

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 a 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

- 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.
- intake interview with a client with an intellectual disability (e.g., work with the guardian, etc.).
- 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.