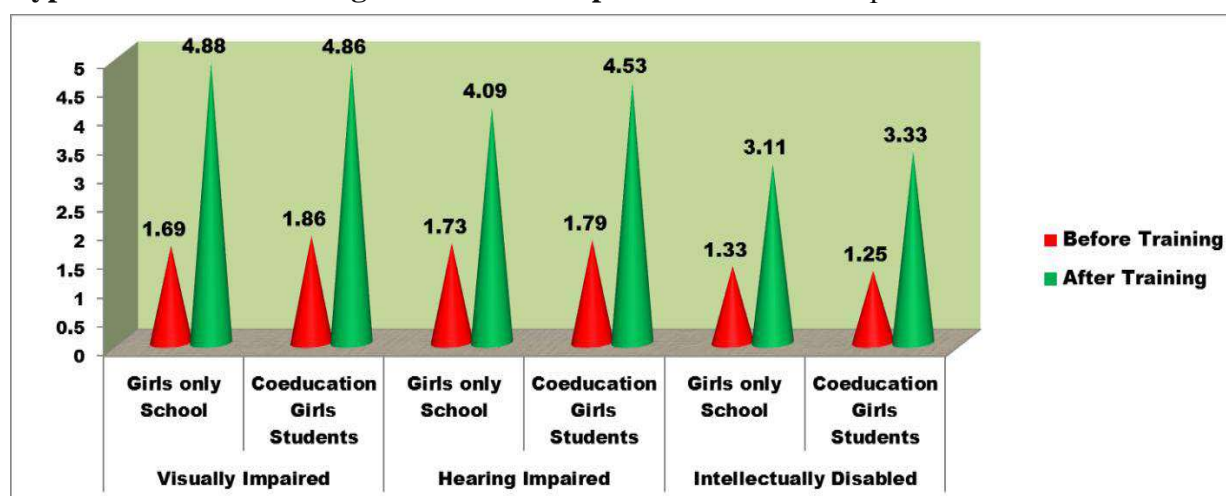
**Figure 141. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Threatening with respect to Type of Institution among Children with Special Needs**

**Table 148: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.69	0.48	4.88	0.34	19.46**
	Coeducation Girls Students	14	13	1.86	0.36	4.86	0.36	28.62**
Hearing Impaired	Girls only School	11	10	1.73	0.47	4.09	0.30	15.54**
	Coeducation Girls Students	19	18	1.79	0.42	4.53	0.51	16.26**
Intellectually Disabled	Girls only School	18	17	1.33	0.49	3.11	0.32	17.63**
	Coeducation Girls Students	12	11	1.25	0.45	3.33	0.49	14.02**

\*\*= Significant at 0.01 level

Table 148 indicates that there was a significant difference between before and after training among children with special needs. Further the three modes of information used in the Triple I package also showed difference in the way it had influenced on increasing the desirability of the children with special needs. It was found out that the desire to present oneself in the positive light of Children with Special Needs put themselves in distress and anxiety sometime it could lead to depression if unattended. Therefore, the intervention enabled them to exercise the self protection skills to handle the unusual situation successfully. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Institution among Children with Special Needs**” is accepted.



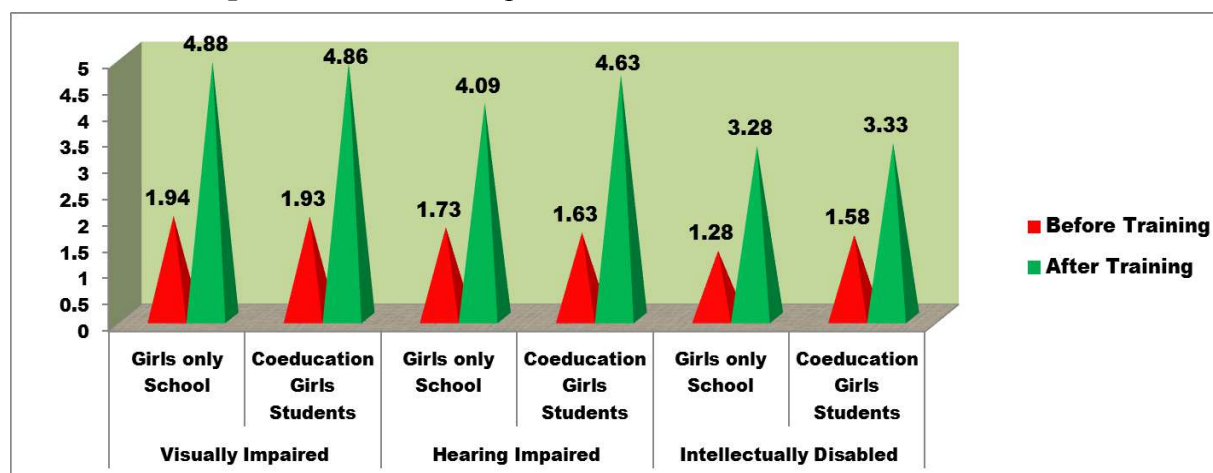
**Figure 142. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Molestation with respect to Type of Institution among Children with Special Needs**

**Table 149: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.94	0.25	4.88	0.34	26.55**
	Coeducation Girls Students	14	13	1.93	0.27	4.86	0.36	41.00**
Hearing Impaired	Girls only School	11	10	1.73	0.47	4.09	0.30	15.54**
	Coeducation Girls Students	19	18	1.63	0.50	4.63	0.50	19.62**
Intellectually Disabled	Girls only School	18	17	1.28	0.46	3.28	0.46	17.49**
	Coeducation Girls Students	12	11	1.58	0.52	3.33	0.49	9.75**

\*\*= Significant at 0.01 level

Table 149 shows the result of Children with Visual Impairment, Hearing Impairment and Intellectual Disability in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among the Only Girls and Coeducation School Girls. It indicates that there was a significant difference between before and after training. It shows that after the training the Children with Special Needs were able to learn and become aware of protecting themselves against the Sexual Abuse of Involving in Sexual Activities. The Triple I Package had created an awareness which is not possible otherwise since it is thought to be a sensitive issue to be discussed especially in an Indian culture. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 143. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities with respect to Type of Institution among Children with Special Needs**

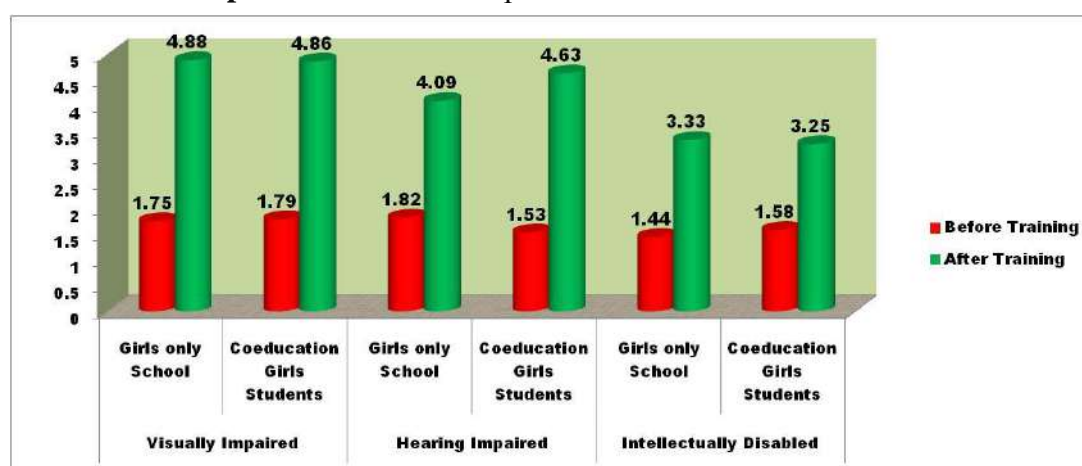


**Table 150: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.75	0.45	4.88	0.34	20.19**
	Coeducation Girls Students	14	13	1.79	0.43	4.86	0.36	24.21**
Hearing Impaired	Girls only School	11	10	1.82	0.41	4.09	0.30	16.14**
	Coeducation Girls Students	19	18	1.53	0.51	4.63	0.50	18.35**
Intellectually Disabled	Girls only School	18	17	1.44	0.51	3.33	0.49	17.00**
	Coeducation Girls Students	12	11	1.58	0.52	3.25	0.45	8.86**

\*\*= Significant at 0.01 level

Table 150 indicates the result of the paired t test for Self Protection Skills against Sexual Abuse of Hurting Private Parts for Children with Visual Impairment, Hearing Impairment and Intellectual Disability is significant among only Girls and Coeducation School Girls. Both the groups had shown the great improvement in self protection skills against sexual abuse of hurting private parts with the help of the training. The Triple I package had increased the cognitive abilities of Children with Special Needs through audio, video, and sign language which triggered them to learn the skills effectively. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Institution among Children with Special Needs**” is accepted.



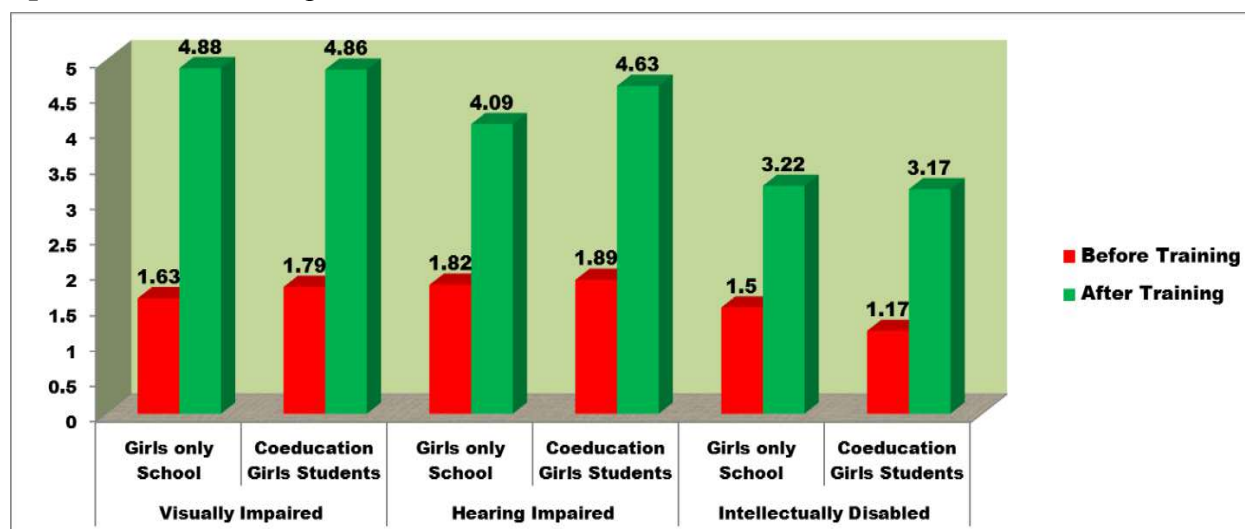
**Figure 144. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Hurting Private Parts with respect to Type of Institution among Children with Special Needs**

**Table 151: Mean, S. D. and t value Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Institution among Children with Special Needs**

Type of Disability	Type of Institution	N	df	Before Training		After Training		t value
				Mean	S. D.	Mean	S. D.	
Visually Impaired	Girls only School	16	15	1.63	0.50	4.88	0.34	19.03**
	Coeducation Girls Students	14	13	1.79	0.43	4.86	0.36	24.21**
Hearing Impaired	Girls only School	11	10	1.82	0.41	4.09	0.30	16.14**
	Coeducation Girls Students	19	18	1.89	0.32	4.63	0.50	21.23**
Intellectually Disabled	Girls only School	18	17	1.50	0.51	3.22	0.43	10.92**
	Coeducation Girls Students	12	11	1.17	0.39	3.17	0.39	11.49**

\*\*= Significant at 0.01 level

Table 151 shows the result of mean, standard deviation and t value for before and after training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Institution among Children with Visual Impairment, Hearing Impairment and Intellectual Disability. It shows that the mean value of all the three groups had been increased after training. The present scenario necessitates this type of training to Children with Special Needs to overcome this type of unusual situation. Hence the Alternative Hypothesis “**There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Institution among Children with Special Needs**” is accepted.



**Figure 145. Before and After Training Mean Scores in Self Protection Skills against Sexual Abuse of Masturbation with respect to Type of Institution among Children with Special Needs**

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

This study intended to explore the extent to which an intervention programme can help children with special needs to learn self-protection skills to enhance their independence. This chapter presents the summary of the investigation, the key findings, conclusions based on the interpretation of the data generated by the research and the implications of this investigation. It further lists the scope of the future research.

#### **Objectives**

The major objectives of the study were

- » To explore the knowledge on body parts, types of touches, warning signs and reporting skills for self-protection among children with special needs.
- » Develop (Triple I) intervention package to impart self-protection skills among children with special needs.
- » Assess the level of awareness on prerequisite skills, i.e., Body Parts, Types of Touches, Warning Signs and Reporting Skills before and after training.
- » Examine the level of knowledge on self-protection skills acquired by children with special needs against physical and sexual abuse before and after the training.
- » Analyze the acquisition of knowledge on self protection skills against physical and sexual abuse among children with special needs before and after training with respect to variables.

#### **Hypotheses**

The following research hypothesis would be tested during the research.

- There will be a significant difference between Before and After Training in Awareness of Body Parts among Children with Special Needs.
- There will be a significant difference between Before and After Training in Warning Signs among Children with Special Needs.
- There will be a significant difference between Before and After Training in Reporting Skills among Children with Special Needs.



- There will be a significant difference between Before and After Training in Knowledge on Touches among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse with respect to Type of Disability.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Grabbing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hitting among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Biting among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Kicking among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pushing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Throwing Objects among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Punching among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hair Pulling among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Pinching among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Hurting among Children with Special Needs.

- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Beating among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Arm Twisting among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Stabbing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Physical Abuse of Humiliation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against domains of Physical Abuse of among Children with Special Needs with the respect to variables such as Locality, Type of Family, Family Income and Type of Institution.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse with respect to Type of Disability.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Pornography among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hugging among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Fondling among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Touching Private Parts among Children with Special Needs.

- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exhibitionism among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Sexy Talks among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Kissing among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Exploitation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Unwanted Calls among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Threatening among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Molestation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Involving in Sexual Activities among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Hurting Private Parts among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against Sexual Abuse of Masturbation among Children with Special Needs.
- There will be a significant difference between Before and After Training in Self Protection Skills against domains of Sexual Abuse of among Children with Special Needs with the respect to variables such as Locality, Type of Family, Family Income and Type of Institution.

## **Method**

Ninety children with special needs were selected consisting of 30 participants from each category (30 Visually Impaired, 30 Hearing Impaired and 30 Intellectually Disabled). A Purposive sampling technique was used to select the participants belonging to the age group of 10 to 18 years. A quasi Experimental Design was used for this study. The independent variables of the study were type of disability, type of locality, type of family, family income and type of institution. The dependent variables of the study were Physical Abuse and Sexual Abuse.

An intervention package was developed (Triple I Package) and used for training. The instruction in the intervention package incorporates audio, video and sign language. The video clippings were prepared in such a way that it depicts the self-protection skills in a step-by-step method. So that all types of children with special needs, i.e., visually impaired, hearing impaired and intellectually disabled will be able to follow it. The investigator interviewed each participant individually. The pre test was conducted to assess the level of awareness on prerequisite skills, physical abuse and sexual abuse by creating a ‘what if’ situation. Due to COVID-19, the intervention was given through online mode using the Triple I Package. Parents, teachers, and siblings were also trained on how to practice the self protection skills by creating a ‘what if’ situation. Then the data was collected through online mode. The scoring was given on a five-point rating scale – for passive 1 mark, stance 2 marks, distract 3 marks, strike 4 marks and for making the abuser disable 5 marks.

## **Findings**

The major findings of the study are

- The Triple I Package had contributed immensely in increasing the concepts of body parts among three groups of girl children with special needs such as Children with Visual Impairment, Hearing Impairment and Intellectual Disability. The training was used to create awareness which is important for them while facing any kind of risk in general. The instruction about awareness regarding body parts with sensitivity has made a great motivation and improvement among children with special needs.

- Awareness of body parts is important for children with special needs due to their unique learning needs. Specialized instructions through the Triple I Package had increased the awareness considerably among children with special needs. The training has created the supports technically among children with special needs so they can realize the importance of the risks and how to protect themselves. Children with visual impairment revealed more improvement while learning about their basic body parts when compared to the other two groups.
- Warning signs are another important component to be aware of and tale to elders at the time when children are exposed to such situations. Training through the Triple I Package has increased their ability to become aware of various warning signs and to report them immediately to elders who are familiar with them. The training had brought confidence for reacting to the situations and safeguards them from various forms of abuse. The training was flexible through audio, video and sign language which in turn facilitated them to learn the skills as quickly as possible.
- Children with special needs who practised through what if situations were able to demonstrate their knowledge and skills about reporting skills. The triple I Package made them clear about the knowledge regarding reporting skills among children with special needs. The training was found to be effective among all the three groups who benefitted from it while encountering this situation. However, the training had a great impact on learning reporting skills which are vital for them.
- Knowledge to differentiate between the good and bad touches is imperative for children with special needs. The triple Package enabled children with special needs to be vivid about various forms of touches. It was also found that the training has a desirable impact on all the three groups of children. It changed their range of knowledge about various types of touches so that they can report to elders while experiencing it.
- Parents of children with special needs may not think about training their children to overcome any form of abuse since they think that they may not expose them to such situations. The children may not know either how to reveal or react. So, this training enabled the children with special needs to acquire skills and knowledge to overcome any form of abuse.

- Self-protection skills are imperative for children with Special Needs as they are not very aware of various types of physical abuse. Children with special needs are more vulnerable to various types of physical abuse such as hitting, throwing objects or arm twisting. The training enabled them to become aware and equipped with the skills and knowledge on how to react while at risk for abuse. It had increased their skills tremendously which enabled them to handle the situation where they exposed to it since they have learnt the skills through simple steps.
- Children with special needs can experience different types of physical abuse and may not be aware of it. Envisaging this, the training is proposed to train children with special needs to safeguard themselves from it. The training seems to be effective among children with special needs on a positive note by making them confident while encountering any physical abuse. They can also demonstrate self-protection skills that they have learnt through training.
- The attitude of the society towards differently-abled may tend to show some form of abuse towards children with special needs. So imparting knowledge and comprehension through the Triple I Package enabled the children with special needs to acquire skills to protect themselves from physical abuse. They were able to recognize, react and protect themselves on their own without any assistance.
- Hair pulling is one of the common forms of physical abuse with the fact that the girl children have more experiences. When exposed to this form of physical abuse through self-protection skills, they had sufficient knowledge to behave accordingly with strangers as well as people who are close to them. The training had made them aware of such important skills to safeguard and keep themselves away from it.
- Over expectation or under expectations of children with special needs by their parents, teachers, caretakers, friends and relatives tend to show various forms of physical abuse towards them. They may not know what to do at that time. Training through the Triple I Package enabled them to acquire skills of protecting themselves against various forms of physical abuse.

- In general parents, teachers and caretakers tend to show their pent-up feelings using physically abusing their children especially children with special needs who are more prone to this form of abuse. They may not know how to safeguard themselves and may lead to psychological problems. The training enabled them to learn how to safeguard themselves from various forms of physical abuse.
- Children with special needs may not know how to behave appropriately in all situations. They may lag behind their age mates in all activities. So, they may come across any form of physical abuse during their life. By imagining this, the training enabled them to guess and how to react and protect themselves from various forms of abuse.
- Sexual abuse is another form of abuse that children with special needs can encounter at any time. The Triple I Package had contributed significantly in increasing the self-protection skills against various forms of sexual abuse among children with special needs. The flexibility of the Triple I package had brought a huge change in the knowledge and skills and empowered the children with Special Needs to become aware and protect themselves from it. Children with special needs seem to have benefitted from this customized training specially designed for them.
- Children with special needs are prone to experience various forms of sexual abuse such as kissing, touching private parts or hurting private parts. The Triple I Package had played a major role to become aware about the hidden crisis of sexual abuse. Furthermore, instructions through audio, video and sign language helped the children to comprehend the meaning of various forms of sexual abuse and react promptly to safeguard themselves.
- Due to their unique comprehension level, it is difficult for children with Special Needs to differentiate between normal and harmful activities. The flexibility of Triple I Package including simple steps brought in profundity competencies among children with special needs. The training had enabled the children to differentiate, comprehend and react to the situations accordingly.
- Triple I Package was found to be useful for children with special needs while they are facing any form of sexual abuse such as sexy talks or molestation. Practicing through ‘what if’ situations on various types of sexual abuse, the children were empowered themselves to overcome these painful experiences. The performance of children with special needs after

training indicated that the training contributed positively towards the acquisition of knowledge and skill development.

- When children with special needs to be exposed to awareness training, they will be motivated to learn self protection skills against sexual abuse which has not been addressed in the curriculum, nor the parents or teacher discuss it and teach them to become aware of and accordingly behave with the strangers as well as people who are closer to them and still want to take advantage of their impairment.
- Most of the children with special needs are neglected either by their parents, siblings, relatives or neighbours. They are more prone to various forms of physical and sexual abuse. They will not know how to react to it or to whom they have to report it. They may come across any form of abuse in day-to-day life. The Triple I Package enabled them to understand and handle the situation where they exposed to it through explaining through simple steps. Hence, they were able to grasp and react as per the situation.
- Some children with special needs are dependent on others for basic needs in their earlier part of life. So, they may be exposed to any type of physical abuse. Hence, it is the need for the hour to train them in overcoming any form of physical abuse. The Triple I Package imparted knowledge and skills in handling various types of situations.

### **Recommendations and Implications**

- **Revamping the curriculum**

The curriculum should be revamped incorporating components about abuse and self-protection skills with hands-on experience by creating ‘what if’ situations. The curriculum for teacher education should also incorporate the components of self-protection skills and the methodology of teaching or training the children as to how and when to use the skills as per the situation.

- **Sensitization**

Parents, teachers, siblings and children with special needs need to be sensitized about the risk of various forms of abuse and the importance of training children in self protection skills like any other type of training.



- **Awareness**

Children with special needs need to be aware of various forms of abuse. So, they need to be made aware of how to overcome the risk condition for abuse.

- **Attitudinal Barriers**

Our society considers abuse a sensitive issue and is not willing to neither talk about nor be ready to reveal it when they are prone to it. Hence, the attitude needs to be changed and they should be motivated to reveal the same to prevent such occurrences and protect all concerned.

- **Right to Report**

Parents, children, Teachers and neighbours should be motivated to report any form of abuse and should be promised to give justice to the injustice created for them.

- **Model of Intervention**

Intervention package must be developed in local languages with simple steps with audio, video and sign language as a self-learning material for use at any time. It will be valuable to any community or region that perceives abuse as an aspect of significant risk for Social Justice and empowerment of children with special needs.

- **Policy**

Abusive behaviour needs to be acknowledged as a serious social and criminal issue rather than being considered a private matter. The policy should be made mandatory in training children with special needs in self protection skills as well as punishing the abuser.

- **Special Wing for Differently Abled**

A special wing should be created at the district level to train and protect children with special needs from various forms of abuse.

- **Partnership between Parents, Teachers, and Government**

It is the joint responsibility of parents, teachers and the Government to train and protect children with special needs. So, effort must be made for a partnership among parents, teachers and the Government to ascertain appropriate intervention strategies thereby safeguarding the rights of children.

- **Researchers**

Educationalists should be motivated to do research in this area and find some innovative measures to overcome this sensitive issue of abuse commonly seen in the society. This will be helpful in identifying the abuse situation and enabled the teachers and parents to foster appropriate strategies to confront the same.

## **Conclusion**

Abuse against women is acknowledged as a pervasive and serious problem in today's society. But it is remaining to a large degree as hidden and surrounded by taboos underpinned by a strong tradition of shame and guilt in the case of disclosure. Indian children who were increasingly referred to as trapped in a bad situation and were shedding silent tears reflect the long overdue empowerment of women.

Girls have always been the most vulnerable and exploited section of society in any age, time, place and society. In ancient times, due to a lack of opportunities and health to facilitate the low status of women, it became a vicious circle that needed to be broken to enhance the development of India. Since the ages, girls have been the victims of humiliation, torture, exploitation and violence.

The prevalence of abuse against children with special needs is beginning to attract the attention of researchers, service providers and funding agencies. Considerable work has been done in this area for children in general. Women must work together to shift the position of children with disabilities from one of marginalization to one of inclusions and inclusion in women's broader agendas is the key to reduce abuse in the differently-abled life.

So, girl's empowerment using training through Triple I Package is the need for the hour which increases the power of girls with disabilities socially, educationally and psychologically. It is only by creating awareness among parents, teachers, students and society at large that the growing rate of abuse against children with special needs can be stopped in all sectors uniformly and can make our country a great one.

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## **Avinashilingam Institute for Home Science & Higher Education for Women**

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Coimbatore -641 043, Tamil Nadu, India

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### **Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**

#### **Annexure I**

#### **Assessment Tool on various Types of Abuse for Children with Special Needs**

##### **Outline of the Tool :**

##### **I. Personal Data Schedule / தனிநபர் விவரஅட்டவணை**

- a) Child Information / குழந்தையைபற்றிய தகவல்
- b) Parents Information / பெற்றோரை பற்றிய தகவல்
- c) School Details / பள்ளி பற்றிய தகவல்

##### **II. Checklist for assessing the prerequisite skills / knowledge related to abuse**

/தவறாகநடத்தல்தொடர்பானமுன்னிபந்தனைதிறன்களின்அறிவுமதிப்பீடுபட்டியல்

- a) Awareness of Body Parts / உடல் பாகங்கள் பற்றிய விழிப்புணர்வு
- b) Warning Signs / எச்சரிக்கை அடையாளங்கள்
- c) Knowledge on Reporting Skills / புகார் அளிப்பதற்கான திறன்
- d) Knowledge on Touches/ தொடுதல்கள் பற்றிய அறிவுத்திறன்

##### **III. Assessment of knowledge related to Abuse /தவறாகநடத்தல்தொடர்பானஅறிவுமதிப்பீடுபட்டியல்**

- a) Knowledge on Physical Abuse/ உடல்ரீதியாகதவறாகநடத்தல்பற்றியஅறிவுத்திறன்
- b) Knowledge on Sexual Abuse/ பாலியல்ரீதியாகதவறாகநடத்தல்பற்றியஅறிவுத்திறன்
- c) Knowledge on Verbal Abuse / தவறாகபேசுதல்பற்றியஅறிவுத்திறன்

## APPENDIX - I

### I) PERSONAL DATA SCHEDULE / தனிநபர்விவரஅட்டவணை

#### a. CHILD INFORMATION/ குழந்தையைபற்றிய தகவல்

1. Name of the Child / குழந்தையின் பெயர்:
2. Date of Birth / பிறந்த தேதி :
3. Age / வயது:
4. Gender / பாலினம் :
5. Address / முகவரி
6. Type of Disability / குறைபாட்டின் வகைகள்:
  - ☐ Visually Challenged/ பார்வை குறைபாடு
  - ☐ Hearing Impaired / காது கேளாமை
  - ☐ Mild Mentally Challenged / குறைந்த அளவில் மனநல குன்றியோர்
7. Type of Condition / நிலைமையின் வகைகள் :
8. Causes / காரணங்கள்:
9. Locality / வட்டாரம்:Urban(நகர்புரம்) / Rural(கிராமம்)

#### b. PARENTS INFORMATION / பெற்றோரைபற்றிய தகவல்

10. Consanguineous marriage / இணக்கமான திருமணம்:
11. Illness during pregnancy / கர்ப்ப காலத்தில் ஏற்பட்டநோய் :
12. Order of Birth / பிறப்பு ஒழுங்கு :
13. Delivery Type / பிறந்ததின் வகை :
14. குடும்ப வகை / Type of Family : (கூட்டுக்குடும்பம்)Joint / (தனிக்குடும்பம்)Nuclear

15. Details of the family :

குடும்பத்தினரின் பெயர் Name of family members	குடும்பத் தலைவருக்கான உறவு Relation to the head	வயதுAge	பாலினம் Gender	கல்வித் தகுதி Qualification	வேலை Occupation	பெற்றோரின் மாத வருமானம் Monthly income of the parent	உங்கள் குடும்பத்தில் வேறு எவராவது மாற்றுத் திறனாளியா Any other member is Disabled

**c. SCHOOL DETAILS / பள்ளி பற்றிய தகவல்**

16. Name of the School / பள்ளியின் பெயர் :

17. School Address / பள்ளியின் முகவரி:

18. Type of School / பள்ளியின் வகை :

☐ Girls only School / பெண்கள் பயிலும் பள்ளி





☐ Coeducation School / ஆண்கள் மற்றும் பெண்கள் பயிலும் பள்ளி






## II) Checklist for assessing the prerequisite skills / knowledge related to abuse /


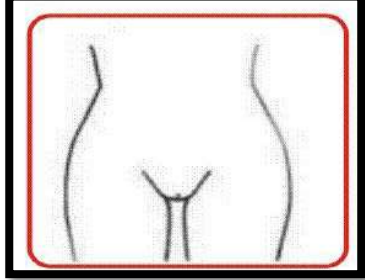

தவறாக நடத்தல்தொடர்பான முன்நிபந்தனை திறன்களின் அறிவு

மதிப்பீடுபட்டியல்

### a. Awareness of Body Parts / உடல் பாகங்கள் பற்றிய விழிப்புணர்வு

S.No.	Awareness of Body Parts / உடல் பாகங்கள் பற்றிய விழிப்புணர்வு	Yes ஆம்	NO இல்லை
1.	Head தலை		
2.	Eyes கண்		
3.	Ear காது		
4.	Nose மூக்கு		
5.	Mouth		






	வாய்			
6.	Hands கைகள்			
7.	Neck கழுத்து			
8.	Breast மார்பகம்			
9.	Hip இடுப்பு			






10.	<p>Buttocks</p> <p>பின்புறம் / பிட்டம்</p>			
11.	<p>Vagina</p> <p>பெண்ணின் மர்ம இடம் / அந்தரங்க உறுப்பு</p>			
12.	<p>Legs</p> <p>கால்கள்</p>			








## APPENDIX - III

### b. Warning Signs / எச்சரிக்கை அடையாளங்கள்

S.No	Warning Signs / எச்சரிக்கை அடையாளங்கள்		Yes ஆம்	NO இல்லை
1.	Nightmares இரவில் பயமாக இருத்தல்			
2.	Sleeping Problems தூக்கமின்மை			
3.	Anger கோபம்			
4.	Changes in eating habits உணவுப் பழக்கத்தில் மாற்றங்கள்			
5.	Fear பயப்படுதல்			

6.	Heart Beating Rapidly / இதயம் விரைவாக துடித்தல்			
7.	Feel like Crying / அழுவது போல் உணருதல்			
8.	Teeth Biting / பற்களை கடித்தல்			
9.	Goose Bumps புல் அரிப்பு			
10.	Confused / குழப்பம்			

11.	Hands Sweat / கைகளில் வியர்வை			
12.	Forehead Sweats / நெற்றியில் வியர்வை			
13.	Shivering / நடுக்கம்			
14.	Eyes Open Widely/கண் அகல விரிய பார்த்தல்			
15.	Uncomfortable feeling in stomach / வயிற்றில் உபாதை			

## APPENDIX - IV

### c) Knowledge on Reporting Skills / புகார்அளிப்பதற்கானதிறன்

If you face the following problems will you report or not?

பின்வரும் சிக்கல்களை நீங்கள் எதிர்கொண்டால் நீங்கள் புகாரளிப்பீர்கள் இல்லையா?

S.NO.	Problems பிரச்சனைகள்	Yes ஆம்	No இல்லை
1.	Falling down / கீழே விழுதல்		
2.	Fell sick / உடம்பு சரியில்லாமல் இருத்தல்		
3.	Get periods / மாத விடாய்		
4.	Quarrel with friends / நண்பர்களுடன் சண்டை		
5.	Stomach pain / வயிற்று வலி		
6.	Someone threatens / யாரோ ஒருவர்அச்சுறுத்துதல் போன்ற உணர்வு		
7.	Someone take your belongings / யாரோ உங்கள்உடமைகளை எடுத்துக்கொள்கிறார்களா?		
8.	Someone undress your dress / யாரோ உங்கள் ஆடையை அவிழ்த்து விடுகிறார்களா?		
9.	Maintaining secret / ரகசியத்தை பராமரித்தல்		
10.	Someone hugs/kisses / யாரோ அணைத்துக்கொள்கிறார்களா / முத்தமிடுகிறார்களா?		

## APPENDIX - V

### d) Knowledge on Touches / தொடுதல்கள் பற்றிய அறிவுத்திறன்

S.No.	Touches தொடுதல்கள்	ஆம்/Yes (எவரால்/By Whom)	No / இல்லை	Passive தெரியவில்லை	Stance இல்லை என்று சொல்லுங்கள்	Distract தடுத்தல்	Strike தாக்குதல்	Disable தப்பித்தல்
				(1)	(2)	(3)	(4)	(5)
1.	Hands on face / முகத்தில் கை வைத்தல்							
2.	Kissing / முத்தமிடுதல்							
3.	Hitting / அடித்தல்							
4.	Pushing / தள்ளுதல்							
5.	Hugging / அணைத்தல்							
6.	Cheek to cheek rubbing / கன்னத்தோடு கன்னம் உரசுதல்							
7.	Arm over shoulder / தோள்பட்டைக்கு மேல் கை வைத்தல்							
8.	Hands on neck / கழுத்தில் கை வைத்தல்							
9.	Rubbing palm / உள்ளங்கையை தேய்த்தல்							
10.	Touching hair / கூந்தலை தொடுதல்							
11.	Hands Shaking / கை குலுக்குதல்							
12.	Touching private parts / அந்தரங்க பகுதிகளை தொடுதல்							
13.	Rubbing thighs / தொடையை தேய்த்தல்							
14.	Patting on back/ பின்புறத்தில் தட்டுதல்							

## APPENDIX - VI

### III )Assessment of knowledge related to Abuse

/தவறாக நடத்தல் தொடர்பான அறிவுமதிப்பீடுபட்டியல்

#### a) Knowledge on Physical Abuse/ உடல் ரீதியாக தவறாக நடத்தல்பற்றிய அறிவுத்திறன்

S.No.	உடல் ரீதியாக தவறாக நடத்தல் Physical Abuse	ஆம்/Yes (எவரால்/By Whom)	No / இல்லை	Passive தெரியவில்லை	Stance இல்லை என்று சொல்லுங்கள்	Distract தடுத்தல்	Strike தாக்குதல்	Disable தப்பித்தல்
				(1)	(2)	(3)	(4)	(5)
1.	Grabbing / கெட்டியாக பிடித்தல்							
2.	Hitting / தாக்குதல்							
3.	Biting / கடித்தல்							
4.	Kicking / உதைத்தல்							
5.	Pushing / தள்ளிவிடுதல்							
6.	Throwing objects / பொருட்களை வீசுதல்							
7.	Punching / பலமாக குத்துதல்							
8.	Hair Pulling / முடியை இழுத்தல்							
9.	Pinching / கிள்ளுதல்							
10.	Hurting / காயப்படுத்துதல்							
11.	Beating / அடித்தல்							
12.	Arm twisting / கையை முறுக்குதல்							
13.	Stabbing / ஆயுதத்தால்குத்துதல்							
14.	Humiliation / அவமான படுத்துதல்							

## APPENDIX - VII

**b) Knowledge on Sexual Abuse / பாலியல்ரீதியாக தவறாக நடத்தல்பற்றிய அறிவுத்திறன்**

S.No.	பாலியல் ரீதியாக தவறாக நடத்தல் Sexual Abuse	ஆம்/Yes (எவரால்/ByWhom)	No / இல்லை	Passive தெரியவில்லை	Stance இல்லை என்று சொல்லுங்கள்	Distract தடுத்தல்	Strike தாக்குதல்	Disable தப்பித்தல்
				(1)	(2)	(3)	(4)	(5)
1.	Pornography / ஆபாசப்படம்							
2.	Hugging / அணைத்தல்							
3.	Fondling/ தடவுதல்							
4.	Touching private parts / அந்தரங்கப் பகுதிகளை தொடுதல்							
5.	Exhibitionism / அந்தரங்க பகுதிகளை அடுத்தவருக்கு காண்பித்தல்							
6.	Sexy Talk / ஆபாசமான பேச்சு							
7.	Kissing / முத்தமிடுதல்							
8.	Exploitation / அடிக்கடி பாலியல் தொந்தரவு கொடுத்தல்							
9.	Unwanted Calls/ தேவையற்ற அழைப்புகள்							
10.	Threatening / அச்சுறுத்துதல்							
11.	Molestation / பாலியல் துன்புறுத்தல்							
12.	Involves in sexual activities / பாலியல் செயல்களில் ஈடுப்படுதல்							
13.	Hurting private parts / அந்தரங்கப் பகுதிகளை காயப்படுத்துதல்							
14.	Masturbation / சுய இன்பச்செயல்கள்							



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# Mindfulness on the Body Parts among the Children with Intellectual Disability

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## Abstract

*Violence against children and young adults is among the most serious global problems. Children with disabilities are almost four times more likely to become victims of violence than are children without disabilities. The present study assess the awareness of the body parts among the female with intellectual disability in the age of 10 to 18 years. The sample size were 40 samples. The tool developed related to the parts of the body by the investigator was used for the collection of data. The independent variables of the study were Age (10-14years & 15 – 18 years). The dependent variables included in the study were Awareness of the Common Body Parts and the Private Body Parts. Purposive sampling technique was followed for the study. After the identification of the sample the pre-test was conducted among children with special needs using the tool. Then the result was analysed and revealed that the overall awareness related to the body parts among the children with intellectual disability are 69 percent. Hence the study recommend that to rise the awareness related to the body parts to make the children with intellectual disability to be self - defensive from the abuse.*

**Keywords :** 1.Intellectual Disability, 2.Awareness, 3.Common Body Parts, 4.Private Body Parts.

## I. Introduction:

“Empowering young people with disabilities with sexual and reproductive health and rights knowledge and information is one of the keys to change”.

Violence against children and young adults is among the most serious global problems. Children with disabilities are almost four times more likely to become victims of violence than children without disabilities. More than one in four have been subjected to some form of violence, and one in five is a victim of physical violence. Children who are deaf, blind, or autistic, have psychosocial and intellectual disabilities, or have multiple impairments are most vulnerable to all forms of violence. Studies reveal that children with intellectual disabilities are five times more likely to be subjected to abuse than other children and are far more vulnerable to bullying.

Sexual abuse towards a child is an action which is done for sexual satisfaction or for a sexual purpose and in which a child is used or it is attempted to use a child (Fowler, 2008; Walsh, Zwi, Woolfenden&Shlonsky, 2015; WHO, 1999). When a child feels that s/he is sexually abused, it is a sexual abuse, even if s/he cannot identify whether the behavior is sexual abuse, it specifically because of lack of understanding and his/her age. Misuse might happen once or it might be a continual sexual abuse which extends over a long period (Fowler, 2008:17). It is possible to characterize sexual abuse in children in different ways which determine whether an incident is accepted to be a sexual abuse or not. The first condition is lack of consent. Children do not have the maturity to give permission for sexual activity. Another condition is misuse. Children might be manipulated or forced into sexual behaviors by stronger, more skillful or more knowledgeable adults (Kinnear, 2007:3). So emerging adulthood's period does not appear in these children (Özteke-Kozan&Hamarta, 2017).

When it comes to disability, children with disabilities are more vulnerable to sexual abuse since they experience deficiencies in understanding and interpreting events; additionally, they cannot control their sexual drive and they need special interest about sexuality (Yıldırım-Doğru, 2006). Sexual harassment and assault of children with physical and developmental disabilities is quite common (Krohn, 2014). In a research conducted by Baladerian, Colemand and Stream (2013) on 1300 people with disabilities, it has been revealed that 41.6% of individuals with disabilities are sexually abused. In addition, in another study which was conducted on how individuals with abilities were victimized, it is stated that the possibility of being sexually abused for children with disabilities is 2.9 times higher in comparison with children without disabilities (Stalker & McArthur, 2012; Smith & Harrell, 2013). The risk of sexual abuse for mentally handicapped children is 4.6 times more than their peers with disabilities (Smith & Harrell, 2013). Besides, as the severity of an individual's disability increases, the possibility of being exposed to sexual abuse also increases (Bensy, 2011).

While this can be a difficult topic, families are urged to address the dangers of sexual abuse in ways that are comfortable for them. Being aware and educating yourself and your loved ones will help to keep everyone safe. Parents may feel anxious in teaching their children about sexuality, especially children with autism. Some parents feel that it is less

important to teach young adults with autism about sexuality with the assumption that it is unlikely to become a part of their lives. This is not the case.

Sexuality education from parents is very important for people with autism because they are less likely to learn about it from their peers, movies, or other similar sources. People with autism must know the difference between appropriate and inappropriate behavior, and to distinguish between the various types of healthy relationships. Though the task may seem overwhelming, starting as EARLY as possible and being DIRECT as possible is best.

## II.Objectives

- To explore the knowledge on body parts for creating awareness about the issues related to the abuse among children with intellectual disability.
- Assess the awareness on the common body parts among female children with intellectual disability.
- Examine the level of knowledge on private body parts among female children with intellectual disability.

## Hypotheses

- There will be an Awareness on Common Body Parts among the Female Intellectual Disabled Children with Respect to Age
- There will be an Awareness on Private Body Parts among the Female Intellectual Disabled Children with Respect to Age

## Inclusion Criteria

1. The participants were intellectual disabled students only
2. The female participants were selected for the study
3. The age range of the participants were 10 to 18 years

## Exclusion Criteria

1. The normal participants without impairment were not included
2. The male intellectual disabled students were not selected
3. The age range of the participants below 10 and above 18 years were not included

## III. Research methodology

### 3.1 Technique:

In this study we have assessed 40 female children with mild intellectually disabled using the developed tool. Each child has been assessed individually through oral mode and by showing pictorial representation. Then the data information were recorded by the investigator. Interview method was used for the study.

### 3.2 Sample:

The participants were selected using the purposive sampling method. Forty participants were chosen for the study i.e. children with mild intellectually disabled. The age range of the samples were from 10 to 18 years. We have selected some schools for our study including integrated school, inclusive school, and special school. All the samples were taken within the limit of the Coimbatore district. The schools are clustered in and around Coimbatore.

### 3.3 Variables:

The independent variable is Age. The dependent variables included in the study were the Awareness on Common Body Parts and the Private Body Parts among the Children with Intellectual disability.

### 3.4 Tools:

"Checklist for assessment of knowledge related to the Parts of the Body" for the female children with mild intellectual disability was developed by the investigator were used for the collection of data. The tool consists of two divisions namely the Common Body Parts and the Private Body Parts. The common body parts consists of eight items and the private body parts consists of four items. If the answer is correct a score of "1" is given and if the answer is incorrect a score of "0" is given. The personal information data were also collected during the assessment.

#### IV. Results and discussion

##### 4.1 Awareness on Common Body Parts among Children with Mild Intellectual Disability with respect to Age.

**Table 4.1 : Awareness on Common Body Parts among Children with Mild Intellectual Disability with respect to Age.**

Common Body Parts	Responses	10 years to 14 years	15 years to 18 years	df	Mean	Std. Deviation	t – value	p-value
Head	Yes	17	20	38	1.15	0.37	1.831	0.075*
	No	3	0		1.00	0.00		
Eyes	Yes	18	20	38	1.10	0.31	1.453	0.154 <sup>NS</sup>
	No	2	0		1.00	0.00		
Ears	Yes	18	15	38	1.10	0.31	-1.241	0.222 <sup>NS</sup>
	No	2	5		1.25	0.44		
Nose	Yes	19	19	38	1.05	0.22	0.000	1.000 <sup>NS</sup>
	No	1	1		1.05	0.22		
Mouth	Yes	16	18	38	1.20	0.41	1.435	0.159 <sup>NS</sup>
	No	4	2		1.05	0.22		
Hands	Yes	17	19	38	1.15	0.37	1.042	0.304 <sup>NS</sup>
	No	3	1		1.05	0.22		
Neck	Yes	15	20	38	1.25	0.44	2.517	0.016*
	No	5	0		1.00	0.00		
Legs	Yes	17	19	38	1.15	0.37	1.042	0.304 <sup>NS</sup>
	No	3	1		1.05	0.22		

From the Table 4.1 it is evident that the knowledge and awareness on common body parts among females with mild intellectual disability is statistically significant in some components. The table indicates that the t-value for common body parts (Head, Eyes, Ears, Nose, Mouth, Hands, Neck, Legs) is 1.831, 1.453, -1.241, 0.000, 1.435, 1.042, 2.517, 1.042 which is significant in some responses at 0.05 level. Ninety Eight percent of the individuals belong to the age group of 15 to 18 years were aware of common body parts when compared to the age group 10 to 14 years who were at 93 percent. This might be because of training which they received from their parents.

##### 4.2 Awareness on Private Body Parts among Children with Mild Intellectual Disability with respect to Age.

**Table 4.2: Awareness on Private Body Parts among Children with Mild Intellectual Disability with respect to Age.**

Private Body Parts	Responses	10 years to 14 years	15 years to 18 years	df	Mean	Std. Deviation	t – value	p-value
Breast	Yes	7	18	38	1.65	0.49	4.255	0.000**
	No	13	2		1.10	0.31		
Hip	Yes	15	20	38	1.25	0.44	2.517	0.016*
	No	5	0		1.00	0.00		
Buttocks	Yes	1	3	38	1.95	0.22	1.042	0.304 <sup>NS</sup>
	No	19	17		1.85	0.37		
Vagina	Yes	0	4	38	2.00	0.00	2.179	0.036*
	No	20	16		1.00	0.41		

From the table 4.2 it is clear that the knowledge on awareness on common body parts among females with Mild intellectual disability, is statistically significant in some components. The table indicates that the t-value for private body parts (Breast, Hip, Buttocks, Vagina) is 4.255, 2.517, 1.042, 2.179 which is significant in some responses at 0.05 level. Fifty Six percent of the individuals belong to the age group of 15 to 18 years were aware of common body parts when compared to the age group 10 to 14 years who were at 29 percent. This shows that, as they grow they learn about the private body parts.

## V. Discussion

The findings of the study related to the awareness on the common body parts and the private body parts among the children with intellectual disability. Through this study we have assessed their knowledge about the body parts uniquely the results are as follows:

- The awareness of the common body parts among the intellectual disabled children are 95 percent.
- The awareness of the private body parts among the intellectual disabled children are 43 percent.

## VI. Conclusion

In current scenario, the children with intellectual disability are vital to be aware about the body parts for the self - protection and hindrance from the domestic violence. Also at present it is requiring to them for the reporting skills related to the abuse.

## VII. Acknowledgement

The funding agency is the Indian Council of Social Science Research (ICSSR) for the Impactful Policy Research in Social Science (IMPRESS) research project entitled “**Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs**”

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3. [www.unhcr.org](http://www.unhcr.org)
4. [www.researchgate.net](http://www.researchgate.net)
5. [www.autismspeaks.org](http://www.autismspeaks.org)

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## PRE REQUISITE SKILLS FOR SELF PROTECTION AGAINST ABUSE AMONG THE PARTICIPANTS WITH SPECIAL NEEDS

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### Abstract

The present study assesses the pre requisite skills (Parts of the Body, Warning Signs, Reporting Skills and Awareness about Touches) among the participants with special needs (Visually Impaired, Hearing Impaired and Intellectual Disabled). Ninety participants were administered the tool developed by related to the Awareness related to Parts of the Body, Warning Signs, Reporting Skills and Touches by the investigator was used during the collection of data and Purposive sampling technique was used. The independent variable was Triple I Training and the dependent variables were pre requisite skills such as Awareness related to Parts of the Body, Warning Signs, Reporting Skills and Touches. After selecting the participants, the tool was administered and the training was given and finally the same tool was administered to the participants with special needs. The results revealed that the intervention enhanced the knowledge on pre requisite skills to overcome abuse.

**Keywords:** Visually Impaired, Hearing Impaired, Intellectual Disabled, Awareness

### Introduction

Disability is a complex phenomenon, reflecting the interaction between features of a person's body and the society. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers (WHO,2018). Anyone can be affected by domestic violence and abuse, but people with disabilities are more likely to experience abuse than people without disabilities. Because abuse is about power and control, people with disabilities may face unique challenges and barriers to access support.

The review on the prevalence and risk of violence against people with disabilities, found that overall children with disabilities are almost 4 times more likely to experience violence than non disabled children. The review indicated that children with disabilities are 3.7 times more likely than non disabled children to be victims of any sort of violence, 3.6 times more likely to be victims of physical violence, and 2.9 times more likely to be victims of sexual violence. Children with mental or intellectual impairments appear to be among the most vulnerable, with 4.6 times the risk of sexual violence than their non disabled peers (WHO, 2012). Hence an attempt was made to assess the pre requisite knowledge against abuse with the following objectives.

### Objectives

The major objectives of the study are to

- Explore the knowledge on Body Parts for creating awareness among participants related to the abuse
- Realize the knowledge among participants on Warning Signs of abuse
- Understand the knowledge on Reporting Skills among participants related to the abuse.
- Assess the knowledge on the awareness of good touch and bad touch.

Büyükbayraktar, Konuk and Kesici (2017) evaluated on Creating Awareness of Sexual Abuse in Children with Special Education Needs: Depending on the Opinions of Teachers of the Mentally Handicapped and the qualitative research technique was used. The study population of the research consisted of 35 teachers of mentally handicapped individuals working in Turkey/Konya province.

Semi structure interview method was used to collect data among the participants. According to the results, it was evident that individuals ought to be taught about their private parts and they ought to be made conscious about the fact that no one can touch the private parts in order to raise awareness about sexual abuse in individuals with special needs. In order to stop sexual abuse by raising awareness in disabled children family members and it is necessary for them to acquire skills to know about the children, determining their needs and consulting an expert periodically. In order to raise awareness in the community about the sexual abuse in individuals with special, the teachers express that all families should be trained, seminars should be organized on the issue and media ought to do its part to create awareness.

Turner, Vanderminden, Finkelhor, Hamby and Shattuck (2011) analyzed about the Disability and victimization in a national sample of children and youth. The earlier research found that higher rates of violence, crime, and abuse among children with disabilities, most studies combine diverse forms of disability into one measure and assessed the exposure to only one particular type of victimization. Four thousand forty six children in the age range of 2 to 17 years from the 2008 National Survey of Children's Exposure to Violence were examined the associations between several different types of disability and past year exposure to multiple forms of child victimization. Results suggested that attention deficit disorder/attention deficit with hyperactivity disorder elevates the risk for peer victimization and property crime, internalizing psychological disorders increase risk for both child maltreatment and sexual victimization, and developmental/learning disorders heighten risk only for property crime. In contrast, physical disability did not increase the risk for any type of victimization once confounding factors and cooccurring disabilities were controlled. It appears that disabilities associated with interpersonal and behavioural difficulties were most strongly associated with victimization risks.

Barros, Deslandes and Bastos (2016) analyzed the prevalence of physical and psychological family violence in a sample of children and adolescents with different categories of disabilities in a hospital in Rio de Janeiro, Brazil. This was a cross sectional observational study based on application of the Parent Child Conflict Tactics Scale for 270 parents or guardians. Prevalence was 83.7% for psychological aggression and 84.4% for physical maltreatment, while 96.5% of the children and adolescents with disabilities suffered physical punishment were also victims of psychological aggression ( $p < 0.01$ ) and 100% of those who suffered severe physical maltreatment also suffered psychological aggression ( $p = 0.01$ ). Children and adolescents with disabilities showed increased risk of suffering family violence compared to those without disabilities. In conclusion, there was a need for greater awareness raising and training of health teams for detection and notification of child abuse, and efforts should be made to support these families.

## **Method**

### **Sample**

The participants were selected by purposive sampling method. Ninety participants with Visually Impairment (30), Hearing Impairment (30), and Intellectual Disabled (30) were selected in and around Coimbatore.

### **Variables**

The independent variable was Triple I Training and the dependent variables were the pre requisite skills such as Parts of the Body, Warning Signs, Reporting Skills and Awareness about Good Touch and Bad Touch among the participants with Visually Impairment, Hearing Impairment and Intellectual Disabled.

### **Tool**

The checklist was developed by the investigators to assess the knowledge on pre requisite skills. It consists of four divisions such as Parts of the Body (12 items), Warning Signs (15 items), Reporting Skills (10 items) and Awareness about Good and Bad Touch (15 items). The responses were Yes or No for Parts of the Body (Yes=1, No=0), Warning Signs (Yes=1, No=0), Reporting

Skills (Yes=1, No=0). For Awareness on Touches five point rating scale was used i.e., Never, Rarely, Sometimes, Often, and Very Often and the scores ranges from 1 to 5 as per the response.

### Conduct of the Study

In this study ninety female participants with special needs were assessed by the developed tool. Every participant was assessed individually as per their need i.e. Oral mode for Visually Impaired and Sign Language for Hearing Impaired and Oral and Pictorial mode for Intellectual Disabled. The Triple I training was administered using the same mode to make them aware and to protect themselves from the abuse related situations.

### Results and Discussion

**Table 1 Mean, S.D. and 't' value for Awareness of Body Parts among Participants with Special Needs Before and After Intervention**

Awareness of Body Parts	No	df	Intervention	Mean	S.D.	t value
Visual Impairment	30	29	Before	7.90	1.689	14.87**
			After	11.70	0.651	
Hearing Impairment	30	29	Before	7.63	1.450	14.18**
			After	11.40	1.037	
Intellectual Disability	30	29	Before	7.60	1.329	12.77**
			After	10.60	1.522	

**\*\* = Significant at 0.01 level**

Table 1 portrays that the 't' value is 14.87 for participants with Visual Impairment, 14.18 for participants with Hearing Impairment and 12.77 for participants with Intellectual Disability with regard to the Awareness of Body Parts which is significant at 0.01 level. Hence, the Null Hypothesis "There is no significant difference in Awareness of Body Parts among participants with special needs before and after intervention" was rejected. It means that the training helped the special children to have Awareness of Body Parts which will be useful in the later part of their life to protect from abuse.

**Table 2 Mean, S.D. and 't' value for Warning Signs among Participants with Special Needs Before and After Intervention**

Warning Signs	No	df	Intervention	Mean	S.D.	t value
Visual Impairment	30	29	Before	11.73	1.311	16.57**
			After	6.47	1.106	
Hearing Impairment	30	29	Before	10.13	1.756	9.50**
			After	7.03	0.765	
Intellectual Disability	30	29	Before	11.30	1.535	4.95**
			After	9.23	1.331	

**\*\* = Significant at 0.01 level**

Table 2 founded that the 't' value is 16.57 for participants with Visual Impairment, 9.50 for participants with Hearing Impairment and 4.95 for participants with Intellectual Disability with regard to the Warning Signs which is significant at 0.01 level. Hence, the Null Hypothesis "There is no significant difference in Warning Signs among participants with special needs before and after intervention" was rejected. It means that the training helped the participants to know about the Warning Signs which will be useful in the later part of their life to protect from abuse.

**Table 3 Mean, S.D. and 't' value for Reporting Skills among Participants with Special Needs Before and After Intervention**

Reporting Skills	No	df	Intervention	Mean	S.D.	t value
Visual Impairment	30	29	Before	4.37	0.999	20.71**
			After	9.50	0.820	
Hearing Impairment	30	29	Before	4.77	0.898	19.41**
			After	8.90	0.960	
Intellectual Disability	30	29	Before	3.87	1.106	19.53**
			After	7.77	0.898	

**\*\* = Significant at 0.01 level**

Table 3 shows that the 't' value is 20.71 for participants with Visual Impairment, 19.41 for participants with Hearing Impairment and 19.53 for participants with Intellectual Disability with regard to the Reporting Skills which is significant at 0.01 level. Hence, the Null Hypothesis "There is no significant difference in Reporting Skills among participants with special needs before and after intervention" was rejected. It means that the training help the participants with special needs to learn about the Reporting Skills which will be useful in the later part of their life to protect from abuse.

**Table 4 Mean, S.D. and 't' value for Knowledge on Touches among Participants with Special Needs Before and After Intervention**

Knowledge on Touches	No	df	Intervention	Mean	S.D.	t value
Visual Impairment	30	29	Before	25.50	2.432	14.46**
			After	18.43	0.728	
Hearing Impairment	30	29	Before	26.07	5.656	4.64**
			After	21.20	1.186	
Intellectual Disability	30	29	Before	25.77	2.542	6.40**
			After	22.37	0.809	

**\*\* = Significant at 0.01 level**

Table 4 indicates that the 't' value is 14.46 for participants with Visual Impairment, 4.64 for participants with Hearing Impairment and 6.40 for participants with Intellectual Disability with regard to the Knowledge on Touches which is significant at 0.01 level. Hence, the Null Hypothesis "There is no significant difference in Knowledge on Touches among participants with special needs before and after intervention" was rejected. It means that the training helped the special children to have Knowledge on Touches which will be useful in the later part of their life to protect from abuse.

### Conclusion

The current scenario forces the academicians and the parents to focus on this key issue which were considered as sensitive one to talk about in the earlier days. Hence an attempt was made in this direction to familiarize the participants with special needs to become aware and protect themselves. The study has created an impact and enhanced the knowledge on pre requisite skills.

### Acknowledgement

The funding agency is the Indian Council of Social Science Research (ICSSR) for the Impactful Policy Research in Social Science (IMPRESS) research project entitled "Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs"

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*Authored By*

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## GFR 12 – A

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### FORM OF UTILIZATION CERTIFICATE FOR AUTONOMOUS BODIES OF THE GRANTEE ORGANIZATION

UTILIZATION CERTIFICATE FOR THE PERIOD FROM 2019-2020 TO 2020-2021 respect  
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GRANTS-IN-AID/SALARIES/CREATION OF CAPITAL ASSETS

- Name of the Scheme : Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs
- Whether recurring or non-recurring grants
- Grants position at the Financial year 2019 –2020 to 2020-2021
  - Cash in Hand/Bank : 5,25,000
  - Unadjusted advances : Nil
  - Total : 5,25,000
- Details of grants received, expenditure incurred and closing balances: (Actuals)

Unspent Balances of Grants received years [figure as at Sl. No. 3 (iii)]	Interest Earned there on 2019-2020 to 2020-2021	Interest deposited back to the Government 2019-2020 to 2020-2021	Grant received during the year 2019 – 2020 to 2020-2021			Total Available funds (1+2-3+4) 2019-2020 to 2020-2021	Expenditure incurred 2019 - 2020 to 2020-2021	Closing Balances (5-6) as on 31.03.2021
1	2	3	4			5	6	7
			Sanction No. (i)	Date (ii)	Amount (iii)			
	8,038	Nil	F.No. IMPRESS/227/2018-19/ICSSR	23.04.2019	3,00,000	5,33,038	5,36,903	(-) 3,865
				03.02.2021	2,25,000			
				<b>Total</b>	5,25,000			

Component wise utilization of grants:

Grant-in-aid–General	Grant-in-aid–Salary	Grant-in-aid–creation of capital assets	Total
1,31,869	3,30,323	74,711	5,36,903

Details of grants position at the end of the year

- Cash in Hand/Bank : Rs. (-) 3,865
- Unadjusted Advances : Nil
- Total : Rs. (-) 3,865







**GENERAL FINANCIAL RULES 2017**  
Ministry of Finance  
Department of Expenditure

Certified that I have satisfied myself that the condition on which grants were sanctioned have been duly fulfilled / are being fulfilled and that I have exercised following checks to see that the money has been actually utilized for the purpose for which it was sanctioned :

- (i) The main accounts and other subsidiary accounts and registers (including assets registers) are maintained as prescribed in the relevant Act/Rules/Standing instructions (mention the Act/Rules) and have been duly audited by designated auditors. The figures depicted above tally with the audited figures mentioned in financial statements/accounts.
- (ii) There exist internal controls for safeguarding public funds/assets, watching outcomes and achievements of physical targets against the financial inputs, ensuring quality in asset creation etc. & the periodic evaluation of internal controls is exercised to ensure their effectiveness.
- (iii) To the best of our knowledge and belief, no transactions have been entered that are in violation of relevant Act/Rules/standing instructions and scheme guidelines.
- (iv) The responsibilities among the key functionaries for execution of the scheme have been assigned in clear terms and are not general in nature.
- (v) The benefits were extended to the intended beneficiaries and only such areas/districts were covered where the scheme was intended to operate.
- (vi) The expenditure on various components of the scheme was in the proportions authorized as per the scheme guidelines and terms and conditions of the grants-in-aid. It has been ensured that the physical and financial performance under.....(name of the scheme has been according to the requirements, as prescribed in the guidelines issued by Govt. of India and the performance/targets achieved statement for the year to which the utilization of the fund resulted in outcomes given at Annexure-I duly enclosed.
- (vii) The utilization of the fund resulted in outcomes given at Annexure-II duly enclosed (to be formulated by the Ministry/Department concerned as per the irrequirments/specifications.)
- (viii) Details of various schemes executed by the agency through grants-in-aid received from the same Ministry or from other Ministries is enclosed at Annexure-II (to be formulated by the Ministry/Department concerned as per the irrequirments/specifications).

Date:

Place: Coimbatore

Signature

*[Signature]*

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Chief Finance Officer

(Head of the Finance)

**Avinashilingam Institute for Home Science  
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No 1, Palani illam, Hind Street  
Sivanandha Colony, Coimbatore- 641012**

UDIN : 21225808AAAEB7405



**Avinashilingam Institute for Home Science & Higher Education for Women**

**File No: IMPRESS/P3141/227/2018-19/ICSSR**

**Audited Statement of Accounts for the period from 2019-2020 to 2020-2021**

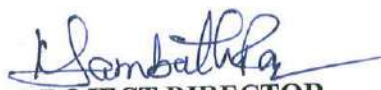
**Major Project Entitled "Imparting Self Protection Skills through an Innovative, Integrated and Intervention (Triple I) Package for Children with Special Needs"**

S. No	Expenditure Head	Actual Value as per the Study (Rs.)	Grant Amount Received (Rs.)		Expenditure Incurred		Total Expenditure (Rs.)
			Year	Amount	2019 - 2020	2020 - 2021	
1.	Research Staff Full time / Part-time / Hired Services	3,37,500	2019 - 2020	3,00,000	1,44,000	1,86,323	3,30,323
2.	Field work Travel/Logistics/Boarding,etc Including Books/Journals	2,62,500			61,775	1,890	63,665
3.	Equipment and Study Material Computer, Printer etc. Source Materials / Software / Data Sets, etc.	75,000	2020 - 2021	2,25,000	60,711	14,000	74,711
4.	Contingency	37,500			6,447	24,257	30,704
5.	Publication of Report	37,500			-	-	-
6.	<b>Total</b>	<b>7,50,000</b>		<b>5,25,000</b>	<b>2,72,933</b>	<b>2,26,470</b>	<b>4,99,403</b>
	Overhead Charges (over and above the total cost of the project)	37,500				37,500	37,500
	<b>Grant Total</b>	<b>7,87,500</b>		<b>5,25,000</b>	<b>2,72,933</b>	<b>2,63,970</b>	<b>5,36,903</b>

Grant Sanctioned (with Overhead Charges) : Rs.7,87,500  
 Grant Received : Rs.5,25,000  
 Interest Earned : Rs. 8,038

Total : Rs.5,33,038  
 Total Expenditure : Rs.5,36,903

Balance to be Received :Rs (-) 3,865  
 from ICSSR

  
**PROJECT DIRECTOR**  
 Mobile No: 9894030400  
 Avinashilingam Institute For Home  
 Science and Higher Education For  
 Women University, CBE - 43

  
**FINANCE OFFICER**  
 Avinashilingam Institute For Home  
 Science and Higher Education For  
 Women University, CBE - 43

  
**REGISTRAR**  
 Avinashilingam Institute For Home  
 Science and Higher Education For  
 Women University, CBE - 43

  
**M.S. NAGARAJ, B.Com., F.C.A.,**  
 M.No.225808  
**M.S. NAGARAJ & CO., FRN:013146S**  
 Chartered Accountants  
 No.1, Palani illam, Hind Street  
 Sivanandha Colony, Coimbatore - 641012

UDIN : 21225808AAAAEB9405





# INSTITUTIONAL HUMAN ETHICS COMMITTEE



## Avinashilingam

Institute for Home Science and Higher Education for Women  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3  
of UGC Act 1956) Re-accredited with 'A+' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore-641 043, Tamil Nadu, India

### Chairman

Dr. S. Ramalingam  
Principal, PSG Institute  
of Medical Sciences  
& Research, Coimbatore

### Member Secretary

Dr.S.Uma Mageshwari  
Professor and Head,  
Department of Food Service  
Management & Dietetics

### Members

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Dr.Subhashini K. Sripathi  
Dr.A.Saraswathy  
Ms.D.Kavitha  
Dr.S. Muthulakshmi  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr.Anitha Subash

3<sup>rd</sup> December 2020

To

Dr K.Sambathrani  
Department of Special Education  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Dr.Sambathrani,

Ref: Your proposal No. IHEC/19-20/SPEEDU/01 entitled  
"Imparting Self Protection Skills through an Innovative, Integrated  
and Intervention (Triple I) Package for Children with Special Needs"  
submitted for approval of IHEC.

The Institutional Human Ethics Committee of our University hereby  
grants approval to your research proposal No. IHEC/19-  
20/SPEEDU/01 entitled "Imparting Self Protection Skills through an  
Innovative, Integrated and Intervention (Triple I) Package for  
Children with Special Needs" submitted by you. The Approval  
number for the same is AUW/IHEC/SPEEDU-19-20/XPD-01.

We wish you all the best in your research endeavours.

Regards,

*Dr.S.Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary

