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Title: Sport Equity for the Disabled Athletes

**About
the**

[Self Introduction](#)

Author: I am a freshman here at the University of Illinois and currently studying Dietetics. Here at the University of Illinois I am currently on the wheelchair basketball and racing team. I decided to do my [research paper](#) on a topic that I personally knew very well but I wanted to explore more. I wanted to know more about wheelchair basketball team and how it originated. I wanted to know how fast the development of wheelchair basketball grew, investigate the funding that the team is receiving, and how well wheelchair basketball is acknowledged. In getting those questions answered it would help me figure out my main questions for the research topic. Is the wheelchair basketball team getting equal sports equality compared to the regular able bodied sports teams and would this help to expand more diversity on the team

**Keywor
ds:**

**Abstra
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Abstract

The goal of my [research paper](#) “Sports Equity for the Disabled Athletes” was to answer the questions “is their sports equity for the disabled athletes here at the University of Illinois?” “If so would this help create more diversity on the team?” These main questions helped me to investigate the lives of disabled athletes on the wheelchair basketball team here at the University of Illinois. What I gathered from this research is that the wheelchair athletics do not get equal sports funding so therefore they don’t have the same opportunities offered. I conducted interviews, observations, text analysis, and bibliographies that helped me gather my information to figure out my answer. With wheelchair athletes not getting the same funding and acknowledgment like other regular sports on the University of Illinois, the wheelchair basketball team doesn’t increase in size in rapidly. Although the program has grown and has gotten athletes from other countries and athletes of different race, it has taken the program a long time to grow before it has gotten to where it is today.

**Initial
Exercis
es:**

Question:

Background information

In order to complete this project successfully I needed to find information on the history of the wheelchair basketball team, how it got started, and what changes occurred that made the program at the University of Illinois stronger? I wanted to know what people thought about disabled athletes, and how well wheelchair basketball was promoted. Answering these questions will help the reader to get an inside look about disabled athletes in the society at the University of Illinois. People who don't know or may know some about the program this paper will help expand their thinking.

Introduction

“Is there sports equity for disabled athletes at the University of Illinois?” “If there is sports equity, would this increase diversity on the team?” My research questions and investigations through interviews, text analysis, observation and my annotated bibliography led me to conclude that “change” caused a positive shift for the wheelchair basketball team. Change is slowly promoting sports equity for the disabled athletes by enforcing laws, bringing awareness as well as increasing diversity on the team. Diversity can be seen in different ethnic backgrounds, race and even the type of disabilities. And for me, I learned that without change growth cannot happen. Dean Acheson, former Assistant Secretary of State once said, “Always remember that the future comes one day at a time” and that’s just what it took for where we are today with the accomplishments made on the wheelchair basketball team. Change can be seen in the facilities; more staff, more funding, and most importantly change in people’s attitudes toward disabled athletes.

Plan:

Research Plan

I will do research using interviews, observation, and analyzing public texts. To get more insight on the wheelchair basketball team I will interview Jeannette Elliot who is a physical therapist at DRES, who can give me an idea of how she thinks the program has changed. The current teammates can give more insight on what their personal thoughts and experiences are and can give more insight if they are getting financial support.

The observation part of my project, I am going to observe DRES (Disability Resources Education Services). I want to see how drastically changes where either made or not made. I want to see if where the location of DRES is exclusive from the rest of the campus and if so why. Would this have an influence of how many disabled students/ athletes come here? Would this be one of the influences why people don't have a lot of knowledge on wheelchair athletics?

I will get information from a variety of public texts, such as the DRES website. I want to see what the website promotes and how they influence people into their building. In using these websites they could help me interpret in finding more information about the places. I will also use the undergraduate library at www.library.uiuc.edu/ug. This website is a perfect link because it gives me many links to articles that would be perfect to use for my project. I want to find articles on sports equity, and I want to find articles for disabled people here on campus. In articles I was hoping to find examples of accessibility of the facilities, how much funding the regular sports have and compare that to disabled sports. Are there laws or rulings that allow for and promote equal access for the disabled athlete? Another resource to use is IDEALS. IDEALS are projects that students have already done, and in comparing similarities to their project to mine are going to be very helpful. For example I wanted to get research that was already done on wheelchair basketball team, financing that wheelchair sports are getting, and how sports have changed over time.

Data:

Body- Analysis

I used text analysis on the Disability Resources and Education Services (DRES) website, www.disability.uiuc.edu and found that it focused on the idea that people with disabilities should have the opportunity to participate equally at the University. "The mission of Disability Resources and Education Services is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the curricular, co - curricular and vocational opportunities available at the University of Illinois...)" (appendix one)." The message makes it clear that DRES is a place where disabled students are recognized for their abilities rather than disabilities. This is a change from a medical approach to one that recognizes the individual for their abilities rather than focusing on the "dis" part, what they can't do. Students can come to DRES and do not feel excluded from society. As mentioned in my first appendix, DRES

sort of created a society for the disabled students. DRES created an image reading from the website that it promotes rehabilitation. Knowing where we are today, DRES should be seen more as a gym and not a rehabilitation center. This also helps to influence people in how they think or react to a person with a disability. DRES accommodates students with disabilities in rehabilitation and education so they can live a normal life, meaning that they can fully participate in all that life offers. In terms of the wheelchair basketball team, it makes it clear and they help others to see that just because someone is in a wheelchair does not mean that they are not an athlete. The disabled student lives on campus with other students, not segregated into separate dorms. The athletes practice and have games in the same gym as non disabled athletes. People view athletes as “normal” and don't get looked upon as being “disabled.” From “handicapped”, meaning cap in hand to beg, to “disabled”, meaning unable to now just a “student” or “athlete”; the perception of how people view as a person with a disability has changed.

I observed DRES because I wanted to see how the rehabilitation center changed. One of my interviewees mentioned that originally it was just place where disabled war veterans from World War II went for rehabilitation. Interviewing with Jeannette Elliot she said “this place has completely transformed, it has more of a gym flavor to it.” Observing DRES now, it is a gym built for athletes. I did not see many floor mats and there was only one parallel bar. It is a gym full of weights, medicine balls, incline benches, etc. The gym was of course not like other gyms at the University of Illinois as this one was built specifically for disabled athletes. The gym is completely accessible for maneuvering around the room to use each piece of equipment. For example, before each work out athletes would use a hand cycle to warm up their arms. DRES is one of the primary gyms that top athletes go and train. In observing DRES I did see a lot of people there for a Friday afternoon. Some students were getting rehabilitation and other students were training using the weights. Going into DRES had a different feel unlike most general places on campus. The atmosphere had a gym smell to it, people were very friendly, and most of the conversions were disability related. DRES has had a huge change to the building. The mind set of DRES has changed. DRES is a place for top athletes, like the wheelchair basketball team, where they can go and train. The negative about DRES is that it is very far and segregated from other facilities on campus. DRES is located on First and John Street. DRES has never changed its location and the way that the campus is growing it seems to be more isolated. Students don't

normally see disabled athletes at other gyms because DRES is the primary place where disabled athletes train.

Through the interviews I was able to see just how much the wheelchair basketball team has changed and grown over the years. I interviewed the physical therapist at DRES and current and former wheelchair basketball athletes. Jeannette Elliot, the physical therapist, has been working at DRES for about five years and even in this short period of time she has seen growth and change at DRES. After I observed DRES I wanted to interview Jeannette Elliot first so I could visualize how the gym has changed. "The gym equipment originally consisted of parallel bars and flat mats on the ground. The equipment was geared for physical therapy only." In changing the equipment, the environment started to change slowly. "DRES has increased in staff and recruitment of top athletes from all over who come to train there. The way that we use the equipment now is the state of the art: creative and out of the box." With the gym changing this brings in more athletes who come to train. Jeanette Elliot said, "The gym equipment used to consist of parallel bars and flat mats on the ground. The equipment was geared for physical therapy only." In changing the equipment the environment started to change slowly. "DRES has increased in staff and recruitment of top athletes from all over who come and train there. The way that we use the equipment now is the state of the art: creative and out of the box," mentions Jeannette. With the gym changing this brings in more athletes who come and train. "DRES has increased in staff and recruitment of top athletes from all over who come and train there." This change in facilities creates a more diverse environment. Not only do people with disabilities come in and train but people from different ethnic backgrounds or race too. Jeannette mentioned that she did work with students of different races last semester and it seems to be growing every year. On the basketball team there are students from around the world with different ethnic backgrounds and race.

Interviewing current athletes gave me more of an inside look on their view point of how the wheelchair basketball team has changed. Shelley Chaplin, who is a senior, explained to me that yes she has seen change but not drastic ones. She said that she came to the University of Illinois to play wheelchair basketball and to study at the same time so this was a perfect place for her to be. Bridie Kean, who is a sophomore, also came to play wheelchair basketball team. Both girls are on full tuition scholarships to play at the University. "I've got a tuition scholarship which makes it possible to come here." Shelley said. Bridie also said the same. Shelley told me that the Wheelchair

basketball team has been very careful with its funding so they can make it possible to give out scholarships to athletes. "Increasing funding which is always a battle will help to expand this program. The way they handle the finance is most important," Bridie Kean says. With carefully handling the finances and expanding the program is a key component in creating a large diverse team. Both Shelley and Bridie agree that this University is one of the best places to come and play wheelchair basketball and to study at the same time. But to keep this going we need to keep the program attractive. Meaning that we need to create awareness so people know who the wheelchair basketball team is, increasing funding to expand on equipment, scholarship money, and uniforms. But this just doesn't happen overnight I learned. Matt Buchi a former basketball player explains that when he was here four years ago he didn't see much diversity on the team. Whereas Shelley noticed that in recruiting an African American athlete like Brian Bell would help to increase the program. "We've always been predominately white and had the same background. International players and Brian coming in to play has made a difference. It gives more appreciation that not everyone is the same and that anyone can come and play." No matter how big or little the diversity is on the team in the end "We all put on the uniform and were all the same," says Bridie Kean

The annotated bibliography helped me answer questions on how the wheelchair basketball team got started, what type of scholarships athletes were getting, if wheelchair athletes are anywhere close to the development of able bodied sports at the university of Illinois, laws pertaining the equal rights for disabled people to participate in sports and how fast accommodations are taking place at the University.

Wheelchair sports first originated here at the University of Illinois during World War II when hospitals were supporting veterans to get back involved in life (appendix 4). Having wheelchair basketball started at the University of Illinois created one of the first accessible schools. The continuous development of wheelchair basketball leads to the development of the program. The wheelchair basketball team does not get the same funding relating to scholarships as a regular sports team, nor a dedicated place to practice, publicity or assistant coaches. Coach Mike Frogley uses legal term like 504 if the Rehabilitation Act of 1973, Title XI, and the Americans with Disabilities Act of 1990 to educate others and to try to promote inclusion to explain the inclusion that disabled people should get on a sports team. These laws explain that disabled people have to have equal

opportunity of involved. This goes into explaining that the Wheelchair basketball team doesn't really get equally treated like a regular athletics team here at the University. Being not part of the NCAA restricts us from getting the same treatment. For example like funding, and advertisement. Change has drastically occurred for the wheelchair basketball team. Athletes are getting more funding, more diversity, and a little bit more recognition but it's still has a long way to go.

Conclusion:

Doing this research assignment made more aware as a freshman the changes that I might see in my next four years. From my [research paper](#), the overall common theme that I picked up through all my research is change. We see change around us every day and especially for the basketball team. The facilities are growing and developing in different ways so that athletes could get the best out of their training. There is more staff working at DRES, and better equipment which led to more athletes training there. After interviewing with the athletes change is happening in our own team as we are getting new players which slowly were are developing a more diverse team. Funding is a huge part of this. More athletes are getting scholarships with the increasing amount of scholarship money. Awareness of wheelchair basketball is slowly changing as more and more students are starting to see what it is. I learned that the Ultimate Basketball Challenge is a great way to bring awareness. Students can get a sense of how good the wheelchair basketball team is. Change is happening through federal laws which make it possible for changes to move forward and to create even more opportunities. Overall the wheelchair basketball team started out as a small collegiate team and is now built into what is considered to be the number one program in the country.

Looking back to building this [research paper](#) I did run onto some difficulties and problems. Some of my difficulties were interviewing and making sure that I was coming up with questions that can help answer my overall topic. Sometimes it was hard engaging your interview into giving a little bit of information. My next difficulty was trying to find articles based on the wheelchair basketball team. This was hard because there is not a lot of information about that and so I had sort of worked my way around that. For example I had to look up articles on laws and incorporate that into my article. I really wanted to find

more articles about wheelchair athletes and some thoughts from the past because that would also have been interesting to compare.

My suggestions to the future are to maybe narrowing down my topic. When I was doing my research there was so much information that it was hard narrowing everything down so it would not be so confusing for the reader to understand. Dean Acheson said, "Always remember that the future comes one day at a time." I am taking steps towards a better and brighter future in not only wheelchair athletes but as a student her as well.

Discus
s:

EUI
Links:

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Appendix

Appendix I: Text analysis

Reflecting back to my research topic question, “Is there sports equity for disabled athletes at the University of Illinois?” the website “About DRES” (www.disability.uiuc.edu) answered part of my question. The website says: “The mission of Disability Resources and Education Services is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the curricular, co – curricular and vocational opportunities available at the University of Illinois…” The vision that DRES sees is that they want to create an environment “wherein”, meaning that a person with a disability can have access to programs, services and facilities like other students. However, in fact, instead of creating an access place for all, DRES has created a separate place where students with disabilities may feel like there is equal treatment; which may not be reality. DRES tries to focus on the fact that people with disabilities are “recognized” for their abilities rather than disabilities. It’s almost like a small community where disabled athletes go to feel more socially accepted and where they do not feel stereotyped as “un-abled”.

DRES provides support in the facility and staff for people with disabilities to the University of Illinois. This way the University can get involved and help the student reach their full potential. DRES has equipment to help disabled athletes with mobility skills. DRES provides students extra support in their learning. If a student is physically disabled they can go to DRES to get extra time on a test or help provide other accommodations in the classroom.

The text further made me ponder why DRES is excluding other

students. Why can't people with non disabilities take part of the services and building access? Is this where we get the idea of segregation, that people with disabilities have a place for their own where they can go? Is this a "separate but equal" policy? In thinking more closely, DRES has created a place to go for physical training, academic help and other services. Their website gives a somewhat negative connotation towards people with disabilities. To me this sounds overly accepting. Yes I do think that people with disability should be treated equal in society but not excluded in a separate building.

The basketball team practices in a public gym but other training takes place at DRES. The Arc and DRES both provide the equipment and staff that helps the athletes get the best out of their work outs. In looking at this more deeply, DRES is located on first and John which is on the other side of the campus. It's far and inconvenient for those who can't drive. Theoretically you can take transportation but why not have DRES located on campus? Thus people won't feel excluded from the University society.

I have to agree that DRES provides a positive atmosphere for people with disabilities where they can get most of the University. They can get help in their education; they provide the staff and training facility where student can improve on their physical ability. I do question why the building is so far from everything else. Yes it is a great that the university is helping to facilitate integration for students with disabilities but why does the text seem overly helpful?

Reference:

"About DRES." March 12 2008. The Board of Trustees at the University of Illinois. 2007. <<http://www.disability.uiuc.edu/page.php?id=12>>.

Appendix II: Observation

For my project I decided to observe DRES (disability research and educational services). DRES started around the 1950s to ensure a place for the disabled for rehabilitation from the war. Since then DRE today is a common place where disabled students can go get rehabilitation or other services needed at the University of Illinois. I decided to observe this place for my project because for disabled athletes this is a common place where they go and work out. With all

the training for basketball sometimes you feel like you're living there.

DRES is located on First and John Street and can be easily recognized since it's next to the smoke stacks. DRES to me is a unique shape building. It's not very tall and may be one of the shortest buildings on campus. When you walk into the front door you enter through two huge accessible sliding doors. When you first walk in you see a big TV monitor with the time, weather and bus schedule. Behind the TV is a glass window where you can see a little garden, although through the glass windows you can see other offices across the windows. When you continue to walk in and head to the right, you will see on your left, offices and a little hall. Continue down the hall and you will come across of what looks like a mini gym. When you walk in immediately on the right you will see an office, the office is for the head wheelchair track coach. When you look straight you see three hand cycles. Each hand cycle is spaced out evenly; enough room for a person in a wheelchair can transfer onto the machine. When you continue to walk in you will see another office to the right. You can see it through the glass behind the hand cycle machines. Directly across there is another office, for the trainers. As you skim the room you see a lot of equipment. In the far wall there is the incline bench. Next to the incline bench there is a boxing station with a chair that athletes who use wheelchairs can use for transferring. In the far right corner there are racks for weights. There is also a mirror behind the weight racks so you can see yourself going through certain exercises. The weight rack continues on the far wall in the back of the room. As you continue looking at the far back wall you will see a bench, with a mat on it. This is for exercises that require you to hit the ball against the wall. Next to the bench are two dip stations. This is where the athlete can roll up and grab the two bars to do dips. Next to the pull up station is the pull up bar in the left corner. There are two mats laid on there. This way the athlete can sit on the mat to reach the bar so that athlete's who can't walk will not require assistance on being lifted up to the bar. From where you were standing in the room, walking towards the wall closest to the left, there is a place where you can hang up your coats. And next to the coat rack is a ball bin which is next to another hand cycle. Entering this room seems a little overwhelming. There are lots of equipment and even equipment hanging from the ceiling. There is a rope bar hanging from the ceiling and another pull up bar. In the middle of the gym there is a blue mat with a tan mat next to it. Behind the mat there are parallel bars. The gym has a lot of extra equipment scattered everywhere like chairs, small orange benches and bands that are attached to the chairs or the parallel bars for doing

certain exercises that will help tone muscles.

Just sitting and observing the room, I could see that this place was busy for a Friday afternoon. Two of my basketball teammates were working out and other disabled students were there for rehabilitation. There were several different conversations going on. One of my teammates was talking about her new prosthetic running leg. Most of the conversations were disability related. Being disabled and athlete myself, I realized that when I go to DRES I feel very comfortable. Others do not look at me differently. What I gathered is that disabled athletes can come here whenever they want and train. It's easy and very accessible. Guarantee the work outs are hard but you can do any work out possible that you need. Although this place is far and inconvenient, it's the only guaranteed accessible training place. Does it have a negative connotation that it is so far out? This is hard to answer because there are many different views. Without this place where could disabled athletes turn to? Does it create separatism and stereotypes?

Observing DRES fits into the overall picture proof my project because it helps me to conclude that people with disabilities are treated separately. Athletes are not getting equal treatment if they don't have equal access to gyms for all of their training. Although DRES has grown over the past year without DRES athletes won't have a place to train.

Appendix III: Interview

For my interview assignment I selected my teammates Shelley Chaplin and Bridie Kean, a former teammate Matt Buchi, and Jeannette Elliott a physical therapist. Shelley Chaplin is a 24 year old senior and Bridie is a 22 years old sophomore, both attend the University of Illinois in Champaign. Matt Buchi did his undergraduate at the University of Illinois in Champaign and has continued on her for graduate school. Jeannette Elliot has been a physical therapist the Disability Resources Education and Services (DRES) for five years. My main focus on my interview was to see how they described the program here at the University of Illinois. I wanted to see how DRES changed for the better or worse, I wanted to know if the program grew. Overall I wanted to know has the program grown over the years to create diversity on the team, and finally to determine if there is sports equity for the disabled athletes?

Looking over my interviews, I concluded that the program here at the University of Illinois has grown. We may have not seen drastic changes but certainly changes have been made.

DRES began as a rehabilitation place for veterans after the war but now has grown as a work out gym to the wheelchair basketball team as well as for students who may need physical rehabilitation. "The gym equipment used to consist of parallel bars and flat mats on the ground. The equipment was geared for physical therapy only." Ms. Jeannette continued on to "DRES has a more gym flavor to it." She was inspired to be a physical therapist since she was ten years old when she lost her leg as she stated, "My accident did have an influence on me being a physical therapist." Ms. Elliott also had past experience working with college students. "I used to work at a community hospital, and always have been used to working with this age group," says Jeannette. Continuing to talk to Ms. Jeannette Elliott told me that DRES had improved a lot over the years. "DRES has increased in staff and recruitment of top athletes from all over who come and train there. The way that we use the equipment now is the state of the art: creative and out of the box." There has been a huge increase in the number of athletes coming to work out.

When I interviewed the athletes I wanted to see their point of view on how the program has changed. Bridie Kean and Shelley Chaplin both were recruited from Australia came to play basketball on a scholarship. Bridie Kean said, "I came to the University of Illinois because I could play basketball and balance school work at the same time." The scholarship as they described pays for their full tuition here at the University of Illinois. "Yes, I've got a tuition scholarship which makes it possible to come here," mentions Bridie Kean. Shelley heard about the program after her Australian coach came to one of the elite basketball camps at the University of Illinois. "He told me about it and I met the Frog in Athens, Greece at 2004 Paralympics." She fell in love with the program and has been here ever since and is now finishing up her senior year. Her Australian teammate Bridie Kean heard about the program through Shelley. "I came and visited this school and trained with the team and loved it. So I came and applied" states Bride Kean.

In getting to know my interviewees better, I got more information on how the program at the University of Illinois has changed and has created more diversity on the team. DRES has expanded in equipment, staff, and the facility has overall grown. People are hearing about DRES through word of mouth through other disabled athletes on the

program and by the wheelchair basketball team. “Yes I have seen diversity over the past years since I’ve been here. On the athletic side you see athletes from Canada, Australia, Japan, Sweden, Bahamas, and people out of state too. You would think that there all from Chicago but they’re not,” mentions Ms. Jeannette Elliott.

You can see an improvement on the wheelchair basketball team as the athletes mentioned that they have gotten new uniforms, more fans, and new equipment. “Yes it has grown; it has a lot more recognition and support than before. We have more fans, better uniforms and equipment than when I started here,” mentions former basketball player Matt Buchi. Shelley Chaplin and Bridie Kean both stated that the program is at a steady pace right now. “Things really haven’t changed other than we got new uniforms last year, and we might travel a little bit more for tournaments,” says Shelley Chaplin.

On the basketball team you see diversity but it may be minimal in the past years. “We as a collective group are a diverse section of the campus but diversity among our group is minimal”, mentions former basketball player Matt Buchi. Current basketball teammates think otherwise. “One of the great things about the program is that it’s so strong internationally that we get people all over the world like Japan, USA, Sweden, Canada, etc. I don’t think that any other program in the world has this. You have teammates from different backgrounds which creates a lot of strong diversity. We all put on the uniform and were all the same,” says Bride Kean. Shelley Chaplin mentions that getting new recruits like Brian Bell has improved the program. She goes on to say, “We’ve always been predominately white and had the same background. International players and Brian coming in to play has made a difference. It gives more appreciation that not everyone is the same and that anyone can come and play.”

But how can we keep this program growing? One way is of course recruitment. By getting more new recruits there is a greater chance on creating diversity in the team. But what are the attractions in getting new recruits? It is scholarships and the funding we get so we can use it wisely and distribute these scholarships. “Increasing funding which is always a battle will help to expand this program. The way they handle the finance is the most important,” mentions Bridie Kean. Creating awareness for people on the campus will also help to increase the program. The Ultimate Basketball Challenge for example,

which is held every year, is where the Wheelchair Basketball team plays against the able bodied basketball team. "Getting the able bodied into chairs gets awareness but also shows we play at an elite level. We train as hard as they do. It's a fantastic way for people to see what wheelchair basketball is at U of I. and every year it is getting bigger and better," says Bridie Kean.

Appendix IV – annotated Bibliography

Mogged, Ashley. "An Interpretation of the History of Wheelchair Basketball: An archival study of the University of Illinois wheelchair basketball team." 4 Mar. 09
<<http://www.ideals.uiuc/handle/2142/1867>>.

The article, "An Interpretation of the History of Wheelchair Basketball: An archival study of the University of Illinois wheelchair basketball team," talks about how wheelchair basketball was started. Wheelchair basketball originated when the injured veterans returned from World War II. Hospitals were a great support in helping to start wheelchair basketball. As the veterans returned home from the war, hospitals desired for the injured veterans to stay occupied and to become involved. The University of Illinois was one of the first schools to create an accessible school for the disabled. This article mentions that along with accessibility, University of Illinois was the first to create a wheelchair basketball program as a collegiate sport. The university published newspapers convincing veterans to attend to the University. The article states, "there were literally hundreds of advertisements over the years promoting the disabled team and encouraging the public to see this newly founded sport." Although some newspapers had negative connotations on men playing wheelchair basketball, the University of Illinois continued to support the team. Unlike the 1950s and 1960s, during the 1970s support for wheelchair basketball started to 'dwindle' and continued to decline to present day. Today, although the University of Illinois's wheelchair basketball team is nationally ranked, much of the student population is still unaware of the program's success.

This article is a good article that discusses where wheelchair basketball originated and how it has changed over time. It was apparent that wheelchair basketball was once very popular because of the influence for the war; however, from the 1970's to present day the sport is poorly publicized and struggles for exposure. If there was more awareness of wheelchair basketball and the sport was better

published, could more people from around the United States or even around the world join? In my own opinion, yes, because if you saw commercials or posters, or even article clippings, society will become more aware.

Suggs, and Welch. "'Varsity' with an Asterisk." 5 Mar. 09
<<http://web.ebscohost.com.proxy2.library.uiuc.edu/ehost>>.

This article, "Disabled Students are making a case for equal access to college athletics budgets," explains in detail, that athletes with a disability are in my opinion, somewhat, treated fairly compared to the able-bodied sports teams. The article continues by explaining that the athletes *do* get scholarships, *can* earn varsity letters, and have tutoring and academic services. However, athletes don't get a dedicated practice place, publicity, assistant coaches, etc. The article then goes into greater detail by explaining the funding of the wheelchair basketball team. Coach Mike Frogley, prefers federal law instead of law suits, such as: the 504 if the Rehabilitation Act of 1973, Title XI, and the Americans with Disabilities Act of 1990 to educate others and to try to promote inclusion. The overall information that I received from this article is that although that the wheelchair basketball team doesn't get equal funding, and acknowledgement that it should, to me, I can see that the program has grown. In reading the article, an interview with Chuck Graham (a wheelchair athlete himself,) explains that he went to the University of Missouri and that it wasn't an accessible college. When Gram came to The University of Illinois he explains that it was a huge improvement accessibility wise. In the article he explains that the University has academic support, is fully accessible, transportation for the disabled students, and that there *was* a varsity basketball team.

This article is perfect for my paper. It explains the budget, federal laws, and most importantly it gives great incite on how the athletes feel about how the wheelchair basketball team is not fully equal to the able-bodied sports. The article provides much factual information. For the article I can use it to argue positive and negative attitudes towards the inclusion of people with disabilities. The positive is that it is growing and that the university is getting athletes from around the world, which will help diversity in the team and campus life. The negative is that there is so little funding and that it's not being publicized.

Jenn, Baldwin. "Sticking up for them too: Understanding the

university's role in promoting advocacy among and for people with disabilities." 5 Mar. 09

<<http://www.ideals.uiuc.edu/handle/2142/3591>>.

The article, "Understanding Students with Disabilities Advocacy Behaviors with Universities," is trying to promote awareness, advocacy and engagement between students who are disabled and who are able bodied. The article explains how a person with a disability lives a normal everyday life at a University, "Students with disabilities are actively engaged in advocacy behaviors for themselves and others through their participation in several University arenas, including classrooms, student organization, wheelchair athletics, and residential living areas." This quote is important because it's saying that a person with a disability can speak and act for themselves. They show how they can achieve independence and use this to educate others. There are many different stereotypes with a person with a disability. A person with a disability can be portrayed as "handicapped" and many think that a person with a disability cannot live on their own. The research goals that this article explains are the following. "How students with disabilities understand and define their roles in the University, to examine the nature of agency and advocacy among students with a disability, how the university philosophies, policies, and practices regarding disability are understood embodied, and finally to examine how different social, cultural and economic factors affect a student with disabilities experience with the University."

In my own opinion, this article is trying to promote a positive connotation to the public about students with disabilities. This article relates to my research because people need to be educated about students with disabilities. Some people don't really know about the wheelchair basketball team. But having a person with a disability live on campus helps students see that they can go to school, have social lives, live in a dorm, and get around the campus easily.

Stone, Donald H. "THE GAME OF PLEASANT DIVERSION: CAN WE

LEVEL THE PLAYING FIELD FOR THE DISABLED ATHLETE AND

MAINTAIN THE NATIONAL PASTIME, IN THE AFTERMATH OF

PGA TOUR, ma V, MARTIN: AN EMPIRICAL STUDY OF THE

DISABLED ATHLETE." 7 Mar. 09

<<http://http://web.ebscohost.com.proxy2.library.uiuc.edu/ehost/pdf?vid=4&hid=101&sid=b82fa28a-49e5-4971-8287-57436d6e4ca4%40sessionmgr103>>.

In the article, "The game of Pleasant Diversion: Can We Level the Playing Field for the Disabled Athlete and Maintain the Pastime, in the Aftermath of PGA Tour," talks about laws regulating disabled athletes in order for them to get to compete fairly. It explains the rules about the ADA and how the physically disabled person has to meet the requirement in order to participate in public programs. The bad result is that most physical disabled people can't because they have to "alter the sport by maybe using a "wheelchair". There are "43,000,000" people in the United states that have either a mental or physical disability and people with disability mentioned in the article are discriminated in society. When society reacts to a person with a disability, the response is usually "powerless", meaning that no one does anything so that people with disabilities can get involved. This is where we get a lot of our problems from. From no inclusion, we have a hard time changing of what the right thing should be in the future.

This article can be used in my [research paper](#) because it relates to how the University does to do something to make sure that disabled athletes are involved fairly. For example, there is a wheelchair basketball team. Not every university has this and it's important. Although we are not granted the same scholarship as able bodied sports we do have inclusion in the society. The basketball team travels around the state to compete against other Universities who do have wheelchair basketball. The University of Illinois has won over twenty eight national champion ships titles.

"-FAM-MAINSTREAMED-ADD-1:TB life style, xtop(2810 words)."

EBSCO HOST. 8 Apr. 09

<<http://www.web.ebscohost.com.proxy2.library.uiuc.edu/ehost/detail>>

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In the article "FAM-MAINSTREAM-ADD-1:TB lifestyle, xtop (2810 words)" talks about how fast the accommodations are taking place here at the University of Illinois for the disabled students. During World

War II, a rehabilitation program started in Galesburg, Illinois, which soon became a rehabilitation place in Champaign Illinois in 1954. The perception of the rehabilitation place that it against the disabled were that they were unemployable and couldn't finish school. But over the years this stereotype has changed. Champaign Urbana has become an advocate for the disabled. They have influence other schools like Harvard to create accessibility on campus. The article mentions that perceptive on disabled people are changing in a positive way. Disabled people are more accepted in the University. "There's a cultural change that's occurring. It's increasingly becoming normative (for) *universities* to address these unique needs ... more as a part *of* typical business operations rather than exceptions."

This article will prove in my [research paper](#) how, where, and when a rehabilitation center was created for the disabled. It takes about how perceptions were made with people with disabilities and how it changed over time because of the rehabilitation programs. It had a positive connotation instead of a negative one like I thought it would have. I thought that in creating a separate place would sort of separate the disabled from the society. But over time the opposite happened.