



**Ashtavakra Journal Club**

**Session 2022-2023**

**B.Ed. Spl. Edu. ASD**

Date: 25/11/22

Time: 2:00PM

**TOPIC-** Personal Safety Programs for Children with Intellectual Disabilities

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**Name of the Journal (APA)-** Kim, Yu-Ri.(2010). Personal Safety Programs for Children with Intellectual Disabilities. Division on Autism and Developmental Disabilities. Vol. 45, No. 2 (June 2010), pp. 312-319

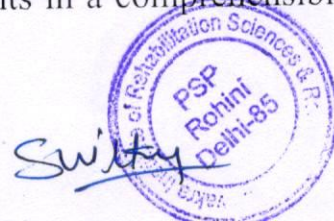
**ABSTRACT**

**Objective:** As the severity and extent of child abuse among children with intellectual disabilities is widely recognized, increased attention is now being directed toward personal safety programs. There is, however, relatively little research on teaching personal safety skills to these children. The purpose of this study was to review studies on personal safety programs for children as well as adults with intellectual and developmental disabilities and to present future directions for research on such programs for children with intellectual disabilities.

**Methods:** The methods use in this research is mainly qualitative base data.

**Results:** Child abuse is a serious problem . In 2005, an estimated 12.1 per 1,000 children were found to be victims of child abuse, including sexual , physical, and emotion abuse as well as neglect. Unfortunately, children with intellectual disability are at even greater risk for child abuse. And researchers show that there is a demonstrated relationship between child abuse and children with disability. Moreover they are about 4.0 times more likely to be the victims of child abuse than their peers without disabilities.

Additionally the researches have shown that as child with intellectual disability are totally depend on their caregiver and that creates the necessity for intensive interaction with caregiver are readily exploited. Sometime they also can't have proper vocabulary to tell the adults about the incidents in a comprehensible, or



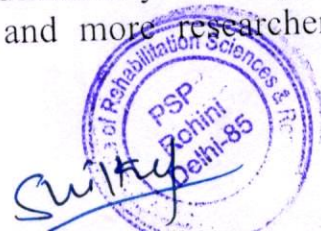
have problem in describing the situation. Thus, more researches should be devoted to developing personal safety programme.

They also lack the social skills and can't able to discriminate between appropriate and inappropriate interaction in relationship between different people. To make children with disability should be involved in different self-protection programme and this can be an effective in improving the skills of individual with intellectual disabilities. Moreover by developing some systematically evaluation such as IN-VIVO ASSESSMENT, program for CWSN.

Other than this several researches have developed and evaluated decision-making skills programme for adults with intellectual disabilities. Their studies demonstrated that the programme were successful in teaching decision-making skills, although there were no, measure to assess whether the participate transferred the skills into natural settings or generalization of the skills to CWSN. Researchers put many efforts toward the development of social-sexual program for adults and children with intellectual disabilities to aware the CWSN about the different social relationship and there limits in that setting. Additionally not only social-sexual relation are to be taught to them but proper sex education is also necessary to adults and children with intellectual disabilities and to their parents and service providers .

They should now about the consent taking of the partner and also the meaning of "NO". Also they should be aware about the function of different body part , hygiene, relationship and sexual relationships. These programmes are successful in increasing broad range of awareness in adults and children with intellectual disabilities; however it still remains unclear whether or not adults and children with intellectual disabilities would be able to apply the knowledge to their daily lives.

**Conclusion:** By the study over the few decades, it has become increasingly clear that child abuse is a serious problem for children with intellectual disabilities. And because of this they are at a great risk of abuse and neglect. In order to make them safe , it is absolutely critical to teach them Personal Safety skills and knowledge to adults and children with intellectual disabilities. Some of these programme like teaching decision-making skills, social-sexual program and proper sex education, show high chances of developing these skills through this programmes. Significant people who are close to the child should also have the expertise or at least familiarity with the type of information the child should know. These programmes are successful in increasing broad range of awareness in adults and children with intellectual disabilities; however it still remains unclear whether or not adults and children with intellectual disabilities would be able to apply the knowledge to their daily lives. Additionally these types of programmes are promoting and influencing more and more researchers to



research on this topic and promoting and making awareness about safety and protecting child with disabilities.

**Keywords:** Child abuse, Personal Safety, intellectual and developmental disabilities, hygiene, generalization, decision-making, service providers, caregivers.

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