

עיונים בשפה וחברה

כתב עת אלקטרוני בין תחומי

של האגודה הישראלית לחקר שפה וחברה

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העורכת

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ראש מרכז שח"ק לחקר שפה, חברה ותקשורת, מכללת לוינסקי לחינוך

עורכת אורחת

שונית רייטר

הפקולטה לחינוך, אוניברסיטת חיפה

עורכת ביקורת ספרים

דבורה קלקין-פישמן

הפקולטה לחינוך, אוניברסיטת חיפה

המייסדת והעורכת הראשונה

מלכה מוצ'ניק, המחלקה ללשון העברית וללשונות שמיות, אוניברסיטת בר-אילן

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Abstracts

**A Refurbished Reality: The Textual Discourse about People with Special Needs
in Israeli Children's Literature**

Yaakova Sacerdoti

In an open letter addressed to Israeli educators, Rabbi Shai Piron, Israel's former Minister of Education, announced the theme of the 2013-2015 academic years to be "The Other is Me" (Piron, 2013). As part of the implementation of Piron's program, the Ministry published a list of recommended children's books about "the Other." This article considers and analyzes the recommended literary works for ages 4-8 that focus on people with special needs. At first glance, it seems that the books call for a total social acceptance of these individuals, thereby accomplishing the goals set by the Ministry. However, a thorough textual analysis raises questions as to the true messages hidden between the lines and the presence of a true social dialogue—one that acknowledges and embraces "otherness".

"They didn't see her": Women with Disabilities in Modern Hebrew Literature

Shai Rudin

This article examines the representation of women with disabilities in Modern Hebrew literature by analyzing three works, namely, Dvora Baron (*Sifrut Dor Hatchiya*), Amalia Kahana-Carmon (*Sifrut Dor Hamedina*), and Savyon Liebrecht (*Gal Shnot Hashmonim*). Despite the differences among the writers as concerns literary generation and poetic style, a feminist reading of their works reveals the fact that their method of raising political and social issues is grounded in the female character with disabilities. In Baron's work, the disabled woman foregrounds the immoral treatment of the "Other" and the dehumanization of the disabled. In Kahana-Carmon's work, the disabled woman is presented as a metaphor for the marginal existence of all women. Finally, in Liebrecht's work, the disabled woman, who is presented in a national context, demonstrates the ability to have a romantic relationship with the national "Other".

"Give us a chance to speak!" Designing a Learning Environment that Encourages Dialogue as a Basis for Fostering the Self-Determination and Self-Advocacy of Students with Cognitive Disabilities

Pnina Shavit

As a result of unsuitable educational programs, school graduates with intellectual disabilities often lack the capacity for self-determination and self-advocacy. The goal of the study was to identify a learning environment that encourages students with cognitive disabilities to express their opinions and speak for themselves. To this end, two instruction methods were observed: (1) the traditional instruction method, and (2) the Cycle of Internalized Learning (CIL) model. A mixed paradigm—quantitative and qualitative—was applied in order to compare the efficacy of each method for the enhancement of self-determination and self-advocacy. The present paper presents the qualitative findings. Results demonstrate differences between the two methods in the levels of discourse and content processing. The students who studied according to the CIL method developed the capability to engage in dialogues and group discussions that enhanced their self-determination and self-advocacy skills more so than the students whose learning was based on traditional teaching.

Students' Voices on the Internet: Vulnerability of Adolescents with Learning Disabilities, ADHD, and Visual and Auditory Disabilities

Tali Heiman and Dorit Olenik-Shemesh

Cyberbullying refers to a negative activity aimed at inflicting deliberate and repeated harm through the use of a variety of electronic media. This study examined the manner in which 181 adolescent students with disabilities (78 with learning disabilities, 77 with ADHD, and 26 with visual or hearing impairment), who attended general education classes, responded to and coped with cyberbullying. Analysis of the three groups shows that 43% of the students were cybervictims. The main themes related to the nature of the cybervictimization (students' personal experience and the impact of cyberbullying) and ways of dealing with this negative phenomenon. These results may contribute to our understanding of students' involvement in cyberbullying and serve as a basis for

developing preventive programs as well as intervention programs for students and for educational teams.

**Verbal Violence among Children with Intellectual Developmental Disabilities:
Running an Intervention Program to Change the Culture of Verbal Discourse**

Nirit Karni-Vizer

The aim of the present study was to investigate verbal violence among students with intellectual developmental disabilities (IDD). For this purpose, one school was selected to collaborate in the study. The sample comprised 44 verbally-able students aged 12 to 16 with mild IDD. The questions raised were: (1) To what extent can an intervention program based on the Cycle of Internalized Learning (CIL) (Reiter, 2008) be effective in changing the culture of the students' verbal discourse? (2) How do changes in verbal violence contribute to the creation of new styles of discourse that enhance positive social behavior? Following the intervention, the use of verbal violence among the students decreased, and their awareness of this phenomenon increased. This was reflected in the students' words when the contents were analyzed according to categories of verbal violence. Concurrently, as the use of verbal violence declined, improved social communication styles occurred among the students.

**"Nobody would listen to me anyway": The Story of a Young Man with Learning
Disabilities Integrated into the Regular School System**

Mikhal Koifman (Lazra) and Smadar Tuval

This article describes a study that sought to investigate the school experiences of adults with learning disabilities who studied in integrated educational frameworks. The research approach is based on a qualitative paradigm that focuses on life stories as giving a voice (Chase, 2005). In this article, we chose to tell the story of Yair, one of four interviewees, who received individualized assistance outside of the regular classroom for part of the day in elementary and high school. Through Yair's story, we learn about his development, identity, and the manner in which he experienced school life. The analysis of his and other individuals' stories uncovered feelings of fear, anger, and frustration. Their experiences of not being heard in school and having their voice

and desires ignored is similar to those of other marginalized groups who have suffered exclusion and segregation and created a "culture of silence" around themselves (Freire, 1985; Gibson, 2006).

Communication Initiation and Communication Repair Strategies among Children with Severe Intellectual and Developmental Disabilities

Orit Hetzroni and Maayan Shalev

This paper represents the voice of children with severe intellectual and developmental disabilities (SIDD) in communication breakdown situations in which, due to the fact that their communication goal is not achieved, they employed repair strategies so as to preserve the interaction. The purpose of the study was to investigate communication characteristics during interactions between students with SIDD and the school staff, namely, the initiations and repair strategies of the children on the one hand, and communication promoting behaviors and communication breakdowns of the staff on the other. Analysis of 48 interactions between children with SIDD and the staff revealed four types of communication breakdowns: request for clarification, topic shift, disregard and refusal to comply. In order to maintain the interaction order, the children utilized four repair strategies: repetition, substitution, addition, and reduction. Frequent interaction termination and partner shift were also observed. During interactions, the children used more responses than initiations while the staff used more response-promoting behaviors than initiation-promoting behaviors.

The Transparent Voice: Women Discussing Disability and Feminism

Hedva Eyal, Dalia Sachs, Osnat Yehezkel-Lahat, and Orna Rooney

Women with disabilities are subjected to a chain of discriminations attributable to their disability, gender, and personal background. Their absence from the discourses of people with disabilities and feminists resulted in a decision to conduct a phenomenological qualitative study aiming to reveal the voices of women with disabilities and women without disabilities, and discussing disability as it is perceived through feminist eyes. The participants of this participatory action research were involved in every part—from the decision to conduct it to analyzing and interpreting

the data. Three key theme categories emerged: attitudes towards disability, attitudes towards feminism, and self-perception, alongside the terms "independence" and "dependence". We reached the conclusion that the encounter with people with disabilities does not suffice to evoke political awareness regarding disability. It is essential to engage in a discourse with people with disabilities, linking their life experiences to conceptual insights and discriminating social structures, in accordance with the feminist perspective.

The Voices of Mothers with Physical Disabilities

Carmit-Noa Shpigelman

Women with disabilities who become mothers experience inaccessible health services, mobility and financial barriers, and social stigmas, all of which call into question their ability to become mothers and raise children. It is important to conduct research that presents the voices of mothers with disabilities in order to address their needs to make the environment more accessible for them and allow them to fulfill their mothering role. In response to this challenge, 17 Israeli mothers with physical disabilities, aged 32-62, were interviewed. The aim of the study was to understand and describe the challenges, coping strategies, and personal strengths of these mothers, and to produce a list of recommendations for policy makers and rehabilitation professionals as to how to address their needs. Qualitative content analysis revealed physical and emotional challenges, personal strengths, and coping strategies that the women developed during motherhood. The findings can promote the accommodation of existing services and the development of new services for mothers with physical disabilities.

People with Intellectual and Developmental Disabilities Talking about Couple Relationships

Ran Neuman and Shunit Reiter

The study is devoted to the stories of people with intellectual and developmental disabilities (IDD) living as couples. Much has been written about the rights of people with IDD to equality. Based on the centrality of couple relationships in adults' lives, it is surprising that in this aspect, people with IDD are anything but equal.

The premise of the study stated that the discrepancies between the needs and wishes expressed by people with IDD and conventional social perceptions are relevant for future intervention programs. Twenty couples participated in semi-structured interviews. The results stressed the importance of listening to the voices of people with IDD regarding their own lives. The study also shows that the couple relationships of people with IDD are unique, multi-dimensional, similar to couple relationships in the general population, and exert a positive effect on quality of life and self-image. Based on the findings, a number of recommendations are suggested.

Creating Space for the Voices of People with Disabilities

Noam Lapidot-Lefler, Victor Friedman, and Daniella Arieli

This paper describes the creation of a “transitional space” where people with disabilities can make their voices heard in ways that significantly improve their lives. It is based on action research with a program for providing services to people with severe disabilities in Israel’s periphery. The research included (1) a participative process in the design of the program, involving the people with disabilities and their families, and (2) formative evaluation based on the analysis of in-depth interviews and meeting transcripts. Using field theory, the paper demonstrates how the program created a social-psychological space characterized by equality and a new set of “rules of the game.” This “transitional space” enabled people with disabilities to engage in a different kind of dialogue with one another, their families, professionals, and the community, thereby helping them overcome their isolation and shame so as to be seen, heard, and included in their families and their community.

Music in Everyday Life: The Voice of Adults Patients in the Mental Health System in Israel

Dana Yakobson and Cochavit Elefant

This article explored the use of music in everyday life as experienced by six adult patients in Israeli mental health systems. The following research questions guided the study: How and for which goals do the participants use music? What roles does music

play? What connections occur between participating in music and dealing with various mental states and processes of recovery? The general approach to the research, from the initial literature investigation to the discussion of the findings, reflected the "hermeneutic-reflexive circle." Key findings comprise the use of music as a self-help tool in everyday life owing to its ability to assist and promote positive emotional states, self-expression, and relief from anxiety and its symptoms. Music is also an enhancing medium for other mental processes such as self-confidence and acceptance of criticism. The importance of this research resides in raising awareness of the use of music to promote health in everyday life and during the therapeutic process while focusing on the person, his standpoints and perceptions as the leader of inquiry.