

Note: Feedback from profession stakeholders on the first draft of the Entry-Level Massage Education Blueprint indicated that this sub-topic was beyond entry-level or unnecessary for safe and competent practice. The original sub-topic is provided here as a resource for interested parties. Please note that this first-draft sub-topic has not been copyedited.

Subject – Adapting Massage for Clients, Topic – Adapting Massage for Special Populations

Sub-Topic: Massage for Clients with Intellectual Disabilities

Level 1	Knowledge: Attain and Comprehend	Skills: Observe and Imitate
Receive Respond	<p>Conditions: Having read assigned material and/or participated in a lecture, the learner will be able to:</p> <ul style="list-style-type: none"> • Define the term, intellectual disability. • Match these types of intellectual disabilities to their written descriptions: autism, mental retardation, learning disabilities, brain injury. • List two factors related to working with clients with intellectual disabilities (e.g., communication challenges, reading the client’s response to massage, etc.). • List two benefits of massage for these intellectual disabilities: autism, mental retardation, learning disabilities, brain injury (e.g., studies indicate the children with autism exhibited less stereotypic autism behavior, fewer sleep problems, and demonstrated more on-task and positive social relating when they receive regular massage, etc.). • List two cautions, contraindications, or session adaptations for these intellectual disabilities: autism, mental retardation, learning disabilities, brain injury (e.g., firm strokes produce less restlessness in children with autism than light strokes, medications may contraindicate massage, etc.). 	<p>Conditions: Having learned hands-on techniques in other classes and viewed an instructor demonstration, the learner will be able to:</p> <ul style="list-style-type: none"> • Imitate the instructor’s methods, communication, and behaviors during a health intake interview with a client with an intellectual disability (e.g., working with a guardian, sitting at eye level, etc.). • Try different methods for adapting a massage session to the needs of a client with an intellectual disability.
Level 2	Knowledge: Use and Connect	Skills: Practice and Refine
Apply	<p>Conditions: Having participated in a classroom discussion, the learner will be able to:</p> <ul style="list-style-type: none"> • Discuss different types of intellectual disabilities. 	<p>Conditions: Having practiced hands-on techniques in other classes, the learner will be able to:</p> <ul style="list-style-type: none"> • Demonstrate appropriate communication and professional behaviors during a health

	<ul style="list-style-type: none"> • Discuss considerations when working with clients with intellectual disabilities (e.g., communication challenges, reading the client’s response to massage, interaction with a guardian, etc.). • Discuss the benefits and effects of massage for clients with an intellectual disability. • Discuss the contraindications and cautions of massage for clients with an intellectual disability. • Discuss appropriate massage forms and styles for clients with an intellectual disability. • Assess one research article that describes the benefits of massage for one of these types of intellectual disabilities: autism, mental retardation, learning disabilities, brain injury. • Analyze six scenarios that depict clients with intellectual disabilities or their guardians seeking massage therapy. 	<p>intake interview with a client with an intellectual disability (e.g., work with the guardian, etc.).</p> <ul style="list-style-type: none"> • Demonstrate appropriate massage forms and styles to the needs of a client with an intellectual disability. • Modify massage forms and styles based on feedback from the client or guardian. • Modify massage forms and styles based on felt sensations during the application of strokes. • Demonstrate effective and appropriate communication with clients or guardians during practice sessions.
Level 3	Knowledge: Choose and Plan	Skills: Naturalize and Adapt
Problem Solve	<p>Conditions: Having participated in a classroom activity, the learner will use a clinical reasoning model to:</p> <ul style="list-style-type: none"> • Develop a written one-hour treatment plan for a client with an intellectual disability by outlining session considerations, all massage treatment methods, their sequence, the body regions and/or the specific structures to be addressed. • Present one’s session plan to peers and instructors. • Present the outcomes of the plan after delivery of the massage session. • Defend choices of treatment goals, methods, sequencing and timing of body areas. • Revise the plan based on feedback from peers and instructors. • Provide thoughtful feedback to peers on their session plans. 	<p>Conditions: Having developed a written one-hour massage plan for a client with an intellectual disability, the learner will be able to:</p> <ul style="list-style-type: none"> • Conduct a one-hour massage session as outlined in a written session plan.