



EFFECTS OF TEACHER EMPOWERMENT OF WOMEN WITH INTELLECTUAL DISABILITY

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Abstract

Teachers' demeanours' towards understudies with inabilities have a pivotal part in the successful usage of the school consideration prepare. This think about inspected the relationship of pertinent teachers' individual factors (sex, age, length of proficient involvement, and the review of the school in which they educate), characteristics of the understudies with incapacities (sort of inability, sexual orientation), and relevant components (sort of data given in the students' profiles of children with inabilities) with teachers' demeanors towards understudies with incapacities. A test of 336 standard Italian essential and auxiliary instructors was included. Comes about appeared that teachers' sexual orientation, age, and length of proficient involvement were not related to their demeanors. Auxiliary school instructors hold more negative demeanors related to the social adequacy of understudies with inabilities. More negative states of mind related to school execution towards boys and understudies with mental inability, and more negative demeanors related to social worthiness towards understudies with conduct issues were found. Finally, the sort of data given in the students' profiles of children with inabilities emphatically affected teachers' demeanors towards the understudies when the depictions cantered on their qualities. Suggestions of comes about are examined in terms of advancing teachers' positive states of mind towards understudies with incapacities.

Key Words: *Teacher, Women Empowerment, Intelligence and Intellectual Disabilities.*

Introduction

Empowering teachers can significantly benefit women with intellectual disabilities in various ways. Here are some potential outcomes:

Personal Development

1. ***Boosted confidence*:** When teachers are empowered, they can assist women with intellectual disabilities in building confidence in their skills, which enhances their self-esteem.
2. ***Enhanced self-advocacy*:** Empowered educators can guide women with intellectual disabilities in developing crucial self-advocacy abilities.

Educational Achievements

1. ***Improved learning experiences*:** Empowered teachers can design customized learning plans that result in more engaging and effective educational experiences.

2. ***Higher academic success***: With personalized support, empowered teachers can assist women with intellectual disabilities in achieving better academic results.

Social and Emotional Growth

1. ***Enhanced social skills***: Empowered teachers can encourage social interactions, aiding women with intellectual disabilities in acquiring important social skills.

2. ***Emotional health***: By fostering a supportive and inclusive atmosphere, empowered teachers can enhance emotional well-being and alleviate stress.

Independence and Career Opportunities

1. ***Greater independence***: Empowered teachers can help women with intellectual disabilities acquire vital life skills, promoting increased independence.

2. ***Better job prospects***: Through vocational training and support, empowered teachers can assist women with intellectual disabilities in finding employment opportunities.

Challenging Barriers

1. ***Confronting stereotypes***: Empowered teachers can work to dismantle stereotypes and stigmas associated with intellectual disabilities.

2. ***Encouraging inclusion***: By advocating for inclusive practices, empowered teachers can help cultivate a more accepting and inclusive environment for women with intellectual disabilities.

By empowering teachers, we can foster a more supportive and inclusive setting for women with intellectual disabilities, leading to enhanced personal development, educational success, and independence.

Teacher empowerment has a profoundly positive impact on women with intellectual disabilities. Empowered teachers provide personalized support, fostering confidence, self-advocacy, and improved educational outcomes. They create inclusive environments, promoting social skills, emotional well-being, and independence. By challenging stereotypes and advocating for inclusive practices, empowered teachers help break down barriers, leading to greater opportunities for employment and personal growth. Ultimately, teacher empowerment is crucial in promoting the overall well-being and empowerment of women with intellectual disabilities.

Empowering teachers to support women with intellectual disabilities can have a transformative impact. By providing tailored instruction and support, empowered teachers can help these individuals develop essential life skills, access education and employment opportunities, and build confidence and self-esteem. Ultimately, teacher empowerment is key to promoting inclusivity, challenging stigma and stereotypes, and fostering a more supportive and equitable society for women with intellectual disability

Teacher empowerment is a catalyst for creating a culture of inclusivity and social justice in education. When teachers are empowered to support women with intellectual disabilities, they become agents of change, challenging systemic barriers and promoting equitable access to education. By fostering a growth mindset, encouraging self-advocacy,



and providing individualized support, empowered teachers can help women with intellectual disabilities unlock their full potential and participate fully in their communities.

The causes of intellectual disability in women are complex and multifaceted. Genetics play a significant role, with chromosomal abnormalities, such as Down syndrome, and inherited conditions, like fragile X syndrome, contributing to intellectual disability. Environmental factors, including prenatal exposure to toxins, maternal infection, and poor nutrition, can also increase the risk. Additionally, birth complications, such as oxygen deprivation, and acquired brain injuries can lead to intellectual disability. Furthermore, socio-economic factors, like poverty and lack of access to healthcare, can exacerbate the risk of intellectual disability.

Other causes of intellectual disability in women include infections, such as meningitis and encephalitis, and exposure to toxins, like lead and mercury. Additionally, certain medical conditions, such as cerebral palsy and hydrocephalus, can increase the risk of intellectual disability. Traumatic brain injuries, neglect, and abuse can also contribute to intellectual disability. Furthermore, certain medications and substance abuse during pregnancy can affect fetal brain development, leading to intellectual disability.

A teacher's attitude can greatly affect students with intellectual disabilities, having both positive and negative consequences. Here's how a teacher's mindset can shape these students' experiences:

Positive Effects:

- * **Boosted Self-Esteem:** A supportive teacher can enhance a student's confidence, encouraging them to embrace challenges and trust in their abilities.
- * **Heightened Motivation:** When teachers offer encouragement and praise, students are more likely to work diligently and strive for their goals.
- * **Better Learning Outcomes:** A strong teacher-student relationship fosters a positive learning atmosphere, resulting in improved academic and social achievements.
- * **Improved Social Skills:** Teachers who demonstrate positive social interactions and foster inclusive classrooms can assist students with intellectual disabilities in developing better social skills and friendships.

Negative Effects:

- * **Diminished Self-Esteem:** Negative behaviours, such as being dismissive or condescending, can harm a student's self-worth and lead to feelings of inadequacy.
- * **Reduced Motivation:** A lack of encouragement can demoralize students, making them less inclined to invest effort in their studies.
- * **Hindered Learning:** Negative attitudes can create an unwelcoming learning environment, making it difficult for students to concentrate and learn effectively.
- * **Social Exclusion:** A teacher's negative or dismissive attitude can result in students feeling isolated and excluded from their peers.



Strategies to Encourage Positive Teacher Attitudes:

- * Professional Development: Offering training on inclusive education and effective strategies for working with students with intellectual disabilities can help teachers cultivate more positive attitudes.
- * Mentorship and Support: Connecting experienced teachers with positive outlooks to those needing guidance can help create a more encouraging classroom atmosphere.
- * Collaborative Partnerships: Promoting teamwork among teachers, special educators, and support staff can lead to a more holistic and supportive approach to teaching students with intellectual disabilities.
- * Positive Reinforcement: Acknowledging and rewarding teachers for their positive attitudes and effective methods can foster a culture of inclusivity and support.

By recognizing the influence of a teacher's attitude and implementing strategies to encourage positive interactions, we can develop more inclusive and supportive learning environments for all students, including those with intellectual disabilities.

Method, Participants and Settings

The study involved two women with mild intellectual disabilities residing in a state-run residential facility. Amy, a 51-year-old woman (IQ = 67), had diagnoses of bipolar disorder, pica, unspecified caffeine disorder, unspecified personality disorder, and nicotine dependence. Cindy, a 49-year-old woman (IQ = 64), was diagnosed with mixed bipolar disorder with psychotic features, pica, borderline personality disorder, and seizure disorder. Both women experienced mild hearing and vision impairments and were on psychoactive medications. Prior to the study, they had undergone training to differentiate between appropriate and inappropriate interactions with staff. Testing and training took place in a small, private conference room within their living unit, while generalization probes were conducted in various locations around the facility, such as the café, bedrooms, and dining areas.

Response Measurement and Inter observer Agreement

The target behavior involved accurately identifying inappropriate staff actions in four categories: physical, sexual-physical, verbal, and sexual-verbal. Inappropriate staff interactions included actions like hitting, kissing, yelling, or discussing sexual activities with a participant. Appropriate interactions included giving a high five, assisting with medical care that required touching private areas, providing feedback on unacceptable behavior in a quiet voice, and inquiring about a participant's bra size before shopping. The dependent variable was the percentage of correctly and independently executed steps in a 12-step task analysis, which involved recognizing whether the staff behaviour was appropriate or inappropriate, responding assertively, walking away, and making a report call with necessary details (e.g., incident location, witnesses). An independent observer recorded data concurrently with the experimenter during at least 33% of sessions across all conditions. Inter observer agreement was calculated by dividing the number of



agreements on the occurrence or non-occurrence of task analysis steps by the total number of agreements plus disagreements, converting this ratio into a percentage. The mean inter observer agreement was 97% (ranging from 94% to 100%) for baseline, 98% for training (ranging from 94% to 100%), 95% for post testing, 98% for generalization (ranging from 93% to 100%), and 96% for follow-up.

Experimental Design

A multiple probe design across participants was employed to assess the effectiveness of the reporting training.

Procedure

A collection of 96 scenarios illustrating the four categories of appropriate and inappropriate staff-to-resident interactions was created based on (a) direct observations of staff-resident interactions; (b) feedback from a panel of experts, including a representative from the state guardianship agency; and (c) state regulations. The scenarios were balanced in terms of staff gender, types of interactions, and the nature of the interactions (appropriate or inappropriate). One set of eight scenarios was designated as the test set, another set of eight was used for generalization probes, and 80 additional scenarios, presented in groups of eight, were utilized for training.

Conclusion

In summary, empowering teachers is essential for assisting women with intellectual disabilities. Through personalized teaching, emotional encouragement, and advocacy, empowered educators can aid these individuals in building self-esteem, independence, and important life skills. Ultimately, teacher empowerment is key to advancing inclusive education, combating stigma and stereotypes, and creating a more supportive and fair society for women with intellectual disabilities.

In empowering teachers to assist women with intellectual disabilities is vital for achieving inclusive and fair education. By acknowledging the distinct strengths, needs, and capabilities of each individual, empowered educators can create tailored learning plans that enhance academic success, social development, and emotional health. Additionally, these teachers can act as strong advocates, confronting systemic obstacles and advancing policies that encourage the inclusion and engagement of women with intellectual disabilities in all areas of education and community life. By cultivating an environment of acceptance, empathy, and understanding, empowered teachers can help dismantle the stigmas and stereotypes associated with intellectual disabilities, fostering a more inclusive and compassionate society for everyone. Ultimately, empowering teachers is crucial for establishing a more just and equitable education system that recognizes and supports the diverse needs and abilities of all students, including women with intellectual disabilities.



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