



Effectiveness of the self-protection program for students with mental disabilities against sexual abuse

Tara Yektaoğlu^a *

^a University of Kyrenia, Faculty of Education, Department of Special Education, Kyrenia, North Cyprus

Abstract

The aim of the study was to investigate the effectiveness of the training program which was developed in order to enable students with mental disabilities to acquire self-protection skills against sexual abuse, and to maintain their safety and abilities in other environments. In this qualitative study, the participants were selected via criteria sampling method, and were composed of three girls with mental disabilities at the age range of 14- 17 attending a special education and rehabilitation center in Nicosia in 2017-2018 school year. In order to evaluate the effectiveness of the program, multiple probe research design, one of the single subject research models was utilized. Both inter-observer reliability and application reliability data were collected in the study and high reliability results were obtained. The data were collected through video recorded sessions that were held on the 7th, 14th, and 21st days of the implementations in an individual training room, and were analyzed via person to person discussions by the teachers. The results revealed that after seven implementations of three main modules, including “our body and private areas” and “our body and body limits”, and “good and bad secrets”; all of the participant girls achieved the expected goals of the training process.

Keywords: Mental disabilities; sexual abuse; self- protection; training

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

During the developmental period of a child, communication and interaction activities constitute the basis for the development of his/her personality and spiritual structure firstly within the family, and then with other people in the society. Mainly family members and educators have a great responsibility to ensure that the child undergoes the mentioned development stages in a smooth and productive manner. (Hoşoğlu 2009). The healthy and conscious upbringing of children and young people and the proper development of personality development are of great importance for the future of the society. Any neglect and abuse event directly affect the emotional and behavioral life of children and young people and may lead to an unhealthy development of

* Tara Yektaoğlu.
E-mail address: tara.tomgusehan@kyrenia.edu.tr

personality of the individual. (Yörükoğlu, 1992). Child abuse encompasses all behaviors that are directed at the child by the parents, family members or any adult within the environment in which the child is living, which is not accepted by the society and is described as harmful behavior. (Doğru, 2006; Karanfiloski and Trajkovski 2008). Although the incidence of mental disability is different in every society, the risks associated with the disability are largely the same. (Sullivan, Well and Leake, 1991). The fact that individuals with mental disabilities have problems in communicating with the people around them and that if a communication is involved, this is not a healthy social communication and the protection of themselves is more difficult compared to individuals with normal development, make them a more open target for sexual abuse (Sullivan, Well and Leake, 1991; Oner and Sucuoglu, 1994; Kim, 2010). It is stated that children who are diagnosed with mental insufficiency may be more neglected and abused compared to their normal developmental peers, and may be caused by inadequacy of children's judgment and evaluation (Lumley and et. Al. 1998). However, it has been observed that individuals with mental disabilities especially during adolescence, are more at risk of neglect and abuse than normal children because of their interest in sexuality (Kim, 2010).

2. Aim and Importance of the Research

The causes of child sexual abuse are a serious social problem that causes a negative psychological impact in the short and long term and adversely affects the life quality and satisfaction of the individual (Çeçen, 2007). Although sexual abuse is a problem that can be seen in every part of the society, children, especially those with mental disabilities, are more confronted with this problem (Küçük, 2009). Sexual abuse of children and adolescents with mental disabilities has been ignored by a wide majority of the public (Begle, Dumas and Hanson, 2010). In this context, awareness should be created about the possible dangers in order to protect adolescents with mental disabilities from sexual abuse, and they should be educated with the right information. Adolescents with mental disabilities who are able to acquire the necessary information about sexuality increase their self-confidence and refuse a sexual threat and stand against inappropriate suggestions and behaviors directed towards them (Gökdeniz, 2008).

Considering that this field is fairly new, there is not much experimental work on sexual abuse and the studies conducted in this area have limitations. Thus, the contribution of this study which is limited to sexual health education to the studies and field related to the field is important in terms of forming an example which can benefit from different disciplines in the education of children who are diagnosed with mental disabilities. the subject of sexual abuse against children is not new, it has been taken into

consideration in the TRNC in recent years. Although there are studies on prevention in the field, it is not enough. The program developed in this study is both school-based and home-based.

The program implemented in the study was designed in a detailed, comprehensible, and teacher/student friendly way. In the study it was aimed to investigate the effectiveness of the education program for teaching self-protection to girls diagnosed with mental disabilities against sexual abuse. In response to this general objective, the main research question of the study is; “Is the training for protection against sexual abuse effective on the development of sexual protection skills of students with mental disabilities?”. Based on the main research question, the sub-research questions of the study can be stated as follows:

1. Is sexual education training effective in students' ability to continue their learning skills during the 7th, 14th, and 21st weeks of the program?
2. Is it effective enough for the participants in terms of protection against sexual abuse in different conditions and environments?
3. Do interviews with teachers provide the social validity of the training program?
4. Are the interviews conducted with the families provide the social validity of the program?

3. Method

In this qualitative study, in order to evaluate the effectiveness of the program, multiple probe research design, one of the single subject research models was utilized. Both inter-observer reliability and application reliability data were collected in order to obtain the high reliability.

In the study, 7 sessions were prepared and the process was designed and implemented according to the forward chaining method. The program was organized from general to specific, from simple to complex in terms of subject content, and the other basic skills were not taught before the first basic skills teaching was completed. The independent variable of this study is the sexual education program which is applied by using multiple opportunity technique. The dependent variable is protection skills from sexual abuse.

3.1 Participants

The participants of the study consisted of 3 girls with mental disabilities who were attending the Special Education Foundation in Nicosia in 2017-2018 school year. The participants were selected via criteria sampling method. They were selected after

interviews with teachers and in the light of pre-requisite skills. Prior to the study, consent forms were obtained from the families of the participants, and then their teachers agreed on conducting the study in their institution. The names of the participants were changed into nicknames for the confidentiality reasons. None of the participants had a previous experience of training on self-protection skills against sexual abuse with an expert.

3.2 Materials

The materials prepared in accordance with the objectives of the training program. They comprised posters with pictures of both boys and girls naked and with swimming costumes (both ways), feelings poster, pictures regarding feelings, cartoons regarding personal space boundaries, early warning posters, an A4 paper with a hand Picture, cards explaining events, and a picture of a girl in a balloon. The data were also collected using a video recorder, and the data were stored in an I-Pad.

3.3 Implementation Process

The training program was prepared by using multiple opportunity method. It consisted of 3 modules; namely, "Our Body and Private Parts", "Body and Body Limits" and "Secrets and Surprises". The main headings in the modules were divided into 7 different session contents. The implementation process was conducted according to the forward chaining method. The content was arranged from the general to the specific. In the study, after each step was carried out alone, the next step was taken. In the evaluation stage, the students were evaluated by using the only available method in line with the program during implementation.

3.4 Collective Polling Sessions

In order to determine the performances of the participants on the ability of self-protection against sexual abuse, firstly, a series of polling sessions were organized. The surveys of the three participants were conducted in parallel and carried out within a week. Each batch of polling sessions was completed in a total of 40 minutes. The sessions were carried out in the form of one-to-one instruction in the individual training classes of the special education school in which the research was conducted. After the application of the collective inspection sessions and the participant's coming to the environment where the application is to be carried out individually, the participant will be told what they will work for and the skills instruction for the target skill (example, where is our chest?) is presented. Three consecutive sessions were held with all the participants and separate attendance data were collected separately from the three participants. After obtaining

the stable point in the mass survey data, the skills of protection against sexual exploitation were started to be taught. The researcher allocated each participant 5 seconds to response. The correct response in 5 seconds was considered the correct response. The researcher reinforced the participant's correct responses. The participants' inability to react or display the skill directive during the response interval within the time it was considered to be the wrong response. If the participant reacted incorrectly, the researcher passed on to the next directive.

3.5 Daily Polling Sessions

The researcher had all the tools and equipment available for the target skills to be taught before starting the day-to-day attendance sessions. With the application and the participant coming to the individual study room, where the application will be carried out, the researcher tells the participant what they will be doing presents the skills for the target skill to be taken. (For example; what do we use our eyes for?). During the day-to-day attendance sessions, the steps displayed by each participant are strengthened by verbal reinforcements such as, nice, bravo, well done! At the end of each session, the researcher reinforces his attention to the study, and verifies his / her working behaviors verbally (today we worked very well together, thank you. Daily attendance sessions are organized until at least 3 sessions perform at a level that meets the criteria.

3.6 Teaching Sessions

After a stable point was obtained in the mass survey data, the skills of protection against sexual abuse were started to be taught. The teaching sessions were carried out in the form of forward chaining process and one-to-one instruction in the individual study room of the special education school. Multiple opportunity method was used for data recording in the sessions. Multiple opportunity method was used in the teaching sessions process. Each of the 7 sessions took place with the individual participation of the students. The teaching sessions lasted for a total of 4 weeks and each session was approximately 30 minutes. Teaching process and data collection process is as follows; Firstly, the training program, which is formed to protect against sexual abuse, is divided into three main modules, including "our body and private areas" and "our body and body limits", and "good and bad secrets"; and 7 implementation processes in total. The first module, "our body and private areas" included body parts and skills regarding private areas, the second module "our body and body limits" include personal space, saying no and skills regarding warning signs and lastly module three includes the safety net people and situations which are no safe and good and bad secrets. After the criteria were met in the mass polling process, consecutive teaching sessions were started with the participants. While working with each participant, a hint was presented to direct the

participant's attention to the study and the session was started when the participant stated that she/he was ready. After the introduction of the tools to be used, the skill instruction was presented and the participant was expected to perform within 5 seconds after each instruction. In the case of a positive answer from a participant (+) sign will be put on the data collection table. If the process happened with a clue provided by the researcher a(+) sign will be put on the column of the mentioned clue. If the participant responds correctly to the given instructions, the (+) sign is given to the data collection table and the user is given a hint and the hint section (+) is placed on the data collection table and the other step has been taken. At the end of each teaching session, the participants were thanked for their work. No difficulties were encountered during the teaching sessions. All sessions were performed as planned.

3.7 The Data Collection of Tracking Sessions

The sessions were held on the 7th, 14th, and 21st days of the study in the individual training room of the school, where the participants were educated in order to monitor their post-teaching performance on the skills against sexual abuse. During the process of using the single opportunity method, participants are expected to do the 7 session content in the program in 3 sessions without reinforcing or using hints. The record column of the data registration form consists of the sections “displaying right or wrong attitude. “Sessions were recorded with video to ensure validity and reliability. In addition to the materials used during the session processes, different tools were used.

3.8 The Data Collection of Generalization Session

Generalization sessions were carried out by another teacher in the individual training room 10 days after the monitoring sessions. Before the training, the teacher who will conduct the generalization was informed by the researcher and the teaching processes were explained and the tools were introduced. During the process of using the single opportunity method, participants are expected to do the 7 session content in the program without reinforcing or using hints. In those sessions, the tools and equipment were changed and one of the school teachers performed the application in all three participants.

4. Results

The effectiveness of the program was evaluated through activities conducted with 3 girls with mental disabilities who participated in the study. After the monitoring sessions of the training program, the results of the effectiveness of generalization sessions were discussed. In the results of the research, the results of the interviews with

the teachers and families about the education program and the results of the social validity were discussed.

4.1 Results on the Effectiveness of Development of Protection Education Against Sexual Abuse of Students with Mind Deficiencies

4.1.1 Results Related to the First Teaching Practice Process

The first teaching process, “Learning the Parts and Functions of Our Body” consisted of two subjects. The participants were taught the names and the functions of the body parts. Then, multiple opportunity method was applied; Aliye answered the questions in the first subject as 9 independently, 2 with models, 2 with verbal hints with the use of 3 models and verbal hints Aliye answered 7 questions independently in the second subject. Meliha answered 12 questions independently, 2 with models, 2 verbal models with the use of verbal and sign hints. Meliha answered 1 question independently, 1 with model, 1 with verbal hint and 4 with models and verbal hint in the first subject. Çelen answered 8 questions independently, 2 with model, 1 verbal hint with 5 models and verbal hints. After the teaching process, the students were evaluated with the single opportunity method. In the evaluation, Aliye achieved a success rate of 73% and Meliha 65% and Çelen 69%

4.1.2 Results Related to the Second Teaching Practice Process

The second teaching process “Private Areas” consisted of three subjects. The participants were Firstly the parts of the body was shown to the students than their names and functions were taught. Then, multiple opportunity method was applied; In the first subject Aliye answered 2 questions independently, 1 with sign hint and 1 with verbal hint in the first subject and in the second subject 3 independently and 1 with verbal and in the third subject 1 independently and 1 with verbal hint. Meliha answered 3 questions independently and verbal hint in the first subject, again 3 independently and with verbal hint in the second subject and 1 with verbal hint used together with the sign hint and 1 model used together with verbal hint in the third subject. Çelen answered 2 questions independently, 2 with verbal hint in the first subject, 3 independently, 1 with verbal hint and 1 with verbal hint in the second subject the third subject with the use of the verbal sign hint together with the model and verbal hint. After the teaching process, the students were evaluated with the single opportunity method. In the evaluation, Aliye achieved a success of 90%, Meliha 80% and Çelen 70%.

4.1.3 Results Related to the Process of Third Education Practice

The third teaching process “Feelings” consisted of two subjects. The participants were taught to recognize and show the feelings that they could experience first, and then to Express their feelings which they would experience if someone was to touch their body / private parts. Then, multiple opportunity method was applied; Aliye answered 2 questions independently in the first subject, 1 with sign hint and 1 with verbal hint used together with the model. She answered 2 questions independently, 1 with verbal hint and one 1 verbal hint used together with the model. Meliha answered 1 question independently and with verbal hint, Meliha answered 1 question independently with a verbal hint, sign hint used together with a model and 3 models and verbal hints used together in the first subject. in the second subject she answered with 4 verbal hints. Çelen answered 2 questions independently, 1 with model used together with verbal hint and in the second subject she answered 2 independently and 1 with verbal hint used together with model. In the evaluation, Aliye achieved 50% , Meliha 60% Çelen 40% of objectives.

4.1.4 Results Related to the Fourth Teaching Practice Process

The fourth teaching process “Personal place and Saying no” consisted of two subjects. The participants were primarily taught to learn the limits of personal space, then to say no, to an individual entering the boundaries of personal space. Then, multiple opportunity method was applied; Aliye answered 5 questions independently in the first subject. She answered 2 independently, 4 with verbal hints and 1 with verbal hint used together with model hint Meliha answered 5 questions independently in the first subject, 3 independently and 3 with verbal hints in the second subject. Çelen answered 4 questions independently and “with verbal hint in the first subject, 5 independently, 1 with verbal hint in the second subject. In the evaluation all three girls Aliye, Meliha and Çelen received a success rate of 100%.

4.1.5 Results Related to the Fifth Teaching Practice Process

The fifth teaching process “Early Warning Signs” consisted of two subjects. The participants were taught to define early warning signs and then to express what kind of signal their body gave to them if they felt uncomfortable / unsafe. Then, multiple opportunity method was applied; Aliye answered 8 questions independently and 2 with verbal hints in the first subject and 5 independently in the second subject. Meliha answered 6 questions independently and 4 with verbal hints in the first subject and 3 independently and 2 with model and verbal hints in the second subject. Çelen answered 9 questions independently and 1 with verbal hint in the first subject and 5 independently

in the second subject. In the evaluation, both Aliye and Celen received a success rate of 100% and Meliha a success rate of 67%.

4.1.6 Results Related to the Sixth Teaching Practice Process

The sixth teaching process “Safety Net and People and Situations Considered not safe” consisted of two subjects. The participants were first taught to place 5 adults who they trust in their safety net then, if one or more of the early warning signs existed, they were taught to report the event to an adult in the safety net. Then, multiple opportunity method was applied; Aliye answered 2 questions independently in the first subject and 3 independently in the second subject. Meliha answered 2 questions independently in the first subject and 2 independently and 2 with model and verbal hints in the second subject. Çelen answered 2 questions independently in the first subject and 3 independently in the third subject. In the evaluation Aliye and Çelen received a success rate of 100 %, and Meliha a succes rate of 80 %.

4.1.7 Results Related to the Seventh Teaching Practice Process

The seventh teaching process “good and bad secrets” consisted of two subjects. Participants were primarily taught the difference between good and bad secrets than they were thought to inform an adult in the safety net if they are told to keep a bad secret. Then, multiple opportunity method was applied; Aliye answered 3 questions independently and 1 with verbal hint in the first subject and 2 questions independently in the second subject. Meliha answered 2 questions independently and 2 with verbal hints in the first subject and 2 with verbal hints in the second subject. Çelen answered 2 questions independently and 2 with verbal hints in the first subject and 1 independently and 1 with verbal hint in the second subject. In the evaluation Aliye and Meliha received a success rate of 67% and Çelen a success rate of 100%.

At the end of the 7 teaching process, it was observed that the participating students achieved success rates meeting the criteria. In the study, Aliye achieved success rate of 82.5%, Meliha 72.5% and Çelen 80%.

4.1.8 Protection Against Sexual Abuse Results Related to Effectiveness of Students' Learning Skills in Their Sustainability in Weeks 7, 14 and 21

Follow-up sessions were performed at weeks; 7, 14 and 21 after the applications were completed. The monitoring sessions were held in the individual study rooms of the Special Education Foundation in Nicosia. As a result of the sessions held, Aliye achieved 89% success in the first monitoring session, 89% in the second session and 86% success in the third session, and achieved an overall success of 88%.Meliha achieved 80% success in the first follow-up session, 78% in the second session, 83% in the third session and 80.3%

success in general. Finally, Çelen achieved a success rate of 89% in the first follow-up session, 97% in the second session and 89% in the third session, and achieved a success of 88.3% in general.

4.1.9. Protection Against Sexual Abuse Results Related to Effectiveness of Students in Different Condition and Environments

Generalization sessions were conducted 10 days after the end of the monitoring sessions. Generalization sessions were carried out in the individual study rooms of the Special Education Foundation in Nicosia and was run by a teacher working at the school. In the generalization sessions, Meliha showed a success rate of 72%, Celen 77% and Aliye 85%.

In the instructional sessions where the multiple opportunity method was used, participants were expected to do the teaching with an independent or clue after the researcher explained the teaching processes. The evaluation part was carried out after the instruction that is expected to meet the criteria and the single opportunity method was used in the evaluation process. After the instruction, the achievements of the subjects were collected after every 7 sessions and it was evaluated whether the data were obtained at the end of the training of the program was effective. The percentage of participants' collective skills was examined after the attendance, implementation monitoring and generalization sessions. (Figures 4 and 5).

The study showed that 3 participants learned the target behaviors at the end of the application at a rate which met the expectations. Thus, it can be said that the teaching process, which is prepared for the education of protection against sexual abuse , is effective in the development of sexual protection skills of students with mental disabilities.

Again, considering the results of the follow-up sessions of the teaching process prepared for the protection against sexual exploitation, it is observed that the students continue their learning at the end of the 7th, 14th and 21st weeks, and the follow-up sessions show that the results that meet the criteria.

When the generalization sessions are examined, it can be said that 10 days after the follow-up sessions, the performance of the participant students despite the different materials and implementers is in accordance with the criteria.

5. Discussion and Conclusion

When we look at the total percentage of the teaching process prepared for education against sexual abuse training, it is seen that the participant students achieved success in meeting the criteria. It is observed that the participating students showed a

successful acceleration in all sections of the teaching process. In particular, it was concluded that the students were successful in the sessions. They were able to identify most of the body parts and their functions. They only had difficulties in finding the names of the body parts such as hand fingers, toes and terms of the dorsum area. They have recognized the private body parts and their functions. However, when it they were asked to define the terms sexual organ with other words or what to verbally Express the functions, it was seen they were either embarrassed or answered with a low pitched voice. They may be embarrassed about the distraction of talking about these issues in our culture and may be reluctant to answer questions.

Within the framework of the training program, they had difficulties in the “feelings” section. The participants had difficulty recognizing and distinguishing 6 different facial expressions. They were mostly able to identify the “happy” and “angry” expressions but had difficulties in identifying the rest of the expressions. It can be said that it would be appropriate to do more long-term training with different tools-video shows and drama. The fact that they had difficulties in the “feelings “section may be due to the fact that they faced difficulties in recognizing facial expressions. It can be said that students with mental difficulties have difficulty in recognizing mimics.

They have achieved good success in terms of personal space boundaries. In the materials where physical abuse was mostly depicted, participating students mostly interpreted the behaviors correctly. Another area of high success was the ability to “learn to say no to an individual who entered the boundaries of personal space. The participating students learned to say “no” or “no I don’t want to “against an unwanted situation.

The results show that students can say no in a situation that threatens them and they can comprehend behaviors that make them feel unhappy. Another title which was, “what type of signal your body shows when you feel uncomfortable or unsafe”, the students stated the following signals primarily; rapid heartbeat, trembling of the feet, and the desire to go pee. The students stated that their bodies will show such signals if they experience a situation and feel insecure.

In the next application, they were asked about who they could trust and tell if something bad happened. In this study, the students gave their mothers as reliable people and then the names of the family members and their teachers'. The second part in which they experienced difficulty in understanding was the subject of “good and bad secret”. It was concluded that the participating students did not fully understand the difference between good and bad secrets. The reason why the participants did not understand this issue could be due to the absence of the word “secret” in their vocabulary. Again, this part of the program with the visual materials and the question-answer form, may be difficult for students with mental disabilities to understand the

subject. It can be said that it would be appropriate to conduct longer-term training in drama or similar ways.

The study was carried out to determine the effectiveness of the education program for the prevention of sexual abuse of students with mental disabilities. In the literature, more descriptive research has been found. However, studies have shown that the effectiveness of the research program has been limited. For this reason, this research differs from other research in the literature. When the studies carried out in the context of research effectiveness are examined, it is found that the results obtained from the education programs of the students are positive.

The positive results on the effectiveness of the training programs are consistent with the results from this study. For example, de Lijster et al. (2016) aimed to educate students in four different contexts in their study called “Effects of an interactive school-based program to prevent adolescent sexual abuse.” (a) an introduction course, (b) a peer-led group discussion following an educational peer play, (c) In order to give three class lessons in 100-150 minutes, the students were taught about the skills and flexibility related to social and sexual behaviors. As a result of the study, significant results were observed in the study group and no change was observed in the control group.

In another study conducted by Lumley et al. (1998), women with mental disabilities have been trained with sexual abuse prevention skills program. The performance of the participants was evaluated using four different measurements: pre-test and post-test, verbal report, role play and generalization. It was stated that all women learned the skills given in line with the program, but that the generalization sessions did not meet the criteria. When compared with the training program on protection against sexual abuse, it is observed that both studies are conducted with the program based education. However, the differences in the methods used may cause the results of the generalization not to be similar. While the generalization of Lumley and his friends (1998) cannot be generalized, it meets the criteria of the generalization study conducted at the end of the sexual education program. In the same way Kutlu (2016), in his study titled; “teaching autistic children to avoid abduction attempts by abusive strangers “ used a step by step teaching, modelling with video and storytelling. It was observed that the combined use of both methods was effective. When the study is compared with the education program, it is observed that both methods used in the research are effective. This situation shows that video modeling and social storying methods can be used in sexual education programs.

Considering similar studies, Öztürk (2013), in his research, developed a sexual education program for 6th grade students in primary school and tested the effectiveness of the program he developed. In the study, pretest-posttest and quasi-experimental design with control group were used. In the study, Sexual Health Information and Attitude Inventory developed by the researcher was used as data collection tool.

The program was held in 8 sessions and each session lasted 80 minutes once a week. As a result of the study, there was a statistically significant increase in the knowledge level of the participants in the experimental group after the sexual education program. Again, it was stated that there was a statistically positive change in friendship relations and romantic relations, being able to say no and decision making, sexual, physical and emotional abuse and gender attitudes, but there was a statistically decrease in the beliefs about adolescence and sexuality. When Küçük (2012) examined the before and after sexual education issues of children with mental disabilities (such as; private body parts, good-bad touch and saying no, security border with strangers and reporting of abuse) found out that there was a statistical difference between the scores ($p < 0.05$). These results are similar to the results of the research.

On the other hand, Akmanoğlu (2008) stated that community-based teaching regulation is effective in the ability of children with autism to gain the ability to learn to abstain from attempted abduction by malicious and stranger people. At the same time, it has been shown that the participants who have achieved this ability have continued to use this skill after the application and they can generalize with different environments and people. The study was carried out with participants who were diagnosed with 4 autism spectrum in the 10-13 age range. The target behaviors that was taught to children in the study were the ability to avoid kidnapping attempts and protection against strangers knocking on the door. In the research, adaptive reciprocal applications model was used from single-subject research models. As a result of the study, it was stated that the adaptive reciprocal applied model was effective and the students learned the protection skills against kidnapping attempts and strangers knocking on the door.

The research on the field overlaps with the results of this research and some typical results. In the studies conducted, it is observed that the students learn about sexual abuse education programs and sexual information, and this is observed to coincide with the results of the study. In order to overcome the deficiencies in the field, it is thought that the program should be developed by using methods such as video model and creative drama in accordance with the objectives determined in this subject and it will be appropriate to teach these programs to students and to teachers and families.

As a result of this research the students who participated in the study stated that they had learned skills to meet the criteria in accordance with the training program. This result shows that the prepared program serves the purpose and it can be applied to the students with mental disabilities in the education of protection against sexual abuse.

7. Suggestions

1. In this study, the teaching of protection against sexual abuse in adolescents with mental disabilities has been studied. In advanced research, studies on gender equality and respect for the opposite sex can be planned in children with mental disabilities.
2. Studies on the protection of children with mental disabilities against sexual abuse are carried out in small groups or individually by the children in accordance with the program. Although the programs are usually done with posters and picture cards, video programs were also available. Further research can be designed to determine which of these applications are more effective and efficient
3. There are sexual abuse prevention programs for children and adolescents with normal development and mental disabilities. These programs, which are usually designed for children with normal development, are revised for children with mental disabilities. In advanced research, it can be suggested that programs should be compared on the same level of effectiveness and efficiency on children and adolescents with normal development and mental disabilities.
4. This program can be implemented with other groups of disabilities and families. Research can be offered, which includes training and implementation with families of children and assessment of effectiveness of the two.
5. This research may shed light on other sexual education programs to be prepared in the field. In sexual education programs to be prepared, sexual identity, changes in the body during adolescence and cleaning skills training can be suggested within the framework of the program.

References

- Akmanoğlu, N. (2009). Otistik çocuklara kötü niyetli yabancı kişilerin kaçırma girişimlerinden kaçınmayı öğretme. Anadolu University.
- Doğru, S. S. Y. (2006). Zihin Engelli Çocuklarda Cinsel İstismar. Abant İzzet Baysal University Journal of Faculty of Education.
- Hoşoğlu, R. (2009). Engelli Öğrencilerin İhmal Ve İstismar Düzeyleri (MA Thesis, Ondokuz Mayıs University, Graduate School of Social Sciences)
- Karanfiloski, A., & Trajkovski, V. (2008). Sexual education for persons with intellectual disabilities. *Journal of Special Education and Rehabilitation*, 9(1-2), 55-66.
- Kim, Y. R. (2010). Personal safety programs for children with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 312-319.
- Kutlu, M. (2016). Otizmlı Bireylere Yabancı Kişilerden Korunma Becerilerinin Öğretiminde Sosyal Öykülerin Yalnız Sunumuyla Video Modelle Birlikte Sunulmasının Karşılaştırılması (MA Thesis, Anadolu University Graduate School of Educational Sciences)

- Kutlu, Ö., & Çok, F. (2002). Cinsel Eğitim Programına Dayalı Cinsel Bilgi Testinin Geliştirilmesi. *Education and Science*, 27(123).
- Küçük, S. (2012). Hafif Zihinsel Engelli Çocuklar ve Ebeveynlerinde Cinsel İstismardan Korunma Konusunda Farkındalık Yaratma (PhD Thesis, Erciyes University Graduate School of Health Sciences)
- Lumley, V. A., Miltenberger, R. G., Long, E. S., Rapp, J. T., & Roberts, J. A. (1998). Evaluation of a sexual abuse prevention program for adults with mental retardation. *Journal of applied behavior analysis*, 31(1), 91-101.
- Oner, U., & Sucuoglu, B. (1994). Abuse of mentally handicapped children. *The Journal of Psychiatry Psychology Psychopharmacology (3P)*, 2(4), 316-328.
- Öztürk, B. (2013). İlköğretim 6. Sınıf Öğrencilerine Yönelik Cinsel Eğitim Programının Etkililiğinin İncelenmesi (MA Thesis, Dokuz Eylül University, Graduate School of Educational Sciences)
- Sullivan, G., Wells, K. B., & Leake, B. (1991). Quality of life of seriously mentally ill persons in Mississippi. *Psychiatric Services*, 42(7), 752-755.
- Yörükoğlu A. (1997). Çocuk Ruh Sağlığı. 21st edition. Ankara: Ozgur Publication

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).