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United States
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Institute of Cognitive Sciences and
Technologies ICNRS,
Italy

*CORRESPONDENCE
Alan Jurgens
✉ ajurgens@uow.edu.au

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Body social models of disability: Examining enactive and ecological approaches

Alan Jurgens*

School of Humanities and Social Inquiry, Philosophy Department, University of Wollongong,
Wollongong, NSW, Australia

Autistic philosopher and neurodiversity proponent Robert Chapman (2021) argues that disability may be best understood by utilizing an ecological functional model where the focus is on the intersection and overlaps between relational contributions to collectives and group functioning with individual functionality. This presents an alternative to both social-relational models of disability advocated by other neurodiversity proponents and the orthodox medical model of disability. While enactivists such as Michelle Maiese and Juan Toro, Julian Kiverstein and Erik Rietveld have also offered relational models of disability that challenge the orthodox medical model, I argue that unlike the ecological functional model, these enactivist models remain problematically committed to an individualist methodology. Drawing on what Miriam Kyselo has labeled the body social problem, I show that the enactivist models not only face theoretical issues, but also practical issues in terms of their recommended intervention strategies for disability. I argue that for these reasons, if enactivists want a relational model of disability, then they should adopt both a neurodiversity paradigm approach and Chapman's ecological functional model.

KEYWORDS
disability, autism, enactivism, ecological psychology, ecology

1. Introduction

Currently, there are numerous competing models of disability that not only provide particular conceptions of the notion of "disability" but also offer different means for determining how disabilities impact individuals' wellbeing, when a disability should be considered pathological or a disorder, and set a theoretical basis for practical interventions to improve the wellbeing of disabled individuals. While clinicians typically utilize subtle distinctions to classify various forms of disability such as sensory differences (e.g., deafness), neurological differences (e.g., cerebral palsy), neurodiversity (e.g., autism), etc., my aim here is to examine the theoretical foundations of recent relational models of disability (Toro et al., 2020; Chapman, 2021; Maiese, 2021) in order to determine whether there are any conceptual issues within these models. As such, outside of the context of presenting any particular model's conception of disability, my use of the term "disability" follows Hoffman (2017) in using it as a neutral umbrella term that covers a wide range of phenomena.¹

1. Without denying that having disability often results in greater impacts to one's wellbeing, this neutral way of conceptualizing disability follows neurodiversity proponents' aim to leave it an open question as to how much social barriers and ableist norms impact a disabled individual's wellbeing as opposed to assuming

Reading Learning Disability An Ecological Approach

Gail D. Chermak, Frank E. Musiek



Reading Learning Disability An Ecological Approach:

Reading/learning Disability Jill Bartoli, Morton Botel, 1988 *Reading and Learning Difficulties* Peter S. Westwood, 2001 This book is a guide to teaching reading more effectively to a wide range of children It presents various research supported approaches to teaching explains why learning problems sometimes occur and what can be done to prevent or overcome these difficulties back cover ed **Learning Disabilities** Jennifer Pyke, 1998 Reading and Learning Difficulties Peter Westwood, 2012-11-12 First Published in 2005 All teachers recognise how crucial is the acquisition of good reading skills This book will help teachers understand how pupils learn and will help them to meet those pupils different needs through appropriate intervention It includes Clear explanation of different learning difficulties Guidelines on types of assessment Advice on how to select the best type of intervention and support For teachers TAs Numeracy Co ordinators and SENCOs **The Complete Theory-to-practice Handbook of Adult Literacy** ,1990 This work offers guidelines for curriculum design and teaching approaches for adult education programmes that are broader and more interactive than many existing programmes for undereducated adults The authors describe ways in which classes can be organized and lessons developed around the specific needs and interests of adult learners rather than around pre packaged materials Literacy Disorders Ula C. Manzo, Anthony V. Manzo, 1993 A holistic view of children s abilities in reading and language arts Includes means for assessing and improving writing spelling and emotional well being a full chapter on how to promote higher order literacy and a full chapter and appendices devoted to the diagnosis and treatment of dyslexia or severe reading disorders **Deeper Reading** Kelly Gallagher, 2023-10-10 Do your students often struggle with difficult novels and other challenging texts Do you feel that you are doing more work teaching the novel than they are reading it Building on twenty years of teaching language arts Kelly Gallagher shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension In *Deeper Reading Comprehending Challenging Texts* 4 12 he shares effective classroom tested strategies that enable your students to Accept the challenge of reading difficult books and move beyond a first draft understanding Consciously monitor their comprehension as they read and employ effective fix it strategies when comprehension starts to falter Use meaningful collaboration and metaphorical thinking to achieve deeper understanding of texts Reflect on the relevance the book holds for themselves and their peers by using critical thinking skills to analyze real world issues Gallagher also provides guidance on effective lesson planning that incorporates strategies for deeper reading Funny poignant and packed with practical ideas that work in real classrooms *Deeper Reading* is a valuable resource for any teacher whose students need new tools to uncover the riches found in complex texts A Literate Community Carole Cook Freeman, 1995 A fourth grade classroom and school library are the setting for this book that presents an in depth and qualitative study of teaching and learning of reading and writing The study s exploration is designed to identify and explain connections among the school and classroom as literate communities teachers

classroom practices children's learning and the type of literacy that is jointly constructed In contrast to the traditional focus on reading lessons methods materials and standardized test scores this study explores teaching by closely examining teacher-child interactions with texts across the school day

Contents Introduction Early Indications of a Literate Community Frameworks for Understanding a Literate Community Culture and Teacher Thinking in a Literate Community Opportunities to Become Literate A Framework for Looking at Literacy Work Common Threads and Unique Patterns

Reading Process and Practice Constance Weaver, 1994 Updated and revised this text begins with a discussion of the reading process New to this edition are chapters on characterizing whole language principles and practices and growing into whole language teaching of writing reading literature and theme study

Gaming Lives in the Twenty-First Century G. Hawisher, C. Selfe, 2016-06-07 This volume examines the claim that computer games can provide better literacy and learning environments than schools Using case studies in the US at the beginning of the twenty first century and the words and observations of individual gamers the book offers historical and cultural analyses of their literacy development practices and values

Literacy Development in A Multilingual Context Aydin Y. Durgunoglu, Ludo Verhoeven, 2013-12-16 During the past decades literacy has gradually become a major concern all over the world Though there is a great diversity in both the distribution and degree of literacy in different countries there has been an increasing awareness of the number of illiterates and the consequences of being illiterate However literacy is no longer seen as a universal trait When one focuses on culturally sensitive accounts of reading and writing practices the concept of literacy as a single trait does not seem very feasible A multiplicity of literacy practices can be distinguished which are related to specific cultural contexts and associated with relations of power and ideology As such literacy can be seen as a lifelong context bound set of practices in which an individual's needs vary with time and place This volume explores the use of literacy outside the mainstream in different contexts throughout the world It is divided into four sections Section 1 presents an anthropological perspective analyzing the society and the individual in a society Section 2 presents a psychological perspective focusing on the individuals themselves and analyzing the cognitive and affective development of young children as they acquire literacy in their first and second languages Section 3 presents an educational perspective highlighting the variations in educational approaches in different societies as well as the outcomes of these approaches Section 4 summarizes the studies presented in this volume Both theoretical issues and educational implications related to the development of literacy in two languages are discussed An attempt is also made to open up new directions in the study of literacy development in multilingual contexts by bringing these various disciplinary perspectives together

The Complete Learning Disabilities Directory Sedgwick Press, 2006-08

Reading Instruction in America Barbara Ruth Peltzman, 2015-10-02 The diversity of student populations in the United States presents educators with many challenges To provide effective reading instruction for the individual student teachers must understand the enormous variety of reading methods and materials that exist and make independent decisions

based on their students particular needs Research indicates that educators are often influenced by reading instruction fads that quickly fade making it more challenging to develop a repertoire of teaching strategies in which a teacher may have confidence This book examines a variety of reading methods used in American schools from the 19th to the 21st century and the literature promoting or critiquing them to help teachers become informed decision makers and better meet the needs of students

Handbook of Central Auditory Processing Disorder, Volume II, Second Edition Gail D. Chermak, Frank E. Musiek, 2013-11-06 Chermak and Musiek's two volume award winning handbooks are back in newly revised editions Extensively revised and expanded Volume II provides expanded coverage of rehabilitative and professional issues detailing intervention strategies for children and adults Volume I provides comprehensive coverage of the auditory neuroscience and clinical science needed to accurately diagnose the range of developmental and acquired central auditory processing disorders in children adults and older adults Building on the excellence achieved with the best selling 1st editions which earned the 2007 Speech Language and Hearing Book of the Year Award the second editions include contributions from world renowned authors detailing major advances in auditory neuroscience and cognitive science diagnosis best practice intervention strategies in clinical and school settings as well as emerging and future directions in diagnosis and intervention Exciting new chapters for Volume II include Evidence Supporting Auditory Training in Children by Jeffrey Weihs Gail D Chermak Frank E Musiek and Teri James Bellis School Polices Process and Services for Children with CAPD by Georgina T F Lynch and Cynthia M Richburg Historical Foundations Pioneers by James W Hall III and Anuradha R Bantwal Remediation of Spatial Processing Issues in CAPD by Sharon Cameron and Harvey Dillon The Dichotic Interaural Intensity Difference DIID Training by Jeffrey Weihs and Frank E Musiek Considerations for the Older Adult Presenting Peripheral and Central Auditory Dysfunction by Gabrielle Saunders M Samantha Lewis Dawn Konrad Martin and M Patrick Feeney Case Studies by Annette E Hurley and Cassandra Billiet Clinical and Research Issues in CAPD by Jeffrey Weihs Teri James Bellis Gail D Chermak and Frank E Musiek

Resources in Education, 2001 **Inclusive Instruction** Sean J. Smith, Jean B. Crockett, Cynthia C. Griffin, 2012-04-02 This accessible book presents research based strategies for supporting K 8 students with high incidence disabilities in becoming accomplished learners The authors clearly describe the core components of effective inclusive instruction showing how to recognize and respond to individual students needs quickly and appropriately Teachers are provided with essential tools for managing inclusive classrooms planning a curriculum that fosters concept development across content areas promotes strategic learning and builds fluent skill use and integrating technology into instruction Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling Provided by publisher

Beliefs About SLA P. Kalaja, A.M. Ferreira Barcelos, 2007-10-03 This edited collection of articles illustrates more recent work on beliefs about SLA drawing on the thinking of educational philosophers and discursive psychologists including Dewey Bakhtin

Vygotsky and Potter The data for these reports have been collected by a variety of means e g narratives diary journal entries interviews completion tasks classroom observations and subjected to a number of novel ways of analysis The book puts past and present research into perspective by comparing and contrasting different approaches Both beliefs from second foreign language learners and teachers are subject of research The contributions provide detailed accounts of starting points definitions methods of data collection and analysis main findings and implications for further research **An to Z Practical Guide to Learning Difficulties** Harry Ayers,Francesca Gray,2013-04-03 Accessing up to date information about general and specific learning difficulties is made easy with this indispensable reference book Covering difficulties that relate to children adolescents and adults it includes crucial legislation to keep practitioners in the know useful addresses telephone numbers and websites It also includes explanations of leaning difficulties including those less than well known syndromes such as semantic pragmatic difficulties *The Emergence of Literacy in Young Children with Learning Disabilities* Laura J. Klenk,1995 **Inclusive Education** Lissa A. Power-deFur,Fred P. Orelove,1997 A comprehensive look at inclusion this book provides success stories by administrators and teachers who have found that inclusion is the be st way to meet the least restrictive environment needs of their studen ts Complete with checklists in service materials and pre and post evaluation methods this detailed guide will help you meet student nee ds in a way that complements the educational fiscal and legal outloo ks as well as the attitudes of your school division

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minute jumlah putaran dalam satu menit f frekuensi hz p pole jumlah kutub magnet jika sebuah motor listrik memiliki 4

kutub magnet pole dan frekuensi sebesar 50hz nilai frekuensi ini adalah rata rata frekuensi

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