THE WORKER COMPONENT AT THE WORLD TRADE CENTER CLEANUP:  
Addressing Cultural and Language Differences in Emergency Operations

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ABSTRACT

On September 11, 2001, the terrorist attacks on the World Trade Center (WTC) caused astronomical loss of life and property. Systems in place to manage disaster response were strained to the limit because key first responders were among the casualties when the twin towers collapsed. In addition, the evolution of events required immediate response in a rapidly changing and extremely hazardous situation. Rescue, recovery, and clean up became an overpowering and sustained effort that would utilize the resources of federal, state and local governments and agencies.

One issue during the response to the WTC disaster site that did not receive much attention was that of the limited and non-English speaking worker. The Operating Engineers National HAZMAT Program (OENHP), with its history of a Hispanic Outreach Program, was acutely aware of this issue with the Hispanic worker. The Hispanic population comprises approximately 27% of the population of New York City (1). The extremely unfortunate and tragic events of that day provided an opportunity to not only provide assistance for the Hispanic workers, but also to apply lessons learned and conduct studies on worker training with language barriers in a real life environment. However, due to the circumstances surrounding this tragedy, the study of these issues was conducted primarily by observation.

Through partnerships with other organizations such as the Occupational Safety and Health Administration (OSHA), the New York Health Department, the New York Department of Design and Construction (DDC), the New York Committee for Occupational Safety and Health (NYCOSH), and private companies such as 3M and MSA, OENHP was able to provide translated information on hazards, protective measures, fit testing of respirators, and site specific safety and health training. The OENHP translated materials on hazards and how to protect workers into Spanish to assist in getting the information to the limited and non-English speaking workers.

INTRODUCTION

The OENHP Emergency Management Team arrived at the disaster site on September 16, 2001, to assist in the disaster relief effort. Through the deployment of equipment, material, and a staff of safety and health professionals and master safety and health instructors (operating engineers), the OENHP initiated an effort that would be sustained throughout the rescue, recovery, and cleanup effort. The Department of Energy (DOE) through the National Energy Technology Laboratory (NETL) supported the OENHP effort at the WTC.
**Background**

The confusion and chaos that ensued the day of the terrorist attacks (see figure 1) has been documented in thousands of accounts through newspapers, magazines, the internet, video and live news coverage, conferences and workshops, professional and labor organizations, books, and federal, state, and local government agency documents. This report will not attempt to cover all of these references. Several suggested references for further background on the events of the terrorist attacks and discussion on safety and health issues associated with the rescue, recovery, and cleanup are included in Appendix A of this paper.

**Hispanic Outreach Program**

The OENHP has been conducting a Hispanic Outreach Program for the DOE since 1999. The Hispanic Outreach Program began with a Memorandum of Agreement (MOA) between DOE and IUOE entitled “Latino-American Technical Inclusion National Outreach”. The MOA outlines the mutual interests to overcome cultural and language barriers that hinder the successful enrollment and retention of qualified Latinos in craft apprenticeships and training programs. The MOA recognized that these mutual areas of interest would lead to enhancing DOE’s future environmental cleanup efforts. The mutual areas of interest included recognizing increased opportunities for the Latino community, as well as enhancing DOE’s progress in achieving safe operation of its environmental activities. Areas identified for cooperation within the MOA included but were not limited to:

- Exchange of appropriate information, publication, manuals, etc.
- The translation of pertinent environmental safety and operator documents into Spanish
- The translation of operator training curricula for environmental cleanup into Spanish

**Master Safety and Health Instructors**

The OENHP has master safety and health instructors (operating engineers) with twenty plus years of experience in training diverse work forces. Training is conducted for Hazardous Waste Operations and Emergency Response (HAZWOPER) as well as other safety and health training such as confined space, OSHA 500, and OSHA 501. The master safety and health instructors are peer trainers with years of experience in their field. Among these instructors, there is also a cadre of bilingual (English-Spanish) personnel, several of whom work directly with the Hispanic Outreach Program.

**Skilled Personnel for Hazardous Work Environments**

The IUOE apprenticeship training programs not only teach students to become skilled heavy equipment operators and building engineers, but also how to perform their craft while always considering their own...
safety and health of their fellow workers, other employees, and the public. Apprenticeship programs include HAZWOPER training to ensure their members are prepared to work in hazardous environments. Part of the mission of the OENHP Hispanic Outreach Program has been the translation of the materials needed for these training courses. Workers of Hispanic origin who are currently members of the IUOE (based on a recent sampling of local unions) ranged from 47.54% to 0.24%, depending on the area of the country. The average percent of membership of Hispanic origin was 4.7%. Currently, approximately 22% of the IUOE apprentices are of Hispanic origin according to 2001 apprenticeship data.

**Support Network for Diverse Work Force**

As discussed in the previous sections, the OENHP has a cadre of experienced bilingual (English-Spanish) apprenticeship/master safety and health instructors. In addition, the OENHP has bilingual personnel on staff that can translate materials. In-house translation is usually for materials that are small and those that are needed immediately; larger materials are translated by a contractor and reviewed by the OENHP bilingual staff. When training manuals are translated into Spanish, the OENHP assembles the manuals to provide the English/Spanish on opposing pages. This provides the limited and non-English speaking student with additional opportunities to relate the Spanish to the English words, thereby, further facilitating his/her learning of the English language. This will be further discussed in a later section.

In addition, the bilingual staff answers a telephone line dedicated to the Hispanic Outreach Program to provide limited or non-English speaking Hispanic workers with a method to contact someone and obtain information on activities being conducted through the Hispanic Outreach Program.

During the response at the WTC, the OENHP staffed a 24-hour toll-free hotline to answer questions on health, safety, hazardous materials cleanup, and access to DOE technologies. The bilingual staff was available to assist with any calls received from limited and non-English speaking callers. Due to having in-house translation capabilities, the OENHP was also able to quickly translate hazard warning information for limited and non-English speaking workers at the WTC. This proved to be especially beneficial to the day laborers that were cleaning the buildings in the area of the collapsed towers.

**WORLD TRADE CENTER DISASTER SITE ENVIRONMENT**

**Activity Level**

The level of activity on the day of the WTC attack appeared to those watching to go from disorganized chaos to organized chaos to cleanup of a hazardous waste site (although the disaster site was never declared as such). Along with this, the mood of the responders from the rescuer to the skilled support personnel to the volunteers appeared to go from terror to hopefulness to despair to determination to resignation and the knowledge that there was a job to be done, the cleanup of the results of the attack.

It took 200,000 tons of steel, 425,000 cubic yards of concrete, and over 600,000 square feet of glass to build the twin towers alone (2); after that fateful day, 1.8 million tons of material was removed from the disaster site. At the peak period of construction for the twin towers, 3,500 workers were on the site daily (2). During the rescue, recovery, and clean-up at the disaster site, there were over 3 million work hours logged and 6,100 workers on the site were fit tested for a respirator (3).

**Skilled Trade Personnel**

Skilled trade personnel at the disaster site, which are also considered skilled support personnel (in accordance with 29 CFR 1910.120) included Operating Engineers (heavy equipment operators), Ironworkers, Carpenters, and Laborers. At one time, the number of heavy equipment operators on the site was estimated to be 500 to 800. To date it has not been possible to obtain any official numbers or the estimated numbers for the other skilled crafts. It is assumed that it will be virtually impossible to estimate the number of Hispanic workers or other limited and non-English speaking workers who were on the site.
However, the general need to address safety and health issues for the Hispanic worker is shown in the following statistics:

- 17.9% of the United States population speaks Spanish (4).
- Second only to the white population, Hispanics account for 11% (5) of the nonfatal and 15% (6) of the fatal occupational injuries and illnesses.
- In the year 2000, Hispanic employment was 10.7% but accounted for 13.8% of the workplace fatalities; construction accounts for 7% of employment but 20% of fatalities. In the year 2000, 815 Hispanic workers (494 foreign born), died as a result of job-related injuries, an 11.6% increase from the previous year (7).
- A high proportion of Hispanics are participating in the labor force, in 1999, 67.7% of the Hispanic population 16 years old and over were employed. Hispanics are generally employed in manual labor, service occupations, and support; in 2000, 22% were operators and 11.6% were laborers (8).

Skilled craft personnel were exposed to numerous hazards during rescue, recovery, and cleanup at the World Trade Center site. Hazards and associated issues included but were not limited to:

- Airborne hazards which included total nuisance dust, asbestos, silica, heavy metals, volatile organic compounds (VOCs), acids, freon-22, lead, fibrous glass, and inorganic acid gases.
- Respirator required zones was not firmly established or enforced.
- Moving vehicles were one of the most dangerous things onsite.
- Overhead hazards, including man baskets and rebar hanging from trucks, were prevalent.
- Personnel and welding equipment were transported in the same lift, which could and did cause injuries. Man baskets are not permitted in New York City, but an exception was made at WTC.
- Open pits were not adequately marked.
- Diesel exhaust from the heavy equipment and the trucks may cause lung disease or cancer.
- The use of proper foot protection was not enforced at the site.
- The use of proper eye protection was not enforced at the site.
- Protective clothing was not left on the site, which means that family members may have been exposed to the contaminants from the site.
- Decontamination procedures were not consistently followed. Many workers did not pass through the decontamination area and therefore, did not clean all of the contaminants from their clothing and shoes.
- Noise: although workers were provided hearing protection, many of them did not wear it.
- Open cabs allowed airborne contaminants to flow freely into the area. Most operators did not wear their respirators while working with the cab doors open.
- Closed cab doors do not provide adequate protection for operators. NIOSH has shown that the cabs will leak, allowing air and airborne contaminants inside. NIOSH also showed that many companies do not change the filters on the cabs very often, allowing contaminants to build up. This buildup reduces the efficiency of the filter. Therefore, operators should have worn respirators even while working inside closed cabs.

Through partnerships with other organizations such as OSHA, the New York Health Department, the New York DDC, NYCOSH, and private companies such as 3M and MSA, OENHP was able to provide translated information on hazards, protective measures, fit testing of respirators, and site specific safety and health training.

Day Laborers
The term “day laborers” refers to workers who work and get paid on a daily or short-term basis. A day laborer may also be a worker that is employed by a for-profit temporary staffing agency that assigns them to work on a daily basis. Available information on day laborers shows they are usually young Hispanic men with limited educational skills and significant language barriers (9).

At the WTC cleanup site, particularly in the buildings surrounding the area where the twin towers collapsed, more than 400 immigrant workers were hired to clean buildings. When 415 people were later examined for health effects, almost all were Hispanic immigrants, mainly from Columbia and Ecuador (10). There have been numerous accounts of how these workers were given ordinary cleaning tools and told to remove the inches of dust and debris (see figure 2) and clean the offices and apartments. Most were not trained, were not told the hazards, were not given personal protective equipment (PPE), and did not understand the hazards or how to protect themselves because they did not speak or understand English.

Through a partnership with NYCOSH and OSHA, OENHP was able to provide translated hazard information, particularly on asbestos and respiratory protection to the day laborers.

**Interaction with Other Agencies/Organizations**

Response personnel at the WTC disaster were drawn from a tremendous reservoir of organizations. Many groups had access to the site including numerous federal agencies, such as the National Guard, individual volunteers and volunteer organizations, as well as clergy and counselors. While it is difficult to accurately account for total personnel, it is estimated that 15,000 uniformed personnel participated. The IUOE, during its tenure at the WTC, interacted with the following agencies and organizations:

- Department of Energy (DOE)
- Occupational safety and Health Administration (OSHA)
- Environmental Protection Agency (EPA)
- Centers for Disease Control and Prevention (CDC)
- National Institute for Occupational Safety and Health (NIOSH)
- New York Department of Design and Construction (NYDDC)
- New York City Occupational Safety and Health (NYCOSH)
- New York Police Department (NYPD)
- Fire Department of New York (FDNY)
- Bechtel
- Turner Construction (disaster site sector contractor)
- AMEC (disaster site sector contractor)
- Tully Construction (disaster site sector contractor)
- Bovis Lend Lease (disaster site sector contractor)
- Federal Emergency Management Agency (FEMA)
- Federal Bureau of Investigation (FBI)

Interaction with the wide range and variety of agencies and organizations and participation in daily safety and health meetings provided additional avenues for dissemination of translated information.

**HAZARD COMMUNICATION AT THE WTC DISASTER SITE**

**Hazards**

Hazards at the WTC disaster site included all manner of occupational safety and health hazards associated with the construction industry. The hazards ranged from inhalation of smoke and debris dust, products of
Worker Protection: Signage

While the site of the disaster was readily apparent from the visible destruction, often times the demarcation of boundaries of the various zones requiring personal protection was inadequate. Protective requirements were not clearly identified by signs or communicated well, even to English speaking workers entering the site. For example, the respirator required zone was defined by a line painted on the ground. The color was to communicate the area where respirators were to be worn at all times. The color of the line was not communicated adequately to the workers, and the area was constantly shrinking. While barricades were used to control entry points, there was little or no additional guidance offered when entering or working on the site. The decontamination tents setup by the EPA was one area adequately identified for the cleaning of clothing, respirators, boots, and the body. In a general sense, hazardous areas and the hazards in those areas were not adequately identified and communicated.

Signs identifying areas or functions were often painted with spray paint and difficult to read. To complicate this even further for limited and non-English speaking workers, signs were mostly in English only (see figure 3).

Worker Protection: Personal Protective Equipment

Personal protective equipment (PPE) was required during all operations. Observations indicated that enforcement was spotty at best. IUOE personnel spent considerable time instructing personnel and distributing PPE to all workers. The following safety equipment was available but was not consistently used:

- Respirators, hearing protection, gloves, safety shoes, and over-boots were available to minimize exposure to exhaust, noise, inhalation hazards, and potential hot surfaces when entering or leaving the cabs of heavy equipment.
- Hot surfaces on debris pile required foot protection when entering or leaving heavy equipment cabs.
- Respiratory protection was required for all workers who were working on the “pile”.

IUOE personnel used translated information on respirators, worker protection, and site orientation training to convey the need for and proper use of PPE to the limited and non-English speaking Hispanic worker. However, the presence of more bilingual personnel on the site would have been beneficial.

COMMUNICATION APPROACH
Communication is the exchange of ideas, messages, or information, as by speech, signals, or writing (11). Communication between individuals who speak the same language is often difficult due to different dialects and variations of the language. This can be seen in the following examples of nonstandard American English (12):

- Appalachian English: “He just kept a begging and a crying and a wanting to go out.” (He persisted in begging, crying, and wanting to leave.)
- General American Nonstandard English: “don’t nobody want none.” (Nobody wants any.)
- New York City Nonstandard English: “She’s a good cook, your mother.” (Your mother is a good cook.)
- Spanish Influenced English: “Carol left yesterday. I think is coming back tomorrows.” (Carol left yesterday. I think she is coming back tomorrow.)

Communication between individuals who do not speak the same language is further complicated by a number of additional parameters such as the use of metaphors, words with more than one meaning, words that have different meanings in different languages, nonverbal communication, different dialects, cultural differences, illiteracy in one’s primary language, etc.

Language barriers are often one of the most difficult barriers to overcome in communication. Simply taking a class in a language cannot guarantee fluency, practical experience is a must.

**General Communication Guidelines**

There are general guidelines that one learns to apply to the written word, oral communication, and presentations as well as when conveying information to people. Some of these concepts are appropriate and some may not be appropriate when communicating with limited or non-English speaking individuals. Examples of some of the parameters that must be considered when communicating with limited or non-English speaking individuals include:

- **Metaphors** – Many languages, including Spanish, do not use the same metaphors (idiomatic expressions). These phrases often are translated literally, conveying the incorrect meaning. For example, the phrase “going to the dogs” translated to Spanish (va a los perros) would literally mean you were giving the subject of the sentence to a dog. Idiomatic expressions also do not necessarily translate well. For example, “pulling your leg” translated would be “Te estoy tomando el pelo”, which in Spanish means, “pulling your hair”.

- **Words with more than one meaning** – Literal translations may not convey the multiple meanings a word may have. For example, the word blue can mean a color (azul) or it can mean a feeling of sadness (triste). Therefore, if the word is translated for the usual meaning, a color, it may not convey the correct message.

- **Words that have different meanings in different languages** – An example of this is illustrated by the attempt of GM when they tried to sell the Chevrolet Nova in Mexico. Spanish-speakers read “Nova” as “no va” which means, “It doesn’t go”. The Nova was not popular in Mexico because no one wanted to by a car with a name that meant it would not go.

- **Nonverbal Communication** – This includes all nonverbal stimuli in a communicative setting generated by an individual and the individual’s use of the environment. Nonverbal communication functions to repeat, complement, and contradict what is said verbally, substitutes for what is said verbally, and regulates and manages the communication event. Examples of the types of nonverbal communication that can have immense consequences to communication efforts due to cultural differences include:
  - General appearance and dress
  - Body movements
  - Facial expressions
• Eye contact and gaze
• Touch
• Smell
• Paralanguage
• Space and distance (personal space)
• Time (in North American cultures time is characterized by a segmented orientation toward time that emphasizes schedules, promptness, and “doing” while to the Mexican culture time is characterized by an emphasis on people rather than schedules and a perception of time is holistic and less tangible.)
• Silence

• Different Dialects – Within the Hispanic culture this may include differences within a group such as between Latin Americans (Columbia, Guatemala, Brazil, Ecuador, etc.) or between different groups designated as Hispanic (Mexico, Cuba, Columbia, Tex-Mex, etc.).

• Illiteracy – Limited or non-English speaking individuals may also have a problem with literacy for their primary language. This must also be taken into consideration and learning to read in their primary language may need to occur first or auditory instruction may need to be exclusively used.

• English as a Second Language (ESL) – Because traditional ESL instruction is grammar based, English learned in ESL classes and the English that is needed by the Hispanic worker to perform and protect himself/herself on the job are quite different. This is the same concept applied to illiterate English-speaking adults who need to be taught to read what they need to function in the real world as opposed to learning to read “See Dick Run”.

The Need for Translated Materials

Though the guidelines and differences described in the previous section must be taken into consideration, effective translation is one way to overcome the barrier caused by language differences. However, it must be noted that consistency of feeling and ideas is something easily lost in a translation, particularly in a written translation. This can be important when attempting to convey the dangers associated with a hazard or the importance of a protective measure related to a hazard.

When conveying (teaching) information to limited or non-English speaking individuals, the ability to convey the ideas and feelings rather than just the basic meaning of the words is important. This applies whether the instructor is translating from English to Spanish or from Spanish to English.

There was a need for translated materials to convey the hazards and protection measures to be taken at the WTC disaster site. This was particularly evident for the day laborers due to the large number of limited and non-English speaking workers represented in this group of workers. This need was also evident during the site-specific training classes and the fit testing for respiratory protection. Often the limited and non-English speaking workers would arrive at the class or fit testing location accompanied by a bilingual worker (often a relative) who could translate for them. If the instructor or fit test personnel were not bilingual (which in most cases they were not), there was no way to assure that the translation of the information was correct or that it conveyed the “idea and feelings”.

Manuals and other training materials translated by the OENHP are printed to enhance the learning of English. The English and Spanish information is presented on facing pages. This allows the student to learn the English word for the Spanish translation, gain a better understanding of the meaning (idea) and feelings of the information, understand any metaphors or technical words that may be used, and learn English associated with the job, the job hazards, and the methods used to protect the worker.

Translation of Materials
The OENHP has been developing translated training materials since the inception of the Hispanic Outreach Program. Several heavy equipment and safety and health training manuals were available to be delivered to the WTC disaster site, if needed. In addition, the OENHP translated several appropriate hazard information and safety and health training materials specific to the conditions at the disaster site. These are discussed in more detail in a later.

**Partnering with NYCOSH**

The partnership the OENHP developed with NYCOSH provided an additional mechanism for distributing hazard and protection information in Spanish to the population that needed it. NYCOSH has an established relationship with the immigrant worker population; therefore, this population has built up a trust in NYCOSH and information disseminated by them.

**HAZARD COMMUNICATION MATERIALS**

**Materials Translated for Use at the World Trade Center**

The OENHP translated materials on hazards and how to protect workers into Spanish to assist in getting the information to the limited and non-English speaking workers. Materials translated included:

- Protecting Operating Engineers at the World Trade Center Cleanup: Answering the Important Questions (*Protéjase Mientras Protégé a Otros*)
- IUOE Supports Site Safety Efforts (*IUOE Apoya los Esfuerzos de Seguridad en el Sitio*)
- Respirators: Inspections and Use, and Cleaning Procedures (*Respiradores: Inspecciones y usos, y Procedimientos de Limpieza*)
- Protect Yourself While Helping Others (*Protegiendo a Ingenieros Operadores en la Limpieza del Centro Mundial del Comercio: Respondiendo a las Preguntas Más Importantes*)
- World Trade Center: Employee Orientation (*Centro Mundial del Comercio: Orientación para Empleados*)
- Asbestos (*Asbestos*)
- Silica (*Silica*)

**LESSONS LEARNED**

Several lessons were learned from observing and interacting with limited and non-English speaking workers at the WTC disaster site. Direct interaction with these workers was difficult due to the subject of the study, the communication barriers, and the circumstances under which the study was occurring. However, several of the lessons learned will assist the DOE and the Hispanic Outreach Program to train and relate information to Hispanic workers with limited and non-English speaking skills.

**What Worked**

Partnering with an organization (NYCOSH) that had ties in the community, had worked extensively with the immigrant worker population, and had established a mutual trust with these workers was advantageous when conveying information on hazards and methods of protection to limited and non-English speaking workers. The ties in the community and therefore the trust the immigrant worker has in such an organization is of utmost importance when attempting to conduct any type of outreach to this population. This will be applied to the Hispanic Outreach Program when assisting Hispanic workers to obtain the basic skills needed.

Presenting translated training materials with the English and Spanish side-by-side to Hispanic workers at the WTC site was quite successful. The limited and non-English speaking Hispanic worker could relate the English word to the Spanish interpretation and at the same time start to associate the English word with things he/she was seeing and hearing on the job site. This was especially important in the absence of a bilingual instructor, fit testers, co-workers, etc.
What Did Not Work

A lack of bilingual instructors and in the case of the fit testing, bilingual workers, was a hindrance to assurance that the limited and non-English speaking worker was able to comprehend the training that was being conducted. The lack of bilingual workers at the fit testing location often slowed the process and became frustrating for those conducting the fit testing and the worker being fit tested, as well as for other workers waiting for their fit test. Workers had to stop working to be fit tested. The fit testing requirement went into effect at the end of November 2001, as respirators were necessary for personnel to work on the “pile” at Ground Zero.

Some of the limited and non-English speaking workers would be accompanied by another worker who would translate for them. There was no way to assure the translation was correct. In addition, the person doing the translation was often also of limited English speaking ability. This person then had to understand what was said in English, translate to his/her native language, and then repeat the statement to the non-English speaking worker. This is difficult for an accomplished bilingual translator and nearly impossible for a limited English-speaking translator.

The need for bilingual instructors and the problems associated with having another worker with limited English translate for a more limited or non-English speaking worker needs to be considered when conducting training.

RECOMMENDED IMPROVEMENTS

Recommendations for improving communication with limited and non-English speaking workers, especially during training and when attempting to convey hazard and hazard protection information to workers, were derived from the OENHP observational study in a real life environment at the WTC disaster site. Recommendations include:

- Assure enough accomplished bilingual interpreters are available, especially when important information needs to be conveyed and understood. For example, at the fit testing location at the World Trade Center, an accomplished bilingual translator would have assured workers understood what they were to do, how to properly use and the importance of use of the respirator, and the hazards of concern at the site.

- When written signs are used and the information they convey is important, post signs in both English and Spanish (or the prominent language found in the area). For example, the personnel decontamination station at Ground Zero only had a sign in English to indicate its location. Decontamination before leaving the site at the end of the shift was of utmost importance and the limited and non-English speaking Hispanic worker could have missed it due to the lack of understanding the English only sign.

- Use more color coded signs to indicate hazards. There are universally accepted color codes that can be used to indicate basic information in relation to a hazard. For example, a sign in red would mean stop, in yellow would mean caution, and in green would mean it is OK to go.

When dealing with limited and non-English speaking workers, you must also deal with differences in communications styles due to cultural diversity. Some suggestions for improving communications by overcoming culturally different communication styles includes removing language which appears to stereotype students and reducing violations of cultural rules during discussions and conversations:

- Be aware of words, images and situations that suggest that all or most of a racial group are the same;
- Avoid using qualifiers that reinforce racial and ethnic stereotypes;
- Avoid racial identification except when it is essential to communication;
• Be aware of possible negative implications of color symbolism and usage that could offend people or reinforce bias;
• Avoid language that has questionable racial or ethnic connotations;
• Be aware of rules for attentiveness during conversation;
• Be aware of rules regarding the distance between speakers during conversation;
• Be aware that objects, characters, and symbols may reflect different beliefs or values for different groups;
• Be aware that cultures may vary in what they consider humorous or taboo;
• Be aware of different rules for taking turns during conversations;
• Cultures may use different standards for loudness, speed of delivery, silence, attentiveness and time to respond to another’s point; and
• Be aware of different cultural rules for entering into conversations in progress.

REFERENCES

APPENDIX A: SUGGESTED READING