

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

Jan van Dijk



Persons Handicapped By Rubella Victims And Victims A Followup Study:

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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 *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 **Exceptional Child Education Resources** ,1992 **Journal of Visual Impairment & Blindness** ,2003

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

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