

# Victims and Victors: Representation of Physical Disability on the Silver Screen

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*The portrayal of individuals with physical disabilities in feature films contributes to society's overall perception of disability (Nelson, 1994; Susman, 1994). Therefore, the purpose of this study was to analyze 18 films, produced between 1975 and 2004, that had a main character with a physical disability. Our analysis included specific themes and stereotypes identified by the research literature. The themes examined were (a) overall personality, (b) community integration, and (c) interpersonal relationships. The stereotypes examined were (a) pitiable and pathetic; (b) supercrip; (c) sinister, evil, and criminal; (d) better-off dead; (e) maladjusted—own worst enemy; (f) burden to family/society; and (g) unable to live a successful life (Biklen & Bogdan, 1997; Nelson, 1994). Most of the films developed the personality of the character with a disability. Healthy interpersonal relationships were portrayed in some of the films; however, on-going intimate relationships were rarely portrayed. Many of the movies portrayed integrated community life, but integrated education and employment opportunities were noticeably lacking. The most common stereotype portrayed in the films was maladjusted—own worst enemy; the two least common stereotypes were pitiable and pathetic, and sinister, evil and criminal. In some areas, filmmakers have made progress in dispelling myths and stereotypes described in the literature (e.g., dangerous monster, pitiable victim). In other areas, filmmakers continue to perpetuate damaging images (e.g., asexual beings, incapable of competitive employment or postsecondary education, who as a result of their inability to cope with the disability engage in self-destructive behaviors).*

**DESCRIPTORS:** physical disability, disabilities, films, attitudes toward disabilities, stereotypes

We are constantly exposed to the mass media. Whether from newspapers, magazines, television, or films, the mass media are a major source of information for a wide range of people. One such form of information and entertainment is feature films. With feature films becoming more accessible to the public through television and large

video rental companies, motion pictures may influence societal attitudes toward many issues and may have "a substantial impact on public attitudes toward individuals with disabilities" (Safran, 1998b, p. 467). Movies offer people a way to explore the unfamiliar in a safe environment. Therefore, if someone has not had direct experience with individuals with various disabilities, film depictions may be his or her primary source of information. "While movies entertain, they simultaneously provide viewers with information about disabilities, and, through the filmmaker's lens, they project representations of how individuals fit into a nation's social and political landscape" (Safran, 2001, p. 223).

Accurate portrayals are not always the focus of filmmakers (Norden, 1994), who may promote positive or negative images of individuals with disabilities (Safran, 1998a, 1998b). Yet, the lasting images that films create for millions of viewers ultimately shape public perceptions. Many individuals, especially children, assimilate as *real* the images that appear on film (Lawson & Fouts, 2004). "Media portrayals reflect, define, or perpetuate ways of thinking about disabled persons" (Susman, 1994, p. 18).

If movies portray individuals with disabilities as dependent victims or sullen objects of pity, then classmates, co-workers, and community members may be more likely to "see" individuals with disabilities through this lens. Moreover, these images influence the perceptions individuals with disabilities have of themselves (Norden, 1994).

## *Portrayals of Individuals With Disabilities in Feature Films*

Numerous studies have investigated the portrayal of individuals with disabilities in feature films. Safran (1998a) found that the percentage of Academy Award winning films with disability themes rose from 16.7% in the 1970s to 43% in the 1990s. Byrd and Pipes (1981) found that 8.7% of 287 films they sampled included a character with a disability; and psychiatric disabilities were the most frequently portrayed. In a similar study, Byrd and Elliot (1985) reviewed 1,051 films and found that 11.4% ( $n = 120$ ) of the films included 154 characters with a disability—most frequently, a psychiatric disability. In 1988, Byrd and Elliot further examined how frequently characters with disabilities were included in feature films. A total of 136 films portrayed 177 characters with disabilities.

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# Persons Handicapped By Rubella Victims And Victims A Followup Study

**Татьяна Басилова, Анна  
Пайкова, Тамара Михайлова**



## **Persons Handicapped By Rubella Victims And Victims A Followup Study:**

**Persons Handicapped by Rubella** Jan van Dijk (Prof. dr.), 1991      Persons Handicapped by Rubella Jan van Dijk, 1991-06-01 In 1976 a study was made of the learning potential of 81 Australian children with hearing and sight disabilities caused by rubella The follow up study reported here validates the predictive values of the model used by showing that a small subsample of the group has overcome their early problems O      The Oxford Handbook of Deaf Studies, Language, and Education, Vol. 2 Marc Marschark, Patricia Elizabeth Spencer, 2010-06-28 Oxford Handbooks offer authoritative and up to date reviews of original research in a particular subject area Specially commissioned chapters from leading figures in the discipline give critical examinations of the progress and direction of debates as well as a foundation for future research Oxford Handbooks provide scholars and graduate students with compelling new perspectives upon a wide range of subjects in the humanities social sciences and sciences The adage Those who do not learn from history are doomed to repeat it is a powerful one for parents teachers and other professionals involved with or interested in deaf individuals or the Deaf community Myths grown from ignorance have long dogged the field and faulty assumptions and overgeneralizations have persisted despite contrary evidence A study of the history of deaf education reveals patterns that have affected educational policy and legislation for deaf people around the world these patterns are related to several themes critical to the chapters of this volume One such theme is the importance of parental involvement in raising and educating deaf children Another relates to how Deaf people have taken an increasingly greater role in influencing their own futures and places in society In published histories we see the longstanding conflicts through the centuries that pertain to sign language and spoken communication philosophies as well as the contributions of the individuals who advocated alternative strategies for teaching deaf children More recently investigators have recognized the need for a diverse approach to language and language learning Advances in technology cognitive science linguistics and the social sciences have alternately led and followed changes in theory and practice resulting in a changing landscape for deaf and hard of hearing individuals and those connected to them This second volume of the The Oxford Handbook of Deaf Studies Language and Education 2003 picks up where that first landmark volume left off describing those advances and offering readers the opportunity to understand the current status of research in the field while recognizing the opportunities and challenges that lie ahead In Volume 2 an international group of contributing experts provide state of the art summaries intended for students practitioners and researchers Not only does it describe where we are it helps to chart courses for the future      *Dangerous Pregnancies* Leslie J. Reagan, 2010 This is the largely forgotten story of the rubella German measles epidemic of the early 1960s how in the United States it created a national anxiety about dying disabled dangerous babies      Visual Impairment Heather Mason, Stephen McCall, Christine Arter, Mike McLinden, Juliet Stone, 2013-05-24 First published in 1998 This book embodies the positive philosophy that children with a visual impairment are entitled to access to the full national curriculum during

their school years In the UK education placements for pupils and students with special needs range across a continuum from special schools and colleges with day or residential attendance to specialist units or individual integration into mainstream provision Placement results from inter disciplinary assessment and consultation and requires parental agreement Lack of sight and measurably impaired vision constitute special needs in educational terms The writers who have contributed to this major text are teachers and lecturers from both the specialist and mainstream areas of provision and have considerable first hand experience in teaching pupils and students with a visual impairment

*A Guide to Planning and Support for Individuals Who Are Deafblind* John McInnes,1999-12-15 In this ground breaking collection leading experts in the field address the problems of parents intervenors and professionals who work with people who have been deafblind since birth or from a very early age Individuals who are congenitally deafblind face the same challenges as those who become deafblind later in life but they have not had the same opportunity to develop the communications skills and a conceptual base needed to construct an understanding of the world The contributors address identification of deafblindness planning and intervention development family support and education Just as McInnes and Treffry s *Deafblind Infants and Children* helped to change the approach to and the perception of deafblind children this collection will assist in fostering a new approach to the education of and support for older children youth and adults who are deafblind An essential part of this process is to set forth standards for program development implementation and evaluation which this volume aims to accomplish It will make an essential contribution to the expanding field of services for the deafblind population of all ages and to the improved understanding of parents family members and professionals who support them

*Advances in Psychology Research* Alexandra M. Columbus,2006 This work presents original research results on the leading edge of psychology research Each article has been carefully selected in an attempt to present substantial research results across a broad spectrum

*Current Catalog* National Library of Medicine (U.S.),1993 First multi year cumulation covers six years 1965 70

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**Encyclopedia of Special Education** Cecil R. Reynolds,Elaine Fletcher-Janzen,2007-02-26 The Third Edition of the highly acclaimed *Encyclopedia of Special Education* has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the *Encyclopedia of Special Education* Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field

*Special Educational Needs* Ronald Gulliford,Graham Upton,2002-09-11 The contributors focus on particular areas of special educational need arguing that effective educational provision can be enhanced with reference to the particular problems experienced by children Set in the context of a generic understanding of special education this timely book addresses

commonly raised questions what is the condition and how can I recognise it why does it occur what sort of educational personal and social consequences are there associated with it are there any specialist skills and resources which I should know about what are the implications for educational provision teacher support curricular access assessment and classroom management This popular book has been fully revised to provide a comprehensive overview of special needs provision A such it is the key text on special needs in the 90s      *Message in a Bottle* Janet Lynne Golden,2009-07-01 This book raises key questions about public policy the politicization of medical diagnosis and the persistent failure to address the treatment needs of pregnant alcoholic women The author traces the history of FAS from a medical problem to moral judgment that stigmatizes certain mothers but fails to extend to them the services that might actually reduce the incidence of this diagnosis

Learning to Listen/listening to Learn Lizbeth A. Barclay,2011 Addresses the systematic development of skills in listening for and interpreting auditory information Listening skills are a crucial but often overlooked area of instruction for children who are visually impaired and may have multiple disabilities they relate to the expanded core curriculum for students and are essential to literacy independent travel and sensory and cognitive development AFB website      **Measles and Rubella** Alvin Silverstein, Virginia B. Silverstein, Robert A. Silverstein,1997 Profiles both measles and rubella in simple terms explaining the similarities and differences between the two diseases Includes anecdotes and presents critical information about how the diseases are contracted the types of treatment available and the research that is being done to lessen the effects of the diseases in the future      *Hand in Hand* Diane P. Wormsley, Frances Mary D'Andrea,      *Journal of Visual Impairment & Blindness* ,2003      **Exceptional Child Education Resources** ,1992      Ян ван Дайк о детях с врожденными нарушениями зрения и слуха. Вопросы обучения и исследование проблем Татьяна Басилова, Анна Пайкова, Тамара Михайлова,2019-04-01      *Focus on Educational Psychology* Alea V. Mittel,2006 The field of educational psychology is primarily concerned with teaching and learning Educational psychology has a long historical past and an extensive record of conducting empirical research into the teaching learning process Educational psychology has also been involved with the topics of motivation intelligence memory cognition intellectual development and evaluation and assessment Over the past 50 years educational psychology has been predominantly involved with the learning processes of the normal average student However over the past 20 years mainstreaming and later inclusion has presented an additional challenge for educational psychologists and classroom teachers This new book presents leading research from around the globe in all areas of educational psychology      Bibliographic Guide to Education 1992 G. K. Hall and Co. Staff,1993-06

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