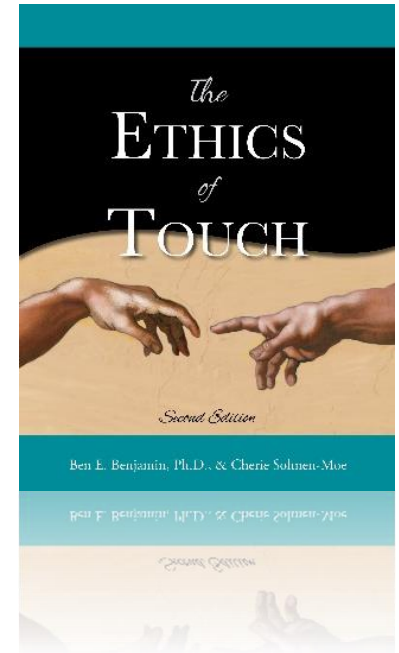
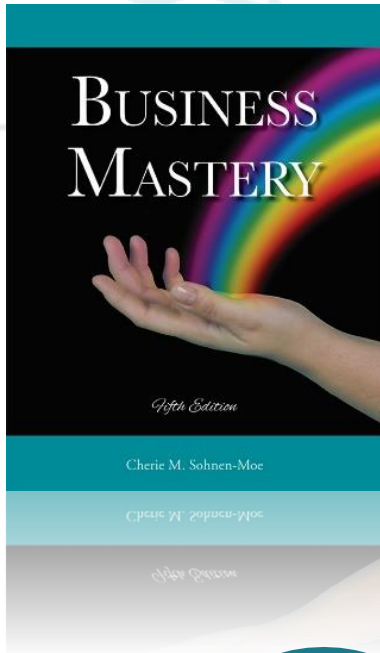


Sohnen-Moe Associates Webinar Series

for Educators

*teaching business, ethics,
communication, and much more*



Webinar Facilitator:

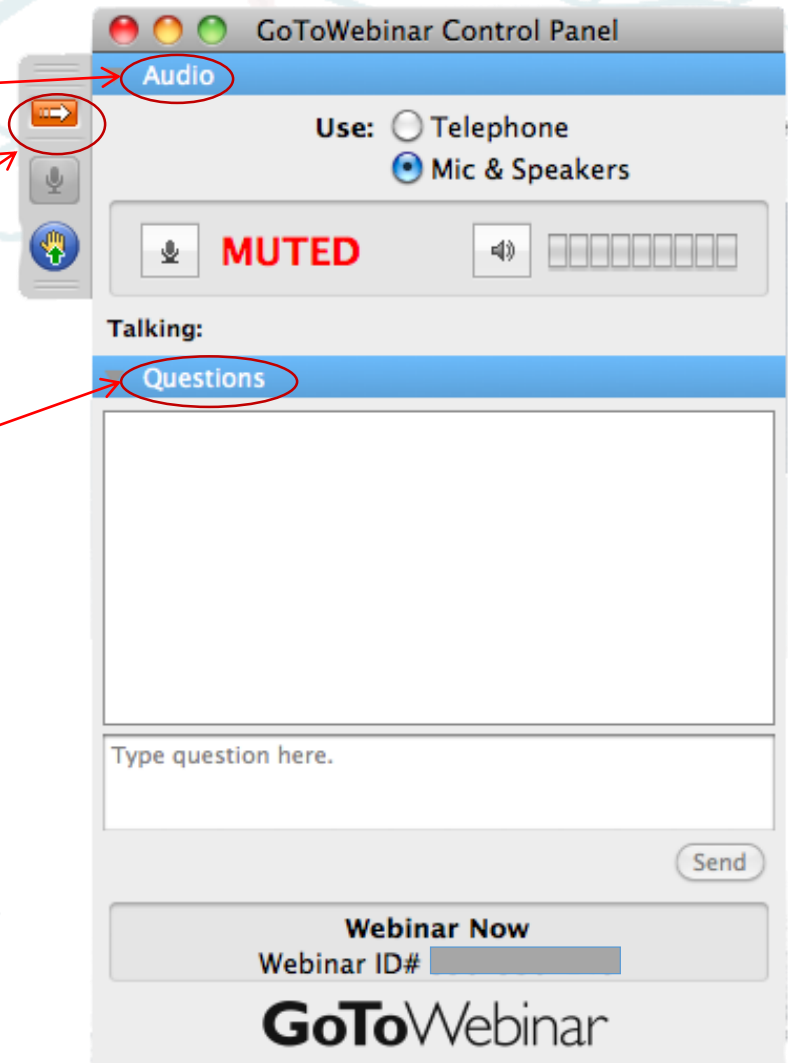
Deanna Faulk-Sylvester

Chief Success Muse for Sohnen-Moe Associates

also sponsored by
The Benjamin Institute

***Thanks to Dr. Ben Benjamin
for providing the GoToWebinar
account so we can record
today's session.***

- Choose your audio option.
- Minimize or expand your control panel.
- Send us questions at any time.



Technical Details

Today's Topic...

Cultural Competence in the Classroom and in Practice

with Tara McManaway

*professor, practitioner,
counselor, counselor supervisor*

more info at:

www.taramcmanawayandassociates.com





Cultural Competence

in the massage therapy classroom and in
massage therapy practice

Legal and Professional Sensitivity

- Discrimination, and the Law in Post Secondary Education
 - Americans with Disabilities Act of 1990 (ADA)
 - Title II
 - ADA, Department of Justice (DoJ)
 - Title III
 - Department of Education (DOE)
 - 504 and Title IX
 - Section 504 of the Rehabilitation Act
 - Title VI Civil Rights , Title VII EEO
 - Cleary Act/Violence Against Women Act (VAWA)
 - State and District Laws
- Multi-cultural- Multi Complex
 - Ethnicity/Race/Language
 - Gender/Gender Identity
 - Sexual Orientation
 - Physical and Mental Health
 - Military/Civilian
 - Neurological
 - Urban/rural
 - Economic Disparities
 - Different Abilities- Deaf Culture; Aspie, too.

Questions to consider as you listen

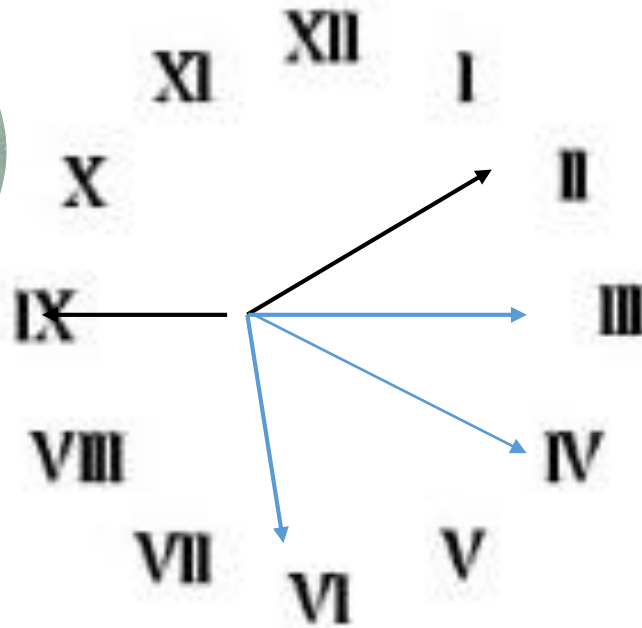
- What does the discussion suggest for understanding the different cultures and populations?
- Does this suggest any changes that might need to be made in your health forms, and record-keeping, or school admissions, and educational policies and processes?
- What does the discussion suggest for changing language and policies on health care or school forms?
- What does the discussion suggest for framing questions about health care practices and school issues?
- Which of your own personal reactions get in the way of you being able to answer the above questions?
- What else do you need to know to be able to teach and work competently?



Discrimination and the Law

The Culture of Post-Secondary Education

Fun with Roman Numerals





Title II

Americans with Disabilities Act of 1990 (ADA)

The Departments of Justice and Education both have enforcement authority under Title II of the ADA, which covers public universities.

Under Title II

- Qualified individuals with disabilities may not be excluded from participation in or denied the benefits of the services, programs, or activities of,
- nor subjected to discrimination by, public universities and colleges





**ADA,
Department of Justice (DoJ)
Title III**

The Department of Justice is responsible for enforcement and implementation of Title III of the ADA, which covers private colleges and universities



Under Title III, **individuals with disabilities**, including students with visual impairments, **may not be discriminated against** in the full and equal enjoyment of all of the goods and services of private colleges and universities;

they must receive an **equal opportunity to participate** in and benefit from these goods and services; and,

they must **not be provided different or separate goods or services** unless doing so is necessary to ensure that access to the goods and services is equally as effective as that provided to others.



Section 504 of the Rehabilitation Act

504 and 508

These laws protect students with a variety of disabilities as defined by the laws' criteria, including

- loss of limb,
- severe burns,
- Post Traumatic Stress,
- Traumatic Brain Injury,
- deafness,
- vision disabilities, and
- learning disabilities.



Comply with section 504, Title II, or Title III, ADA



Both Title II and Section 504 prohibit

- services that are unequal to the opportunity provided others.



The Department of Education enforces Section 504 with respect to public and private colleges and universities that receive federal financial assistance from the Department of Education.

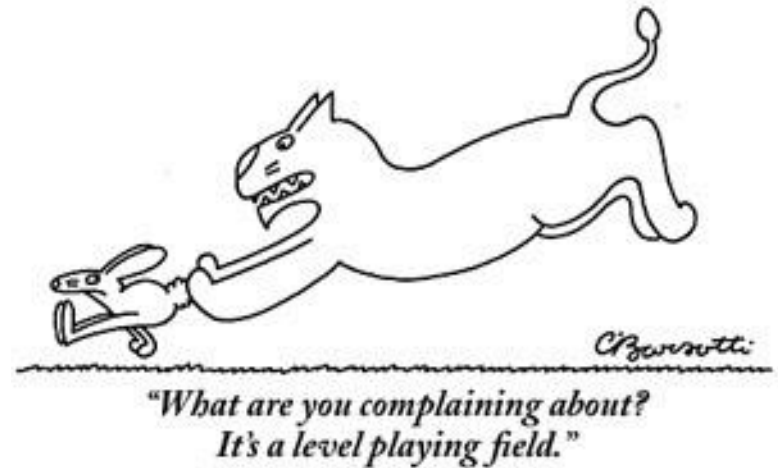
- Requirements of Section 504 and the ADA reach equipment and technological devices when they are used by public entities or places of public accommodation as part of their programs, services, activities, goods, advantages, privileges, or accommodations.



Individuals with covered disabilities

must be provided with aids, benefits, or services that provide an equal opportunity to achieve the same result or the same level of achievement as others

© Cartoonbank.com

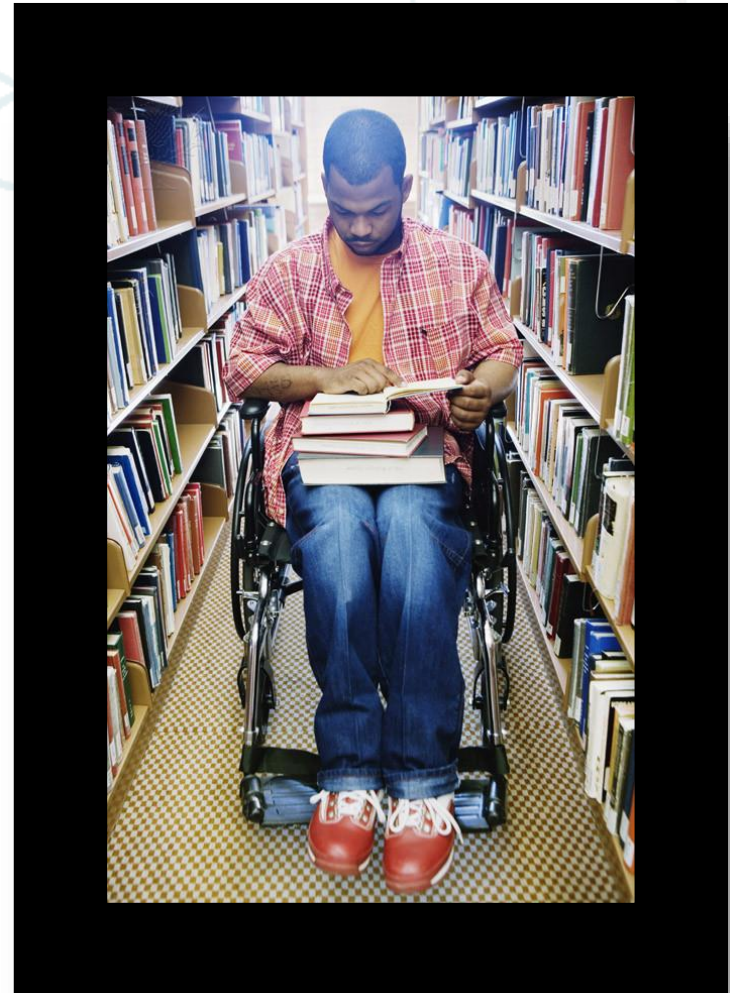


Requiring use of an emerging technology in a classroom environment when the technology is inaccessible to an entire population of individuals with disabilities—individuals with visual disabilities—is discrimination prohibited by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). These items must be offered with accommodations.

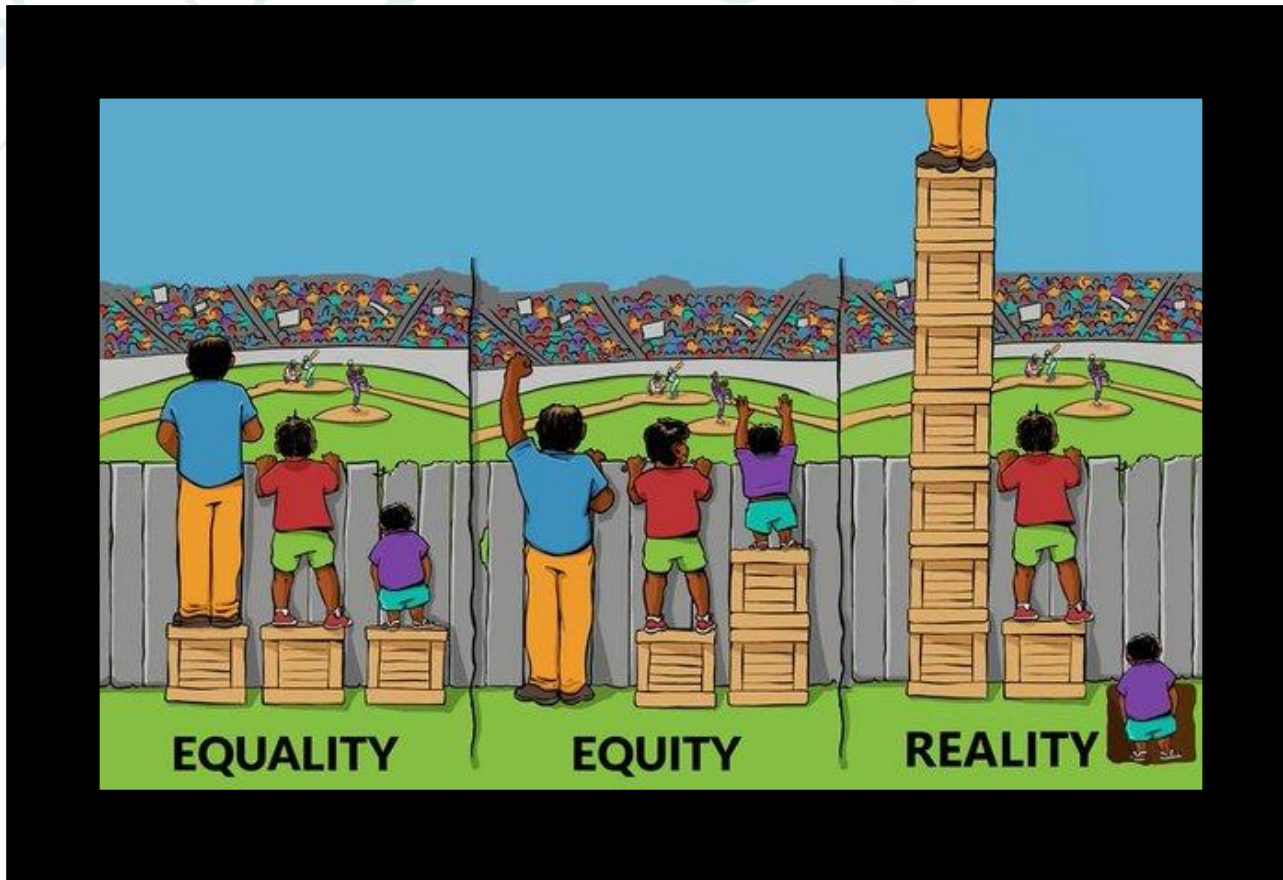


Titles II and III, as well as Section 504, apply to students, visitors, and the public.

These laws place educational institutions under a continuing obligation to improve campus accessibility and relocate programs, and this is independent of a request for accommodation.



Title III of the ADA applies to all private colleges (except those that qualify for the “religious entity” exemption) whether or not they receive federal funds.



Among other provisions, these laws require postsecondary institutions to provide

- academic adjustments,
- auxiliary aids or
- reasonable modifications (also referred to as accommodations)

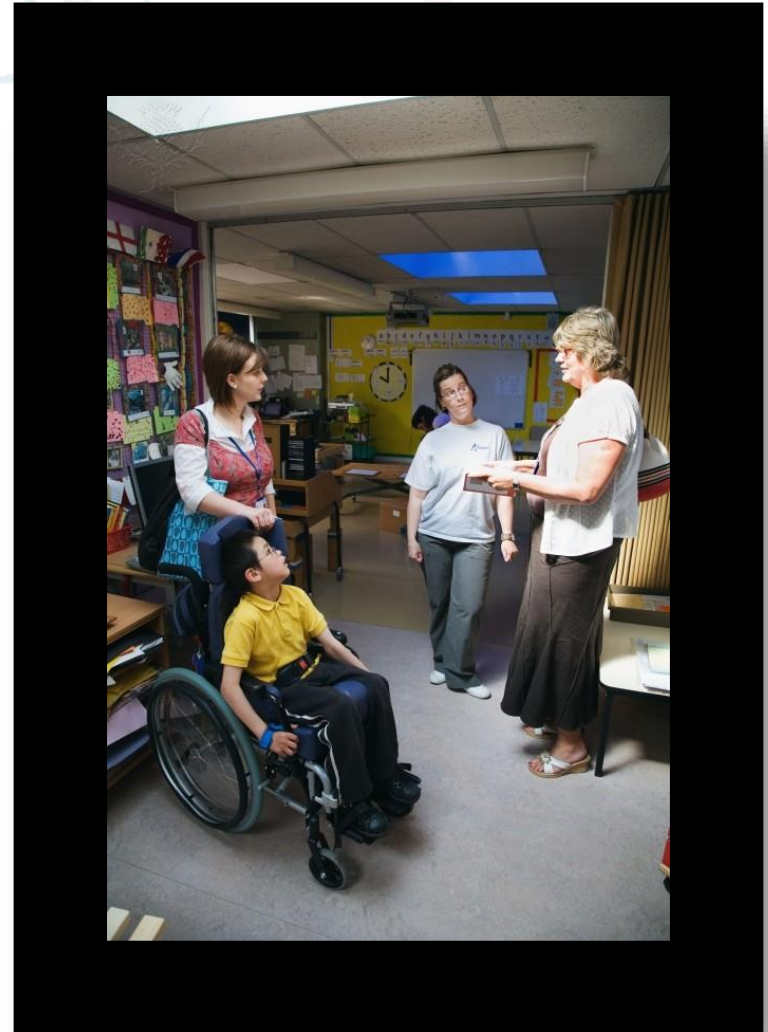
to school policies and practices for students with mental or physical disabilities.



Paradigm shift from K-12

K-12

- In order to ensure that students with disabilities are given a free appropriate public education, local education agencies are required to provide many services and aids of a personal nature to students with disabilities when they are enrolled in elementary and secondary schools.



Paradigm shift from K-12

Post Secondary



- Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution.



Department of Education (DOE) 504 and Title IX

Title IX

- These laws extend to all state education agencies...colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums
- U.S. Department of Education funds, Federal financial assistance



Some key issue areas in which schools have Title IX obligations are:


- recruitment,
- admissions, and counseling;
- financial assistance;
- athletics;
- sex-based harassment;
- treatment of pregnant and parenting students;
- discipline;
- single-sex education; and
- employment.



Pregnancy is covered by Title IX



Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.



Cleary Act/Violence Against Women Act (VAWA)

Clery Act VAWA

“Jeanne Clery was 19 years old when she was raped and murdered in her college dormitory. Her parents, Connie and Howard Clery, could not have known the danger she was in; standards for campus crime reporting simply did not exist in 1986.

So the Clerys put into motion transformative change on two important fronts.”



Schools' Obligations to Respond to Sexual Harassment and Sexual Violence

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX.



Think about how this applies to Student Clinical Experiences



© 2011 New York College of Health Professions



Title VI Civil Rights , Title VII, EEO

Ethnocentrism is the tendency to look at the world primarily from the perspective of one's own culture and position within that society



Title VI and Race, Color, and National Origin Discrimination

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Title VI states that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.



Religion and Title IV and VI

Title IV of the Civil Rights Act of 1964 also prohibits discrimination on the basis of religion in public schools and institutions of higher learning.

The Educational Opportunities Section works to ensure that all persons regardless of their religion are provided equal educational opportunities. The Section's work includes addressing discrimination and harassment on the basis of religion, and spans all religious affiliations.



OCR
Office for Civil Rights

Unless it would be an undue hardship on the employer's operation of its business, an employer must reasonably accommodate an employee's religious beliefs or practices including religious dress or grooming practices.



Culture of the Classroom? Student clinics? Schools?



© 2011 New York College of Health Professions

Programs and activities that receive Federal financial assistance from the United States Department of Education (ED) are covered by Title VI.

- 4,700 colleges and universities;
- 10,000 proprietary institutions; and other institutions, such as libraries and museums that receive ED funds.





State and District Laws

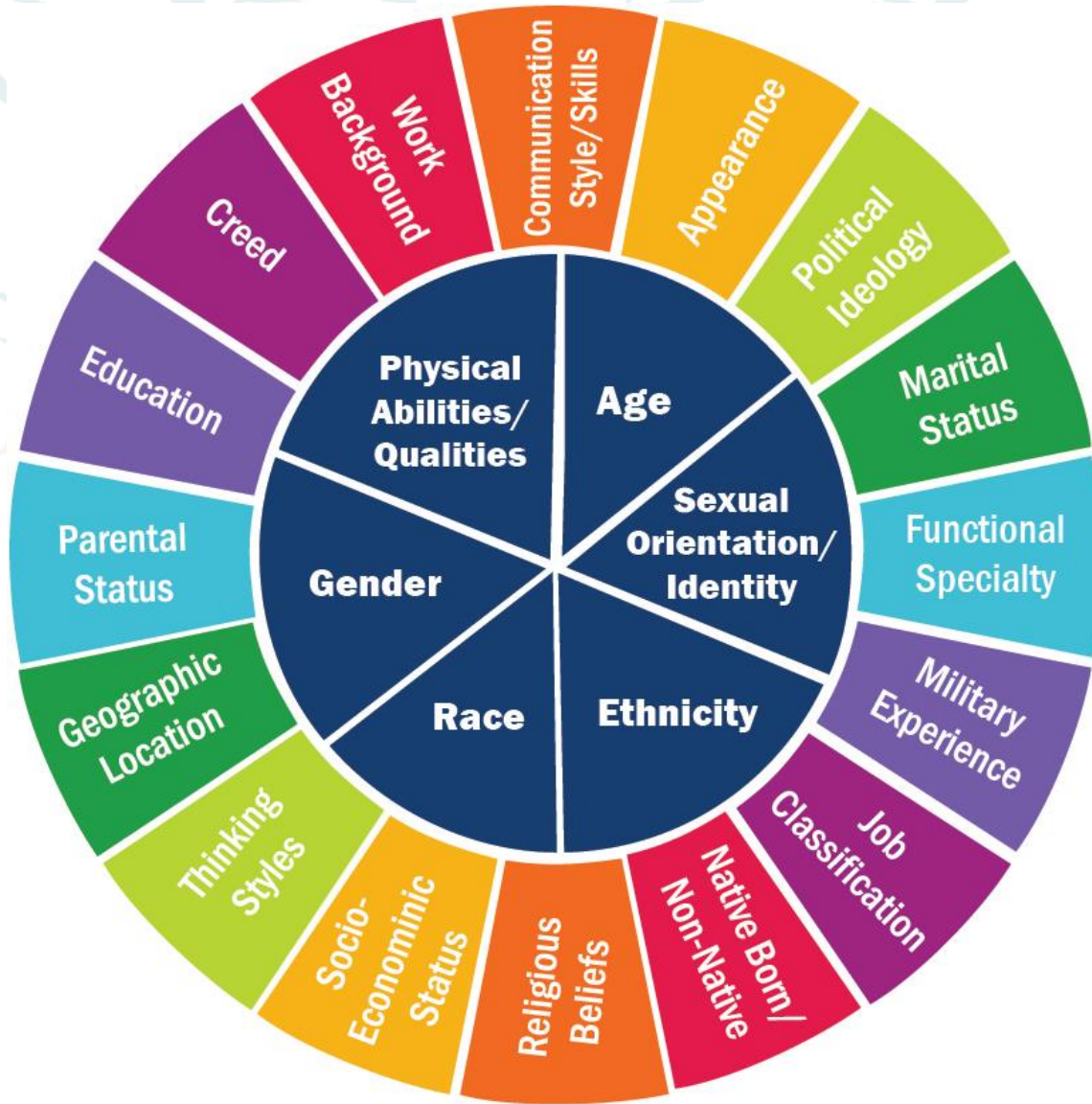
Laws that cover massage, employment, education, and other relevant legislation should be consulted when creating policies, creating curriculum and training educators to ensure legal as well as cultural appropriate education or practice settings.

OK, so maybe that wasn't so much "fun".





Multi-Cultural- Multi Complex



YOUSUP Recipe by its pronounced METROsexual.com



Ingredients:

base & broth

- race
- ethnicity
- gender
- sexuality
- disability status



early additions

- socioeconomic status
- geographic location
- education
- family structure



optional

- hobbies & passions
- religion & faith
- career
- political beliefs



secret ingredients

- personal experiences
- changes to other ingredients
- hidden identities
- misperception of ingredients



Procedure:

Combine base ingredients to create broth and bring to a boil. Add early additions and simmer over low heat for 18 - 25 years, adding optional and secret ingredients to taste. Makes one You.

Macro to Micro

- Nation
- State
- County
- Community
- School
- Organization
- You

Lets start with
macro culture

23 and Me?

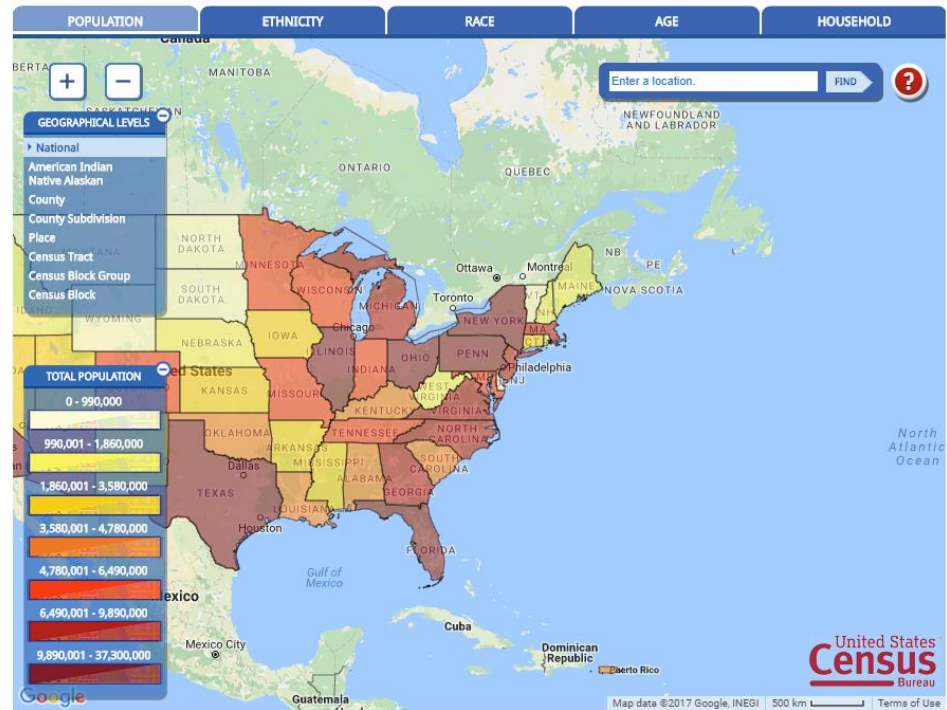
The screenshot shows the '2010 Census Portrait of America' interface. At the top, there are tabs for 'POPULATION', 'ETHNICITY', 'RACE', 'AGE', and 'HOUSEHOLD'. Below these is a map of the United States with a search bar and a 'FIND' button. A pop-up window titled '2010 Census Portrait of America' is overlaid on the map. The window contains the 'United States Census Bureau' logo and a description: 'This interactive map provides population counts and details about Age, Sex, Race, Ethnicity, and Housing Status. To view this information, enter the name of your town and state in the window below and click "FIND".' Below the description are three main steps: 'Search' (with a 'Texas FIND' button), 'Select' (with a map of Texas), and 'Compare' (with a 'TEXAS Compare' button). At the bottom of the window is an 'Enter a location.' input field and a 'GET STARTED' button. The background map shows parts of Canada and Mexico.

[Download summary files](#)

Culture where you live?

US Census Bureau

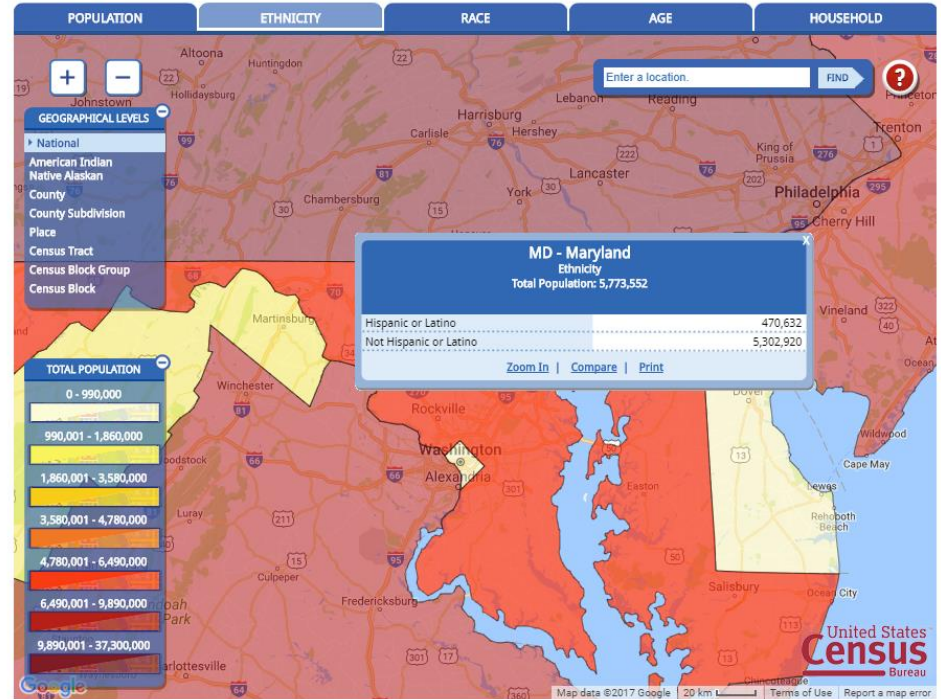
Census.gov



[Download summary files](#)

Population data

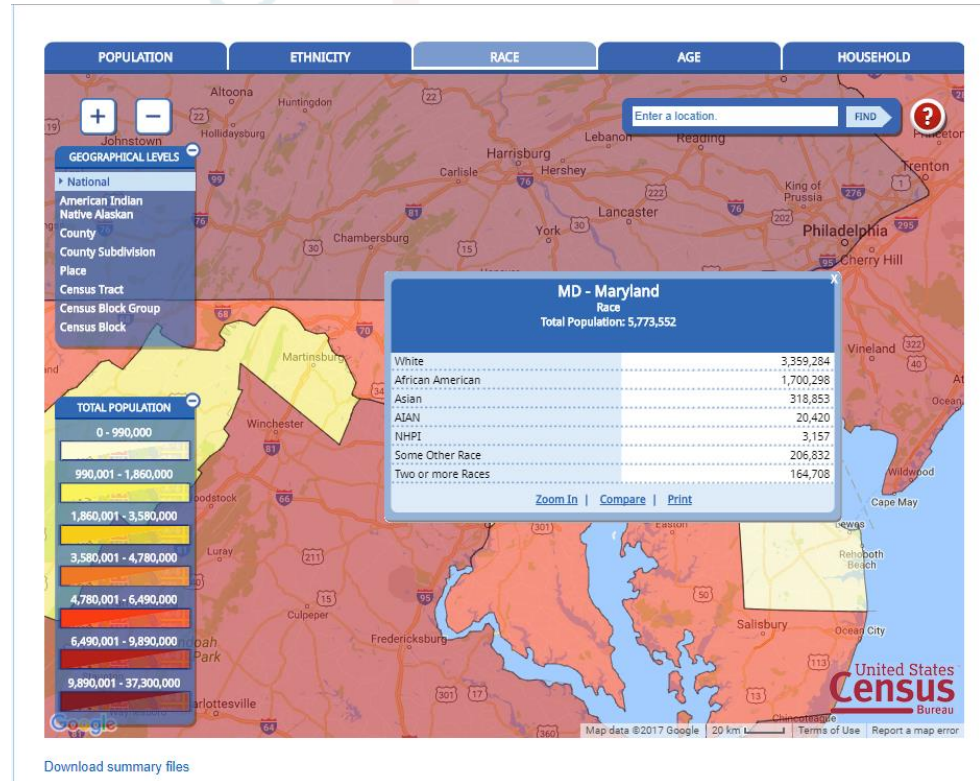
What do you notice?



[Download summary files](#)

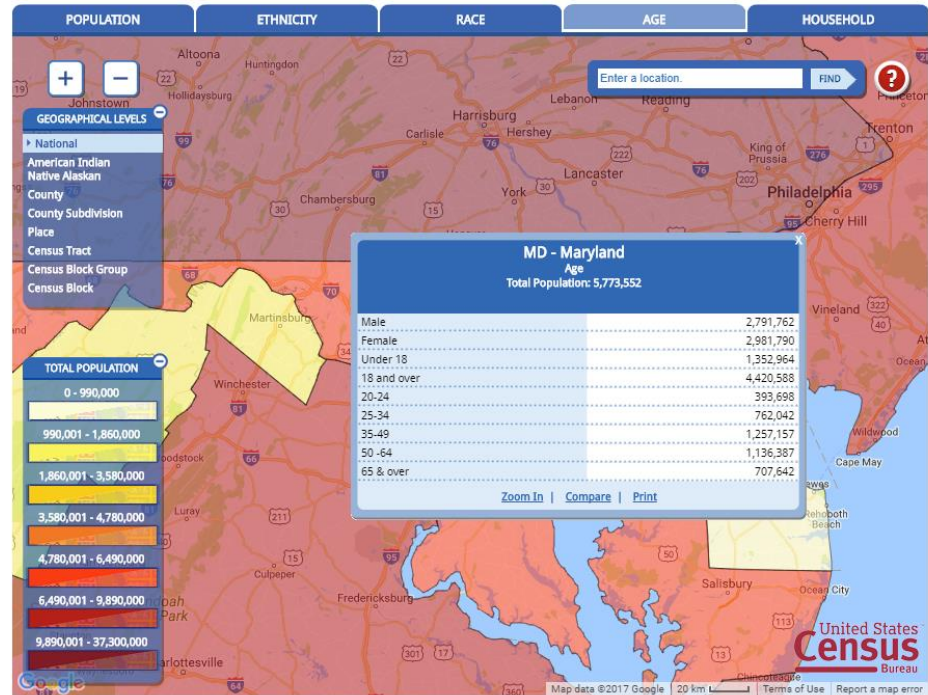
Data only as good as the questions

The 2010 U.S. Census left off questions about ancestry to avoid controversy, though the Census Bureau's American Community Survey separately tracks Hispanic and Latino origin, Asian origin, American Indian and Alaska Native tribal groupings, and various other ancestry groups. African American, which appeared as a major ancestry group in the 2000 Census, is now listed by the Census as a racial group, with ancestry listed only for smaller groups from specific African countries.



You can dig deeper

But there is always a question of accuracy, since the measurement is often through the lens of the dominate culture.



[Download summary files](#)



Tools for Raising Awareness

We have unexamined hidden biases

All of us do.

Yes, You, Me, They, Us,
Them.

All
Of
Us

TEACHER TIP:

Don't separate your class by gender or sex, it can make trans* students very uncomfortable and it completely writes off individuals that do not identify in the gender binary. You can't tell how someone identifies from how they look, and their experiences could differ wildly from your own.

t transstudent

f /transstudent

@transstudent

transstudent.org/teachertips

TSER
Trans Student Equality Resources

Iceberg model

Iceberg Model

Culture can be compared to an iceberg, because so much goes undetected. So that within our lives and work it is often ignored. The influence of culture on the elements of communication need to be explicitly explored rather than taken for granted or ignored. The list below shows some of the cultural issues that impact on our interactions:

Surface Culture

LANGUAGE

ARTS, LITERATURE

RELIGIONS, MUSIC, DRESS

DANCE, GAMES, SPORTS, COOKING

Folk Culture

//////////////////// awareness level boundary////////////////////////////////////

NOTIONS OF MODESTY CONCEPTS OF BEAUTY

Invisible

EDUCATION CHILD RAISING RULES OF DESCENT

COSMOLOGY RELATIONSHIP TO THINGS, ANIMALS & PLANTS

COURTSHIP PRACTICES CONCEPT OF JUSTICE MOTIVATION TO WORK

CRITERIA FOR LEADERSHIP DECISION MAKING PROCESSES DEITIES DEATH

IDEAS OF CLEANLINESS LOCUS OF CONTROL THEORY OF DISEASE PHYSICAL SPACE

DEFINITION OF SANITY, FRIENDSHIP, LOVE, MURDER, LIFE, GENDER, FACIAL EXPRESSIONS

ROLES IN RELATION TO STATUS BY AGE, GENDER, CLASS, KINSHIP, OCCUPATION, RELIGION,

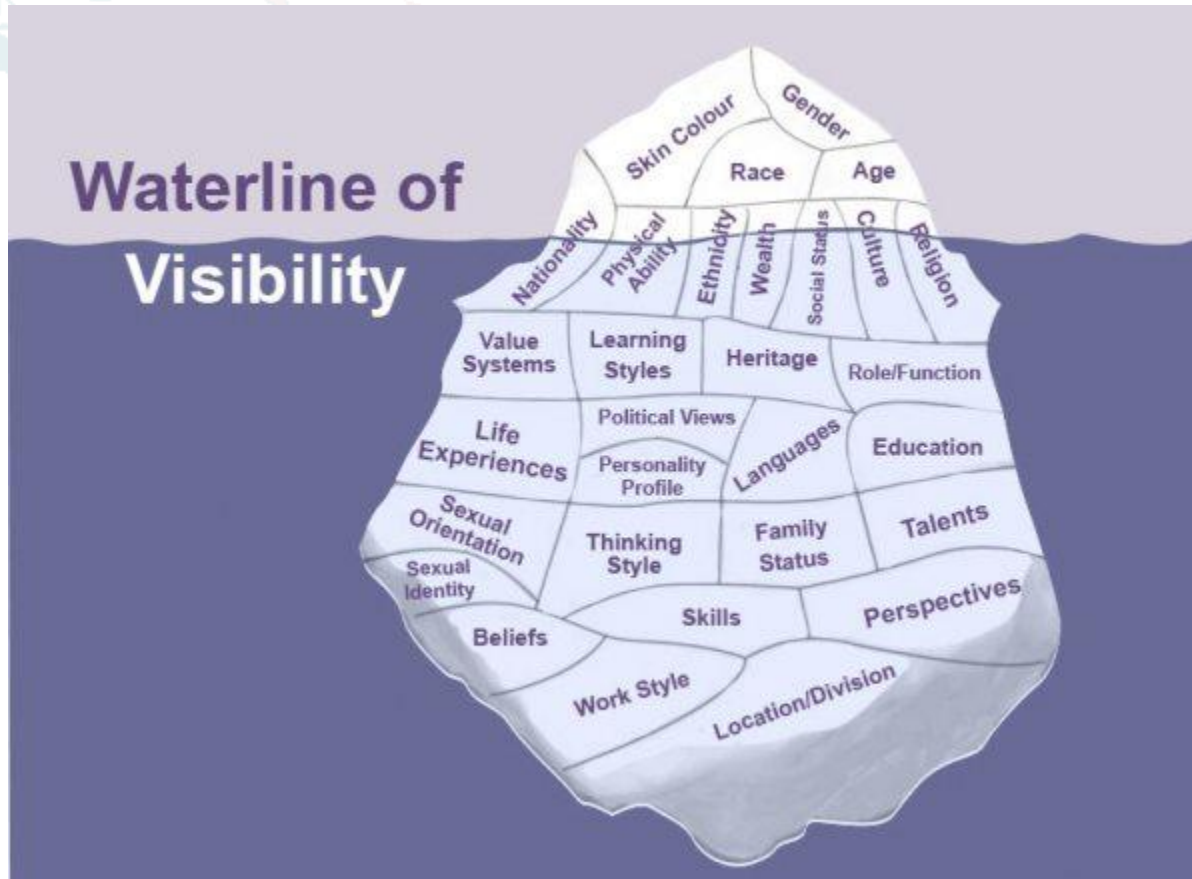
CONVERSATIONAL PATTERNS IN VARIOUS SOCIAL CONTEXTS, CONCEPTION OF TIME & SPACE

PREFERENCES FOR COMPETITION, COOPERATION, INDIVIDUALISM OR GROUP NORMS, SIN, GRACE

NOTION OF ADULTHOOD, NOTION OF LOGIC AND VALIDITY, PHYSICAL SPACE ARRANGEMENTS, LIFE

ODORS, HANDLING OF EMOTIONS, ACCEPTANCE OF FRUSTRATION OR PAIN, CONCEPT OF FAITH

Iceberg Model



We need to give each other the space to grow, to be ourselves, to exercise our cultural diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”

Max de Pree (Brainy Quotes website, 2016)





Ethnicity/Race
Language/Religion

Multi-cultural- Multi Complex




Photo credit Chris Buck/O, the Oprah Magazine



TRANSLATION:

**I'm going to use my place of privilege
to refute and deny the sufferings of
those who do not have
white privilege
while at the same time
erasing
their personal
and cultural history.**



Can you name America's largest ancestry groups?

Data according to the Source: Census Bureau's
American Community Survey

America's largest ancestry groups

- 49,206,934 Germans
- 41,284,752 Black or African Americans
- 35,523,082 Irish
- 31,789,483 Mexican
- 26,923,091 English
- 19,911,467 Americans*
- 17,558,598 Italian
- 9,739,653 Polish
- 9,136,092 French (except Basque)
- 5,706,263 Scottish
- 5,102,858 Scotch-Irish
- 4,920,336 American Indian or Alaska Native
- 4,810,511 Dutch
- 4,607,774 Puerto Rican

America's Smallest Ancestry Groups

- 1,319,188 Greek
- 1,414,551 Dominican (Dominican Republic)
- 1,420,962 Danish
- 1,422,567 Korean
- 1,423,139 Portuguese
- 1,511,926 Hungarian
- 1,573,608 Czech
- 1,576,032 Vietnamese
- 1,620,637 Arab
- 1,733,778 Salvadoran
- 1,764,374 Cuban
- 1,888,383 Welsh
- 2,087,970 French Canadian
- 2,549,545 Filipino
- 2,625,306 West Indian
- 2,781,904 Asian Indian

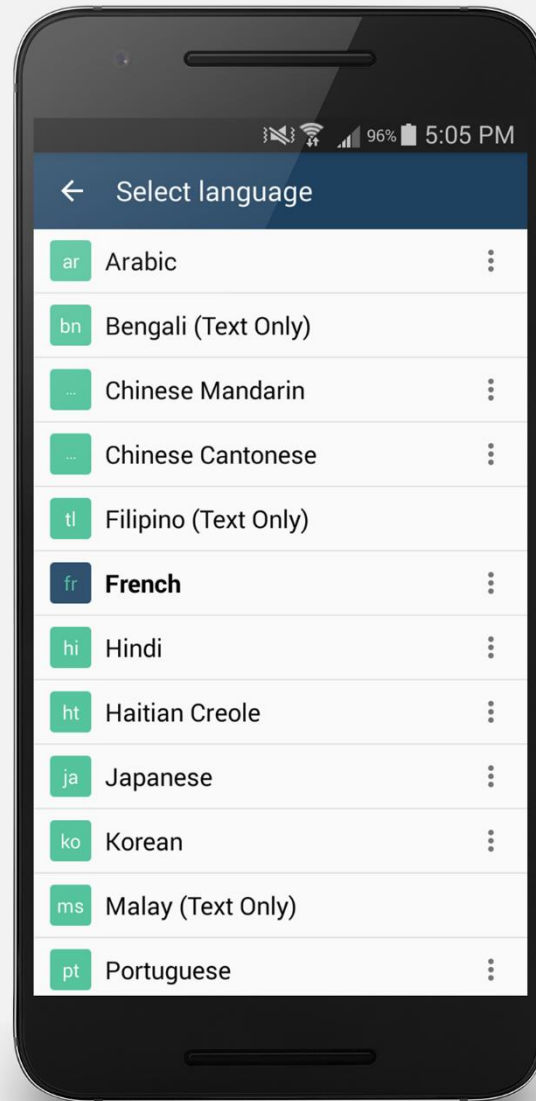


More Tools for Raising Awareness

Language Barriers

Canopy Innovations is an NYC-based digital health company that is transforming the way our healthcare system communicates with underserved patients. The language barrier undermines quality of care for the 27+ million patients who have limited-English proficiency, and creates enormous workflow and financial constraints to the health delivery organizations that serve them. With support from the National Institutes of Health (NIH), Canopy has developed a suite of products to tackle these challenges.

<http://withcanopy.com/speak/>



UNDERSTANDING

someone else's identity

is
NOT

a PREREQUISITE for
EMPATHY

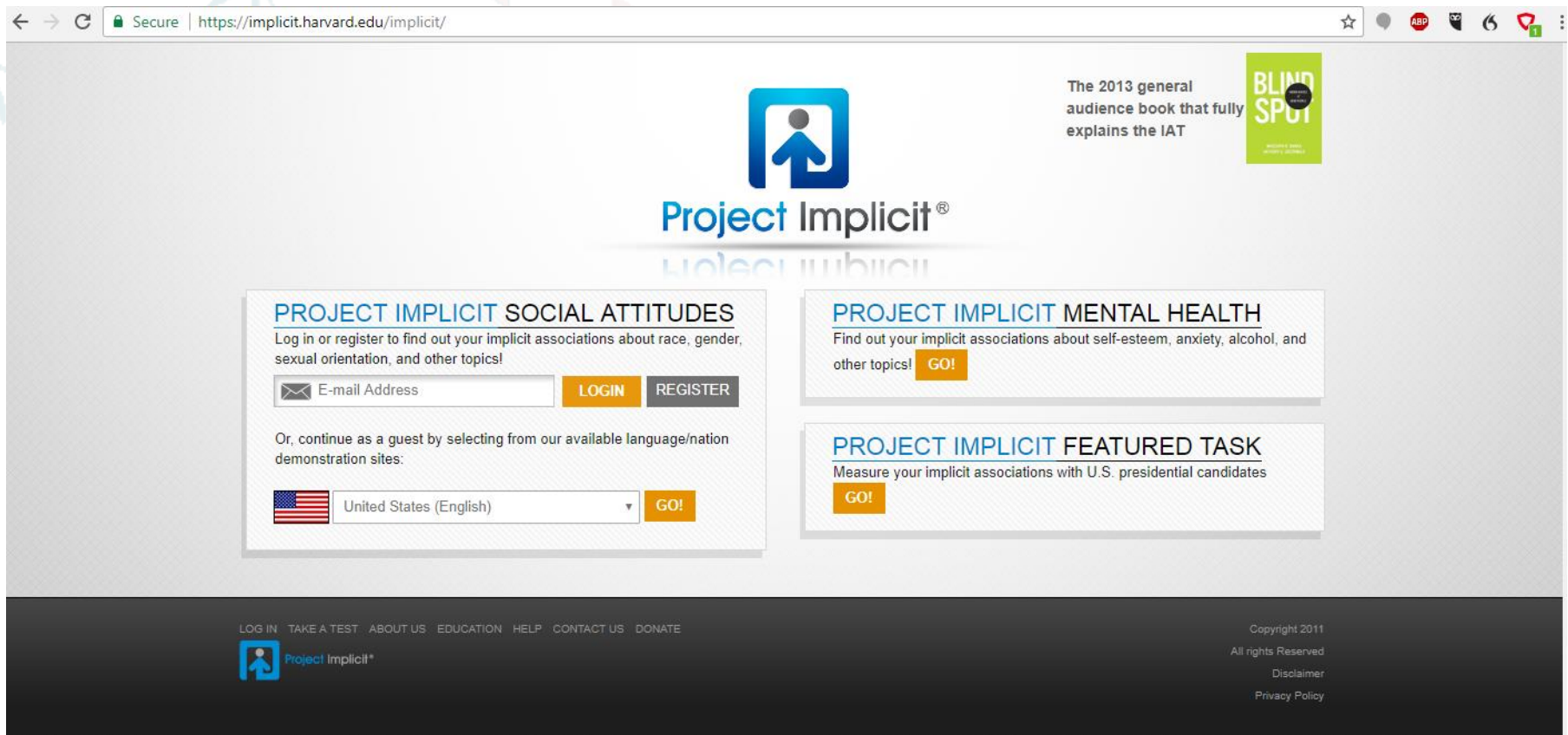
EMPATHY

IS

a PREREQUISITE for
UNDERSTANDING

by its pronounced *met*sexual.com

Project Implicit is one tool to use to discover hidden bias.

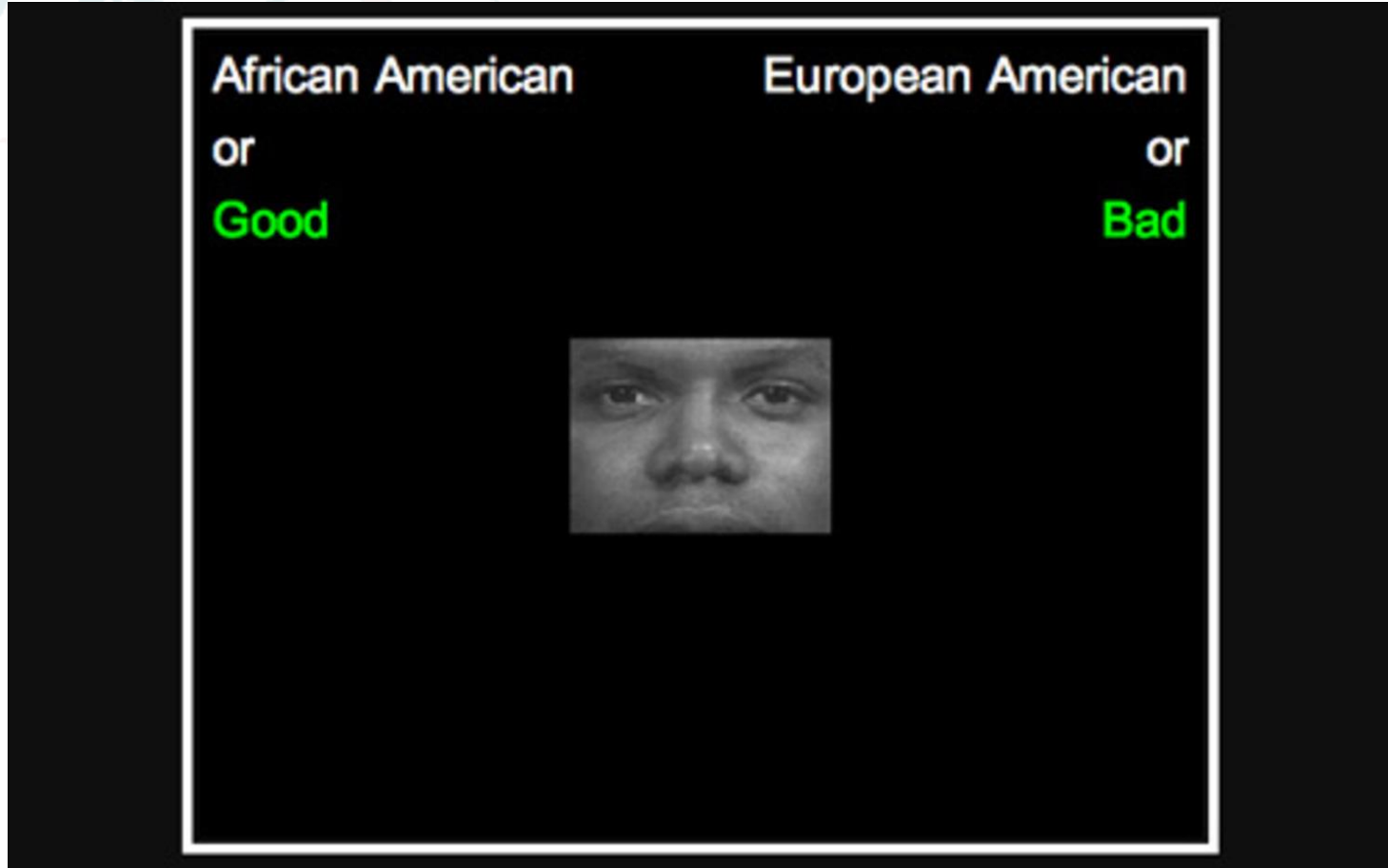


The screenshot shows the Project Implicit website in a browser window. The address bar displays "Secure | https://implicit.harvard.edu/implicit/". The main content area features the Project Implicit logo (a blue square with a white figure) and the text "Project Implicit®". To the right, there is a promotional banner for "The 2013 general audience book that fully explains the IAT" with a green book cover titled "BLIND SPOT". Below the logo, there are three main sections:

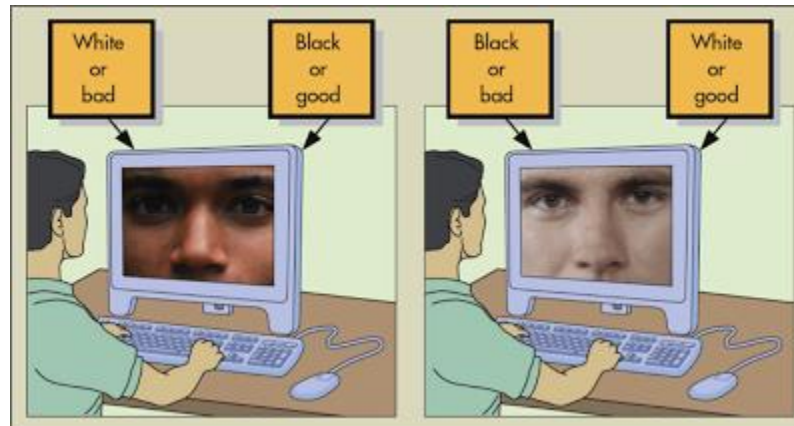
- PROJECT IMPLICIT SOCIAL ATTITUDES**: Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics! Includes an "E-mail Address" input field, "LOGIN" and "REGISTER" buttons, and a guest selection section with a US flag icon, "United States (English)" dropdown, and "GO!" button.
- PROJECT IMPLICIT MENTAL HEALTH**: Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics! Includes a "GO!" button.
- PROJECT IMPLICIT FEATURED TASK**: Measure your implicit associations with U.S. presidential candidates. Includes a "GO!" button.

The footer contains navigation links: LOG IN, TAKE A TEST, ABOUT US, EDUCATION, HELP, CONTACT US, DONATE. It also includes the Project Implicit logo and text "Project Implicit*", copyright information "Copyright 2011", and links for "All rights Reserved", "Disclaimer", and "Privacy Policy".

Project Implicit



“What if we’re not the magnanimous people we think we are? That seems to be the conclusion of the past few decades of social psychology research. Freud stuck a dagger in the comforting idea of complete, conscious self-awareness, but experimental findings suggest that not only do we not know ourselves, if we did, we might not invite ourselves over for dinner. This research takes Freud’s dagger into our vanity and twists it.”





WE BECOME
WHAT WE WANT TO BE
BY CONSISTENTLY
BEING WHAT WE WANT TO BECOME EACH DAY

Richard G. Scott



Gender Gender Identity Sexual Orientation



*“When a person tells you that you hurt them,
you don't get to decide that you didn't” Louis CK*

“A good starting point: trust that when someone says they’re experiencing bigotry, discrimination, or oppression, they are — whether you understand it or not. And if you’re struggling with how to empathize, or what to do with that newfound empathy, lean on the platinum rule.” Sam Killerman



Multi-cultural- Multi Complex

Deserves the same care,
no matter
which pronoun is used.



Transgender, gay, lesbian, and bisexual people deserve the same care as everyone else. Thousands of healthcare providers in Massachusetts agree. They're working to eliminate barriers to healthcare access, so everyone can be treated well. And stay well.

The Gay, Lesbian, Bisexual and Transgender Health Access Project
MASSACHUSETTS DEPARTMENT of PUBLIC HEALTH

www.glbthhealth.org

Multi-cultural- Multi Complex

Deserves the same care,
no matter
who this heart holds dear.



Lesbian, gay, bisexual, and transgender people deserve the same care as everyone else. Thousands of healthcare providers in Massachusetts agree. They're working to eliminate barriers to healthcare access, so everyone can be treated well. And stay well.

The Gay, Lesbian, Bisexual and Transgender Health Access Project
MASSACHUSETTS DEPARTMENT of PUBLIC HEALTH

www.glbthealth.org

Multi Cultural Multi Complex

TRANS STUDENT EDUCATIONAL RESOURCES

BLACK

TRANS LIVES

MATTER

WWW.TRANSSTUDENT.ORG/BLACKLIVESMATTER

Gender Roles

“Do you prefer a female or male therapist?”



In binary gender research, men often ascend the ladder faster in other female-dominated fields.



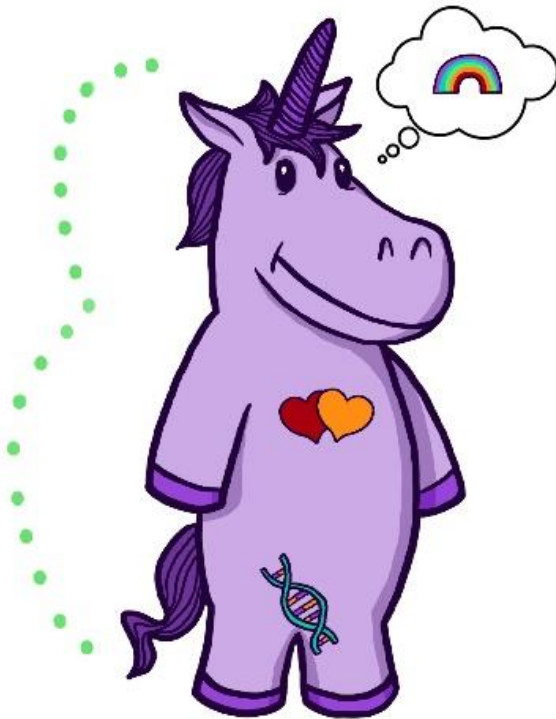
Even More Tools for Raising Awareness

To Treat Me, You Have to Know
Who I Am.



The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



 Gender Identity

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

 Gender Expression

-  Feminine
-  Masculine
-  Other

 Sex Assigned at Birth

Female Male Other/Intersex

- 
- 
- 

 Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

 Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

 transstudent.tumblr.com
 facebook.com/transstudent
 twitter.com/transstudent

Design by Landyn Pan

For more information,
go to transstudent.org/graphics

TSER
Trans Student Educational Resources

In school, office, or the clinic

- Review your paperwork for language
- Review your policies
- Review your premises
- Provide education for healthcare providers in LGBTQI cultural and clinical competency

BE AN ALLY KNOW WHEN TO SPEAK UP!



BY LANDYN PAN
& ETHAN LOPEZ

FOR MORE
INFORMATION, GO TO
TRANSSTUDENT.ORG/GRAPHICS

TSER IT GETS
BETTER
PROJECT
Trans Student Educational Resources





Physical and Mental Health

The physical is mental and the mental is physical.

Nearly 1 in 5 People Have a Disability in the U.S., Census Bureau Reports

Some disabilities look like this



Some look like this



Multi-cultural-
Multi Complex

Physical and Mental Health

The issues that are common in our classrooms?

- ⊕ Anxiety continues to be the most predominant and increasing concern among college students (47.4%)
- ⊕ followed by depression (39.7%),
- ⊕ relationship problems (33.7%),
- ⊕ suicidal ideation (18.2%),
- ⊕ self-injury (12.1%),
- ⊕ and alcohol abuse (8.5%).

<http://www.aucccd.org/assets/documents/2014%20aucccd%20monograph%20-%20public%20pdf.pdf>



Different Abilities-

“When student affairs professionals talk about diversity or culture, we tend to think about people of color, the Queer community, socioeconomic class, religion, or region. Student affairs professionals, however, are often not consciously aware of people with disabilities” Jian Guan

Students with disabilities, however, may have additional reasons for not meeting the academic and other requirements to succeed.



<http://www.higheredcompliance.org/resources/resources/Practical-Tips-Managing-Disabililty-Related-Issues1.pdf>

Learn how to “level the playing field” without lowering academic standards

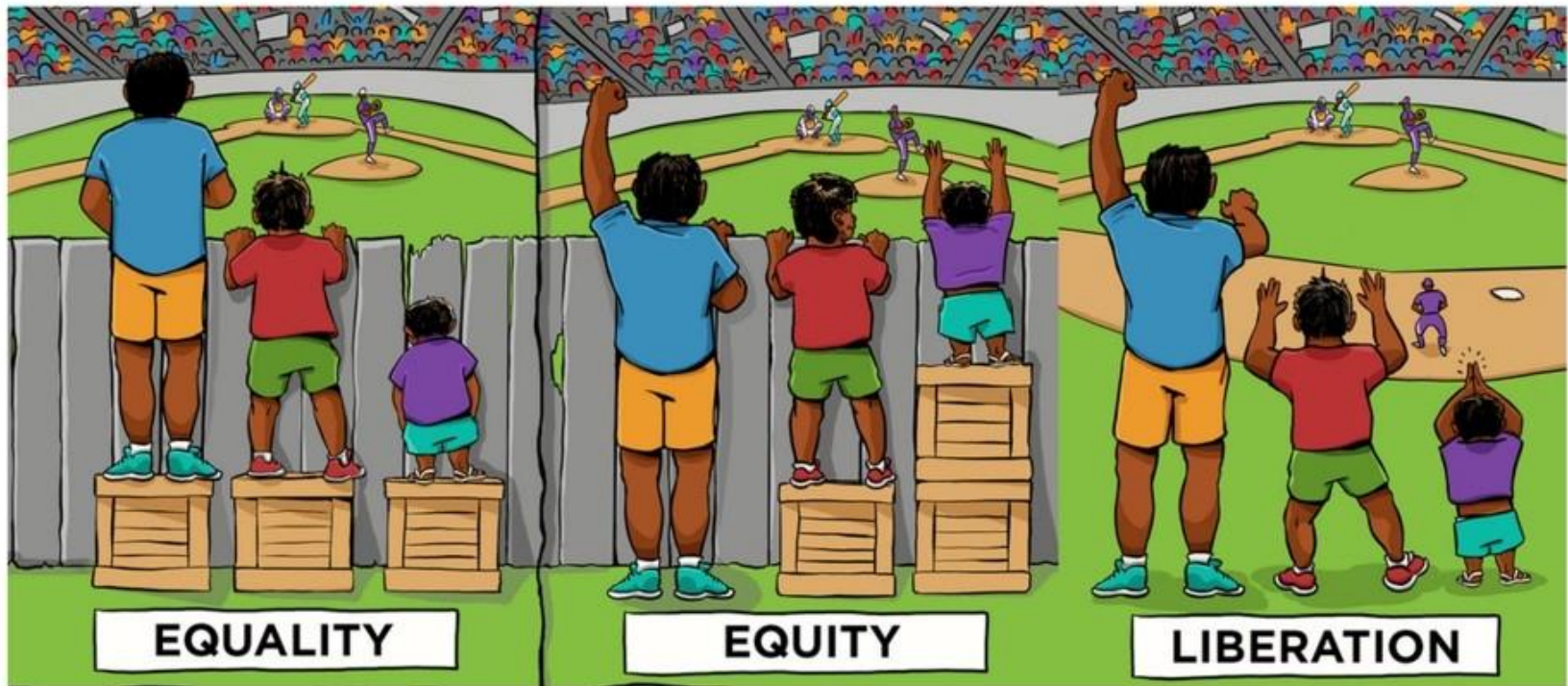


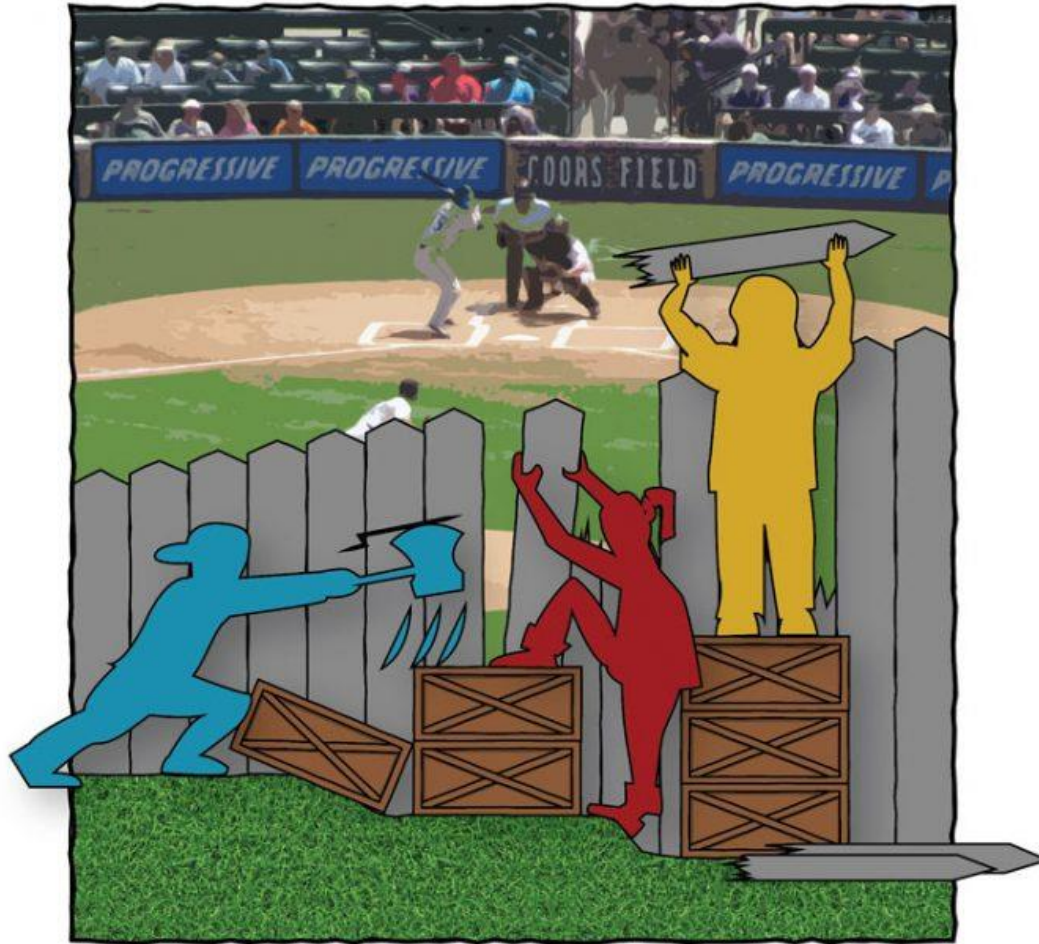
Reasonable Accommodations

- Students must be able to carry out essential requirements of the program, with or without reasonable accommodation.
- School need not lower standards nor fundamentally alter the program.



Where is the “fence” in your school, program, or practice?



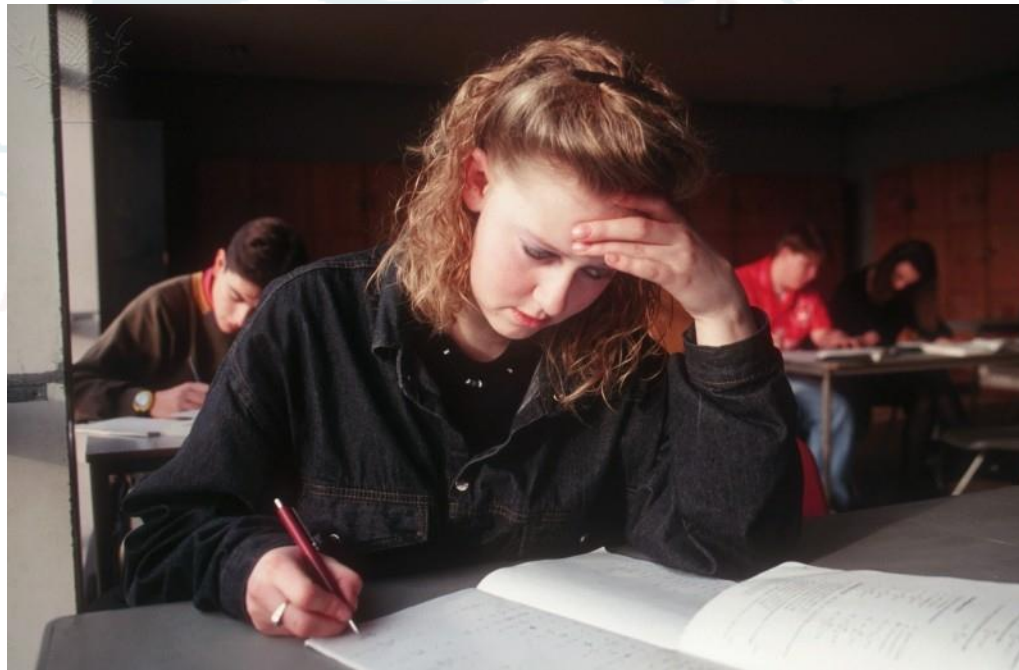


JUSTICE

You probably know that if your institution receives federal financial assistance, you're subject to section 504 of the Rehabilitation Act and OCR's complaint process. Almost all colleges – except for a handful of private colleges that refuse federal financial assistance – are covered. If you're a public college, you're also subject to title II of the ADA, DOJ's regulation, and OCR's complaint process.



Student assumes post-secondary education will provide what is needed without request by student K-12 (IDEA-model)



While the courts have consistently found that the burden is on the student to make that known and do not require readmission or removal of the academic deficiency, there are a number of ways that a proactive approach by the higher education institution could improve the likelihood of success.

Guide for an accessible massage session room



U.S. Department of Justice
Civil Rights Division
Disability Rights Section

U.S. Department of Health
and Human Services
Office for Civil Rights

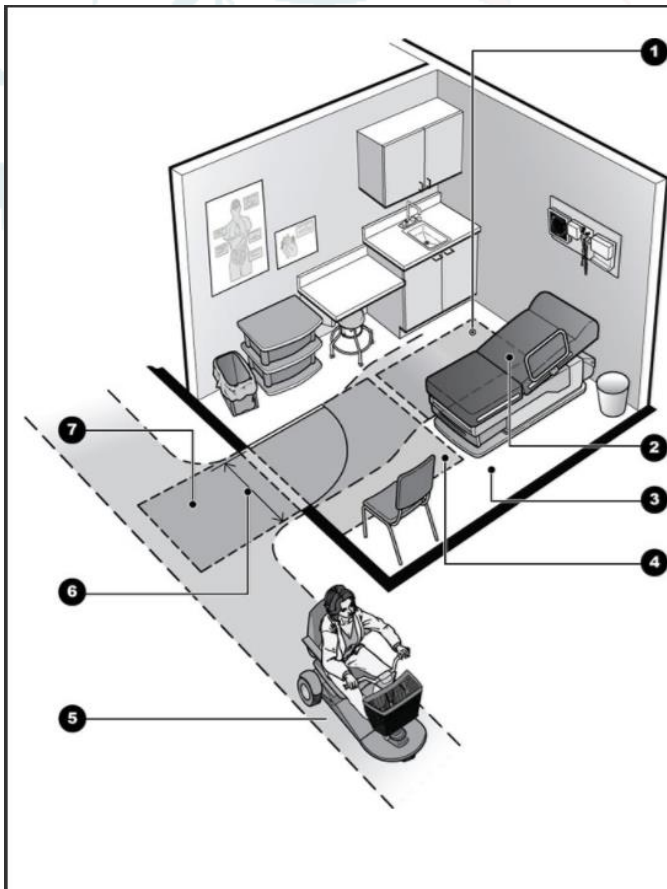


Americans with Disabilities Act

Access To Medical Care For Individuals With Mobility Disabilities



Clinic and Classroom Space Modifications

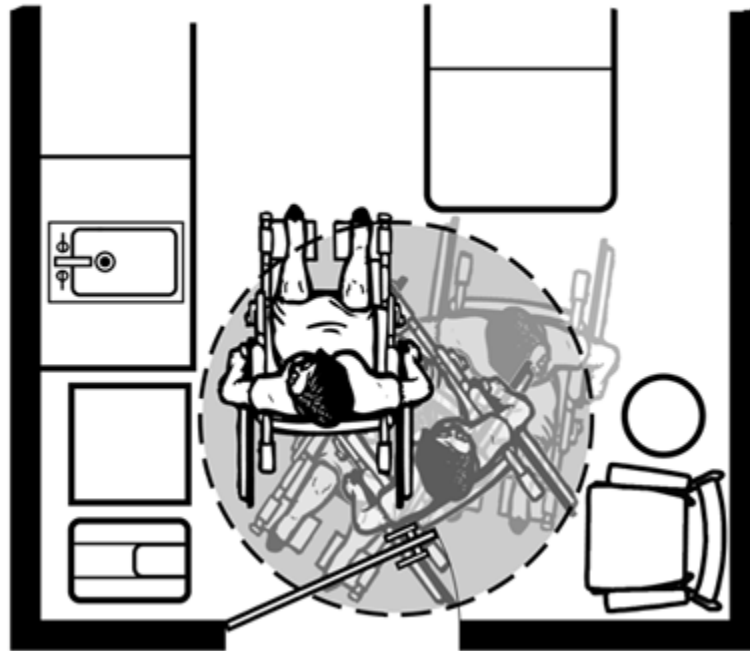


1. A clear floor space, 30" X 48" minimum, adjacent to the exam table and adjoining accessible route make it possible to do a side transfer.
2. Adjustable height accessible exam table lowers for transfers.
3. Providing space between table and wall allows staff to assist with patient transfers and positioning. When additional space is provided, transfers may be made from both sides.
4. Amount of floor space needed beside and at end of exam table will vary depending on method of patient transfer and lift equipment size.
5. Accessible route connects to other accessible public and common use spaces.
6. Accessible entry door has 32" minimum clear opening width with door open 90 degrees.
7. Maneuvering clearances are needed at the door to the room.

Note: Additional clear floor space can be provided by moving or relocating chairs, trash cans, carts, and other items.

[CLOSE WINDOW](#)

Turning Radius for chairs and scooters should be considered



Accommodations can include the following:

- *additional time for exams;*
- *other exam modifications (separate room; extra rest time);*
- *reduction, waiver, substitution, or adaptation of course work;*
- *extensions on assignments;*
- *extension of time for degree completion;*
- *preference in registration;*
- *permission to tape record classes*

Service animals on campus



Real time captioning intended for students who are deaf or hard of hearing provides every student two ways to receive the instructional material. Captioned video has proven to be not only accessible but becomes searchable and reusable as components of future classes. “Universal design” in web materials enhances the flexibility and cross platform usability of instructional sites for all students across different operating systems, browsers, personal digital assistants (PDAs), and multimedia.



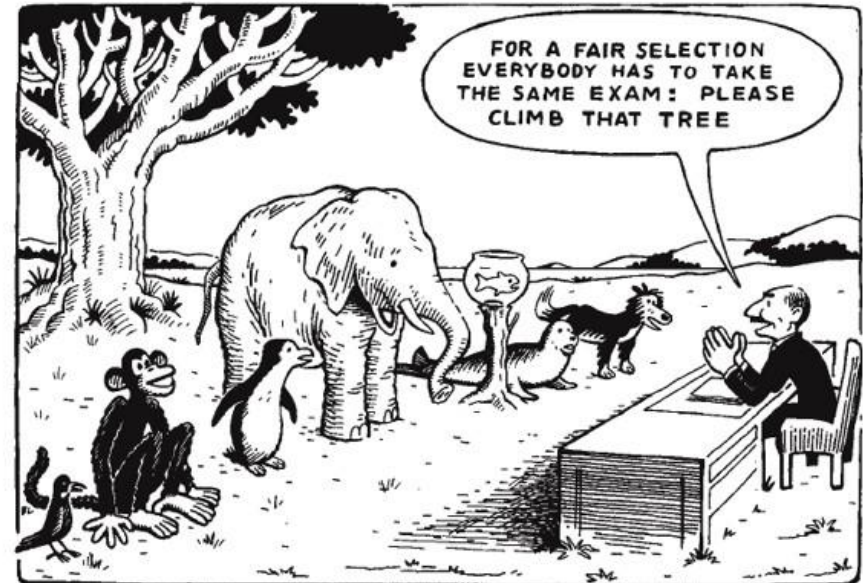
What Are Testing Accommodations?

Testing accommodations are changes to the regular testing environment tests.

These include auxiliary aids and services that allow individuals with disabilities to demonstrate their true aptitude or achievement level on standardized exams or other high-stakes

Examples of the wide range of testing accommodations that may be required include:

- Braille or large-print exam booklets;
- Screen reading technology;
- Scribes to transfer answers to Scantron bubble sheets or record dictated notes and essays;
- Extended time;
- Wheelchair-accessible testing stations;
- Distraction-free rooms;
- Physical prompts (such as for individuals with hearing impairments); and
- Permission to bring and take medications during the exam (for example, for individuals with diabetes who must monitor their blood sugar and administer insulin).



Testing accommodations

Primarily for students with learning and related disabilities (ADD, ADHD, etc.) and those with mental health challenges, because of the unique ways in which disability law may be an issue for those students. It suggests how a more proactive approach both by the higher education institution and the students themselves might improve success.





Practitioners encounter a diverse client population in spas, sports massage, healthcare and other settings. Increased cultural competency and knowledge about underserved populations will better position massage therapist to impact health care in the future

For further reflection

- 1) How can you address any biases in your work?
- 2) Are there any populations you are underserving?
- 3) How can you adapt your services to better serve these populations?





***Thank You
Tara!***

Visit for more information:
www.taramcmanawayandassociates.com

Final Webinar of the 2017 Series

November 2017:
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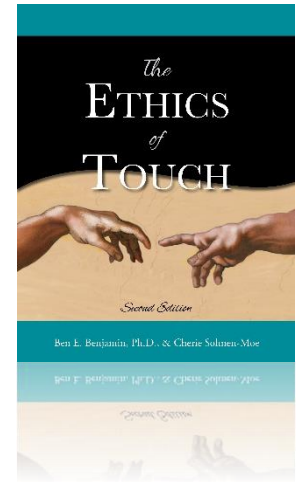
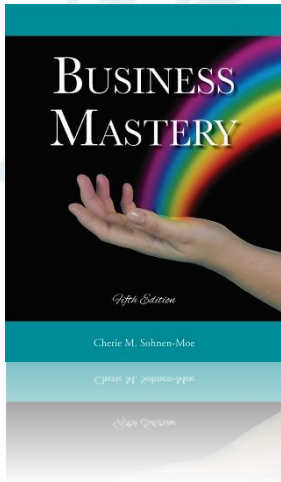
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Bonus Material and Tools for Raising Awareness

TEACHER TIP:

On the first day of school, have students introduce themselves with the name they would like to be called instead of reading off a roster. This gives trans* youth (and anyone else who doesn't like their legal name) a chance to share the name they are most comfortable with.

t transstudent

f /transstudent

@transstudent

transstudent.org/teachertips

TSER
Trans Student Equality Resources

By understanding the nature of cultural competence and examining record-keeping and health interviewing processes, massage therapists and registered massage practitioners will improve their ability to talk about health concerns without biases in the context of cultural differences, gender, sexual orientation, differently-abled clients or mental health stigma hindering the conversation. create a more culturally appropriate approach to record keeping, health care assessment, and treatment plans as it relates to massage therapy and massage therapy education.

What are the rules for consent to a massage?

Question: Don't beat me up on this. I really don't know the answer. I've been googling. Plus I won't exactly know until they turn up.

- I got a call yesterday from someone who had a very bad speech impediment - more than just a stutter. I didn't ask anything because I didn't know what to say. How can you ask someone 'Are you developmentally challenged? Or are you just suffering from a speech impediment?'
- There was difficulty in the communication. I took the appointment. If they come alone I don't feel happy about doing the massage - I just don't know.

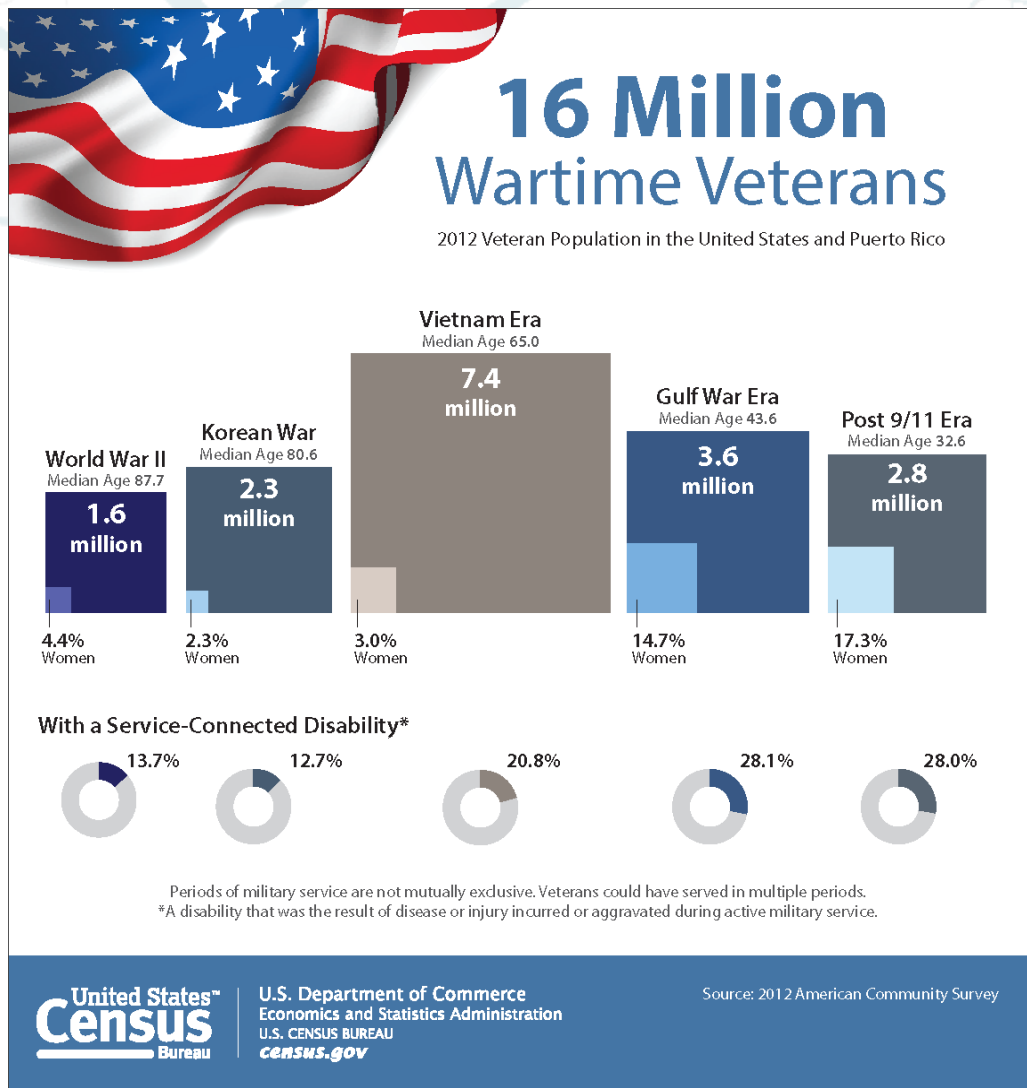
Please advise. I'm not discriminating - I just want advice please.





Military/Civilian

Multi-cultural- Multi Complex



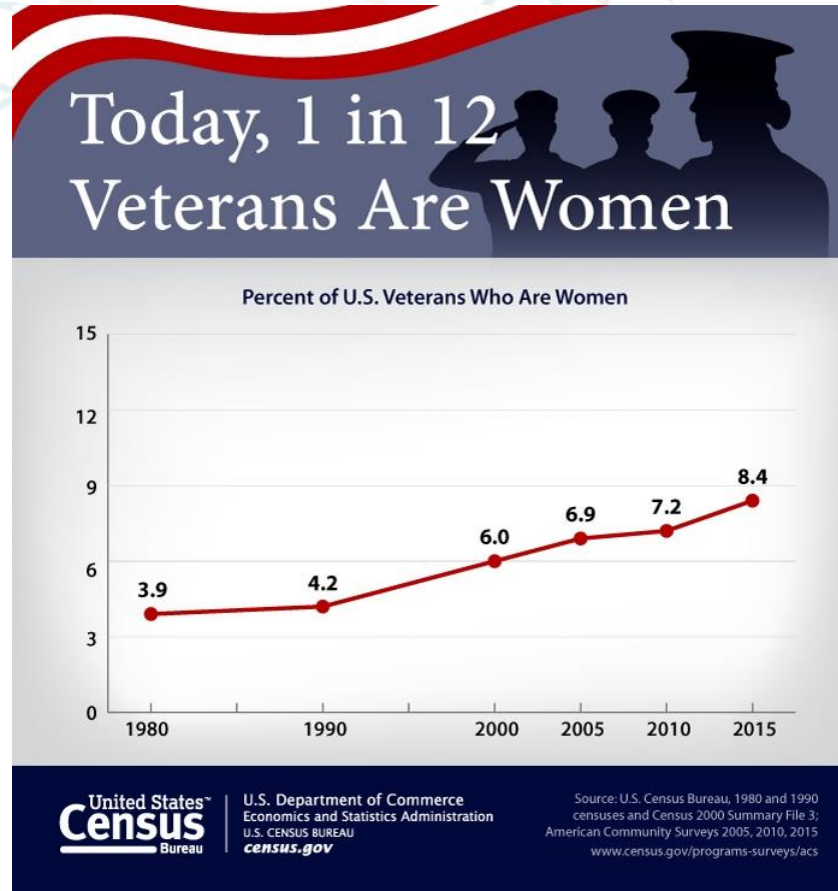
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Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2012 American Community Survey



Multi-cultural- Multi Complex



Traditional means of support may not work:

Warriors and Veterans with late-acquired deafness may not know American Sign Language, but can benefit from real time captioning and other technologies; those with late-acquired blindness may not know Braille but can use other forms of media such as digital or recorded books. As in other contexts, individualized accommodations should be selected through an interactive process between the institution and the student. For example, a particular student with PTSD may need advance warning of fire alarm tests or a private dorm room, while another individual with PTSD may benefit from having a roommate and being socialized to the greatest extent possible.



Neurologically Typical-

While there is no widely accepted diagnostic test, NTs are fairly easy to spot once you know what to look for.

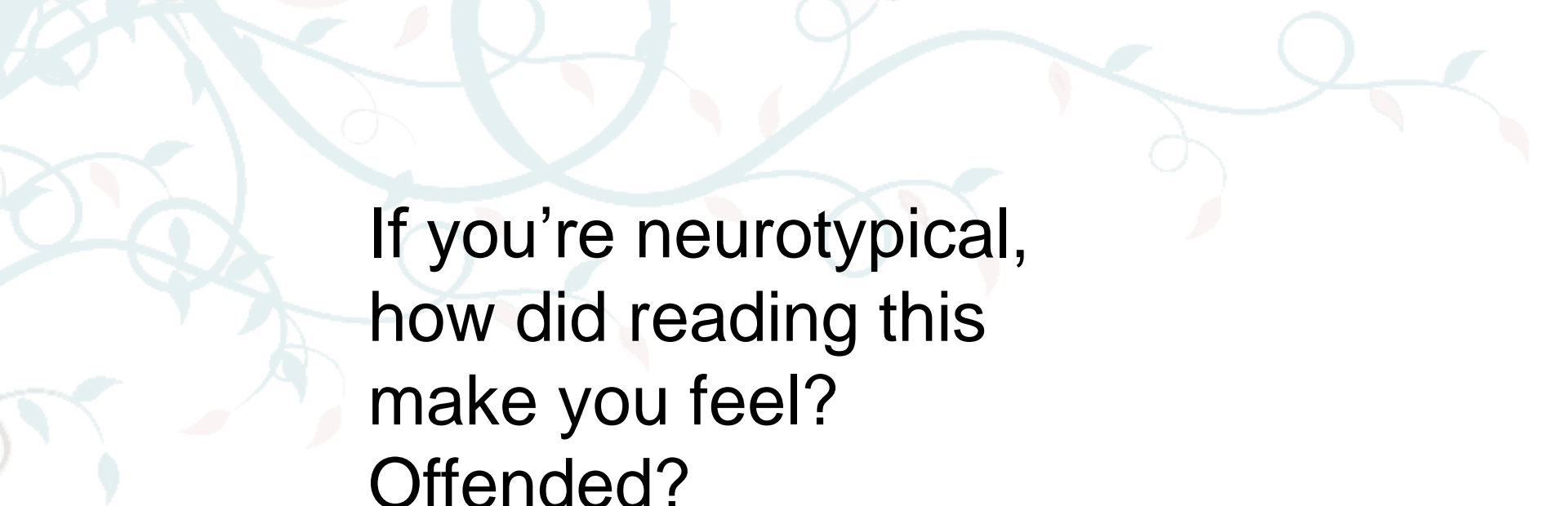
Perhaps the most obvious giveaway is an NT's tendency to make "small talk" or to want to "chat" with you

Another common sign that someone is an NT? Touching. NTs enjoy all sorts of physical contact and often use touch to greet friends, family and even casual acquaintances. While it's hard to fathom why your real estate agent or hairdresser feels the need to send you off with a hug, try not to be judgmental while fending them off. NTs are simply wired differently.

Sometimes NT behavior can be frustrating. For example, you may notice that NTs have a tendency to say something other than what they mean. If you get a new haircut and you're not sure how it looks on you, don't bother asking an NT.

Of course all NTs are different, much like all aspies are different, so these are just some general guidelines for recognizing the NTs in your life.

<https://musingsofanaspie.com/2013/01/10/what-is-neurotypical/>



If you're neurotypical,
how did reading this
make you feel?

Offended?

Stereotyped? Did you
enjoy the patronizing
tone? How about the
sweeping
generalizations?