

Compassion and Conservative Attitudes towards Sexuality among Special School Teachers

Dissertation submitted in partial fulfillment of the requirements for the award of

Master of Science in Psychology

By

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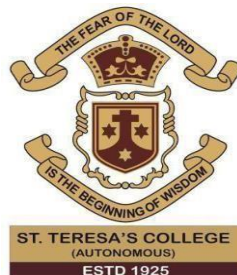
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CERTIFICATE

This is to certify that the dissertation entitled, “Compassion and Conservative Attitudes Towards Sexuality among Special School Teachers” is a bonafide record submitted by Sreelakshmi K M, Reg.no. SM22PSY015, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Hajira K M, and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title, or recognition before.

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I, Sreelakshmi KM, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Hajira K M, Assistant Professor, Department of Psychology, St.

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Abstract

This study explores the relationship between compassion and conservative attitudes towards sexuality among special school teachers, as well as differences in these variables based on years of experience. Employing a cross-sectional research design, data were gathered from a sample of 93 novice and 93 experienced special school teachers. Data were collected using a sociodemographic sheet, Self Compassion Scale (Short Form) and Developmental Disabilities Sexuality Attitude Scale. The Statistical Package for Social Science (SPSS) version 25 was utilized for analysis. Data analysis involved Spearman's rank correlation and Mann-Whitney U tests to examine these relationships. The findings revealed a significant weak positive correlation between Compassion and Conservative Attitudes Towards Sexuality, suggesting that compassionate teachers may exhibit more conservative attitudes. However, no significant difference in compassion levels was found between novice and experienced teachers, contradicting the hypothesis. Similarly, no significant difference was observed in conservative attitudes towards sexuality based on experience. These results suggest that regardless of experience, special school teachers prioritize student welfare and may adopt conservative approaches to safeguard students. Factors such as societal norms, personal beliefs, and institutional policies influence teachers' attitudes, emphasizing the complex interplay between compassion and conservatism in the context of special education. Understanding these dynamics is crucial for promoting a supportive and respectful learning environment for students with disabilities or special needs.

***Keywords:* Compassion, Conservative Attitudes, Sexuality, Experience**

CHAPTER I

INTRODUCTION

Compassion

Compassion means to suffer together. In the area of emotional research, it is defined as an emotional response provoked when encountering someone else's suffering, accompanied by an inspiration to alleviate that suffering (Kuken et al., 2016).

Compassion varies from empathy and altruism. Empathy means sharing and understanding someone else's emotions, compassion means taking further steps by readiness to provide aid. Altruism involves selfless actions regularly provoked by compassionate feelings, although it is possible to experience compassion without taking action, and altruism isn't consistently motivated by compassion. (Paul, 2017)

Self-Compassion Scale Short Form

The psychological tool is designed to evaluate an individual's level of self-compassion. Self-compassion contains treating oneself with kindness, understanding, and acceptance, especially during difficult times. Using a set of items or questions to quantify an individual's self-compassion based on their responses.

Special education settings provide students with varied and unique needs, requiring educators to direct challenges beyond those encountered in mainstream classrooms. It is vital to explore the interactions of compassion among special school teachers and emphasize the nature of their role and its impact on children in special schools.

Special needs students often meeting physical, cognitive, or emotional challenges that require a more individualized approach to education. Therefore it is important to provide them with a supportive and compassionate environment (Strauss,2016). Sympathetic the compassion levels among special school teachers becomes imperative in ensuring the emotional well-being of these students who may, require additional support. Compassion in the teacher-student relationship contributes significantly to a positive and inclusive learning environment. Understanding the role of compassion among special school teachers can provide information about how it forms the classroom atmosphere, student-teacher relationships, and overall academic outcomes. A compassionate approach is likely to mature a sense of belonging and encourage engagement, positively influencing the educational experience of special needs students (Ormiston, 2022).

Engaging in special educational settings can be emotionally distressing, possibly leading to burnout among teachers. Considerate compassion levels among special school teachers is essential for sympathetic the factors influencing teacher resilience and well-being.

Understanding strategies to support teachers emotionally can help in providing effective support to students with diverse needs (Malenfant,2022). Knowing the compassion levels among special school teachers can inform the development of targeted professional development programs, (Melton et al., 2020) .Such programs could surge teachers' skills in managing the emotional aspects, of their work, increasing empathy, and employing effective strategies for supporting students with varying needs. By intensely understanding the exact challenges associated with special education, training strategies can better equip educators for the unique demands of their role (Jaggi,2022)

This research can deliver valuable insights into the formulation of policies that support the integration of compassionate practices within the broader framework of inclusive education. Understanding compassion heights among special school teachers bring into line with the broader goal of creating an education system that accommodates and supports the diverse needs of all students of special schools (Millet et al., 2015)

Compassion is an energetic component of positive teacher-student relationships. Investigating the levels of compassion among special school teachers can provide information regarding the quality of these relationships. Positive relationships are vital for the social and emotional development of special needs students and can significantly impact their overall educational experience (Hupe et al., 2019)

Compassion means to hurt together. In the area of emotional research, it is defined as an emotional response provoked when encountering someone else's suffering, accompanied by a motivation to alleviate that suffering. Compassion differs from empathy and altruism. Empathy involves sharing and understanding someone else's emotions, and compassion means taking further steps by willingness to provide aid (Eddy et al., 2020). Altruism includes selfless actions often elicited by compassionate feelings, although it is possible to experience compassion without taking action, and altruism isn't consistently motivated by compassion. (Meaden et al., 2020).

Research has shown that specialized training and education can enhance special education teachers' ability to meet the diverse needs of their students and maintain compassion in their practice. For example, a study by (Cook et al., 2017) found that professional development

programs focusing on topics such as behavior management and special education strategies significantly improved teachers' self-efficacy and job satisfaction. High workload and stress levels are common challenges for special education teachers, which can impact their ability to maintain compassion. Research by Robertson et al. ,2019) highlights the suggestion between high job demands, such as paperwork and administrative tasks, and increased stress among special education teachers. Managing workload and stress through strategies like time management and stress reduction techniques can help mitigate these effects (Robertson et al., 2019). Access to resources and support systems is crucial for special education teachers to effectively meet the needs of their students and maintain compassion. A study by (Forlin et al. ,2009) highlighted the importance of supportive leadership, access to professional development opportunities, and adequate funding for resources in promoting teacher well-being and job satisfaction in special education settings. Personal characteristics such as empathy and emotional resilience play a important role in a teacher's ability to express compassion. Research by (Jennings & Greenberg 2009) suggests that teachers with higher levels of emotional intelligence and self-awareness are better armed to manage their emotions and respond compassionately to student needs, contributing to positive classroom environments. The culture within the school and educational system can influence teacher well-being and compassion. A study by (Jennings & Greenberg ,2009) highlighted the importance of creating a positive and supportive organizational culture that values teacher well-being and emphasizes collaboration and empathy among staff members. Providing response and recognition for teachers' compassionate practices can reinforce compassionate behavior and job satisfaction. Research by (Reeve et al.,2018) originate that teacher feedback and recognition for their efforts contributed to increased motivation and engagement in their work, ultimately enhancing student outcomes. Ongoing

professional growth opportunities focusing on mindfulness, self-compassion, and compassionate communication can enhance teachers' ability to cultivate and maintain compassion. For example, a study by (Roeser et al.,2013) demonstrated the effectiveness of mindfulness-based professional development programs in reducing teacher stress and promoting well-being. Positive relationships with colleagues, students, and families can provide emotional support and validation for special education teachers. Research by (Whitaker et al., 2018) highlighted the importance of structure strong relationships with students and families in promoting teacher well-being and job satisfaction in special education setting.

Theories related to compassion

Compassion - Focussed Therapy

The approach focuses on emergent compassion for oneself as well as others (Gilbert, 1990).It focuses on the importance of discovering the evolutionary and psychological aspects of compassion which aims to mitigate suffering and provide mental well-being.

Social Exchange Theory

The theory is that individuals are involved in compassionate behaviors because of the hope of reciprocal benefits. People may be added likely to show compassion if they acquire positive outcomes, such as social support or improved relationships, in return (Homans, 1958).

Evolutionary Psychology

The theory proposes that compassion has changed to promote cooperation and social bonding within communities. This theory proposes that compassionate behaviors may have deliberated survival advantages by fostering group cohesion and cooperation (Barbara,1997).

Neurobiological theory

The theory explores the neural mechanisms fundamental compassion. The brain's mirror neuron system, prefrontal cortex, and areas associated with emotion regulation are affected by the experience and expression of compassion.

Self-Determination Theory (SDT):

The theory suggests that individuals have inborn psychological needs, including the need for relatedness and autonomy. Compassionate behaviors may align with fulfilling these basic needs, which may result in overall well-being and satisfaction (Ryan &Desi 2022)

Factors affecting compassion among special school teachers

Personal Characteristics: Empathy and emotional intelligence play a crucial role in fostering compassion among special school teachers. Those with higher levels of empathy are better equipped to understand and respond to the needs of their students, leading to more compassionate interactions. (Davis, 2015)

Organizational Support: Supportive leadership and a positive school culture contribute to teachers' ability to maintain compassion. A school environment that values and prioritizes empathy and emotional support enables teachers to sustain their compassion even in challenging circumstances. (Decety &Jackson 2004).

Professional Development: Ongoing training in areas such as trauma-informed care and inclusive education enhances teachers' capacity for compassion. By continuously developing their skills and knowledge, special school teachers can better understand and meet the diverse

needs of their students, fostering a compassionate and supportive learning environment. (Bolman et al.,2017)

Societal and Cultural Norms: The prevailing societal and cultural norms significantly shape teachers' perspectives on compassion. Conservative values regarding empathy, morality, and appropriate behavior may influence how teachers perceive and respond to students' actions. (Anseel et al.,2009)

Personal Beliefs and Religious Affiliations: Teachers' personal beliefs and religious affiliations can also impact their compassion levels. Those who hold conservative religious beliefs may adhere more strictly to traditional moral standards and may exhibit more compassionate attitudes toward their students. (Jennings et al.,2023)

Nature of Disabilities or Special Needs: The nature of the disabilities or special needs of students can influence teachers' compassion levels. Concerns about protecting vulnerable students from harm or exploitation may lead teachers to demonstrate higher levels of compassion. (Gordon et al.,2020)

Legal and Institutional Policies: Legal and institutional policies can shape teachers' attitudes and behaviors toward compassion. Policies that prioritize student welfare and provide support for teachers in managing challenging situations can foster a more compassionate approach.(Koopman et al., 2019)

Level of Support and Training: The level of support and training provided to teachers in managing challenging behaviors and addressing student needs can impact their compassion

levels. Teachers who feel equipped and supported in handling such situations may demonstrate higher levels of compassion.(Haney et.,2018)

Conservative attitudes towards sexuality

A conservative attitudes towards sexuality is characterized by adherence to traditional norms, modesty, and a cautious approach to sexual expression. Individuals with conservative attitudes may prioritize abstinence, monogamy, and adherence to societal or religious guidelines regarding sexual behavior. A conservative attitude toward sexuality is branded by devotion to traditional norms, modesty, and a cautious approach to sexual expression. Individuals with conservative attitudes may prioritize abstinence, monogamy, and adherence to societal or religious guidelines regarding sexual behavior (Crispel,2019).

Abstinence as a Moral Imperative: Conservative attitudes often view sexual abstinence as a moral imperative. The belief is that sexual intimacy should occur exclusively within the confines of a heterosexual marriage. This perspective aligns with traditional norms and values upheld by various religious and cultural communities. Abstinence is seen as a way to maintain personal integrity, uphold family values, and honor commitments to one's partner. It reflects a commitment to self-discipline and self-control, emphasizing the importance of waiting until marriage for sexual expression. The moral framework surrounding abstinence often discourages premarital sex, extramarital affairs, and casual sexual encounters.

Religious and Cultural Foundations: Abstinence finds its roots in religious teachings and cultural practices. For instance, Christianity: Many Christian denominations advocate for sexual abstinence until marriage. The Bible emphasizes fidelity within marriage and condemns sexual

immorality (e.g., fornication and adultery). Abstinence is considered a way to honor God's design for human sexuality. Islam: Islamic teachings promote modesty, purity, and abstinence. Premarital sex is discouraged, and sexual relations are reserved for married couples. The Quran emphasizes the sanctity of marriage and fidelity. Similar principles exist in Hinduism, Judaism, and other faiths. Cultural norms also play a role, with abstinence being valued as a sign of virtue and commitment. (Johnson,2020)

Traditional gender roles: prescribe rigid norms and standards that define behaviors, thoughts, and emotions as either masculine or feminine within sexual contexts. These deeply ingrained beliefs, often referred to as traditional gender ideology, significantly impact sexual attitudes. For instance, they emphasize male dominance and female modesty, valuing virginity in women and stressing the need to safeguard female virtue and chastity. Such attitudes have implications for how individuals perceive and engage in sexual relationships, shaping their comfort levels in initiating or refusing sex . It is essential to recognize and critically examine these traditional gender norms to foster more equitable and inclusive perspectives on sexuality and relationships (Harrington &Maxwell, 2023)

Heteronormativity: Conservative attitudes towards sexuality often uphold heteronormative standards, favoring heterosexual relationships as the norm while marginalizing or stigmatizing non-heterosexual orientations or identities. (Mkhize &Mthembu ,2023). This can lead to opposition towards LGBTQ+ rights and same-sex relationships, as well as resistance to comprehensive sex education that acknowledges the diversity of sexual orientations and gender identities. Essentially, conservative views tend to prioritize and reinforce the idea that

heterosexual relationships are the standard, while minimizing the acceptance and visibility of other forms of sexual orientation and gender expression. (Curran et al.,2023)

Moral and Religious Frameworks: Conservative perspectives on sexuality are frequently shaped by moral or religious frameworks, which provide explicit guidelines and standards concerning appropriate sexual behavior. (Karger,2022). These moral or religious teachings play a significant role in shaping individuals' beliefs and attitudes towards various aspects of sexuality, such as premarital sex, contraception, abortion, and related topics.(Blevins,2020). Essentially, moral and religious frameworks serve as influential sources that inform conservative views on sexuality, guiding adherents towards particular behaviors and attitudes in accordance with their faith or moral convictions. (McKay &Whitehouse 2015).

Cautious Approach to Sexual Education: Cautious Approach to Sexual Education In conservative environments, there tends to be a preference for sexual education that is limited in scope and focused on promoting abstinence. (Niland &Nearchou 2023). This approach prioritizes highlighting the potential dangers and repercussions associated with sexual activity, rather than providing comprehensive information about sexual health, consent, and pleasure. Essentially, conservative perspectives on sexual education aim to discourage or delay sexual behavior by emphasizing the negative outcomes of engaging in such activities, often neglecting broader discussions around healthy relationships, communication skills, and sexual wellbeing.(Jones,2011).

Resistance to Social Change: Conservative perspectives on sexuality may resist societal changes or shifts towards greater sexual liberation, gender equality, and diversity in sexual expression. This resistance can manifest in efforts to uphold traditional family structures, restrict

access to reproductive healthcare, or oppose progressive policies related to sexuality and gender.(Stewart et al.,2021)

Special educators must take into account the cognitive and emotional abilities of their students. Individuals with special needs frequently face intellectual or developmental challenges that affect their comprehension of social norms, consent, and appropriate conduct. Consequently, teachers should engage in deliberations about sexuality with care, emphasizing age-appropriate content and personalized assistance. (Bhat & Revaz 2023).

Furthermore, educators in special schools function within a legal context that underlines the importance of safeguarding and advocating for vulnerable populations. They are obligated to comply with instructed reporting protocols and adhere to school policies aimed at preventing and addressing incidents of abuse or exploitation. This legal duty strengthens their conservative approach, as they order the safety and well-being of the. Additionally, the conservative attitude towards sexual behavior in special schools is influenced by cultural societal norms. Many communities grip traditional values regarding sexuality, which may shape the attitudes and practices of educators within these settings.

In educational settings that serve students with special needs, addressing sexual behavior requires a nuanced approach. Special school teachers often take a conservative stance when dealing with sexuality among their students. This approach arises from various factors, including ethical concerns, legal responsibilities, and the distinct developmental hurdles faced by students with special needs. (Bhat & Revaz2023) Special educators bear the responsibility of creating a secure and nurturing educational atmosphere for their students. This includes addressing

different facets of students' social and emotional growth, including matters related to sexuality. However, the conservative approach they often adopt is driven by a commitment to maintaining moral integrity, safeguarding students from potential risks, and aligning with societal conventions.

Special educators must take into account the cognitive and emotional abilities of their students. Individuals with special needs often face intellectual or developmental challenges that affect their comprehension of social norms, consent, and appropriate conduct. Consequently, teachers should engage in discussions about sexuality with care, emphasizing age-appropriate content and personalized assistance. (Bhat & Revaz 2023).

Furthermore, educators in special schools function within a legal context that underscores the importance of safeguarding and advocating for vulnerable populations. They are obligated to comply with mandated reporting protocols and adhere to school policies aimed at preventing and addressing incidents of abuse or exploitation. This legal duty reinforces their conservative approach, as they prioritize the safety and well-being of the students. Additionally, the conservative attitude towards sexual behavior in special schools is influenced by cultural and societal norms. Many communities hold traditional values regarding sexuality, which may shape the attitudes and practices of educators within these settings. Concerns about moral upbringing, family expectations, and religious beliefs can all contribute to a more cautious approach when addressing sensitive topics with students. (Jayachandran et al.,2022)

The cautious approach of special school teachers regarding sexual behavior arises from their dedication to ethical conduct, legal obligations, and the welfare of their students. As they address the need for sex education for individuals with special needs, educators aim to strike a delicate

balance between promoting comprehension, ensuring safety, and adhering to moral norms within their professional roles.(Danker et., al 2022)

Factors affecting conservative attitudes towards sexuality

Cultural and Religious Beliefs

Cultural and religious beliefs serve as powerful influences on attitudes towards sexuality, particularly among conservative individuals. Within many cultures and religious traditions, teachings often prioritize sexual abstinence before marriage as a means of preserving purity and virtue. Monogamy is often upheld as the ideal relationship structure, promoting commitment and fidelity within marriage. Additionally, heterosexuality is frequently regarded as the standard orientation, with deviations from this norm often stigmatized or condemned within conservative communities. (Mudzimu ,2021)

Cognitive Biases and Belief Systems - Cognitive biases, such as confirmation bias and ingroup bias, can reinforce conservative attitudes towards sexuality. People may seek out information that confirms their existing beliefs about sex and reject information that contradicts them. Additionally, individuals' belief systems, which may be rooted in religion or personal values, can strongly influence their attitudes towards sexual behavior.(Mudzimu,2021)

Socialization and Cultural Norms: Individuals are socialized into their cultural and societal norms regarding sexuality from an early age. Conservative attitudes may be shaped by cultural values that prioritize sexual modesty, abstinence before marriage, and traditional gender roles. Family, peers, religious institutions, and media all play roles in socializing individuals into these norms.(Martin et al.,2023)

Fear and Anxiety: Conservative attitudes towards sexuality can be driven by fear and anxiety about the perceived consequences of sexual activity. This may include fears about unwanted pregnancies, sexually transmitted infections, moral condemnation, or social stigma. Such fears can lead individuals to adopt cautious or restrictive attitudes toward sex as a means of mitigating these perceived risks. (Connors & Halligan, 2018)

Psychological Defense Mechanisms: Individuals may employ defense mechanisms, such as repression or denial, to manage feelings of discomfort or anxiety about sexuality. Conservative attitudes may be reinforced through psychological mechanisms that allow individuals to avoid confronting or acknowledging their sexual desires or behaviors that deviate from societal norms. (Reiser et al., 1985)

Attachment Style and Relationship Experiences: Attachment styles, formed through early caregiving experiences, can influence individuals' attitudes towards intimacy and sexuality. Those with anxious or avoidant attachment styles may be more likely to adopt conservative attitudes towards sexuality as a means of managing fears of rejection or abandonment within relationships. (Vaillant, 2020)

Personality Traits: Certain personality traits, such as conscientiousness and traditionalism, are associated with conservative attitudes towards sexuality. Individuals high in conscientiousness may prioritize self-control and adherence to societal norms, while those with traditionalist values may resist societal changes that challenge traditional sexual norms (Akerman, 2017).

Education and Exposure to Information: Exposure to comprehensive sexual education and accurate information about sexuality can challenge conservative attitudes toward sex.

Conversely, limited or abstinence-focused sexual education may reinforce existing conservative beliefs. Educational attainment and exposure to diverse perspectives can also influence attitudes toward sexuality. (Knopp et al., 2023)

Theories associated with conservative attitudes towards sexuality

Social Control Theory, developed by (Travis& Hirschi ,1969) posits that individuals' adherence to societal norms and values is maintained through various forms of social control, including attachment, commitment, involvement, and belief. According to this theory, individuals are less likely to engage in deviant behavior, such as criminal activity or sexual misconduct, when they have strong social bonds and attachments to conventional institutions, such as family, school, or religion. These social bonds create a stake in conformity, as individuals fear the potential consequences of violating societal expectations and risk losing the support, approval, or resources provided by their social networks. Therefore, conservative attitudes towards sexuality, which prioritize adherence to traditional moral and religious values, can be understood as a mechanism of social control that reinforces conformity to established norms and discourages behaviors perceived as deviant or disruptive theories. In conservative contexts, individuals may internalize and adopt conservative views on sexuality through exposure to family, religious institutions, and other social groups that uphold traditional norms and values regarding sexual conduct.

Cognitive Dissonance Theory, developed by Leon Festinger in 1957, posits that individuals experience psychological discomfort when they hold conflicting beliefs, attitudes, or behaviors. This discomfort, known as cognitive dissonance, motivates individuals to seek consistency and coherence within their cognitive processes. To reduce dissonance, individuals may modify their beliefs, attitudes, or behaviors to align with one another. In the context of conservative attitudes towards sexuality, adherence to traditional sexual norms serves to reduce cognitive dissonance by ensuring consistency between individuals' beliefs and actions. By conforming to conservative sexual norms, individuals maintain harmony between their deeply held beliefs and their behaviors, thereby reinforcing their conservative attitudes towards sexuality. This alignment reduces the psychological discomfort associated with conflicting beliefs or actions, promoting a sense of internal coherence and reinforcing conservative values regarding sexual conduct.

Terror Management Theory (TMT), developed by psychologists Sheldon Solomon, Jeff Greenberg, and Tom Pyszczynski in the 1980s, proposes that human behavior is significantly influenced by the awareness of mortality and the fear of death. According to TMT, individuals employ psychological defense mechanisms to cope with existential fears, primarily by adhering to cultural worldviews, values, and beliefs that provide a sense of meaning and significance in the face of mortality. By aligning with societal norms and cultural frameworks, individuals can buffer themselves against the anxiety and existential dread associated with the inevitability of death. Conservative attitudes towards sexuality, often grounded in moral and religious ideologies, can function as one such cultural worldview that offers stability, coherence, and a sense of order amid existential uncertainty. Therefore, individuals may adopt conservative sexual

beliefs and practices as a means of bolstering their psychological defenses and maintaining a sense of security and purpose in the face of mortality.

The rationale of the study

Special school teachers play a pivotal role in supporting students with diverse needs, including addressing sensitive issues such as sexual behavior. However, there is a notable gap in the literature regarding how the compassion and attitudes of special school teachers influence their approach to managing sexual behavior among special school children (Dany & Epsy, 2019). Understanding these factors is crucial for ensuring the well-being of special school students, as sexuality can pose unique challenges related to safety, appropriateness, and social development (Jones et al., 2020). By examining the relationship between compassion, attitudes, and the management of sexuality, this study aims to provide valuable insights into effective strategies for supporting special school children while fostering healthy relationships and maintaining a safe learning environment.

Moreover, research findings can inform professional development initiatives for special school teachers, enhancing their skills and confidence in managing these sensitive issues (Johnson & Wilson, 2018). By identifying factors that contribute to effective support and intervention, training programs can be tailored to address the specific needs of special school teachers and students (Garcia et al., 2021). Additionally, understanding the role of compassion and attitudes in addressing sexual behavior can inform ethical guidelines and policies in special education settings, promoting inclusive and comprehensive sex education while respecting students' rights to privacy and autonomy (Brown & Martinez, 2020). Overall, this study seeks to

address a critical gap in the literature and contribute to the development of evidence-based practices that support the holistic development and well-being of special school children.

Statement of the problem

The problem statement involves investigating if there is any relationship existing between compassion and conservative attitudes towards sexuality among special school teachers and to find out if there is any difference in the level of compassion and conservative attitudes towards sexuality among novice and experienced special school teachers.

CHAPTER -II

REVIEW OF LITERATURE

This study conducted by (Mausell et al.,2023) examines how years of experience influence compassion and attitudes towards sexuality among special school teachers, categorizing them into novice, experienced, and veteran groups. Findings suggest that while novice teachers may exhibit uncertainty in compassion, they often hold more progressive attitudes towards sexuality, while experienced and veteran teachers demonstrate increased compassion but varied attitudes, influenced by evolving societal norms and professional development.

In a study conducted by (Yasin et.al.,2022). The objective of the study was to find out attitudes, vision, and knowledge regarding the teaching of sexuality to students. The result shows that teachers who have less experience lack enough knowledge to teach about sexuality.

In a study conducted by (Nuri et.al.,2021). The objective of the study was to find out the difference in teaching qualities and compassion levels in Turkey. The results found that there is a difference in compassion levels due to age as it was reported that teachers of the age range 18-20 experience more compassion levels and teachers who are 24 years and above experience less compared with the other.

In a study conducted by (Liu,2021). The objective of the study was to investigate the role of self-compassion in buffering against the negative effects of job stress among special school .The study revealed that higher levels of self-compassion were associated with lower levels of job stress and higher job satisfaction among special school teachers, suggesting that cultivating self-compassion may serve as a protective factor against occupational stress.

In a study conducted by (Rahman et. al .,2020). The objective of the study was to find out the attitudes of special education teachers toward the sexuality of male students in Malaysia. The results found that demographic factors like age affected the attitude of the teachers toward the sexuality of male students such that teachers who are aged have traditional attitudes towards the sexuality expressed by students. than those who had been working for a long years or joined recently.

In a study conducted by (Martinez, 2020), the objective of the study was to investigate the effectiveness of compassion training interventions in reducing stress and burnout among special school teachers. The result shows that compassion training interventions led to significant reductions in stress and burnout levels among special school teachers, indicating the potential efficacy of such programs.

In a study conducted by (Johnson, 2019). The objective of the study was to explore the levels of compassion fatigue among special school teachers and its impact on job satisfaction. The results found that special school teachers experienced moderate to high levels of compassion fatigue, which significantly correlated with decreased job satisfaction.

In a study conducted by (Rusu et.al.,2019). The objective of the study was to find out the relationship between the general attitude of teachers regarding sexuality shown by special school teachers to provide the special school children with sexuality knowledge and to explore factors like professional experience and religiosity affecting the general attitude towards sexuality. The result showed that the special school teachers with 10 years of experience expressed more positive and open attitudes towards sexuality and special school teachers with higher levels of religiosity expressed more negative attitudes towards sexuality

This study conducted by (Waytz et al.,20018) aims to investigate how compassion manifests among special school teachers, considering factors such as professional experiences and personal characteristics. Findings suggest that while some teachers demonstrate deep empathy and understanding towards students with special needs, others may struggle to connect emotionally, with factors such as training and support systems playing crucial roles in shaping their capacity for compassion.

In a study conducted by (Calisoglu ,2018). The objective of the study was to find out the difference in compassion levels and years of experience among special school teachers. The results showed that teachers with 6-10 years of experience have a higher level of compassion than those who had been working for a long years or joined recently.

The study conducted by (Wong, 2018). The objective of the study was to examine the relationship between teacher compassion and student outcomes in special education. The study found a positive correlation between teacher compassion and student academic achievement, behavior, and emotional well-being in special education settings, highlighting the importance of compassionate teaching practices.

The study conducted by (Nguyen, 2017). The objective of the study was to explore the factors influencing the development of compassion in special schools. The study showed that personal experiences, professional training, and organizational support as key factors influencing the development of compassion in special school teachers, underscoring the importance of multifaceted approaches to fostering compassion in educational settings.

In a study conducted by (Aderemi ,2014). The objective of the study was to find out the attitude of teachers in providing sex education to children with intellectual disabilities in Nigeria. The result shows that they lack enough training to teach sexuality and also they have a negative attitude towards sexuality as the children are considered to be hypersexual and couldn't form an intimate relationship.

In a study conducted by (Ballan et . al.,2011). The objective of the study was to find out the attitude of the special educators towards the sexuality shown by the children having problems in developmental milestones. The results revealed that they have a positive attitude towards sexuality showing that sexuality is considered as something basic necessity for everyone. (Forlin et al.,2009) examined demographic variations in pre-service teachers' attitudes toward inclusive education. Their answers revealed that older pre-service teachers and those with previous experience in disability-related work tended to hold more favorable views toward inclusion. Moreover, female pre-service teachers usually exhibited more positive attitudes compared to their male counterparts. The study highlighted the significance of supportive organizational cultures in fostering positive attitudes among pre-service teachers regarding inclusive education. Overall, it emphasized the pivotal role of demographic characteristics in shaping attitudes and underscored the importance of creating supportive environments to enhance engagement among future educators.

In a study conducted by (May,1990). The objective of the study was to discovery out the amount of information the special educators know regarding sexuality by understanding the level of knowledge regarding sexuality that is being evaluated by considering the amount of knowledge that is received by special school students from their teachers. The result showed that

the teachers need to improve in the area of knowledge regarding sexuality for them to conduct sex education classes for special school students.

CHAPTER III

METHODS

Aim

The study investigates the relationship between compassion and conservative attitudes toward sexuality among special school teachers.

Objectives

- To find out the relationship between compassion and conservative attitudes towards sexuality among special school teachers.
- To find out if there is any difference in compassion among novice and experienced special school teachers.
- To find out if there is any difference in conservative attitudes towards sexuality among novice and experienced special school teachers.

Hypothesis

H1. There is a significant relationship between compassion and conservative attitudes towards sexuality among special school teachers.

H2. There is a significant difference in compassion among novice and experienced special school teachers.

H3. There is a significant difference in conservative attitudes towards sexuality among novice and experienced special school teachers.

Research Design

To achieve the objectives of the study a cross-sectional study was used in the study.

Spearman's Correlational study was used to find out the relationship between the variables which are compassion and conservative attitude towards sexuality as the data obtained were not normally distributed. Thereafter Mann- Whitney U test was employed to find the difference in compassion and conservative attitudes toward sexuality concerning years as the sample, which are special school teachers, was divided into two based on years of experience which are 0-3 and 4-10.

Sample

The sample encompasses 93 novice and 93 experienced special school teachers.

Sampling

Purposive Sampling

Population

Special school teachers

Inclusion Criteria

1. Special school teachers who are working in Kerala.
2. Special school teachers who have a willingness to participate in the study and provide informed consent.

Exclusion Criteria

1. Special school teachers who have more than 10 years of experience.
2. Special school teachers who are not currently employed or on leave.

Tools Used

1. Socio-demographic sheets

Socio-demographic sheets were distributed to collect information regarding the initials of the names, age, gender, years of experience, and name of the institution.

2. Developmental Disabilities Sexuality Attitude Scale (DDSAS)

The scale was developed by (Kraus et al., 2000). It consists of 65 items. It is a five-point Likert scale from strongly agree to disagree. The score is obtained by calculating the total score. The scale possesses to have high internal consistency and construct validity,

The scale evaluates societal attitudes towards the sexuality of individuals with developmental disabilities, addressing dimensions like sexual expression, relationships, support, autonomy, stigma, and legal considerations. It also examines awareness of legal and ethical frameworks, highlighting potential barriers and discrimination encountered by this population.

3. Self-Compassion Scale Short Form (SCS-SF)

It was developed by (Nett et al., 2011). The scale comprises 12 items. The items are divided into six positively worded items and six negatively worded items. The scores for the negatively worded items are reversed, and then all the items are averaged to obtain a total score. It has been revealed to possess good internal consistency reliability and construct validity in various studies. The sub-dimensions are self-kindness items, self-judgment, common humanity items, isolation items, mindfulness items, and over-identified items.

Operational Definition

Compassion

Compassion can be operationally defined as the sum of the total scores obtained in Self-Compassion Scale Short Form

Conservative attitude towards sexuality

Conservative attitude towards sexuality can be defined as the total of scores obtained in the Developmental Disabilities Sexuality Attitude Scale.

Procedure

The participants were selected based on the inclusion criteria. The questionnaires to measure compassion and conservative attitudes toward sexuality were distributed after obtaining informed consent from them. The entire procedure of the study was done by strictly following the ethical guidelines. After that, the data analysis was done using Statistical Package for Social Science (SPSS).

Ethical Considerations

- Full consent was obtained from the participants prior to the study.
- Research participants were not subjected to harm in any ways whatsoever.
- Respect for the dignity of research participants was prioritized.
- Adequate level of confidentiality of the research data was ensured.
- The protection of the privacy of research participants was ensured.
- Any type of communication in relation to the research was done with honesty and transparency.

Statistical Analysis

The data was collected by physically distributing the questionnaires to the participants. Data was entered into Excel and coding was done in the same. Kolmogorov- Smirnov Test was done to find out the normality of the test. Since the data was not normally distributed

Spearman's Correlation was done to find out the relationship between compassion and conservative attitude towards sexuality and the Mann-Whitney U Test was done to find out the difference in compassion and conservative attitudes towards sexuality among novice and experienced.

Normality Testing

Table 1

Test of Normality- Kolmogorov Smirnov

Variables	p	
Compassion	.171	<.001
Conservative attitudes towards sexuality	.173	<.001

Table 1 shows the results of the normality test using the Kolmogorov –Smirnov test. Compassion and Conservative Attitudes were found to be not normally distributed in the sample since ($p<.05$). Further analysis was done using non-parametric tests.

CHAPTER -IV

RESULT AND DISCUSSION

This chapter shows the results of data analysis done to find out the research questions and hypothesis of the study. The study aims to find out the relationship between compassion and conservative attitudes toward sexuality among special school teachers. And to find out the difference in compassion and conservative attitudes towards sexuality among novice and experienced

Descriptive Statistics

Table 2

Summary Of Descriptive Statistics of the variables , Compassion and Conservative Attitudes

	N	Mean	Standard Deviation
Compassion	186	193.67	20.970
Conservative Attitude	186	35.42	5.553

Table 2 shows the mean and standard deviation of Compassion and Conservative Attitudes .The mean and standard deviation of Compassion is 193.67 and 20.970, the Mean and Standard deviation of Conservative Attitudes is 35.42 and 5.553

Table 3

Correlation Analysis

H1: There is a significant relationship between compassion and conservative attitudes towards sexuality among special school teachers.

Spearman’s rank correlation between Compassion and Conservative Attitude towards Sexuality

	Compassion
Conservative Attitude	
Towards Sexuality	.153*

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 presents Spearman’s rank correlation coefficient, indicating a statistically significant weak positive correlation between compassion and attitudes towards sexuality. since the obtained p-value (0.037) is less than the conventional threshold of 0.05, suggesting a statistically significant relationship between compassion and conservative attitudes towards sexuality and the correlation coefficient ($r = 0.153$) indicates a weak positive correlation.

The findings of the present study are reliable with the previous studies. Protective instincts are deeply ingrained in the compassionate nature of special school teachers (Testa,2022) These educators often work with students who may be particularly vulnerable due to their disabilities or special needs. In recognizing and empathizing with the unique challenges faced by their students, teachers develop a strong desire to shield them from harm and ensure their wellbeing (Ferguson,2021). The assertion that protective instincts are deeply ingrained in the

compassionate nature of special school teachers is supported by previous research and aligns with the unique challenges and responsibilities associated with working with students who have disabilities or special needs. These educators play a critical role in ensuring the safety and wellbeing of their students, driven by a strong sense of compassion and commitment to their welfare.

Special school teachers are often tasked with providing support and care for students who face various challenges associated with their disabilities. These students may have cognitive, emotional, or physical impairments that make them more susceptible to harm or exploitation. As such, special school teachers naturally develop a strong sense of compassion and protective instincts toward their students, driven by a desire to ensure their safety, well-being, and overall development.

H2. There is a significant difference in compassion among novice and experienced special school teachers.

Table 4

Mann-Whitney U test between Compassion among novice and experienced special school teachers.

	Year of	N	Mean Rank	P	U
	Experience				
Compassion	Novice	93	96.12	.509	4083.000
	Experienced	93	90.94		

The table 4 shows the results of the Mann-Whitney U Test done between compassion and years of experience. The result shows that the mean rank of compassion among novice and experienced special school teachers is 96.12 and 90.94, respectively. This means that on average, novices scored higher in compassion compared to experienced teachers. However, with a p-value of 0.509, which is greater than the conventional significance level of 0.05, there is no statistically significant difference in compassion levels between novices and experienced special school teachers.

Special school teachers have access to ongoing professional development opportunities that focus on nurturing compassion and empathy. These programs could be offered consistently throughout teachers' careers, regardless of their years of experience, ensuring that all teachers maintain a similar level of compassion over time (Draugedalen & Kommune 2023). Ongoing professional development programs catalyze maintaining and nurturing the compassion and empathy levels of special school teachers over time. By providing opportunities for skill enhancement, exposure to new perspectives, peer collaboration, self-reflection, and renewed motivation, these programs ensure that teachers at all experience levels remain equipped to support their students with empathy, understanding, and compassion (Jennings & Min 2023).

Research indicates that several factors influence compassion among special school teachers, regardless of their experience level. Firstly, personal characteristics such as empathy and emotional intelligence play a crucial role (Decety & Jackson, 2004). Teachers who possess higher levels of empathy are better equipped to understand and respond to the needs of their students, fostering compassionate interactions (Davis, 2015). Additionally, organizational factors, including supportive leadership and a positive school culture, contribute to teachers'

ability to maintain compassion (Bolman & Deal, 2017). A school environment that values and prioritizes empathy and emotional support enables teachers to sustain their compassion even in challenging circumstances (Leroy et al., 2009). Furthermore, ongoing professional development and training in areas such as trauma-informed care and inclusive education can enhance teachers' capacity for compassion (Miller & Alston, 2020). By continuously developing their skills and knowledge, special school teachers can better understand and meet the diverse needs of their students, fostering a compassionate and supportive learning environment.

H3: There is a significant difference in conservative attitudes towards sexuality among novice and experienced special school teachers.

Table 5

Mann-Whitney U test between conservative attitude towards sexuality among novice and experienced special school teachers.

	Year of Experience	N	Mean Rank	P.	U.
Conservative Attitudes Towards Sexuality	Novice	93	98.34	.225	3879.000
	Experienced	93	88.77		

The table 4 shows the results of the Mann-Whitney U Test done between Conservative Attitudes Towards Sexuality and Years of Experience. The result shows that the mean rank of

conservative attitudes towards sexuality among novices and experienced individuals is 98.34 and 88.77, respectively. This means that, on average, novices tend to have higher levels conservative attitudes towards sexuality compared to experienced individuals. However with reference to p-value of 0.225, which exceeds the typical significance threshold of 0.05, it suggests that there is no statistically significant difference in conserving attitudes towards sexuality between novices and experienced special school teachers.

Special schools prioritize the safety and well-being of their students above all else. Given the vulnerability of students with disabilities or special needs, ensuring their protection from harm is paramount. As such, the institutional culture of special schools often promotes a conservative approach to addressing sexuality as a means of safeguarding students from potential risks and vulnerabilities associated with premature or inappropriate sexual behaviors. (Gordon, 2020)

Special school teachers are deeply committed to promoting the well-being and safety of their students. Conservative attitudes towards sexuality may be perceived as a means of protecting students from potential harm or exploitation. Regardless of their years of experience, teachers prioritize student welfare and may adopt similar conservative attitudes to ensure a supportive and respectful learning environment. (Kor et al., 2022).

The conservative attitudes of special school teachers towards special school kids can be influenced by various factors regardless of their experience level. Firstly, societal and cultural norms prevalent in their community significantly shape their perspectives (Koopman, 2019). Conservative values regarding sexuality, morality, and appropriate behavior are often deeply ingrained in societal norms, influencing how teachers perceive and respond to students' actions.

Secondly, personal beliefs and religious affiliations can play a significant role (Miller, 2018). Teachers who hold conservative religious beliefs may adhere more strictly to traditional moral standards and may be more inclined to adopt conservative attitudes towards students' behavior. Additionally, the nature of the disabilities or special needs of the students themselves can influence teachers' attitudes (Turnbull et al., 2015). Concerns about protecting vulnerable students from harm or exploitation may lead teachers to adopt more conservative approaches to discipline and supervision. Moreover, legal and institutional policies can also impact teachers' attitudes (Haney et al., 2018). conservative attitudes towards student behavior. Finally, the level of support and training provided to teachers in managing challenging behaviors and addressing Teachers who feel equipped and supported in handling such situations may be more open to adopting progressive approaches, while those lacking adequate support may default to more conservative attitudes as a means of managing uncertainty and risk.

CHAPTER 5

CONCLUSION

The study aimed to investigate the relationship between compassion and conservative attitudes sexuality among special school teachers. The main objectives of the study was to find out the relationship between compassion and conservative attitudes towards sexuality among special school teachers and to find out if there is any difference in compassion and conservative attitudes towards sexuality among novice and experienced special school teachers. A cross-sectional research design was utilized, employing Spearman's rank correlation and Mann-Whitney U test. The sample consisted of 93 novice and 93 experienced special school teachers working in Kerala. Data were collected using a socio-demographic sheet, Developmental Disabilities Sexuality Attitudes Scale and Self Compassion Scale Short Form. Normality testing revealed that the data were not normally distributed. Results indicated a significant weak positive correlation between compassion and conservative attitudes towards sexuality and there is no difference in compassion and conservative attitudes towards sexuality among novice and experienced special school teachers. Future research could explore various other factors like religiosity, age and gender affecting compassion and conservative attitudes towards sexuality among special school teachers. The future research could further explore the interplay of diverse factors affecting compassion and conservative attitudes towards sexuality among special school teachers in a different context.

Findings

1. There is a significant weak positive relationship between compassion and conservative attitudes towards sexuality among special school teachers
2. There is no significant difference in compassion among novice and experienced special school teachers.

3. There is no significant difference in conservative attitudes towards sexuality among novice and experienced special school teachers.

Limitations

A limited sample size can reduce the generalizability of the findings to the broader population of special school teachers. The variables among male special school teachers were not explored. Therefore the results cannot be generalized across all genders. Special school teachers may have provided responses that they perceived as socially desirable rather than reflecting their true attitudes and beliefs. This could lead to an overestimation of compassion or conservative attitudes towards sexuality particularly if respondents felt pressured to conform to societal norms or expectations. Certain other factors like religiosity affecting the attitude towards sexuality were not explored.

Implications

1. The study stresses the importance of keeping teachers informed about the latest research findings and guidelines in the field of special education, particularly regarding sexuality exhibited by students.
2. Enlighten how such training enables teachers to better understand the complexities of sexuality in special school children and equips them with the knowledge to implement appropriate strategies in a compassionate and informed manner.
3. The study points out the development and implementation of personalized strategies and interventions that are sensitive, effective, and responsive to the diverse circumstances and requirements of each student.

4. The study underlines the importance of fostering inclusive and supportive environments within special education settings. Teachers need to feel empowered to address sensitive issues such as sexual behavior with compassion and professionalism.

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APPENDICES

Appendix A - Informed Consent

Greetings,

I am Sreelakshmi K M, MSc psychology student at St Teresa's College Ernakulam, Kerala. As part of my final year project, I am doing a study under the supervision of Ms. Hajira K M I humbly request you to read each question and fill up the form which will only take up 20-25 minutes of your time. Always feel free to discontinue at any stage, if you are uncomfortable. I assure you that the information you are given will be confidential and is considered only for research purposes. You can participate in this research study if you are a Special School Teacher
Thank you for your generous time.

Consent

I have read and understood all the information and thereby giving my consent for participate in the study.

YES

NO

Name (Initials) :

Gender :

Age :

Years of Experience :

Name of the Institution :

Appendix B - Compassion

Please read each statement carefully before answering. Indicate how often you behave in the stated manner, using the following scale.

Almost			Almost		
Always			Never		
0	1	2	3	4	5

1. When I fail at something important to me I become consumed by feelings of inadequacy.
2. I try to be understanding and patient towards those aspects of my personality I don't like.
3. When something painful happens I try to take a balanced view of the situation.
4. When I'm feeling down, I tend to feel like most other people are probably happier than I am.
5. I try to see my failings as part of the human condition.
6. When I'm going through a very hard time, I give myself the caring and tenderness I need.
7. When something upsets me I try to keep my emotions in balance.
8. When I fail at something that's important to me, I tend to feel alone in my failure
9. When I'm feeling down I tend to obsess and fixate on everything that's wrong.
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
11. I'm disapproving and judgmental about my own flaws and inadequacies.
12. I'm intolerant and impatient towards those aspects of my personality I don't like.

APPENDIX C - developmental disabilities sexuality attitudes scale (ddsas)

Tick the number that comes closest to your own feeling or opinion

ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Sex education should be taught to individuals with developmental disabilities.					
2. Adults with developmental disabilities should be able to date members the opposite sex.					
3. Adults with developmental disabilities should be able to have intercourse with one another.					
4. Adults with developmental disabilities should be able to hold hands with members of the same sex.					
5. Masturbation is a normal behavior.					
6. Adults with developmental disabilities have the right to have children					
7. Adults with developmental disabilities should be encouraged to use birth control.					
8. I feel comfortable answering a client's questions about sex.					
9. Adults with developmental disabilities are vulnerable to rape by staff and people in the community.					

10. Adults with developmental disabilities should be able to have oral sex with one another.					
11. Adults with developmental disabilities should not be able to get married.					
12. If an adult with developmental disabilities is found masturbating in private they should be discouraged from doing so.					
13. As long as no one is being hurt, adults with developmental disabilities should be able to have sexual relationships.					
14. Women with developmental disabilities should be prescribed birth control pills whether they are sexually active or not.					
15. I encourage client's I work with to form relationships with other people.					
16. Adults with developmental disabilities of the same sex should be able to have private time with one another.					
17. Adults with developmental disabilities should be able to kiss members of the same sex.					
18. If two adults with developmental disabilities of the same gender are found having intercourse it should be stopped.					
19. Women with developmental disabilities are more likely to engage in sexual behavior than those of average intelligence.					

20. Adults with developmental disabilities should be allowed to get married without permission of their guardian/conservator.					
21. Adults with developmental disabilities have a lower than average sex drive					
22. If two adults with developmental disabilities of the opposite gender are found having oral sex it should be stopped.					
23. I feel comfortable going with a client to purchase birth control.					
24. Talking to an adult with developmental disability about sex would give them ideas that they would act on.					
25. I would encourage a gay, lesbian, or transsexual client to date who they were interested in.					
26. If clients ask questions about dating or sex they should be referred to the client's psychologist or psychiatrist.					
27. Residential facilities should keep men and women with developmental disabilities apart as much as possible.					
28. Adults with developmental disabilities should be sterilized if they want to be.					
29. I feel comfortable answering a client's questions about birth control					
30. Handshakes are the only appropriate contact that should be made between adults with developmental disabilities.					

31. Adults with developmental disabilities should be sheltered/protected from all matters regarding sex and sexuality.					
32. Adults with developmental disabilities should be sterilized with or without their permission					
33. Adults with developmental disabilities should be able to date members of the same sex					
34. Adults with developmental disabilities should not be allowed to have sexual relationships.					
35. Adults with developmental disabilities are more likely to engage in illegal sexual activities					
36. I feel comfortable discussing sex topics with a client who is gay, lesbian, or transsexual					
37. Adults with developmental disabilities should be able to masturbate.					
38. Adults with developmental disabilities have the right to have sex					
39. Adults with developmental disabilities should have access to birth control.					
40. Adults with developmental disabilities should be able to hold hands with members of the opposite sex.					
41. I feel comfortable discussing a client's sex life with their guardian/conservator					

42. Adults with developmental disabilities are vulnerable to rape by other clients					
43. Adults with developmental disabilities should receive education about contraception and sexually transmitted diseases.					
44. Adults with developmental disabilities who live in group homes should be allowed to have sexual relationships					
45. Adults with developmental disabilities have the right to make their own decisions about sex without approval of their guardian/conservator.					
46. Adults with developmental disabilities who want to dress as the opposite gender should be able to do so.					
47. Adults with developmental disabilities should be able to kiss members of the opposite sex.					
48. Adults with developmental disabilities should be regularly tested for sexually transmitted diseases					
49. I encourage client's I work with to date other individuals.					
50. Adults with developmental disabilities of the opposite sex should be able to have private time with one another.					
51. Adults with developmental disabilities should be sterilized if their guardian/conservator wants them to be.					

52. Adults with developmental disabilities should be allowed to get married but only with the permission of their guardian/conservator.					
53. Adults with developmental disabilities who are gay, lesbian, or transsexual should be discouraged from sexual behavior.					
54. Men with developmental disabilities are more likely to engage in sexual behavior than those of average intelligence.					
55. I feel comfortable answering a client's questions about dating.					
56. Adults with developmental disabilities should have access to adult (XXX) movies and magazines.					
57. If two adults with developmental disabilities of the same gender are found having oral sex it should be stopped.					
58. Adults with developmental disabilities should only be provided information about sex from a psychologist or psychiatrist.					
59. Adults with developmental disabilities have a higher than average sex drive					
60. If an adult with developmental disabilities is found masturbating in public they should be discouraged from doing so.					
61. If two adults with developmental disabilities of opposite gender are found having intercourse it should be stopped.					

62. Married couples with developmental disabilities should have residential facilities made available to them where they can live together					
63. Adults with developmental disabilities are not capable of making decisions about sex.					
64. I feel comfortable answering a client's questions about oral sex.					
65. Adults with developmental disabilities are asexual (no sexual needs).					