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Workshops on Anti-Bias Curriculum, Multi-Culturalism, Diversity, Social Justice, & Institutional Change

dvd's of selected workshops available at www.FixedEarthFilms.com

"Cultural Jeopardy" Expressions Areas of Cultural Differences and Similarities, A Multi-Cultural/Diversity Awareness/Sophistication Training

Facilitating Change in Institutions in the Face of Resistance, Reactionaries, the Ignorant, the Confused, and "Careful" Allies!

Multi-cultural Practicalities and Dangers

Multicultural Survival Training, Differing Cultural Values Affecting the School Community

"Same and Different" Discovery and Appreciation of the Diverse Expressions of Our Shared Humanity, A Multi-Cultural/Diversity Sensitivity Training

Social Justice into Schools, Correlations between Social Justice and Other Developmental and Social Theories

Step Up



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"Cultural Jeopardy"- Expression Areas of Cultural Differences and Similarities A Multi-Cultural/Diversity Awareness/Sophistication Training

FORMAT:

Lecture and Discussion, and "Game"- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and giving input.

DESCRIPTION:

This is a training on the expression areas where cultural differences occur. The lecture is presented around a playful multiple choice game checking participants' awareness of cultural distinctions. The introduction of cultural distinctions by themselves create the potential of cultural competency, and also, if the participants are not careful, of becoming vulnerable to advanced stereotyping.

Each answer is then used as an introduction to a discussion on an area of potential expression of common intra-personal, interpersonal, and societal issues: definitions of family, acceptable vs. unacceptable aggression, touch, communication styles, time, role of adolescents, and so forth. Through playing "Cultural Jeopardy" the participants safely experience the "jeopardy" of being multi-culturally unaware (failing to appropriately interpret and respond to culturally unfamiliar people), or experience the success of being multi-culturally sophisticated (respectfully interact and respond to unfamiliar others).

SUMMARY OF CONTENT:

1) THE SOCIO-ECONOMIC DEFINITION OF CULTURE

2) UNDERLYING ISSUES: societal, economic, political

3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you **don't** know what to do!

4) SUPERFICIAL ISSUES: Food, Music, Clothes, and other "Tourist" Issues

5) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.

INTRA-PERSONAL ISSUES: Cultural Distinctions

INTERPERSONAL ISSUES: Cultural Distinctions

SOCIAL/CULTURAL ISSUES: Cultural Distinctions

6) Definition & Distinctions: PRE-PREJUDICE, PREJUDICE, BIGOTRY, RACISM



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Facilitating Change in Institutions in the Face of Resistance- Reactionaries, the Ignorant, the Confused, and “Careful” Allies!

FORMAT:

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

DESCRIPTION:

Any person of color or other progressively multiculturally oriented individual working in a traditional institution who is interested in facilitating progressive growth and change, who is experiencing institutional and individual (administration, colleagues, Board of Directors, and/or clients -- white and of color, male or female, straight or gay) resistance. The presentation will begin with an examination of **ineffective ways** to present and promote progressive change and growth (such as multicultural and diversity growth) to traditional institutions such as schools, businesses, etc.) "The Five Lousy Ways to Present Growth and Change (or in a specific example, Multi-culturalism and Diversity)!" Understanding the baseline motivations for established institutions become the key to finding a powerful and pragmatic approach to facilitating growth and change. The presentation will continue with an interactive experiential process with the participants will be led in a problem solving process.

SUMMARY OF CONTENT:

- 1) Making sound **DIAGNOSIS** and **ASSESSMENTS** of the barriers and resistance to progressive growth in the organizations;
- 2) Exploring and examining the appropriateness of various **THEORIES** of resistance and theories to activate change;
- 3) Discussion and sharing **STRATEGIES** and **INTERVENTIONS** suggested by these theories to activate growth and change;
- 4) Aid participants to discover and work through the **PERSONAL** emotional, cultural, social, and political **RESISTANCE** against pursuing the strategies and interventions both among self professed "change agents" and well-meaning but aggravatingly "careful allies" (and, of course, rigid reactionaries to growth and change);
- 5) Examining the sequence of the **GROWTH** and **CHANGE** process and the role of **SAFETY** and **BOUNDARIES** for students of color, families of color, and staff of color, and the relationships to theories of resistance.



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Multi-cultural Practicalities and Dangers

FORMAT:

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

DESCRIPTION:

When one is aware of the cultural similarities and differences between oneself and another person, family, or community and makes an appropriate assessment of the situation, then cultural sensitive and appropriate behavior and communication follows (depending on the personal skills of the individual). Therefore, whenever possible, culturally sensitive and committed professionals need to research and integrate knowledge about such other persons and their communities. Although, such professionals may be committed to this end, time and energy and adequate resources may not always be available for efficient investment to happen. In addition, there may arise a need for relationships and interactions with individuals or families from heretofore unexperienced cultural communities or with individuals or family "non-normative" within a familiar cultural community.

STEP ONE- SAFETY: Identifying and defusing DANGER ISSUES in Diversity and Multi-cultural Trainings

There are five common problematic approaches to diversity and multi-cultural trainings that are highly problematic.

1. moralistic
2. knowledge, tourist, enrichment approach
3. guilt/atonement approach
4. entitlement approach
5. ambush approach
6. practical approach

STEP TWO- BASELINE: Before Diversity and Multi-culturalism- Establishing COMMON GROUND

Distinguish diversity, multi-culturalism, and cross-culturalism

What is culture? What are the manifestations of culture?

What is culture for? What does culture serve?

What defines culture? What used to define culture? What defines culture now?

What is the relationship between culture and society?



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Do Values Define Society? or Does Society Define Values?

STEP THREE- REALITY: From prior MONO-CULTURAL SOCIETY to ever increasing
MULTI-CULTURAL GLOBAL VILLAGE
MULTI-CULTURALLY PROFICIENT

STEP FOUR- CRISIS: DANGER and OPPORTUNITY in confrontation and conflict in
approaching Diversity and Multi-culturalism

STEP FIVE- FOUNDATIONS: The Loss and Rebuilding of TRUST

STEP SIX- DIALOGUE: COMMUNICATION SKILLS in the Diversity and Multi-culturalism
Process

STEP SEVEN- STARTING: The CHANGE / PROBLEM SOLVING PROCESS

STEP EIGHT- INVESTMENT: Diversity and Multi-culturalism in the INSTITUTIONAL
CULTURE



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MultiCultural Survival Training Differing Cultural Values Affecting the School Community

OVERVIEW: When one is aware of the cultural similarities and differences between oneself and another person, family, or community and makes an appropriate assessment of the situation, then cultural sensitive and appropriate behavior and communication follows (depending on the personal skills of the individual). Therefore, whenever possible, culturally sensitive and committed individuals and professionals need to research and integrate knowledge about such other persons and their communities. Although, such people may be committed to this end, time and energy and adequate resources may not always be available for efficient investment to happen. In addition, there may arise a need for relationships and interactions with individuals or families from heretofore unexperienced cultural communities or with individuals or family "non-normative" within a familiar cultural community.

OUTLINE:

1) PROBLEMS WITH STRICTLY EDUCATIONAL APPROACHES

2) TOURIST ORIENTATIONS TO CULTURAL AWARENESS

Cultural Deprivation Perspectives

3) UNIVERSALITIES & DIVERSE EXPRESSION

4) COMFORTABLE (ENOUGH) DISCOMFORT

Integrity or Education-Awareness or Commitment?

Interferences to making Education-Awareness work.

Safety Issues- "Not an encounter group...not a Mau Mau!"

5) DEFINING CULTURE - DEFINING SOCIETY

Do Our Values Define Our Society? or Does Our Society Define Our Values?

Primary, Secondary, & Peripheral Purposes of Culture

Community & School Culture/Society

6) TEMPERAMENTAL DIFFERENCES

Distinguishing Personal & Cultural Differences - Communication Theory

7) PSYCHODYNAMIC ISSUES IN PREJUDICE AND RACISM

8) HOW WE PROCESS DIFFERENCES

The Semantic Progression, Distinctions between Tolerance, Sensitivity, Acceptance, and Activism, The Color-Blind(?)

9) EXPRESSION AREAS OF CULTURAL DIFFERENCES



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"Same and Different" Discovery and Appreciation of the Diverse Expressions of Our Shared Humanity A Multi-Cultural/Diversity Sensitivity Training

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Focus is on helping participants learn the role of culture in society and the reasons for the development of different cultural values, patterns, and behavior in response to societies demands.

Participants will learn how cultural diversity is appropriate and logical in response to needs, i.e. that individuals never "just" are different. Participants will learn how diversity relates to the perceived mainstream culture. The roles that pre-prejudice, prejudice, bigotry, and racism play psychodynamically as well as developmentally will help participants become aware of their own attitudes with regard to diversity. Issues for people of color and for white individuals will be discussed. Using the participants' greater insight and awareness, pragmatic applications for healthy and respectful cross-cultural interaction will be introduced.

SUMMARY OF CONTENT:

- 1) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.
- 2) UNDERLYING ISSUES: societal, economic, political
- 3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you don't know what to do!
- 4) PREJUDICE: Acknowledging and identifying ones own tendencies
- 5) A BRIEF HISTORY of civil rights to diversity training;
distinguishing personality and temperament from cultural issues in relationships;
verbal and non-verbal communication;
ineffective and dysfunctional communication stances; including examples of
inadvertent culturally dysfunctional communication;
- 6) DISTINCT ISSUES FOR WHITE PARTICIPANTS
- 7) DISTINCT ISSUES FOR PARTICIPANTS WHO ARE PEOPLE OF COLOR



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8) EXPERIENTIAL TRAINING & SELF-AWARENESS TRAINING

CULTURE QUIZ

1. What is the difference between the terms, cross-cultural, multicultural, and diverse (or, cross-cultural-ism, multiculturalism, and diversity)?
2. What is culture?
3. What is culture made up of?
4. What is culture for? What does culture serve?
5. What has historically defined culture?
6. What defines culture now?
7. What makes a culture "successful?"
8. What is the functional definition of culture?
9. What is the challenge of cross-cultural or multicultural situations for an individual (whether a member of the couple, a neophyte, or a therapist with new clients)?
10. What is the relationship between culture and society? Does cultural change cause change in society? Does society change cause cultural changes?
11. What is the relationship between culture and couples or families? Does the culture that each member of the couple brings into the relationship define the couple and family? Do the needs of each member of the couple, the couple itself, and the family combine to create a new culture?
12. How has societal and cultural change affected the family and couples dynamics?
13. What is the normal speed historically of cultural change? What is the normal speed historically of societal change?
14. What is the normal reaction historically of society to the need for change? What is the normal reaction of families to the need for change?
15. Under stress, what is the normal reaction of individuals, couples, families, communities, and society?



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16. What is the relationship between the survival culture in a totalitarian society and the survival attitudes, beliefs, values, and behavior of an individual who has grown up in a dysfunctional and abusive family?

17. What is the relationship between the survival and flourishing culture in a democratic society and the survival and flourishing attitudes, beliefs, values, and behaviors of an individual who has grown up in a functional and supportive family?

18. What are the foundations to a successful cross-cultural relationship?



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Social Justice in Schools- Correlations between Social Justice and Other Developmental and Social Theories

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and giving input.

DESCRIPTION:

This is a training to aid participants in integrating the principles of a Social Justice Program (including principles drawn from the “Anti-Bias Curriculum”, Derman-Sparks, NAEYC) with other developmental and social theories. Understanding how such theories cross validate with each other and a Social Justice program allows for a more assertive and effective application of such theories to all areas of educational programs. Participants can better articulate the need for such approaches to skeptical colleagues, administrators, and parents in theoretical terms that are more familiar to them. Participants will gain greater sophistication in theories conducive to Social Justice: self-esteem theory, developmental theory, individual/community dynamics, bully/victim research & theory, attributes of children who thrive, communication theory, and the American Promise. Concrete plans for action will be discussed.

SUMMARY OF CONTENT:

A) Self-Esteem theory (Coopersmith) as it relates to Social Justice

- Significance
- Moral Virtue
- Power and Control
- Competence

B) Developmental theory – 5 basic rules of development

C) Individual vs. Community Dynamic of the Education Process

D) Bully/Victim Research & Theory

Definitions, Consequences for Bullies

Consequences for Victims

E) Ten core attributes of children who thrive, Ron Taffel, Ph.D.

- Mood Mastery,
- Respect,
- Expressiveness,
- Passion,
- Peer Smarts,
- Focus,



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- Body Comfort,
- Caution,
- Team Intelligence,
- Gratitude

F) Communication Theory -- Verbal and Nonverbal Communication

Matching Communication, Mis-matched Communication

- Tone,
- Body Language,
- Facial Expressions,
- Action/Behavior,
- Lack of Action/Behavior

G) Feudalism and the American Promise

- Basic human rights of life, security, educational, social, economic, and personal opportunity life,
- Liberty, and the pursuit of happiness;
- due process,
- protection from injustice,
- and a multitude of other individual rights.

H) Basic Premises of the Anti-Bias Curriculum and a Social Justice Program

- Premises,
- Goals for Children,
- The Practice of Freedom,”
- Approaches, Boundaries, Action



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Step Up

A talk about stepping up and speaking up when the need arises.

But stepping up means more than speaking up.

Some people only complain, but aren't involved in the problem solving.

Stepping up also means ACTING UP! Because...

Silence gives _____

1. My daughters scare the heck out of me!
2. The Big Four Fears of Parents
3. The Middle-School In-Group... and the Out
4. 1 + 1 + 28 versus One Substitute Teacher = ?
5. Ideal Self vs. the Real Self

6. Culture: Attitudes, Values, Beliefs, and Behavior
7. Something Off w/ this Child
8. Why adults must nurture babies- Soothing and Self-soothing
9. Definitions of abuse
 The cry of the Abused
10. Good Chinese Boy vs. Good American Boy

11. Pre-Prejudice to Racism
12. Mrs. Gordon
13. The Emperor's New Clothes
14. History, legacy, and responsibility: owing it to my parents, MLK, Susan B. Anthony, Hugh Thompson, Iqbal Masih
15. Why are you still trying?

16. And Linda said, "Hi Ronald."
17. Being a Professional: The Four E's