Cultural Perspectives of Disability…….
The Impact of Adaptive Sports Participation
Cultural sensitivity is an essential part of working with diverse populations as a professional. Cultural perspectives of disability vary based on history, traditions and education. Being aware of the cultural barriers that exist in your working environment, the programs you facilitate and within your participants/patients is essential. Learn how to look at your practice with a culturally sensitive perspective to better serve your population in a welcoming environment.
Learning Outcomes

1. To understand the meaning of culture sensitivity.
2. Learn at least five different cultural perspectives of disability.
3. Evaluate your own current working environment and programs for cultural diversity and sensitivity.
4. Learn how the cultural perspectives of family members, caregivers or participants/patients can influence your successful facilitation.
Dr. Jamie Hoffman, CTRS

- Assistant Professor
- Recreation Therapy Coordinator

Research Interests:
- International cultural perspectives of disability and how that influences recreation participation
Disability

Worlds largest minority, you can join it at anytime.
Disability

What is your definition?

Symbol of Disability in US

International Symbol of Disability
Definition of Disability

“all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others”

United Nations (2016)
Definition of Disability

“An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment”

(Americans with Disabilities Act, 1990)
International Classification of Functioning (ICF)

- Classification of health and health-related domains
- Identifies functioning and disability of an individual occurs in a context
- Lists of environmental factors
- According to the World Health Organization (WHO)
- The ICF is structured around the following broad components:
  - Body functions and structure
  - Activities (related to tasks and actions by an individual) and participation (involvement in a life situation)
  - Additional information on severity and environmental factors
Culture

“….vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices particular to a particular group of people ……[that]….. provides them with a general design for living and pattern for interpreting reality.”

Wade Nobel M.D. TA
Partnership (2007)
Culture

The ideas, customs, skills, arts, of a people or group

Culture includes:
Language
Art
Clothing
Celebrations
Architecture
Food
Religion
Music
And more………..

SACRAMENTO STATE
Redefine the Possible
Attitudes
Values, Beliefs, Judgements

Knowledge
Thoughts/Awareness

Behavior
Actions

CULTURE
Cultural capital theory

- This **approach combines** aspects of **BOTH cultural** and **material** explanations
- **Marxists** such as **Bourdieu (1984)** argue that the **M.C.** pupils are **more successful than W.C.** pupils because their **parents possess more capital** or assets
- The capital comes in 2 forms:
  1. **Economic capital**: The **wealth** that **M.C. families own**
  2. **Cultural capital**: The **attitudes, values, skills, knowledge** etc. of the **M.C.**
Cultural Capital: Tahiti

Do you have cultural capital?
Cultural Competence

What is included in Cultural Competence?
Cultural Competence

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.
Cultural Competence
Elements of Cultural Competence

- Awareness of one’s own culture
- Understanding the dynamics of differences
- Awareness and acceptance of differences
- Development and application of cultural knowledge
- Celebration of diversity
Cultural Competence Model™

Cultural Awareness → Cultural Knowledge → Cultural Sensitivity → Cultural Competence

“Me-Centered” Analysis
What are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors? (Who am I?)

“Other-Centered” Analysis
What are other’s values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors

Knowledge Analysis
How are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors the same or different from others?

Sensitivity Analysis
Am I open to accepting and respecting differences? Why or why not? What are the benefits? What are the challenges for me?
Can I avoid assigning judgments, be better or worse, right or wrong, to cultural differences? Why or why not?

Competence Analysis
What adjustments both in the way I think and behave do I need to make in order to effectively operate in a different cultural context?

This four-part cycle is a continuous developmental process.
YOUR PRACTICE

Cultural Competence = Relationship Building

**INDIVIDUAL** – Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of yourself and how you relate to others

**ORGANIZATION** – Get to know your community (traditions, cultures, norms, practices, beliefs) so your organization can be more in line with the community and their needs

**SYSTEM** – Get to know your agency (culture, mission, values, staff, services, policies, practices, philosophies) so you can better serve your population
Group Discussion:

Evaluate your own current working environment and programs for cultural diversity and sensitivity.

Is your working environment culturally sensitive?

Ex: Separate swimming times for women who are Muslim separate of men.

Are your programs culturally inclusive?

Ex: Create a program that celebrates winter holidays not Christmas or Chanukah.
How culture influence individuals with disabilities

The path to school: The rights of children with disabilities

https://www.youtube.com/watch?v=oPa9hBx7NcA
Tahiti

Culture: French Polynesian, Protestant 47%,

Industry: tourism, fishing, boat building, handicrafts, agriculture

Disability: “shameful, pity, curse, feel sorry for people, Hinano, God is punishing you for something you did, they are under the house”
Indonesia

Culture: Indonesian, Muslim 86%, Christian 8%

Industry: oil, mining, tourism, textile, agriculture

Disability: “contagious, shameful, pity, cursed, feel sorry for people, massage – blind, musician - blind, I might catch it…the wheelchair, we need to beat it out of you, you can’t play basketball… .....girl don’t throw that ball to the boy.”
El Salvador
Culture: El Salvadorian, Catholic 57%, Protestant 21%

Industry: tourism, fishing, manufacturing, agriculture

Disability: “shameful, pity, curse, feel sorry for people, we can’t be outside it is dangerous, God is punishing you for something you did”
Roatan, Honduras

Culture: Islanders, Catholic 47%, Protestant 36%

Industry: tourism, fishing, agriculture

Disability: “shameful, curse, feel sorry for people, I can’t talk to them, what is wrong with those people, they should be chained up, what’s wrong with them”
Fiji

Culture: Fijian – Hinduism 38%, Methodist 58%

Industry: tourism, fishing, boat building, handicrafts, agriculture

Disability: “shameful, pity, curse, you can’t leave your village, you might get hurt so you can’t go to school, God is punishing you for something you did, he is on a leash so he won’t run away, the entire village will take care of you, you can’t help”
Statistics

- As the population ages this figure is expected to increase
- 80% of persons with disabilities live in developing countries, UN Development Program (UNDP, 2016)
- 20% of the world's poorest people have some kind of disability and are most disadvantaged (World Development, 2015)
- 386 million of the world's working-age people have a disability (International Labor Organization, 2015)
- Unemployment among those with disabilities is as high as 80% in some countries
- 2004 in US 35% of working age individuals with disabilities were employed as compared to 78% of those without disabilities
- The U.S. immigrant population stood at more than 42.4 million, or 13.3 percent, of the total U.S. population of 318.9 million in 2014, according to ACS data. Between 2013 and 2014, the foreign-born population increased by 1 million, or 2.5 percent.
Better health for people with disabilities

Over 1 BILLION people globally experience disability. 1 in 7 people.

People with disabilities have the same general health care needs as others, but they are:
- 2x more likely to find health care providers’ skills and facilities inadequate
- 3x more likely to be denied health care
- 4x more likely to be treated badly in the health care system

1/2 of people with disabilities cannot afford health care. They are:
- 50% more likely to suffer catastrophic health expenditure
- These out-of-pocket health care payments can push a family into poverty

Rehabilitation and assistive devices can enable people with disabilities to be independent.
- 200 MIL people need glasses or other low-vision devices and do not have access to them
- 70 MIL people need a wheelchair. Only 5-15% have access to one
- 360 MIL people globally have moderate to profound hearing loss. Production of hearing aids only meets: 10% of global need, 3% of developing countries’ needs.

Making all health care services accessible to people with disabilities is achievable and will reduce unacceptable health disparities.
- remove physical barriers to health facilities, information and equipment
- make health care affordable
- train all health care workers in disability issues including rights
- invest in specific services such as rehabilitation

Religion Influences Culture

World Religions by percentage (2007 est.)

- Catholics: 16.99%
- Muslims: 21.01%
- Hindus: 13.26%
- Buddhists: 5.84%
- Other religions: 11.78%
- Non-religious: 11.77%
- Sikhs: 0.35%
- Baha’is: 0.12%
- Jews: 0.23%
- Athiests: 2.32%
- Protestants: 5.78%
- Orthodox: 3.53%
- Anglicans: 1.25%
- Other Christians: 5.77%
Religious Composition of the United States, 2010-2050

78.3% Christians
16.4% Unaffiliated
1.8% Jews
1.2% Buddhists
0.9% Muslims
0.6% Other Religions
0.6% Hindus
0.2% Folk Religions
1.4% Jews
1.4% Buddhists
2.1% Muslims
1.5% Other Religions
1.2% Hindus
0.5% Folk Religions

Figures may not add to 100% due to rounding.
Source: The Future of World Religions: Population Growth Projections, 2010-2050

PEW RESEARCH CENTER
U.S. Race* Breakdown

- Black or African American (12.6%)
- American Indian and Alaska Native (0.9%)
- Asian (4.8%)
- Native Hawaiian and Other Pacific Islander (0.2%)
- Some other race (6.2%)
- Two or more races (2.9%)

*One race

Hispanic or Latino (of any race) makes up 16.3% of the U.S. population.

2010 U.S. Census
Case Study: Why is this important?

- CSUS population 2015

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>White</td>
<td>30%</td>
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<tr>
<td>Latino</td>
<td>28%</td>
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<tr>
<td>Asian</td>
<td>20%</td>
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<tr>
<td>Other</td>
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<tr>
<td>African American</td>
<td>6%</td>
</tr>
<tr>
<td>Foreign</td>
<td>3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
</tr>
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</table>
Why is this important on a college campus?

<table>
<thead>
<tr>
<th>DisbGroup</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit/Hyperactive</td>
<td>133</td>
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<tr>
<td>Acquired Brain Injury</td>
<td>13</td>
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<tr>
<td>Communication Disability</td>
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<tr>
<td>Deaf/Hard of Hearing</td>
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<td>Learning Disability</td>
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<tr>
<td>Mobility Limitation</td>
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<tr>
<td>Other Functional Limitations</td>
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<td>Psychological/Psychiatric</td>
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<td>Autism Spectrum Disorder</td>
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<td>Temporary Disabilities</td>
<td>9</td>
</tr>
<tr>
<td>Visual Limitation</td>
<td>39</td>
</tr>
</tbody>
</table>

Total 834
How does this affect individuals with disabilities on campus?

**Fall 2015 ERSS Disability Groups**

- Learning Disability: 16%
- Mobility Limitation: 12%
- Psychological/Psychiatric: 18%
- Other Functional Limitations: 23%
- Visual Limitation: 5%
- Attention Deficit/Hyperactive: 16%
- Acquired Brain Injury: 2%
- Communication Disability: 1%
- Deaf/Hard of Hearing: 3%
- Autism Spectrum Disorder: 3%
- Temporary Disabilities: 1%
- Visual Limitation: 5%
Case Study: CSUS Campus

- Why are the statistics about the population important?

- How will this information influence the practice of an RT in the AIR Program?

- How will this information effect our effectiveness with the community, family, individual we work with?

- How will cultural perspectives of disability influence recreation participation at CSUS?
Creating a Culture: Attitudes

- How do you feel when you see this picture?
- How active of a leisure lifestyle do you think this boy will have?
- In what activities do you think he can participate?
- What kind of quality of life do you think this boy has?
- Will he go to college?
- What did his parents think when he was born with no legs?
- What country is he from and how would his experience differ depending on his country of origin?
Each day you wake up….choose your attitude!
How could the cultural perspectives of his family members, caregivers or participants/patients influence your successful facilitation?

What challenges would you face?

How could you educate his family, caregivers or him to advocate for programs and services?
How can you choose words & educate others?

- Be respectful of cultural perspectives
- Focus on people’s similarities
- Consider the person first
- Emphasize each person’s abilities
- Communicate respect for each person
- Use consistent terminology
- Acknowledge peoples biases and redirect to positive attributes or promote inclusion
- Educate your staff
- Allow for participation by entire family
Educate Parents/Participants: Words I prefer

- George’s balance is compromised
- …provides a challenge for George
- …Sally’s needs are involved…
- Joe uses a wheelchair for mobility
- He can he just needs additional assistance or support
- Her chronological age is …..however she functions on a ….level
“NORMAL”

What is it?

Typical
PERCEPTION IS REALITY

PERCEPTION VS. REALITY
Nothing is as it seems
Create a Welcoming Culture

- Open to individuals with varying abilities
- Value peoples differences
- Create opportunities
- Celebrate Cultural Capital
- Become inclusive in your programs
- Be proactive instead of reactive
What can you do with this information?

To Do List:
1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
6. _____________________________
7. _____________________________
Create opportunities to increase the quality of life of everyone!

“Diversity is the mix. Inclusion is making the mix work,” Andrés Tapia

www.RedShoeMovement.com
Questions?
Learning Outcomes Accomplished

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