PacWest ITAC Learning Module

The Intersection Between Motor Disability and Culture
Don’t Judge a Book by its Cover
Intersection between Motor Disability and Culture

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Learning Objectives

• Articulate the role of culture and family in defining motor disability
• Describe the 6 F's in the International Classification of Functioning, Disability and Health (ICF) framework and how they impact life decisions
• Discuss the process of enhancing cultural understanding
"Once change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore."

- Cesar Chavez
Cerebral Palsy

• Definition
  – Neurological disorder that appears in infancy or early childhood and permanently affect body movement and muscle coordination

• Cause
  – Damage to or abnormalities inside the developing brain that disrupt the brain’s ability to control movement and maintain posture and balance
Cerebral Palsy

Spasticity = Stiff muscles

Early Signs

Signs to Watch for in Physical Development*

- Difficulty lifting head
- Stiff legs with little or no movement
- Pushes back with head
- Keeps hands fisted and lacks arm movement
- Rounded back
- Unable to lift head up
- Poor head control
- Difficult to bring arms forward to reach out
- Arches back and stiffens legs
- Arms held back
- Stiff legs

Screenshot: www.Pathways.org
Developmental Motor Milestones Signs to Watch For
The 'F-words' adaptation of WHO (2001) ICF Framework
(Rosenbaum & Gorter, 2012)
Challenging Minimization

<table>
<thead>
<tr>
<th>Dominant Culture</th>
<th>Non-dominant Culture</th>
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| • Challenge universalistic principles, values, and practices –  
  o Similar behaviors/emotions -> different meaning  
• Get curious about your culture | • Understand the ways we reduce or dismiss ourselves to “go along to get along”  
• Challenge the use similarities as a path to success |
| • Stop overemphasizing commonalities – it masks differences and belittles identities  
• Get curious about others’ experiences (they are different)  
• Embrace the discomfort of possible (and real) conflict  
• Challenge the idea/assumption/feeling of being powerless against the status quo |
Intercultural Development

<table>
<thead>
<tr>
<th>STAGES</th>
<th>DENIAL</th>
<th>POLARIZATION</th>
<th>MINIMIZATION</th>
<th>ACCEPTANCE</th>
<th>ADAPTATION</th>
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<tbody>
<tr>
<td>BEHAVIORS</td>
<td>Disinterest</td>
<td>Us vs. Them Defense</td>
<td>Similarities Universalism</td>
<td>Appreciation Commonality</td>
<td>New Perceptions New Behaviors</td>
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<td></td>
<td>Avoidance</td>
<td>Superiority Division</td>
<td>“Go along and get along”</td>
<td>Curiosity Self-reflection</td>
<td>New Practices Bridging Learning</td>
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<td></td>
<td>Distance</td>
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<td>Evaluation</td>
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<td>Broad stereotypes</td>
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<td></td>
<td>Limited experience</td>
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<tr>
<td>RESULTS</td>
<td>Cultural diversity</td>
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<tr>
<td></td>
<td>feels ignored</td>
<td>feels uncomfortable</td>
<td>feels “not heard”</td>
<td>feels understood</td>
<td>feels valued and involved</td>
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<tr>
<td>GOAL</td>
<td>Expose to cultural</td>
<td>Notice cultural commonalities</td>
<td>Notice cultural differences</td>
<td>Learn to bridge differences</td>
<td>Manage frustration with people</td>
</tr>
<tr>
<td></td>
<td>differences</td>
<td></td>
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<td>in other orientations</td>
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