# Article information:

Full article: A social relational model of disability: a theoretical framework for special needs education? --- 全文：残疾的社会关系模型：特殊需要教育的理论框架？  
<https://www.tandfonline.com/doi/full/10.1080/08856250801947812>

# Article summary:

1. The social model of disability challenges the orthodoxy in special needs education, which is based on a medical model of disability and categorization systems that disempower disabled people.

2. There is a need for a perception of disability that goes beyond the discussion of over-individualizing or over-socializing the phenomenon of disability within the context of special educational needs (SEN).

3. A theoretical framework exploring the interplay between impairment and the phenomenon of disability as a thinking chart is necessary to understand disabilities and develop practices that facilitate development in the same direction.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article presents a critical analysis of the orthodoxies within special needs education and the social model of disability presented by authors in the field of disability studies. The author argues that the special needs enterprise is in crisis, as legitimating a discipline that has traditionally been understood as dominated by the habilitation field, both in Norway and internationally. The article explores the interplay between impairment and the phenomenon of disability as a thinking chart.

However, there are potential biases in this article. The author seems to have a bias towards the social model of disability and against the medical model. While it is true that the medical model has been criticized for disempowering disabled people, it is also important to note that medical interventions can be necessary for some disabilities. Additionally, while classification systems have negative effects, they are necessary for public policy.

The article also presents unsupported claims, such as when it suggests that inclusion policies deny difficulty rather than embracing it. This claim lacks evidence and ignores the fact that inclusive education can provide support for students with disabilities while also promoting their participation in mainstream settings.

Furthermore, there are missing points of consideration in this article. For example, while it is important to have an understanding of disability that goes beyond over-individualizing or over-socializing, there is no discussion about how to achieve this balance. Additionally, while ICF has been criticized for upholding an understanding of restriction rather than oppression, there is no discussion about how to address this issue within a theoretical framework.

Overall, while this article provides valuable insights into the challenges facing special needs education and disability studies, it would benefit from more balanced reporting and exploration of counterarguments.

# Topics for further research:

* Achieving a balance between individualizing and socializing disability understanding
* Medical interventions for disabilities and their necessity
* The role of classification systems in public policy for disabilities
* Evidence-based support for inclusive education policies
* Critiques of the ICF framework and addressing issues of oppression
* Alternative perspectives on special needs education and disability studies

# Report location:

<https://www.fullpicture.app/item/a0c6b7edd82dde8bafde630c3b8ff8fb>