

RESEARCH ARTICLE

Needs Assessment of Sexual Harassment Protection Education Model for Children with Intellectual Disabilities

Cherly Marlina^{1*}, Evi Martha², Rita Damayanti³, Besral⁴

^{1,2,3,4}Faculty of Public Health, University of Indonesia, Jawa Barat, Indonesia

Correspondence: Cherly Marlina. Email: cherlymarlina@gmail.com

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ABSTRACT

Introduction: Children with intellectual disabilities face a high risk of sexual harassment, yet self-protection interventions for this population remain limited and tend to be reactive. National policies and reproductive health modules are available, implementation gaps at the operational level persist; therefore, teachers require structured pedagogical support to effectively deliver self-protection materials.

Methods: These qualitative needs assessment study was conducted in five special education schools for children with intellectual disabilities (SLB-C) in Bandung, Indonesia. Data were collected from 11 teachers and 5 principals through focus group discussion and in-depth interviews. This study explored experiences, current practices, systemic barriers, and the specific requirements for sexual harassment protection education. Data were transcribed verbatim and evaluated using thematic content analysis.

Results: The findings were classified into three main themes. First, factors shaping educational needs highlighted that the urgency of education is often hindered by a lack of institutional support and parental denial regarding children's vulnerability. Second, current practices and implementation gaps revealed that current education remains situational and is impeded by students' limited working memory and unsupervised gadget exposure. Third, design requirements for education formulated design specifications emphasizing that educational methods must be collaborative and gradually repeated (spaced repetition). The required learning media must be simple, concrete, visual, interactive, and multisensory.

Conclusion: Sexual harassment protection education for children with intellectual disabilities requires an integrated collaborative approach involving students, teachers, parents, and school institutions. The availability of multisensory media and structured modules is essential to accommodate children's cognitive limitations, simultaneously serving as a pedagogical instrument that enables teachers to deliver protection instruction in a directed and consistent manner that synergizes with the family environment.

Keywords: Children with Intellectual Disabilities; Needs Assessment; Learning Media; Sexual Harassment Protection; Teachers

INTRODUCTION

Children with intellectual disabilities face a 2 to 8 times higher risk of experiencing sexual harassment compared to the general population (1–3). This vulnerability stems from cognitive function deficits, limited understanding of social norms, and low self-protection skills (4–7). In accordance with the fundamental right to health and protection, this population is entitled to safe and non-discriminatory sexual education interventions. However, children with intellectual disabilities require an approach specifically adapted to their working memory capacity, communication skills, and adaptive development. Previous literature emphasizes that the effectiveness of protection programs absolutely depends on the alignment of instruments and methods with the children's cognitive profiles (8).

In Indonesia, the child protection framework in educational settings has been initiated through the availability of Reproductive and Sexuality Health Education (PKRS) modules, teacher training programs, and the policy mandate to establish sexual harassment protection task forces. Although these national frameworks are available, the implementation of these macro policies has proven inadequate for the context of Special Education Schools for children with intellectual disabilities (SLB-C). Current regulations and modules do not yet fully provide specific operational technical guidelines, thereby failing to accommodate systemic barriers in the field, such as educators' time constraints due to dual workloads (role overload) and the absence of multisensory learning media. Consequently, protection education efforts are often reduced to reactive and situational actions post-incident, rather than functioning as structured preventive interventions. Therefore, there is a significant research gap regarding how general policies and these modules need to be translated into practical contexts to bridge the complex interplay between students' cognitive capacities, teachers' pedagogical readiness, and parental involvement within the environment of special schools for students with intellectual disabilities (SLB-C).

Given the high prevalence of reported sexual harassment cases in Bandung City during the 2017–2019 and 2020–2022 periods, the urgency to formulate a comprehensive protection system for this vulnerable group has become increasingly pressing. A preliminary study of teachers in four SLB-Cs in this region confirmed that the learning needs and operational support for sexual harassment protection education have never been systematically mapped. Addressing this gap, this study aims to explore the perceptions and experiences of teachers and principals regarding the specific requirements (content, methods, and media) for designing sexual harassment protection education programs in SLB-Cs. Beyond merely identifying practical needs in the field, this study contributes to scientific literature by formulating a conceptual foundation (a comprehensive needs assessment) as the basis for developing a structured, collaborative, and adaptive self-protection learning model for children with intellectual disabilities.

METHODS

Research Type

This study employed a qualitative design with a case study approach to explore in-depth the needs for developing a sexual harassment protection education program in Special Education Schools for children with intellectual disabilities (SLB-C). This approach enabled the researchers to capture the phenomenon comprehensively based on the direct experiences of key actors within the school environment.

Population and Sample/Informants

Informants were selected using a purposive sampling technique based on the following criteria: regional distribution, the availability of students with intellectual disabilities, the presence of specific SLB-C management, and the schools' willingness to participate. This study involved 11 teachers and 5 principals. The justification for sample selection was based on their respective strategic roles; principals serve as policymakers and program planners, while teachers (particularly School Health Unit/UKS coordinators and science teachers) act as implementers who interact directly with students. Informant recruitment was terminated when data collection was deemed to have reached data saturation, namely when the acquired information showed repeating patterns and no new substantive categories were found regarding the needs for content, methods, media, or implementation barriers.

Research Location

This research was conducted in five special education schools for children with intellectual disabilities (SLB-C) located in Bandung City, West Java, Indonesia.

Instrumentation

The interview and focus group discussion (FGD) guides were developed in a structured yet open-ended (semi-structured) manner to maintain procedural integrity while allowing informants the space to share their experiences. The instruments focused on exploring experiences in addressing students' sexual behaviors, systemic challenges within the schools, and the educators' specific requirements regarding methods and media for self-protection education.

Data Collection Procedures

Given the sensitive nature of the sexual harassment topic, the data collection procedures were designed with strict ethical protocols to ensure confidentiality, mitigate potential emotional distress, and manage power relations. To prevent power dynamics between superiors and subordinates, data collection was separated: teachers participated in two FGD sessions,

while principals were involved through five in-depth interview sessions. The FGDs were conducted at one of the schools that had a dedicated room and was strategically located for easy access, whereas the in-depth interviews were conducted at each principal's respective school. All sessions were held in neutral, closed rooms to guarantee comfort and privacy, and were audio-recorded with the informants' consent.

Data Analysis

The audio recordings were transcribed verbatim by the first author, and their accuracy was subsequently validated by the second and third authors. Data analysis was conducted inductively using Braun and Clarke's thematic analysis approach. The analytical process was developed through repeated reading of the transcripts, the formulation of initial coding, the grouping of codes into conceptual categories, and the generation of main themes. To ensure qualitative rigor and the credibility of the findings, the initial coding was cross-checked by the fourth author. Differences in coding interpretation were resolved through team discussions until full consensus was reached. The credibility of the findings was further strengthened through source triangulation (comparing the perspectives of teachers and principals) and data verification with the participants (member checking). Throughout the analysis process, the researchers consistently compiled reflective and analytical notes as an audit trail to transparently document the evolution of codes, categories, and themes from the raw data.

Ethical Approval

All informants provided written informed consent prior to participating in any research procedures. This study obtained ethical approval from the Health Research Ethics Committee of the Faculty of Public Health, Universitas Indonesia, under approval number Ket-16/UN2.F10.D11/PPM.00.02/2025.

RESULTS

In Bandung City, two focus group discussions were conducted involving a total of 11 informants. The participants' ages ranged from 30 to 54 years, with teaching experience in special education schools (SLB) ranging from 8 to 30 years. The majority held a bachelor's degree (S1) in Special Education, while one teacher had a non-Special Education bachelor's background but possessed extensive long-term experience in educating children with intellectual disabilities. Meanwhile, the principals had varied experiential backgrounds and employment statuses. Two principals were civil servants (PNS), while the other three were private employees. Three held master's degrees (S2), and the other two held bachelor's degrees (S1).

Based on the inductive analysis of the interview and FGD data, three main themes were identified: (1) factors shaping educational needs, (2) current practices and implementation gaps, and (3) design requirements for education. Comprehensively, the findings indicate that the need for sexual harassment protection education for children with intellectual disabilities is not only shaped by the children's cognitive characteristics but is also strongly influenced by the systemic interaction between institutional support gaps and assumptions from the families. An analysis of current practices confirms that self-protection instruction remains situational and reactive. Therefore, this needs assessment underscores the urgency of developing an educational program that shifts towards a structured preventive approach, utilizing media that are concrete, visual, interactive, applicable, and facilitate spaced repetition. These characteristics are crucial as a conceptual foundation in designing educational components relevant to the learning context in SLB-Cs.

Factors shaping educational needs

This theme reveals that the need for a sexual harassment protection education model for children with intellectual disabilities is not merely an issue of lacking learning materials, but rather the result of a systemic interaction among teachers' perceptions, institutional support gaps, and parents' cultural barriers. This study includes three subcategories: (a) teachers' perceptions of children's vulnerability and protection needs, (b) school support, and (c) parents' roles.

Teachers view sexual harassment protection education as highly urgent and essential. Cognitive limitations make children with intellectual disabilities vulnerable to engaging in risky interactions without understanding the consequences, thus making this education a primary form of protection.

"...because I handle the children... It happened, ma'am, when [a student] used a cellphone to communicate with the opposite sex... I swear I was caught off guard... The child was messaging on WhatsApp, sending photos leading towards that... [meaning pornography]. From that experience... I became vigilant; it must be conveyed which communications are allowed and not allowed with the opposite sex... it must be explained what is forbidden, what is permitted, and what is obligatory... especially in communication... what can be watched and what cannot..." (FGD_1)

Although teachers recognize this urgency, field analysis indicates a discrepancy between institutional policies and the teachers' practical needs, which explains why current sexual education in SLB-Cs remains reactive and situational. There is a fairly distinct divergence in perspectives between principals and teachers. Principals tend to view verbal directives and situational reprimands as sufficient for initial implementation:

"...There are no formal rules yet, it's just this... what is it... only verbal, just limited to that; regarding what must be done at school, that does not exist yet..." (Principal_2)

"...There is no programmed, planned, or intentionally organized education yet... We just apply things like, for example, boys and girls shouldn't be too close, and going to the bathroom must be separate, boys with boys and girls with girls... this is done verbally and situationally by the respective teachers in the classroom..." (Principal_3)

Conversely, teachers perceive this situational approach as inadequate. The absence of operational technical guidelines or a structured curriculum leaves teachers feeling they lack an institutional "legal umbrella." Without explicit school policies, teachers tend to postpone comprehensive education, resulting in protection only being provided post-incident. This generates a demand for systematic planning from school management:

"...In my opinion, it would be best if it came from the manager... from the principal, planning matters related to reproductive health. It is highly necessary... to be planned... So, it depends on the mandate from above, as we are not doing it routinely yet... so [we just] include it in daily activities..." (FGD_2)

Implementation barriers at the school level are further complicated by family assumptions. Teachers perceive that parental support is frequently hindered by a state of denial and a minimal perception of risk. Many parents assume that cognitive limitations eliminate the possibility of their children getting involved in sexuality issues. This attitude creates social pressure that makes teachers feel awkward or fearful of rejection when delivering sensitive materials.

"Then the parents are, you know... like what the mother said earlier... hmm... It's not exactly underestimating, but they think, 'this is my beloved child,' 'no, it's impossible'... 'he/she can't do anything,' like that, right. Because sometimes, most parents... So sometimes we feel afraid when conveying sensitive matters, worried that the parents might disagree or be displeased." (FGD_2)

"...The biggest homework is not educating the students; the biggest homework is the parents. I always have these therapy sessions... In fact, before giving therapy sessions to the children, I provide therapy to the parents to change their mindset first..." (FGD_1)

The inconsistency of values between the school and the home constitutes a major barrier to the internalization of students' self-protection skills. Although dual-system supervision initiatives have been attempted by several schools, their implementation has not been optimal due to varying levels of parental concern and shame in collaborating transparently.

"...That is why we actually implemented a dual system; the dual system is more about parental and school supervision... but the danger is that parents rarely report things that are... well, maybe they become ashamed, you know. Meanwhile, the school records it when something happens and it is reported. The dual system is actually effective in my opinion, but the parents are somewhat..." (FGD_1)

Overall, the interaction among teachers' readiness, minimal school regulations, and parental assumptions explains why current sexual education is sub-optimal and tends to be reactive. These findings affirm that the educational needs in SLB-Cs cannot be sufficiently addressed merely by providing materials for the students. The future development of this model necessitates an integrated collaborative approach comprising: concrete-visual learning media to accommodate students' cognition, structured modules as preventive (rather than reactive) guidelines for teachers, and a psychoeducational component to align parents' risk perceptions with the school's programs.

Current practices and implementation gaps

Current practices in sexual harassment protection education remain fragmentary and heavily reliant on teachers' personal initiatives. Due to the absence of structured guidelines, teachers navigate this through direct situational habituation, such as teaching touch boundaries or redirecting hugs into "high-fives".

"... My experience is that when I deal with the children... to prevent [harassment], it is by frequently watching positive videos... which [actions] are not allowed and which are allowed... and keeping a distance from the opposite sex..." (FGD_2)

"... But every time a child asks for a hug, and if it is a boy, I try to differentiate between boys and girls; if it is a girl, she can be hugged, but if it is a boy, just a high-five, just a high-five..." (FGD_1)

The absence of this standard gives rise to subjectivity; some educators tolerate physical contact under the pretext of maternal affection, although they still attempt to insert directives on boundaries.

"... Miss X is still an unmarried young woman... whereas I am a mother... so the maternal instinct is different... so if a male student comes, for example, student A or B comes, it is no longer just shaking hands with me, it's like 'mother....' [whining affectionately while hugging]... I understand it, meaning perhaps the child really feels like I am his mother because they are so close. But I also apply [rules] when it comes to their friends, for instance, with those of the opposite sex... I also direct them that it is not allowed... what can be touched and what cannot be touched by boys to girls..." (FGD_2)

Educators' observations also identify students' difficulties in distinguishing between private and public space norms. Teachers perceive the emergence of inappropriate behaviors in public places not as negative intentions, but rather as a result of a lack of concrete understanding regarding social boundaries.

"... sometimes they like to touch [referring to touching their genitals], some do... so it must be because of their lack of knowledge, especially those hitting puberty... automatically, they surely cannot control it, given their capabilities and characteristics... And earlier during scouts, I was so shocked, there was a child who happened to be in Mr. X's class... he was touching this [touching his genitals] while imagining that sort of thing... [as if enjoying it]." (FGD_1)

"... There is a child with autism, already in 5th grade, he is 12 years old, he likes to touch, excuse me, his penis, he likes to touch it; when we are praying here [demonstrating folded hands on the table], yes, he likes to touch it, but we immediately say, 'A, you must not touch that...'" (FGD_2)

"... as for me, this is my own student, ma'am. So there is one child, he is still young, still in 1st grade, and I happen to be his teacher, so he likes to get close and kind of rub against me [rubbing his hips against the teacher's back]... but once I realized [understood the child's intention], I said, 'Don't! You can't, you can't do that...'" (FGD_1)

Teachers' responses to such behaviors are hindered by multidimensional implementation gaps. On the cognitive aspect, students' limited working memory complicates the generalization of concepts, thus demanding continuous repetition of instructions.

"... every week, right, every Friday, there is reproductive health learning, this is a boy, this is a girl; but as they are children with intellectual disabilities, they are just explained to today and by tomorrow they have already forgotten... that is why we ourselves as teachers must constantly remind them if we see it happen directly... it must be addressed immediately; that is how it has been so far..." (FGD_1)

Systemically, these efforts clash with parents' assumptions, who often equate low academic intelligence with an absence of sexual drive. This attitude of denial creates an illusion of safety that results in a lack of supervision.

"... sometimes most parents... evaluate the child based on their lack of academic abilities, [thinking] they will not reach that point [of sexual awareness]... even though sexual drive is different... then sometimes there are parents who say, 'ah, is that really possible?' just like that..." (FGD_1)

Furthermore, institutional structural barriers clarify why education remains reactive. Although the Violence Prevention and Handling Team (TPPK) has been formed, protection programs are only inserted incidentally because they are hindered by limited resources and teachers' overlapping workloads (role overload).

"... TPPK actually exists, but the program has not been well realized. It was only during the early days when it was still fresh [highly prioritized], and then it was lost again, because indeed we clash with school programs which are generally Teaching and Learning Activities (KBM); in the end, it is just slipped in occasionally, not really [prioritized]..." (Principal_4)
"... First, in SLBs, the number of teachers is very small, so there are [schools] with only 5 teachers, or 7 teachers. Thus, for the implementation of learning, they already hold multiple positions, for example, as the curriculum development team... So, what is the obstacle? It is firstly due to the limited number of human resources in SLBs..." (Principal_1)

This gap analysis affirms that educational interventions demand an integrated solution. Students' limited memory requires concrete and visual learning media that facilitate spaced repetition. Teachers' high workloads necessitate modules that are directly integrated into Teaching and Learning Activities (KBM), rather than burdensome additional programs. Finally, the effectiveness of this model absolutely requires parental involvement to mitigate misperceptions and control technology exposure.

Design requirements for education

This theme formulates the conceptual foundation to bridge the various implementation gaps described previously. The design requirements for education demand a cohesive integration among basic materials, spaced repetition, and multisensory media. To respond to students' cognitive and working memory barriers, the delivery of materials (such as gender boundaries, private/public spaces, and digital literacy) cannot rely on verbal instructions. Teachers perceive visual media as far more effective in securing children's attention.

"...Yes, in my opinion... what the mothers [other teachers] said is correct regarding videos, especially if the video is engaging, the children will be interested... it is much more effective than us just constantly saying 'you can't do this, you can't do that...'" (FGD_2)

However, the high risk of digital distraction necessitates a multimodal delivery strategy that carefully combines visual elements with physical activities.

"...it is combined with flashcard media, ma'am. Because among intellectual disabilities, autism is also included in intellectual disabilities; sometimes they get distracted if we constantly use media... for videos, automatically the medium is a cellphone... sometimes the child doesn't want [the lesson], ma'am, they definitely want to play games, they want to go to YouTube..." (FGD_1)

This multisensory engagement is absolutely necessary to help students digest abstract information into concrete kinesthetic learning experiences.

"...For me, it is more... if it's YouTube... YouTube explains about... what's the term, images, videos... that works. But you know... they need to... see, touch... or even, even move... move those tools... like placing a mother and a father here, then matching... the reproductive organs... male and female... or things like this, or arranging... what is it? Arranging pictures... or arranging this until..." (FGD_1)

The students' diverse cognitive characteristics affirm the need for a variety of flexible teaching aids, while simultaneously mitigating the risk of media misuse by students with slightly higher capabilities.

"...sometimes we use this media... for example, video media... or mannequin media for example... now, children who... tend to be passive... tend to be like this, they... can get interested, but when it is presented to children with mild [disabilities] and... they understand a little bit, you know. Sometimes it just gets misused... or something. So we are also confused... it means the media must be... varied, right... because a single medium is not suitable [for everyone]..." (FGD_2)

Responding to these specifications, several educators have initiated the adaptation of concrete media, such as modified anatomical dolls that visualize secondary sexual development, as well as partial mannequins and educational cards (learning by playing) to centralize focus without triggering meaning distortion.

"...There is some media, Mrs. X... You made a doll once, right? A doll, there is a doll that starts to... have breasts growing... then there is... there is hair, body hair. Then there is also the media that was given yesterday, where was it from... the one like cards, right? So the child learns while playing. There was that one given yesterday from... hmm... cards, yes..." (FGD_2)

Considering that the frequency of using teaching aids in schools is still limited by time, educators highlight the effectiveness of audiovisual media that combine music and movement (such as gymnastics videos) to ensure the continuity of repetition. This element is perceived as a universal stimulus that spurs intrinsic motivation and facilitates long-term memory retention.

"...for instance, a gymnastics video... whether it's the penguin dance, or whatever dance that is... It's simple, repeated, but the music is nice and energetic. So it pumps adrenaline, ma'am... because I like teaching gymnastics, ma'am... right, if they remember it, sometimes when they meet me they already invite me [to do the dance]... [demonstrating gymnastics movements]. Because, as we can see, if the movements are enjoyable, the children will ask for more, like that. This is just based on experience, ma'am..." (FGD_1)

A synthesis of these needs concludes that the educational design cannot merely contain material but must manifest as an active multisensory instrument. Its operational design positions teachers as the primary initiators at school and empowers parents as facilitators at home, in order to ensure the consistent internalization of self-protection skills.

DISCUSSION

Interpretation of Key Findings

This study identified that the need to develop a sexual harassment protection learning model for children with intellectual disabilities does not solely stem from a lack of available materials, but rather originates from a systemic interaction among institutional gaps, family cultural barriers, and students' cognitive limitations. The overall findings assert that current educational practices remain fragmentary, situational, and tend to be reactive. This condition is triggered by the absence of a structured school-based umbrella program, educators' dual workloads (role overload), and a high level of misperception or parental denial regarding children's sexual vulnerability. Therefore, effective self-protection education demands an approach that not only focuses on students but also considers teachers' readiness and the active involvement of parents.

Through observation of students' daily behaviors, educators identified that the primary vulnerability of children with intellectual disabilities stems from their difficulty in distinguishing social boundaries, particularly between private and public spaces, as well as the high risk of exploitation due to unsupervised gadget use. Given the students' limited working memory and cognitive functions in understanding abstract concepts, educational materials cannot merely adopt general reproductive health topics. Children require highly fundamental, concrete, and contextual content aligned with daily life, such as an introduction to gender boundaries, appropriate and inappropriate touch, and the identification of dangerous situations.

To bridge these cognitive limitations while simultaneously overcoming implementation barriers in the field, the educational design requires the collaboration of specific pedagogical strategies. Learning media must be simple, concrete, visual, interactive, and capable of being used repeatedly (spaced repetition) to facilitate the children's multisensory engagement. More than just a learning aid for students, educational media in this context serves crucially as pedagogical and structural support for teachers. The availability of integrated modules and media (such as movement and music-based videos) enables the delivery of sensitive materials to be more directed, reduces the administrative workload of teachers, and simultaneously functions as an instrument that can be easily replicated by parents at home to ensure consistency in supervision and protection.

Comparison with Previous Studies

This study confirms and expands the literature regarding sexual vulnerability in children with intellectual disabilities (ID) by shifting the paradigm from behavioral control towards structured self-protection interventions. In line with Correa et al., teachers perceive that the transition to puberty often triggers sexual expressions deemed inappropriate to social norms (9). However, the emergence of such behaviors is positioned not merely as a deviation to be controlled, but rather as an indicator of the urgent need for systematic privacy education. Current practices in the field remain conditional and reactive to incidents, a phenomenon also reported by Mannion et al., in Turkey (10). Therefore, these findings affirm the argument of Jojo et al., that education for students with ID absolutely requires a shift from a reactive approach towards a planned and gradual training program (2).

This reactive tendency is strongly influenced by the absence of practical guidelines, causing educational practices to run sporadically and rely on teachers' personal initiatives (11–13). Nevertheless, teacher initiatives focusing on the introduction of gender boundaries, public vs. private spaces, and good touch/bad touch concepts prove relevant to the Body Safety Training framework (14). The emphasis on differences in spatial contexts is highly essential because exploiters often manipulate the victims' spatial understanding (15,16). Responding to this, the teachers' strategies that prioritize modeling align with a rights-based approach, which not only protects children passively but actively builds their autonomy and assertiveness skills as right-holders over their own bodies (14).

Institutionally, this ad hoc educational phenomenon is rooted in the gap between macro-policy and micro-implementation. Although the mandate for establishing the Violence Prevention and Handling Team (TPPK) has been issued, the absence of operational technical guidelines deprives teachers of administrative legitimacy (11). These protection initiatives ultimately clash directly with the phenomenon of role overload among special education teachers due to disproportionate human resource ratios (17). Academic priorities (Teaching and Learning Activities/KBM) that frequently overshadow TPPK programs demonstrate the failure to implement a whole-school approach (18,19), causing education that requires repetition and specific duration to become marginalized.

Beyond the institutional realm, the effectiveness of protection is heavily influenced by interventions in parents' mindsets. This study highlights that school policies will be ineffective when confronted with parental denial, parents' denial of the sexual vulnerability of children with ID, which triggers ethical dilemmas for teachers (11,16). The lack of domestic supervision places children at a high risk of exploitation (20). This is exacerbated by the absence of digital safeguarding at home, where unfiltered gadget access risks becoming an agent of unintended sexual socialization that blurs the body boundaries taught at school (21,22). Therefore, the inconsistency of values between the school and the family necessitates a psychoeducational program that positions parents as strategic partners.

To respond to these various cognitive and structural barriers, the material delivery strategy demands a multimodal and multisensory approach (14,15). Based on these specifications, this study proposes that future educational models should integrate concrete manipulative learning through a combination of digital media and physical teaching aids. For instance, interactive activities utilizing sorting and attaching mechanisms could serve as examples of errorless discrimination training to help students internalize spatial and touch boundaries without ambiguity (21,23). Additionally, mediums for behavioral rehearsal, such as interactive anatomical models or safety-themed physical games could be developed to apply embodied assertiveness (combining evasive motor responses and verbal assertions), thereby bridging the students' deficits in social decision-making when facing risky situations (24,25).

Furthermore, to ensure the continuity of spaced repetition and overlearning amidst teachers' time constraints, audiovisual media incorporating energetic music and movement could be utilized as a practical solution. The integration of music and movement repetition is expected to serve as a universal stimulus that reduces students' cognitive load (26). The low-demand, high-engagement characteristics of such media would facilitate home-school collaboration, enabling parents to replicate the learning independently (27). As a synthesis for solving structural problems, the eventual development of these conceptually aligned media and modules would support an embedded curriculum strategy (28). By directly integrating protection content into the Educational Unit Operational Curriculum (KOSP), protection education would no longer be an additional administrative task, but could become systemically internalized (systemic embedding) within the academic routines of the educational institution (29).

Limitations and Cautions

The findings of these qualitative needs assessment are limited to the context of five SLB-Cs in Bandung, West Java, and specifically represent the perceptions of the involved participants (teachers and principals). Given its nature as a foundational assessment phase, this study focuses exclusively on formulating the prerequisites for educational design. Therefore, these findings are not intended to provide empirical evidence regarding the effectiveness of the learning model or the improvement

of educators' self-efficacy. The operational effectiveness of the recommended media designs still requires further testing through experimental research in the future.

Recommendations for Future Research

Future research is recommended to focus on developing learning models and media that accommodate the needs of students, teachers, parents, and school institutions. These media designs must be simple, concrete, visual, interactive, and reusable, as well as implemented through gradual and repetitive delivery methods.

CONCLUSION

This needs assessment study concludes that the development of sexual harassment protection education for children with intellectual disabilities demands a collaborative approach that integrates the needs of students, teachers, parents, and schools. Educational materials must encompass concrete concepts: the introduction to body boundaries, touch classification, the differentiation between private and public spaces, gadget safety, risk identification, and protective responses. To accommodate students' cognitive limitations, learning media must be designed to be simple, concrete, visual, interactive, and capable of repeated use (spaced repetition). This specific design is essential for internalizing concepts in children, while simultaneously functioning as a pedagogical instrument that facilitates teachers in implementing directed and structured instruction that synergizes with family supervision.

DECLARATIONS

Author contributions: CMS: conceptualization, investigation, methodology, supervision, data analysis, writing original draft, EM: methodology, writing original, supervision; RD: methodology, supervision, writing review and editing; B: methodology; formal analysis, writing review and editing

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