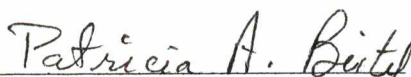
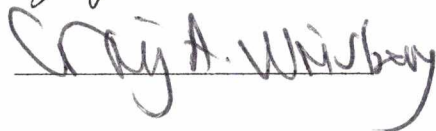


To the Graduate Council:

I am submitting herewith a thesis written by Revonda D. Whitley entitled "Student Athletes' Attitudes Concerning Inclusion of Disabled Athletes in Mainstream Intercollegiate Sport." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Sport Psychology.


Patricia A. Beitel,
Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

**Student Athletes' Attitudes Concerning Inclusion of
Disabled Athletes in Mainstream Intercollegiate Sports**

**A Thesis
Presented for
Master of Science Degree
University of Tennessee, Knoxville**

**Revonda D. Whitley
August 1997**

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ABSTRACT

The purpose of this study was to obtain information regarding the possible inclusion of disabled athletes into mainstream intercollegiate competition. Participants included 16 baseball players, 8 softball players, 27 men's swim team members, 12 women's swim team members, 27 men's track team members, and 24 women's track team members with a range in age from 18 to 25.

The Ease Measure test was used to measure the amount of contact and level of comfort able-bodied athletes had with disabled athletes (Fichten, Tagalakakis, & Amsel, 1986). This test consisted of 7 **No/Yes** questions regarding self-reported disability and type of contact with a disabled individual. The Ease Measure also discerned information through Likert responses regarding the comfort level, 1 (very uncomfortable) to 9 (very comfortable), of able-bodied athletes with disabled persons with various disabilities. Reliability and validity were determined by Fichten et al. (1986).

A second test was used to measure the thoughts, feelings, and perceptions of able-bodied athletes concerning situations that could affect the inclusion of disabled athletes into mainstream intercollegiate competition. Respondents rated items according to Likert responses 1 (strongly disagree) to 5 (strongly agree). Reliability and validity were evaluated by the investigator of this study. Demographic information was determined for background data concerning age, gender, and race.

These tests were administered by the researcher and completed by both men and women NCAA Division I able-bodied student athletes during their team meetings. All

sub-problems were analyzed using independent sample t-tests and cross-tabulations of gender to evaluate gender differences and determine the level of significance.

Results of this study indicated that there were significant gender differences involving able-bodied student athletes' perceptions of public support and support from the NCAA and Paralympics. There were also significant gender differences of the perceptions of able-bodied student athletes concerning: (a) the potential changes that could occur if disabled athletes were allowed to compete with mainstream athletes, and (b) whether disabled athletes should have a separate program from able-bodied athletes. More men athletes than women athletes expressed concern that the level of competition, as well as rules, would change if disabled athletes were allowed to compete with mainstream athletes. Subsequently, more women athletes thought that disabled athletes should not be content to compete only in the Paralympics. Likewise, there was a significant gender difference concerning able-bodied athletes' feelings about having a disabled individual as their teammate. No significant gender differences were found regarding contact or comfort level of able-bodied athletes with disabled athletes.

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Chapter 1

INTRODUCTION

The topic of disabled athletes and their role in the sport arena has only recently begun to receive recognition, particularly in the United States. Elizabeth L. Spaid, a writer for the Christian Science Monitor, noted that the Paralympics, the largest sporting event for disabled athletes very similar to the Olympics, had been more popular in Europe and other countries because Europeans were more interested in track and swimming than they were in the more popular sports in the United States like football and baseball. However, the United States has recently begun to focus more on the Paralympics because the International Olympic Committee has provided the Paralympic Games with more attention and resources (Spaid, 1996).

The premier turning point for the disabled movement occurred in 1960, when the International Wheelchair Games established by Sir Ludwig Guttman, were allowed to be held in the same city as the Olympics (Davis, 1996). The Paralympics, however, still had an uphill battle gaining recognition as an elite sporting event. As recently as the 1992 Barcelona Games, media broadcasters were reluctant to televise the Paralympic events because they were sure their audience "[did] not want to watch them" (The Economist, 1995, p.105). There were only 35 film crews covering the event and not one was from the United States (Spaid, 1996). Since then, however, there has been an astounding improvement in the public's view of disabled athletes. Officials of the Atlanta

Games expected 1.3 million spectators to attend the event which included athletes from 127 nations, as well as, media coverage from CBS and from Sport South, a regional cable channel (Spaid, 1996).

Sport and physical activity have proven to be vital outlets for competitive disabled athletes as well as to individuals who do not desire to compete. By supplying an integrative system in the schools for the disabled athlete, this could offer him/her the opportunity to explore their potential as capable athletes. As noted by Kozub and Poretta (1996), the role of integrative sports for disabled athletes has proven beneficial for all persons involved through social acceptance, legal requirements, competitive spirit, team dynamics, and athletic enrollment. However, there is no information concerning the perspective of able-bodied student athletes regarding their perceptions of this integrated approach to sport participation.

Purpose of the Study

The purpose of this study was to obtain information regarding the possible inclusion of disabled athletes into mainstream intercollegiate competition. Thoughts, feelings and perceptions of current NCAA Division I able-bodied men and women athletes toward disabled athletes were assessed, as well as their perceptions of the success or failure for the possible inclusion of disabled athletes into mainstream intercollegiate competition. Data were obtained from these participants because they would likely have the most contact with disabled athletes if they were incorporated into mainstream intercollegiate sport

competition. Also, it was expected that there would be a gender difference in the athletes' thoughts and feelings toward disabled athletes as well as in how they perceived disabled persons. This difference was expected because data reviewed by Notman and Nadelson (1991) suggested that biologically, there were innate differences between men and women. Their behavior "is profoundly affected by cultural patterns and socialization," therefore within each gender group there is a man's culture and a woman's culture (p. 23). The following sub-problems were addressed to assess specific thoughts, perceptions and feelings toward disabled athletes and to discern if there is a gender difference for each of the following .

Sub-Problems

Gender differences in regard to the following were evaluated.

1. What do student athletes think the public's response will be toward disabled athletes participating in mainstream intercollegiate competition?
2. Which sport governing body would more readily support the inclusion of disabled athletes into mainstream intercollegiate athletics?
3. Would able-bodied student athletes feel that disabled athletes should have a separate program instead of being included in mainstream athletics?
4. Would able-bodied student athletes agree that the inclusion of disabled athletes require a change in rules and the level of competition?
5. Would able-bodied athletes be agreeable to having a disabled individual as a teammate?

6. What types of contact have able-bodied athletes had with disabled individuals?
7. How comfortable would able-bodied athletes feel with disabled individuals who have various disabilities?

Definition of Terms

Able-bodied Athlete: A person trained to compete in contests involving physical agility, stamina, or strength. In this study an able-bodied athlete was defined as a person without a physical or sensory impairment who competes in sport.

Adapted Sports: Sport activities that have been modified to accommodate persons with a physical disability (Nardo, 1994). In this study adapted sports were used to describe an alternative outlet for disabled persons to participate in physical activity.

Cerebral Palsy: A disease caused by brain injury that affects the voluntary muscles (Webster, 1989). In this study cerebral palsy was used as part of Survey "B" to describe a disabled athlete.

College Student Athletes: People who enter an institution of education, beyond high school, to achieve higher learning and/or to receive a degree. In this study college student athletes were defined as those who have been surveyed concerning their perceptions about disabled people.

Disability: That which impairs a person in movement or mental capacity (Webster, 1989). In this study disability was defined as a limitation placed upon a person due to injury, disease, or an act of nature.

Disabled Athlete: A person who has a physical or sensory impairment but competes in contests involving physical agility, stamina, or strength (Nardo, 1994). In this study a disabled athlete was defined as a person competing with a missing limb(s) or confined to a wheelchair.

Epilepsy: A disorder of the nervous system which causes a person to have seizures that leads to unconsciousness (Webster, 1989). In this study epilepsy was used as part of Survey "B" to describe a disabled athlete.

Low Organization Games: Sport and/or physical activities which are non-strenuous, require little or no equipment and few rules (Nardo, 1994). In this study low organization games were defined as physical activities engaged in by disabled athletes who don't have the agility or stamina required for more competitive games.

Olympics: An organized sporting event held every two years (Winter Olympics) or every four years (Summer Olympics) where elite able-bodied athletes from around the world compete for medals in numerous sporting events (Davis, 1996). In this study the Olympics were defined as the main competition for elite able-bodied athletes by which others recognize athletic superiority.

Paralympics: An organized sporting event whereby disabled athletes compete internationally for medals in 17 sporting events over a ten-day period

every summer and winter following the Olympic Games (Davis, 1996). In this study Paralympics was defined as the main competition for disabled athletes to achieve personal goals and public recognition as elite athletes.

Perception: “The act or faculty of apprehending by means of the senses or of the mind” (Webster, 1989, p. 1069). In this study perception was defined as judgments made of others as gauged by surveys of college student athletes.

Physically-Challenged: Another name used to describe disabled athletes that carries a more positive connotation (Nardo, 1994). In this study the term physically-challenged was used interchangeably with disabled athlete.

Assumptions

Assumptions of the study were:

1. The questions assessed the information they were designed to assess.
2. All subjects would take the study seriously.
3. The subjects would answer the questions honestly.

Limitations

Limitations of this study were:

1. Variables other than those assessed may affect the incorporation of disabled athletes into intercollegiate sport competition.
2. Information derived from the sample group may not be generalized to attitudes about all disabled athletes or sports.

Delimitations

Delimitations of this study were:

1. The number of sports represented in the study was limited to softball/baseball, track, and swimming.

Significance of the Study

Due to limited literature in this area, it is possible that the data gathered from this study may provide a realistic view of the reception disabled athletes may receive if they were allowed to compete on the same level as able-bodied athletes. Also, a closer look at the prejudices and biases for or against disabled athletes could offer reasons why the incorporation of disabled athletes into mainstream intercollegiate sport may or may not be possible.

Chapter 2

REVIEW OF LITERATURE

In this chapter a review of literature is presented pertaining to disabled athletes. These topics include progress for the disabled, recognition by the public, and several topics related to the sport participation of disabled athletes.

Progress for the Disabled

Don Nardo (1994), an award-winning writer and author of over 45 books, including Medical Diagnosis, is also the author of The Physically Challenged. In this book he addresses many issues concerning disabled persons. One issue presented involves the treatment of disabled persons. Nardo (1994) found that throughout history disabled persons have been treated cruelly, unfairly, and unjustly. In the hunter-gatherer society of more primitive times those born with a physical handicap or later became impaired were immediately killed or driven away to survive on their own. During the 1600s and 1700s, in Colonial America, physically disabled people were looked upon as "burdens to their families as well as society" (Nardo, 1994, p.21). Nardo (1994) also reported that disabled women, particularly African-Americans as well as other minorities, had no chance of becoming independent.

Attitudes and customs concerning disabled people, particularly the blind and deaf, began to change significantly in the 1800s. In 1948, the first games for individuals with disabilities which were held in London were established by an English neurosurgeon named Sir Ludwig Guttman, who named the games the

International Wheelchair Games. This was the first effort to link the Olympics and the Paralympics (Davis, 1996). Another effort was made in Rome in 1960. Four hundred physically challenged athletes from 23 countries competed, marking the beginning of the Paralympic Movement, recognizing it as an offspring of the Olympics (Davis, 1996).

Steadward and Walsh (1986), both of the Department of Physical Education and Sport Studies at the University of Alberta, Edmonton, Canada, reviewed sport for the disabled. Their focus was on the performance levels of disabled athletes, training and fitness programs, efforts to improve fitness and performance levels and, to make predictions about the future of sport for the disabled.

Steadward and Walsh (1986) found that disabled athletes have improved because of centers like the National Research and Training Centers for the Physically Disabled which provide equipment, facilities, and the environment that disabled athletes need to train and condition for their specific sports. These centers also train and certify coaches and staff members to assess and evaluate fitness and performance levels of each disabled athlete in order to help them improve their athletic performance. Specialists use the information assessed by coaches and staff members to “design and implement a comprehensive, individualized, prescriptive training program specific to each athlete’s sport” (Steadward & Walsh, 1996, p. 11).

The research of sport for the disabled has revealed that “it is possible to elicit positive training effects in physically disabled individuals” (Steadward & Walsh, 1986, p. 13). However, research of sport for the disabled has not always been so intuitive. Steadward and Walsh (1986) revealed that research relating to sport for the disabled between 1945 to 1975 focused mainly on a historical perspective. Topics such as “the value of sport for the disabled, the history of sport for the disabled, and sport classification... [were] primarily descriptive in nature and documented the needs, abilities, processes, and developments” (Steadward & Walsh, 1986, p. 13) of sport for the disabled. Recent research, documented by various researchers with differing results, revealed improvements in body composition, muscular fitness (strength, power, and endurance), flexibility, and maximum oxygen intake. This research could provide both athletes and coaches with valuable information needed to make better selections for the best training methods for their particular sport (Steadward & Walsh, 1986). Steadward and Walsh (1986) have predicted that sport for the disabled “rests, not only in the hands of research and technology but, also in the development of junior athletes and in the developments of an effective international governing body” (p.15).

Currently, participation in the Paralympics has grown tremendously since its beginning 10 years ago. To date, 4 cities and 3 countries have hosted the Paralympics, which include athletes with visual impairments or who are completely blind, amputees, and athletes with cerebral palsy (Davis, 1996).

"These athletes were governed by a counterpart of the International Olympic Committee (IOC), entitled the International Coordinating Committee of the World Sporting Organizations for the Disabled (ICC)" (Davis, 1996, p. 59), which in 1992 became the International Paraplegic Committee.

Each class of athletes is represented by its own governing body, which is "responsible for representing its disability sport group in matters related to sport rules, medical operations, classification of athletes, doping control, and overall governance of the athletes" (Davis, 1996, p. 59). The four bodies of government which represent the athletes are the Cerebral Palsy International Sports and Recreation Association, the International Blind Sports Association, the International Stoke-Mandeville Wheelchair Sports Federation, and the International Sports Organization for the Disabled (Davis, 1966).

Recognition by the Public

Most disabled athletes strive for the same goal as non-disabled athletes: to be recognized as serious athletes. "They don't want pity or teary tributes. But disabled athletes do want what top sports figures get: respect, recognition, and money" (Hoffer, 1995, p. 64). Richard Hoffer, a writer for Sports Illustrated, found that many physically-challenged athletes were former elite athletes who chose to continue their sport careers and "remain at [the elite] level no matter what parts are missing or simply not operating" (p. 67). However, it is still doubtful that to physically-challenged athletes will ever be mainstreamed into the able-bodied sport arena.

Dubbed the *Crip Olympics* by disabled athletes, the Paralympics has become known as the second largest sporting event in the world (The Economist, 1995). However, many struggles concerning the disabled athletes and administration has had to be faced before the Paralympics could be fully recognized as a reputable venue in the sport arena. The president of the Atlanta Paralympic Organizing Committee felt that the Paralympic Movement had assumed the role that women's sports held in the realm of sport 26 years ago, before Title IX (Spaid, 1996). "No disabled sport has ever been a full-medal event at the Olympics" (The Economist, 1995, p. 105). Olympic officials have tried to avoid including disabled sport in the Olympiad, based on the premise that such sports "[could] only expand so much" (The Economist, 1995, p. 105); yet at the same time, officials have made room for new events for able-bodied athletes like table tennis, baseball, and badminton. The IOC even went so far as to ask the Paralympics to change its logo - in the form and colors of the 5 teardrop shapes - because they were too similar to the "commercially-lucrative" Olympic rings (The Economist, 1995, p. 105). Still the question remains, would disabled sport ever be granted full-medal status in the Olympics, even if the Paralympic Movement continued to expand?

Viewers who were interested in watching the Paralympics during the 1992 Barcelona Games, were not afforded the opportunity. Elizabeth Spaid (1996), staff writer for The Christian Science Monitor, reported that only 35 film crews covered the event, with none from the United States (Spaid, 1996). Many

broadcasters felt that such an event as the Paralympics would not be received well by a viewing audience (The Economist, 1995).

However, many physically-challenged athletes are hopeful that their success(es) in the Paralympics will aid in more recognition for the disabled movement. There are Paralympic records which parallel those of their Olympic counterparts. For example, "an arm amputee from Nigeria ran the men's 100 meter in 10.72 seconds; [the] fastest Olympic time was 9.86 [seconds]" (Spaid, 1996, p. A26). Although, winning a medal is important for disabled athletes, they would much rather have the world change its perception of people with disabilities (Spaid, 1996).

Role of Sports

Sport in the lives of disabled athletes has served important purposes. It has acted as a therapeutic agent, both physically and psychologically, "[which allows] the participants to feel the thrill and satisfaction of accomplishment" (Nardo, 1994, p. 71). Sport has also enabled many physically-challenged individuals to realize their personal potential. However, sport was not always an option for the disabled. It has only been since the middle of the 20th century that the disabled have been able to participate in sport and leisure activities (Nardo, 1994). Because of the numerous injuries sustained in World Wars, I and II, sports became adapted (modified) "so that disabled people, [those wounded by war, could] participate (Nardo, 1994, p. 74). Similar to the adapted sports, low organization games became popular to those physically-challenged individuals

who "enjoy[ed] sport and games [but] lacked either the physical stamina and mobility or the desire to compete in active sports..." (Nardo, 1994, p. 78). Low organization games require few rules, less strenuous activity, and little or no equipment. Nardo (1994) viewed sport and leisure activities as healthy and as a way for disabled individuals to assert themselves and to take pride in their achievements.

Kozub and Porretta (1996) discovered the benefits of integrated participation in interscholastic sports for disabled individuals, able-bodied individuals, coaches and even schools. The authors based their findings on a continuum presented in a 1987 article by Winnick which consisted of five levels: "(a) regular sport, (b) regular sport with accommodations, (c) regular and adapted sport combined, (d) adapted sport integrated, and (e) adapted sport segregated" (Kozub & Porretta, 1995, p. 19). Along this continuum, Kozub and Porretta (1996) found that the benefits of integrated sports included social acceptance, legal requirements, competitive spirit, and athletic enrollment. In one form or another, each was found to contribute to disabled athletes, coaches, able-bodied athletes, and school systems. Kozub and Porretta (1996) reasoned that the solutions to integrated sports lie in the cooperation of the school systems as well as the coaches. Each should affect professional attitudes and provide equally effective services for all athletes who desire to compete. Information should be gathered concerning the special needs of physically-challenged athletes in order to provide the most positive athletic experience for both able-bodied athletes and

disabled athletes. Also, these authors felt that school districts should provide segregated sport options when the need exists (Kozub & Porretta, 1996).

Peter Axelson, a designer and engineer with Beneficial Designs, Inc., wrote an article based on his personal perspectives of rehabilitation, sport, and recreation. Axelson (1986), who suffered a spinal cord injury in a mountain climbing accident in 1975 felt that the rehabilitation process had failed disabled individuals. He contended that rehabilitation programs did not offer programs where disabled individuals could learn recreational skills that would help integrate them back into society. Instead, disabled individuals were encouraged to learn how to live independently without benefit of social interaction. Consequently, once disabled individuals were released from the rehabilitation program, they were not able to cope with their disability in an everyday living environment.

Axelson (1986) also felt that disabled individuals "need opportunities for interaction in integrated social environments to facilitate their development of recreational skills for future use" (p. 82). However, individuals had little opportunity to develop their recreational skills because of the high cost of rehabilitation. Therefore, disabled individuals were mainly exposed to movies, games, or other activities which had to be brought into the facility. Ideally, Axelson (1986) suggested that rehabilitation program directors and staff members find activities outside the center where disabled individuals can be socially integrated.

Although some recreation activities were modified to meet the perceived needs of disabled individuals, oftentimes the disabled person still could not be interactive with family and friends within society. Axelson (1986) presented five basic categories in which disabled people could participate in recreational activities:

- (a) segregated competitive (e.g., wheelchair basketball),
- (b) segregated noncompetitive (e.g., wheelchair square dancing),
- (c) integrated participation/segregated competition (e.g., marathon running/road racing),
- (d) integrated competition (e.g., sailboat racing), and
- (e) integrated noncompetitive (e.g., cycling) (p. 82).

Consequently, new devices and a combination of equipment modifications and adaptive methods would be needed for those disabled individuals who desired to exert their energies and abilities in a competitive nature or to engage in leisure activities with family and friends (Axelson, 1986).

Axelson (1986) proposed that the “development of new systems and devices, which allow people to move within environments otherwise inaccessible, provides the opportunity of access for those with varying physical abilities as well” (p. 84). However, a change of rules for recreation activity seemed to be the most common and the easiest way to adapt sport to an individual’s capabilities (Axelson, 1986).

In conclusion, Axelson (1986) stated that although the inclusion of disabled individuals could be difficult, there were 3 primary possibilities available which he felt could aid disabled individuals in participating in an integrated recreation environment. First, information on program methods should

be offered in printed and video-taped materials to individuals who want a more involved recreational life. Next, Axelson (1986) proposed that existing equipment be adapted or modified, and finally, "new recreational equipment could be designed, manufactured, and marketed" (p.88).

Henderson and Bedini (1995) conducted in-depth qualitative interviews with women with mobility impairments. Some participants were identified because of one of the researcher's familiarity with human service professionals and with those who worked in recreation. Others were obtained by solicitation of the initial interviewees. Sixteen adult women with an average age range of 29-53 participated in this study. Six of the women were African-American and the remaining 10 were Caucasian. Ten of the 16 women were either single or divorced, while 8 had children, another 8 were employed, and 4 were born with disabilities. The participants lived with their disabilities for an average length of 12 years. The participants' disabilities consisted of "rheumatoid arthritis (n=3), multiple sclerosis (n=3), spinal cord injury (n=3), cerebral palsy (n=2), and other (e.g., stroke, Ehlers-Danlos syndrome, Charcot-Marie-Tooth syndrome, postpolio syndrome and osteogenesis imperfecta, n=5)" (Henderson & Bedini, 1995, p. 153).

Interviews with each participant in the Henderson and Bedini (1995) study, lasted 45-120 minutes. The participants were asked guiding questions on a broad area of topics like leisure, recreation, and daily living. All interviews were transcribed from tape-recordings. Participants were then allowed to review the

transcripts and make changes. Henderson and Bedini (1995) also kept notes from the interviews, as well as, weekly meetings. Data were analyzed using constant comparison (Glaser & Strauss, 1967) and analytic induction (Bruyn, 1966).

Henderson and Bedini (1995) found that the interviewees had dissimilar values of physical activities. Some valued physical activity as therapy - something required that they felt they had little choice in doing. Others viewed physical activity as leisure - something they chose to participate in and were intrinsically motivated to do. Others valued physical activity as mental and physical maintenance - the opportunity to keep a healthy balance of the 2 in their lives and, although necessary, still found to be enjoyable. Finally, some really did not value physical activity because of the exertion or pain levels they would have to endure. "In some cases the lack of interest was based on personality and socialization" (Henderson & Bedini, 1995, p. 155).

The attitudes developed by the participants toward their disabilities and their participation in physical activity, ranged from conformers, to resisters, to adjusters. According to Henderson and Bedini (1995),

conformers accepted their situations and felt as if they had little control over their circumstances. Resisters... consciously tried to overcome the physical limitation and sometimes resisted societal norms by going ahead with what they wanted to do. [Finally,] adjusters... adapted to their situations and were looking for ways to lead meaningful lives despite physical limitations[;] adjusting also meant finding one's role as a spectator (p. 156).

During the interviews, the participants identified necessary conditions needed to participate in physical activities. These conditions included their

ability to tolerate pain, and the energy and stamina possibly required to engage in physical activity. Other conditions included transportation, accessibility of the facilities, removal of social fears, and social support (Henderson & Bedini, 1995).

Overall, the data suggested that physical activity was not "disability-determined but choice determined when related to the individual's attitude toward participation" (Henderson & Bedini, 1995, p. 158). Further, the primary limiting factors included the above conditions as well as time constraints and lack of available information needed to aid in participation. The implications of this study provided a "broad sense of the range of meanings associated with physical activity for women with a variety of mobility impairments" (Henderson & Bedini, 1995, p. 160), yet the results cannot be generalized to an entire population of disabled women.

In conclusion, Henderson and Bedini (1995) recommended further research for understanding women who aren't elite athletes in order to gain more insight into the mental, physical, emotional, and spiritual benefits of physical activities; and to explore the meanings of leisure, therapy, and maintenance for women with disabilities. This relates to the present study by presenting how sport and/or physical activity can prove beneficial to disabled persons from their own perspectives, regardless of how the person feels about physical activity.

Summary

Don Nardo (1994) supplied information on the treatment of disabled persons throughout history. Not until the 1800s did families and the government

(of Colonial America) accept responsibility for disabled individuals, who were kept dependent upon these institutions for their livelihood. In 1948, according to Davis (1996) disabled individuals were finally given an opportunity to become physically active through the outlet of the International Wheelchair Games, established by Sir Ludwig Guttman. These events became the turning point in the disabled movement in 1960 when the games were allowed to be held in the same city as the Olympics. Since 1987, the Paralympics have been held following every summer and winter Olympiad in 4 cities and 3 countries (Davis, 1996).

As the number of disabled athletes grows, so does their will to become recognized as serious elite athletes. Many former able-bodied athletes have become disabled athletes through either injury or accident, yet they resent losing their elite athletic status because a body part is missing or impaired (Hoffer, 1995). Likewise, the Paralympic Movement refuses to lie in wait for its chance to prove to the world that it consists of a group of athletes capable of elite status. Administrators and athletes alike have forged their own path, regardless of restrictions and setbacks imposed by Olympics officials (The Economist, 1995) or the public sector.

In 1996, the media finally profiled the Atlanta Paralympic Games on CBS and a regional cable channel, Sport South. This was a considerable improvement from 1992 when no United States media (out of 35 film crews) attempted to cover the Barcelona Paralympic Games. In just a few short years, the Paralympic

Movement seems to have gained a tremendous following of spectators and athletes alike (Spaid, 1996).

Sport and physical activity is vital to competitive disabled athletes as well as to individuals who do not desire to compete. Adapted sports and low organization games were developed for the physically challenged who were unable to compete due to stamina, agility or other problems (Nardo, 1994). Henderson & Bedini (1995) found that physical activity, for some, was considered discouraging while other disabled individuals found it to be fun, therapeutic, and satisfying. Also, the role of integrative sports for disabled athletes has proven to be beneficial for all coaches, athletes, and schools involved through social acceptance, legal requirements, competitive spirit, team dynamics, and athletic enrollment (Kozub & Porretta, 1996).

Chapter 3

PROCEDURES

The purpose of this study was to obtain information regarding the possible inclusion of disabled athletes into mainstream intercollegiate competition.

Thoughts, perceptions, and feelings of current NCAA Division I able-bodied athletes toward disabled athletes were assessed, as well as their perceptions of the success or failure for the possible inclusion of disabled athletes into mainstream intercollegiate competition. The information contained in this section includes description of participants, rationale, overview of scheduling, and evaluation of the information.

Description of Participants

Participants in this study were able-bodied student athletes from three men and three women intercollegiate Division I athletic teams (N=114). The teams included were softball (n=8), baseball (n=16), women's track (n=24), men's track (n=27), women's swimming (n=12), and men's swimming (n=27) all of which were considered, for this study, to be likely venues for the incorporation of disabled athletes. These sports were considered likely venues for integrative sport because of the success that some disabled athletes have gained in mainstream sport, e.g., Jim Abbott, a congenital arm amputee who is now a major league baseball pitcher (Kozub & Poretta, 1996). Also, stated earlier in this paper, Spaid (1996) found that disabled sports like track and swimming were popular in Europe and an assessment of these mainstream teams would provide information

as to the possible success disabled track and swimming could have in the United States.

Athletes were included from 4 college grade levels (freshman-senior) who chose to participate voluntarily. A coach's informed consent statement (Appendix A) was acquired from all coaches prior to any athletes being approached concerning this project. Once approval was obtained from all coaches, participants provided informed consent (Appendix A) through their completion of Surveys A and B (Appendix B).

Rationale and Instrumentation

A survey approach was used to gain a breadth of information across a larger sample of athletes from a variety of sports. The instrument used, the Ease Measure (Fichten, Tagalakakis, & Amsel, 1986) assessed the participants' comfort level with persons who are physically disabled, (use a wheelchair, have a hearing or a visual impairment) as compared with able-bodied students. This instrument was originally used to assess the comfort level of able-bodied college students, who were not college athletes, regarding their initial contact with a disabled person. In this study, the survey was only administered to able-bodied college student athletes to assess how they would react to or perceive disabled athletes as compared to how they perceive or react to able-bodied athletes in the realm of sport.

A second instrument, designed by the investigator, included survey questions developed to obtain information about each specific research question

(Chapter 1, p. 3) in an effort to assess the participants' attitudes and perceptions of disabled athletes as capable individuals in the realm of sport. These data were important because, if disabled athletes were to be included, able-bodied athletes would need to adjust to the change.

Validity and Reliability

Validity and reliability of the Survey "A" Ease Measure (Appendix B) had already been established (Fichten, Tagalakakis, & Amsel, 1986) through numerous research projects based on the ease level of able-bodied college students toward disabled college students. Two step-wise multiple regression analyses were carried out to predict comfort interaction. Results yielded an $R = .619$, ($p < .001$) regarding able-bodied students' ease and comfort level interacting with disabled students, as opposed to able-bodied student's ease and comfort level interacting with non-disabled students ($R = .263$, $p < .05$).

Logical validity of the Survey "B" Attitudes (Appendix B) was established by developing the survey questions to match the definitions of each sub-problem. Further tests of logical validity of the survey was established through distributing the survey and a list of the research questions to other sport studies graduate students who were former athletes. They decided which sub-problem statements corresponded with each survey question by reading through the survey and matching those questions with the research questions. This process was repeated until there was 100% (6 out of 6) agreement among the evaluators, thus, establishing logical validity.

Reliability of the survey was established by test-retest procedures from graduate students in sport studies who were former athletes. The questions were answered based on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The survey was taken on two separate occasions, approximately one week apart. The test was considered reliable if the respondents' second responses were within (+/-) 1 degree of the first responses. Three out of four (75%) of the sport studies evaluators responded within this criteria and had 100% agreement of their responses to all questions. The fourth evaluator only missed 5 questions (numbers 1, 5, 7, 11, and 20) and had 100% agreement on the rest.

Overview of Scheduling

The investigator met with the respective coaches of all teams involved during Spring Semester, 1997 to discuss the project and to gain consent for use of their athletes in this study. Surveys were given to teams as a whole during team meetings for each sport. Two surveys (A = Ease Measure, and B = Attitudes), were to be distributed by the investigator to the target groups at two separate times. Once the participant had completed Survey "A", it was to be returned to the investigator, at which time Survey "B" would be provided. Surveys "A" and "B" (Appendix B) had matching numbers so that each participant's answers from both surveys would correspond. This process took approximately 10 minutes.

However, the original process had to be modified for several reasons. In most cases, meeting with the respective teams were outside of a controlled environment (i.e., dugout, swim platform, weight room). But the process had to

be modified primarily due to strict time limits imposed by coaches (could not exceed 10 minutes). Instead of the participants taking the surveys separately, the investigator administered both surveys stapled together as a packet. Without aid of an assistant, this process ensured that the 10 minute time limit would be adhered to. The surveys still held matching numbers so that the participants' answers would remain together.

Also, each set of surveys were color-coded so that the teams could be identified once the investigator was away from the test environment. Survey "A" (Ease Measure) ascertained the able-bodied athletes' degree of comfort and amount of contact with disabled individuals as well as demographic information. Survey "B" (Attitudes) was used primarily to determine the athletes' attitudes concerning having a disabled individual as a teammate. In addition, this survey was used to determine the level of support from the participants for the inclusion of disabled athletes into mainstream intercollegiate competition.

Chapter 4

RESULTS AND DISCUSSION

The topics discussed in this chapter focus on the Sub-Problems presented in Chapter 1 (p. 3). Both quantitative and qualitative results are presented and then discussed. Quantitative results were based on responses from Surveys A and B (Appendix B). The qualitative results focus on the participants' responses to questions 20b, 21b, and 22b of Survey B (Appendix B). In this study, qualitative questioning was pursued to provide direct quotations about the participants' feelings toward disabled athletes and their potential for inclusion into mainstream competition.

The participants in this study were men and women able-bodied student athletes. The mean age for all participants was 20.54 and men athletes were the more prevalent participants ($n = 70$), while women athletes ($n = 44$) made up the difference. Seventy-seven percent of the participants were White/Not of Hispanic Origin ($n = 88$), while just 19.4% were Black/African Americans ($n = 17$). There were approximately 9.0% who reported that they were either Hispanics ($n = 4$) or Non-Black Hispanics ($n = 4$), respectively, while only 1% were Asian/Pacific Islander ($n = 1$). Of the participating sports, the men's track team ($n = 27$) and the men's swim team ($n = 27$) had the most participants, followed by the women's track team ($n = 24$). There were also 16 baseball team participants, 12 women's swim team members and 8 softball team members.

Evaluation of Information

Quantitative information was evaluated by independent sample t-tests, as well as cross-tabulations of the Likert responses (1 and 2 = strongly disagree and disagree, 3 = neutral, while 4 and 5 = agree/strongly agree), where appropriate. Cross-tabulations of questions by gender were used to determine patterns of attitudes between men and women able-bodied athletes and t-tests were based on the means and standard deviations. The investigator evaluated the qualitative information by grouping team comments and making generalizations about them.

Sub-Problem 1

This question addressed the student athletes' perceptions of the public's response to disabled athletes' participation in mainstream intercollegiate competition. Survey B questions 1 and 2 and qualitative question 20b (Appendix B) attempted to provide data to reveal perceptions concerning whether the public would support disabled athletes in mainstream competition or if disabled athletes would receive the same amount of respect given to able-bodied athletes (Table 1).

Results

There was no significant gender difference for able-bodied men and women athletes ($p = .553$, Table 1, Question 1) regarding the student athletes' perceptions that disabled athletes will be recognized to the same degree as able-bodied athletes. Both genders had very similar patterns of responses to this question; the mean was approximately 3 for both groups and the variation and

Table 1. Able-bodied athletes' responses regarding their perceptions of the public's responses to the inclusion of disabled athletes into mainstream intercollegiate competition.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
1	.60	112	.553	3.03 (1.35)	3.18 (1.32)
2	-2.20	112	.027	2.86 (1.25)	2.34 (1.16)

spread of responses were approximately 1.3 (Table 1, Question 1). This indicated that for both men and women student athletes, some athletes *agreed*, some *disagreed*, and some were *neutral* regarding their perceptions that disabled and able-bodied athletes would be similarly recognized.

In contrast, a significant gender difference for able-bodied women and men athletes was found regarding the perceptions of the able-bodied athletes concerning the level of difficulty disabled athletes would have in receiving support from the public as fans of their sport ($p = .027$, Table 1, Question 2). This difference indicated that the women athletes *disagreed* more strongly than the men athletes with the statement that it would be very difficult for disabled athletes to receive public support (Table 1, Question 2). The differences in the patterns of responses for women and men athletes were: (a) approximately 61% of the women athletes *disagreed* with the statement and 18% *agreed*, while (b) approximately 37% of the men athletes *disagreed* and 39% *agreed*. This implied that more women than men felt that disabled athletes would receive support from the fans in their sport.

There was also one qualitative question (Question 20b, Survey B) which related to this research question. Approximately 72% of the women athletes and 66% of the men athletes responded to this open-ended question. The qualitative information obtained offered a closer look at the prejudices and biases for or against disabled athletes regarding the possible inclusion into mainstream intercollegiate sport competition. There were no apparent gender differences in

the nature of the responses. It was found that the able-bodied athletes felt that “stereotypes and prejudices would effect these people” (participant #8), “society has just too many preconceptions about disabled people” (participant #76), and that “the stereotypes are too great to overcome right now” (participant #70), therefore it could be an equally long time before disabled athletes and able-bodied athletes are similarly recognized. As a measurement of success or failure, the participants’ opinions readily offered disabled athletes the chance to compete at the same level, however, “they would have to prove themselves” (participant #20) and “unless they performed at the exact same level as able-bodied athletes they would not be viewed as competent [athletes]” (participant #37).

Discussion

Results of sub-problem 1 revealed the public may or may not provide support, as fans, for disabled athletes (Table 1). It would appear from the literature, however, that the major medium for disabled athletes in receiving fan support lies with media broadcasters which offers and allows public (fan) participation. In 1992, Spaid (1996) revealed that only 35 film crews were on hand to broadcast the Paralympics held in Barcelona after the Olympic Games. Media broadcasters were reluctant to televise the Paralympic events because they were sure their audience “[did] not want to watch them” (The Economist, 1995, p.105). Based on this premise, none of the United States broadcasters covered these events. Here, in the United States, the public was not allowed to choose to support disabled athletes because of the ruling thumb of the media.

The United States has recently begun to focus more on the Paralympics because the International Olympic Committee has provided the Paralympic Games with more attention and resources (Spaid, 1996). Subsequently, in 1996, an astounding 1.3 million spectators were expected to attend the Paralympic Games as well as to receive media coverage from such United States broadcasters as CBS and from Sport South, a regional cable channel (Spaid, 1996).

However, the president of the Atlanta Paralympic Organizing Committee felt that the Paralympic Movement had assumed the role that women's sports held in the realm of sport 26 years ago, before Title IX (Spaid, 1996). As the perceptions of the athletes in this study suggest, stereotypes of disabled people would hinder disabled athletes from being recognized similarly to able-bodied athletes. Fichten and Amsel (1986) found that, in their study of trait attribution, stereotypes were a major cause of able-bodied college students' negative perceptions of disabled college students. Because of this, Fichten and Amsel (1986) suggested that stereotypes be eliminated through the concept of reciprocity.

Through reciprocity, the collaborative relationship between able-bodied college students and disabled college students would not be one-sided where the able-bodied student is always giving help and the disabled student is always receiving help. Reciprocity offers both sides the chance to be in a helping position as well as allowing them to be on an equal status in the relationship. Beail (1983) reported that "the stereotype has a powerful influence in that it

provides a defined frame within which the stigmatized can move. For example, Olympic officials have tried to avoid including disabled sport in the Olympiad, based on the premise that such sports “[could] only expand so much” (The Economist, 1995, p.105); yet at the same time officials have made room for new events for able-bodied athletes like table tennis, baseball, and badminton.

Sub-Problem 2

This research question addressed potential gender differences regarding student athletes’ perceptions concerning whether organizations such as the Paralympics and the NCAA would support the inclusion of disabled athletes into mainstream competition (Tables 2). Statements 3,10, and 19 of Survey B (Appendix B) provided quantitative information regarding this research question.

Results

A significant difference between women and men able-bodied athletes was found concerning the potential support provided by the Paralympics for disabled athletes to be included into mainstream athletics ($p = .046$, Table 2, Question 3). The significant gender difference indicated that women athletes *agreed* more strongly than men athletes with the statement that the Paralympics would largely support the inclusion of disabled athletes into mainstream competition (Table 2, Question 3). The differences in the patterns of responses

Table 2. Able-bodied athletes' responses regarding potential support from organizations, e.g., the NCAA and Paralympics for the inclusion of disabled athletes into mainstream intercollegiate competition.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
3	2.02	111	.046	3.74 (1.05)	4.14 (.966)
10	1.91	112	.059	3.64 (1.01)	4.00 (.915)
19	3.26	110	.001	2.54 (1.11)	3.19 (.833)

for women and men were: (a) approximately 72% of the women athletes *agreed* and 2 % *disagreed* with the statement, while (b) approximately 60% of the men athletes *agreed* and 9% *disagreed*. This implied that fewer men than women *agreed* that the Paralympics would support the inclusion of disabled athletes into mainstream competition.

There was no significant gender difference ($p = .059$, Table 2, Question 10) regarding whether organizations would support the incorporation of disabled athletes into mainstream competition. The pattern of responses indicated that both women and men athletes were similar; the mean was approximately 3 for both groups and the variation and spread (i.e., standard deviation = 1) of responses included the scope of the 5-point Likert scale (Table 2, Question 10). This indicated that for both groups of athletes, some *disagreed*, some were *neutral*, and some *agreed* that organizations would support the incorporation of disabled athletes into mainstream competition.

In contrast, a significant t-test ($p = .001$, Table 2, Question 19) also revealed that men athletes *disagreed* yet women athletes *agreed* a little more strongly that the NCAA would support the inclusion of disabled athletes into mainstream competition. The significant gender difference indicates that the women athletes *agreed* more than the men athletes that the NCAA would support the inclusion of disabled athletes into mainstream competition (Table 2, Question 19). The patterns of responses for men and women indicated: (a) approximately 43% of men athletes were *neutral*, 41% *disagreed* and 16% *agreed* that the

NCAA would support inclusion, while (b) approximately 57% of the women athletes were *neutral*, 17% *disagreed* and 26% *agreed* to the statement. This implies that more men than women athletes felt that the NCAA would not support the inclusion of disabled athletes into mainstream intercollegiate competition.

Discussion

Based on the results of this sub-problem, the NCAA would marginally support the inclusion of disabled athletes into mainstream competition, whereas the Paralympics would largely support inclusion. Possibly, these responses stem from the preconceived idea that since the Paralympic Games is an elite sporting event for disabled athletes, they would support disabled athletes who wanted to compete in mainstream athletics. Although Paralympic officials did lobby to have disabled sport included in the Olympiad (The Economist, 1995), the NCAA has also played a role in allowing colleges and universities to provide sport for disabled individuals. Institutions such as the University of Illinois, Wright State, and Southeast Minnesota State all have sport for disabled athletes, e.g., wheelchair basketball and/or track and field teams representing their schools (Stein & Paciorek, 1994). Granted, it is not inclusion, but neither is it exclusion for disabled athletes.

Sub-Problem 3

The third research question addressed the issue of whether able-bodied student athletes would feel that disabled athletes should have a separate program instead of being included in mainstream intercollegiate athletics (Table 3).

Quantitative data collected to answer this question were provided by statements 7, 12, 20a, 21a, and 22a, as well as qualitative responses from questions 21b and 22b of Survey B (Appendix B).

Results

A significant gender difference between women and men able-bodied athletes revealed that women athletes *agreed* less strongly than men athletes that the different degrees of disabilities would be the primary cause for the probable failure of inclusion ($p = .020$, Table 3, Question 7). Pattern differences for men and women athletes were: (a) approximately 56% of the men athletes *agreed* with the statement and 16% *disagreed* with the statement, while (b) 34% of the women athletes *agreed*, 46% were *neutral*, and 21% *disagreed* that the different degrees of disabilities would be a primary cause for failure of the inclusion of disabled athletes into mainstream athletics. This implied that more men than women agreed with this statement.

The exclusion of disabled athletes was directly addressed by the statement that disabled athletes should be content to compete only in the Paralympic Games. A significant difference between genders indicated that men athletes *disagreed* while women athletes *disagreed* more strongly that disabled athletes

Table 3. Able-bodied athletes' responses regarding whether disabled athletes should have a separate program instead of being included into mainstream competition.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
7	-2.36	112	.020	3.61 (1.01)	3.14 1.11
12	-2.44	111	.016	2.84 (1.22)	2.31 (.909)
20a	-1.44	108	.152	3.67 (1.11)	3.37 (.968)
21a	-1.80	109	.075	2.81 (1.35)	2.36 (1.19)
22a	-1.10	110	.272	4.16 (.845)	3.95 (1.10)

should be content with competing only in the Paralympic Games ($p = .016$, Table 3, Question 12). The differences in the pattern of responses were: (a) approximately 42% of the men athletes *disagreed* with the statement and 25% *agreed*, while (b) approximately 59% of the women athletes *disagreed* and only 7% *agreed*. This implied that more women than men felt that disabled athletes should not be content with competing only in the Paralympics.

There was not a significant gender difference found regarding whether disabled athletes will ever be viewed as competent athletes as are able-bodied athletes ($p = .152$, Table 3, Question 20a). The patterns of responses to this question revealed that both genders were similar; the mean was approximately 3.5 for both groups and the variation and spread of responses were standard deviations of approximately 1 (Table 3, Question 20a). This means that for both women and men athletes, some athletes *agreed*, some *disagreed*, and some were *neutral* regarding their responses that it will be a long time before disabled athletes are viewed as capable athletes.

There was also no significant difference between women and men able-bodied athletes ($p = .075$, Table 3, Question 21a) regarding whether disabled athletes should be allowed to compete with mainstream able-bodied athletes. Women and men athletes responded similarly; the mean was approximately 2.5 and showed the group to be more negative in their responses, and the variation and spread of responses (i.e., standard deviation) were approximately 1.3 (Table

3, Question 21a) which indicated a spread of responses across the entire Likert scale.

Qualitative results from question 21b (Survey B) also related to this research question. Approximately 59% of the men athletes and 72% of the women athletes responded to this open-ended question. Both men and women athletes primarily felt that “everyone should be treated equally” (participant #4) and “if they can compete, there is no reason they should be kept out of any competition” (participant #13). However, the subject of disabled athletes’ safety was also addressed although less than 1% of either gender expressed this concern.

No significant gender difference was found regarding there being a separate program for disabled athletes to compete at the able-bodied athletes’ school ($p = .272$, Table 3, Question 22a). Both genders had similar responses to this question; the mean was approximately 4 for both groups of athletes and the variation and spread of responses was broad, i.e., standard deviation of approximately 1 (Table 3, Question 22a). This indicates that for women and men athletes, some athletes tended to be *neutral*, some had a tendency to *disagree*, and some tended to *agree* that there should be a separate program for disabled athletes to compete at their school.

There was also another qualitative question (Question 22, Survey B) which related to this research question. Approximately 78% of the women athletes and approximately 76% of the men athletes responded to this open-ended question. Most of the participants, men and women alike, felt that separate

programs for disabled athletes would be a good idea saying "it would be fairer to them to have a separate organization," (participant #65) because "they would be supported [more] fairly" (participant #94). Although many other comments alluded to equal opportunity for disabled athletes, the general response was for separate programs "as long as it didn't hinder the established programs like gender equity" (participant #37).

Discussion

Results suggest that the different degrees of disabilities would be the primary cause of failure of the inclusion of disabled athletes into mainstream intercollegiate competition (Table 3). According to the responses given by able-bodied athletes, disabled athletes should be able to compete in the Paralympics or in mainstream athletics.

The general qualitative outlook of the participants' opinions was positive. Results suggest that participants said they would not mind having a disabled teammate or having them included into mainstream competition. However, some participants felt it would be better for disabled athletes to have a separate program because "the game would be too difficult for some and they might get hurt" (participant #19, speaking of baseball) also "they'd probably get more playing time" (participant #32) if there were separate programs for disabled athletes.

Physically Handicapped and Able-Bodied (PHAB) clubs, integrate both disabled and able-bodied persons which allow interaction between them in an

effort to build bridges and create a rare “atmosphere in which ‘really normal’ aspects of the physically [challenged] may be encouraged” (Dartington, Miller, & Gwynne, 1981, p. 101). However, as hard as these types of clubs try to create equal status interaction, there are times when the physically challenged are left out due to their limitations. “Instead of sharing the leisure activities of the rest of society, the disabled tend to be hived off to spend their time together” (Dartington, Miller, & Gwynne, 1981, p.100).

A statement made by one of the participants regarding the disabled athletes having a separate program corresponded with this view: “Separate programs are fine, but don’t sacrifice the program for a mix of disabled and able bodied athletes” (participant #67). A few others agreed that no changes should be made nor special treatment given to disabled athletes if they are included in mainstream competition. Ironically, according to the article written by Richard Hoffer (1995), most disabled athletes strive for the same goal as non-disabled athletes, to be recognized as serious athletes. “They don’t want pity or teary tributes. But disabled athletes do want... respect [and] recognition...” (Hoffer, 1995, p. 64).

Nevertheless, it would be pure folly for either the able-bodied athletes or the disabled athletes to think that no special changes would need to be made in order to have inclusion. An article by French, Keele, and Silliman-French (1997) revealed that modifications need to be made in physical education programming for the health and safety of the students. Although this article focused on students

with shunts, a tube running from the skull, through the neck and chest, to the stomach, the same could be applied to other disabled persons.

The health and safety of the disabled athletes was a concern for some of the participants of this study regarding disabled athletes being allowed to compete with mainstream athletes. However, "physical educators [and others] must remember that students with disabilities cannot be excluded from an activity solely because of their disability" (French, Keele, & Silliman-French, 1997, p.56). If disabled athletes were to be content to only compete against certain groups of athletes, as allowed by the majority of the able-bodied population, then where would people like Jim Abbott and Tom Dempsey be today?

Jim Abbott, a major league baseball (MLB) pitcher with a congenital arm amputation, and Tom Dempsey, a former national football league (NFL) kicker with a partial amputation of the kicking foot (Kozub & Poretta, 1996) are prime examples of inclusion. These men have adapted to their disabilities and have used them to motivate themselves to become good enough to play regular sport well.

Sub-Problem 4

The fourth research question addressed able-bodied student athletes' perceptions regarding possible changes that may occur if disabled athletes were included in mainstream intercollegiate sport competition. Survey B (Appendix B) provided statements 5 and 11 to answer this question (Table 4).

Table 4. Able-bodied athletes' responses regarding possible changes if disabled athletes were to be included in mainstream intercollegiate competition.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
5	-2.01	112	.047	3.40 (1.36)	2.87 (1.28)
11	-2.68	112	.008	3.47 (1.19)	2.91 (.910)

Results

A significant gender difference was found concerning whether the level of competition in sport would change if disabled athletes were to be included in mainstream athletics ($p = .047$, Table 4, Question 5). The significant gender difference indicated that men athletes *agreed* more strongly than the women athletes with the statement that the level of competition in sport would change because of the inclusion of disabled athletes into mainstream competition (Table 4, Question 5). The differences in the pattern of responses for men and women were: (a) approximately 52% of the men athletes *agreed* with the statement and 30% *disagreed*, while (b) approximately 39% of the women athletes *agreed* and 33% *disagreed* that the level of competition in sport would change if disabled athletes were included into mainstream sport. This implies that more men than women felt that the level of competition would change.

There was also a significant difference between the men and women athletes ($p = .008$, Table 4, Question 11) concerning whether there would be too many rule changes if inclusion of disabled athletes into mainstream competition occurred. Table 4 reveals that the significant gender difference indicated that able-bodied men athletes *agreed* more strongly than the women able-bodied athletes that there would be too many rule changes if the inclusion of disabled athletes into mainstream athletics were to take place (Question 11). The differences in the pattern of responses for women and men were: (a) approximately 34% of the women athletes *disagreed* with the statement, 39%

were neutral, and 27% *agreed*, while (b) approximately 19% of the men athletes *disagreed* and 49% *agreed* that there would be too many rule changes if disabled athletes were included in mainstream competition. This implied that fewer women than men felt that rule changes would need to occur if there were to be inclusion.

Discussion

Overall results suggest that athletes felt that the rules and the level of competition would change if the inclusion of disabled athletes into mainstream intercollegiate competition was to occur. So many different degrees of disabilities are represented in each class of disabled athletes that it now takes 4 governing bodies to make sure that “matters related to sport rules, medical operations, classification of athletes, doping control and overall governance” (Davis, 1996, p. 59) are met. Imagine the NCAA, the nation’s leading sport governing body for able-bodied college athletes, on its own trying to set rules and regulations that will maintain an equal sporting relationship among all athletes.

Sub-Problem 5

This research question addressed able-bodied athletes’ feelings about having a disabled athlete as a teammate. Quantitative statements 6, 9, 13, 14, 15, 16, 17, and 18 of Survey B (Appendix B) were designed to assess this information (Table 5).

Table 5. Able-bodied athletes' responses to having a disabled athlete as their teammate.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
6	-3.03	111	.003	2.65 (1.43)	1.89 (1.08)
9	-2.68	112	.008	2.36 (1.44)	1.68 (1.07)
13	1.62	112	.108	3.80 (1.09)	4.14 (1.07)
14	1.26	112	.211	3.64 (1.12)	3.91 (1.07)
15	1.80	112	.075	3.76 (1.08)	4.11 (.945)
16	1.12	112	.265	4.19 (.921)	4.39 (.945)
17	-3.19	110	.002	3.13 (1.09)	2.45 (1.11)
18	-2.99	110	.003	2.62 (1.15)	1.98 (1.05)

Results

There was a significant gender difference concerning whether their attitude about sport would change if disabled athletes were incorporated into mainstream athletics ($p = .003$, Table 5, Question 6). Of the athletes surveyed, the significant gender difference indicated that women athletes *disagreed* more strongly while men athletes also *disagreed* that their attitude about sport would change if disabled athletes were included in mainstream competition (Table 5, Question 6). The patterns of responses for women and men were: (a) approximately 75% of the women athletes *disagreed* and 14% *agreed* with the statement, while (b) approximately 48% of the men athletes *disagreed* and 32% *agreed*. This implies that more women than men felt that their attitude about sport would not change if disabled athletes were included into mainstream competition.

A significant gender difference was also found regarding the statement that the only way able-bodied athletes would accept a disabled teammate would be as part of the NCAA rules ($p = .008$, Table 5, Question 9). The significant gender difference indicated that women athletes *disagreed* more strongly than men athletes that the only way they would accept a disabled teammate would be through the NCAA rules (Table 5, Question 9). The differences in the pattern of responses for men and women were: (a) approximately 59% of the men athletes *disagreed* and 19% *agreed* with the statement, while (b) 80% of the women athletes *disagreed* and 9% *agreed* that they would only accept a disabled

teammate if it were a part of the NCAA rules. This implied that fewer men than women would accept a disabled teammate without it being an NCAA rule.

No significant gender differences were found for able-bodied athletes welcoming capable disabled athletes wholeheartedly ($p = .108$, Table 5, Question 13). However, there was a tendency for both men and women athletes to respond similarly to this question; the mean was approximately 4 for both groups and the variation and spread of responses was broad, i.e., standard deviation approximately 1 (Table 5, Question 13). This meant that while the majority of both groups of men and women athletes were in agreement, some athletes wholeheartedly *disagreed*, some athletes *agreed*, and some athletes were *neutral* regarding welcoming a disabled athlete onto their team.

There was also no significant difference found between men and women athletes concerning having a teammate with one leg ($p = .211$, Table 5, Question 14). Both men and women athletes' responses were similar; the mean was approximately 3.5 for both men and women and the standard deviation was approximately 1 (Table 5, Question 14). This meant that for both groups, some athletes were *neutral*, some athletes *disagreed*, and some athletes *agreed* that they would not mind if a person with one leg played on their team.

Results suggest no significant difference among men and women athletes regarding a person with one arm as a teammate ($p = .075$, Table 5, Question 15). The pattern of responses to this question revealed that men and women athletes' responses were similar; the mean was approximately 4 for both groups and the

variation and spread of responses were approximately 1 (Table 5, Question 15). This meant that for both gender groups, more athletes tended to *agree* than *disagree* that they would not mind if a person with one arm played on their team.

Similarly, no significant gender difference was found for athletes who would not mind having a deaf person play on their team ($p = .265$, Table 5, Question 16). The pattern of responses revealed that both men and women respondents were similar; the mean was approximately 4 for both groups and variation and spread of responses were approximately 1 (Table 5, Question 16). This meant that both groups of athletes tended toward agreement, but some athletes *agreed*, *disagreed* or were *neutral* that they would not mind having a deaf person on their team (Table 5, Question 16).

Questions 17 and 18 specifically addressed having disabled persons with cerebral palsy and epilepsy as a teammate. A significant difference in able-bodied women and men athletes' responses was found ($p = .002$, Table 5, Question 17) regarding whether a person with cerebral palsy could play on their team. The significant gender difference indicated that women athletes *disagreed* and men athletes tended toward *neutral* that a person with cerebral palsy could not play on their team (Table 5, Question 17). The pattern of responses for both groups were: (a) approximately 48% of the women athletes *disagreed* and 14% *agreed* with the statement; while (b) approximately 28% of the men athletes *agreed*, 47% were *neutral* and 25% *disagreed*. This implies that more women than men felt that a person with cerebral palsy could play on their team.

There was also a significant difference in gender ($p = .003$, Table 5, Question 18) concerning whether a person with epilepsy could not be their teammate. The significance of responses were dissimilar in that men athletes *agreed* and women athletes *disagreed* that an epileptic person could not play as their teammate (Table 5, Question 18). The differences in pattern responses for both men and women able-bodied athletes were: (a) approximately 44% of the men athletes were neutral, 40% *disagreed*, and 16% *agreed* with the statement, while (b) approximately 68% of the women athletes *disagreed* and 7% *agreed*. This implies that fewer men than women athletes felt that an epileptic person could not play on their team.

Discussion

Because there was not a significant gender difference for questions 13-16, results indicated that, in general, able-bodied athletes would be receptive to having a disabled teammate. Stein and Paciorek (1996) suggested that individuals with disabilities deserve the same opportunities in sport as their non-disabled peers "including interscholastic and intercollegiate programs commensurate and consistent with those provided individuals without disabilities" (Stein & Paciorek, 1996, p.189). The majority of the able-bodied athletes believed disabled athletes should have an equal opportunity to compete in mainstream athletics, provided they could keep up or play at the same level as able-bodied athletes.

What these participants were not aware of at the time the surveys were given was that disabled athletes can keep up. Many Paralympic records parallel those of their Olympic counterparts. For example, “an arm amputee from Nigeria ran the men’s 100 meter in 10.72 [seconds]; the fastest Olympic time was 9.86 [seconds]” (Spaid, 1996, p.A26). Another example cites a visually impaired runner as having run the 200 meters in 25.31 seconds which set a Paralympic record. This time fell just shy of the Olympic record by 3.97 seconds (Spaid, 1996).

The significant gender differences found for the questions which related directly to cerebral palsy and epilepsy may have been attributed to the athletes not fully understanding the disease and its effect on the body. It is possible that responses may have been different had the participants known the full definitions of both diseases before answering these statements.

Sub-Problem 6

Questions 4, 5, 6, 7, 8, 9, and 10 of Survey A (Appendix B) were designed to address the type of contact an able-bodied athlete has had with a disabled individuals. All of these questions were **No/Yes** in format, so only cross-tabulations of gender by question were calculated.

Results

The tendency of responses showed that approximately 97% of both women and men athletes responded similarly that they did not have a physical disability. There were also approximately 88% of the able-bodied men athletes

and 90% of the able-bodied women athletes who did not have close family members with a physical disability. Similarly, approximately 77% of both the women and men athletes responded that they had no contact with a disabled person through distant family members. Although the majority of athletes had no contact with distant family members who were disabled, responses indicated that more able-bodied athletes began reporting an increase in contact with disabled individuals.

There was a 51% response from both gender groups concerning whether men and women athletes had any contact with distant friends who were disabled. Responses for both gender groups increasingly had more contact with disabled persons through distant friends.

Likewise, there was an increase in gender responses regarding the contact able-bodied athletes had contact with a disabled person within a working or helping environment. Approximately 61% of both gender groups had contact with a disabled person within a working or helping environment. There were similar patterns of responses regarding contact with a disabled individual within a social environment, e.g. the classroom or at work. Approximately 74% of both able-bodied men and women athletes, responded that they had had contact with a disabled individual within a social environment.

Table 6. Comfort level of able-bodied athletes with disabled college students of their own gender.

Question #	t-test	df	p-value	Men Mean (SD)	Women Mean (SD)
11	-2.19	106	.031	7.38 (1.61)	6.58 (2.21)
12	-.94	112	.349	6.89 (1.83)	6.55 (1.96)
13	-1.20	111	.231	7.51 (1.75)	7.07 (2.08)
14	-1.39	112	.168	7.56 (1.65)	7.05 (2.28)
15	-1.23	111	.221	7.96 (1.50)	7.52 (2.25)

Sub-Problem 7

This question addressed how comfortable able-bodied athletes would feel with disabled individuals who have various disabilities. Questions 11, 12, 13, 14, and 15 of Survey A (Appendix B) were used to assess this information (Table 6). All questions were based on Likert scale responses from 1 (very uncomfortable) to 9 (very comfortable) so both gender-based t-tests and cross tabulations of gender by question were calculated.

Results

A significant gender difference was found concerning how comfortable able-bodied women and men athletes were with disabled college students of their own gender with a physical disability ($p = .031$, Table 6, Question 11). The significant gender difference indicated that both groups of athletes were comfortable, yet men athletes were significantly more comfortable with disabled college students of their own gender who had a physical disability (Table 6, Question 11). The differences in the pattern of responses for women and men were: (a) approximately 18% of the women athletes were *very uncomfortable* and 73% were *very comfortable* with disabled college students of their own gender, while (b) approximately 4% of the men athletes were *very uncomfortable* and 85% were *very comfortable* with a disabled college student of their own gender with a physical disability.

There was no significant gender difference for the comfort level an able-bodied athlete would have with a blind person of their own gender ($p = .349$,

Table 6, Question 12). Both women and men athletes tended to respond similarly to this question; the mean was approximately 6.5 for both groups and the variation and spread of responses were approximately 2 (Table 6, Question 12). This meant that for both groups of athletes they would feel *very comfortable* with a blind person of their own gender.

Similarly, there was also no significant difference between men and women respondents concerning their comfort level with a person of their own gender using a wheelchair ($p = .231$, Table 6, Question 13). Both men and women responded very similarly; the mean was approximately 7.3 for both men and women athletes and the variation and spread of responses were approximately 2 (Table 6, Question 13). This indicated that both groups of athletes felt *very comfortable* with a person of their own gender using a wheelchair.

Results suggest that there was not a significant gender difference regarding able-bodied athletes' level of comfort with a person who has a hearing impairment and is of their own gender ($p = .168$, Table 6, Question 14). Women and men athletes had similar responses; the mean was approximately 7.3 for both groups and the variation and spread was approximately 2 (Table 6, Question 14). This meant that for both women and men able-bodied athletes felt *very comfortable* with a person of their own gender who is hearing impaired.

Results also suggest that no significant gender difference among the participants existed concerning an able-bodied athlete's comfort with a person of their own gender who did not have a disability ($p = .221$, Table 6, Question 15).

Both men and women able-bodied athletes tended to respond in a similar manner; the mean was approximately 7.5 for both gender groups and the variation and spread of responses were approximately 2 (Table 6, Question 15). This indicated that able-bodied athletes felt *very comfortable* with a person of their own gender with no disability.

Discussion

Results suggest that able-bodied athletes would feel *comfortable* with a disabled individual of their own gender. There were no substantial figures from previous research questions to warrant a high percentage of comfort toward disabled athletes. It would seem that the majority of able-bodied athletes would be agreeable to having a disabled teammate simply due to equal opportunity which again parallels Stein and Paciorek (1996) that individuals with disabilities deserve all the same opportunities in sport as able-bodied athletes.

Summary

Results indicated that men able-bodied athletes *agreed* more strongly than women that disabled athletes would have a difficult time receiving support from the public. Through qualitative questioning it was deduced that stereotypes of disabled athletes were a prominent reason for this response pattern.

Both groups of able-bodied athletes *agreed* that the Paralympics would support the inclusion of disabled athletes into mainstream athletic competition, however, men athletes *disagreed* more strongly than women that the NCAA would also support inclusion. Generally, both genders expressed a feeling of

equal opportunity among athletes, both able-bodied and disabled, to be able to compete on the same level. However, men athletes more than women athletes *agreed* that disabled athletes should only compete in the Paralympics. This supports the directional hypothesis that women athletes would be more accepting of others who appeared different from themselves. Men athletes expressed concern that the level of competition would change because the different degrees of disabilities would warrant too many rule changes. Based on this premise, the inclusion of disabled athletes into mainstream competition would probably fail.

In contrast, women athletes seemed to be more accepting of inclusion than men athletes based on the data obtained from this study. It was indicated that the women athletes *disagreed* more strongly than men athletes that the only way they would accept a disabled teammate would be through the NCAA rules. This data also offered support for the hypothesis that women athletes would be more accepting of others who appeared different from themselves. Moreover, women athletes *agreed* more strongly than men athletes that their attitudes about sport would not change if disabled athletes were allowed to compete in mainstream athletics. They also *disagreed* less strongly than men athletes that individuals with cerebral palsy and epilepsy could play on their team or be their teammate.

There was not a gender difference regarding contact able-bodied athletes had with disabled college students. It was found that the majority of both women

and men athletes experienced contact with a disabled college student by way of social environments, e.g., the classroom, distant family, or at work.

Men athletes were found to be more comfortable than women athletes with individuals of their own gender with a non-specific physical disability. This data does not support the hypothesis that men athletes would be accepting of others who appeared different from themselves. Interestingly, as disabilities became more specific, women athletes were generally more uncomfortable with disabled individuals of their own gender. Although, the exception is that men athletes tended to be more uncomfortable with blind individuals of their own gender than women athletes were.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain information about able-bodied men and women student athletes' perceptions regarding the possible inclusion of disabled athletes into mainstream intercollegiate competition. The study, along with results, were divided into seven sub-problems: (a) able-bodied student athletes' perceptions of potential public support for the inclusion of disabled athletes into mainstream competition, (b) support from the NCAA and the IPC (International Paraplegic Committee) sport governing bodies, (c) a separate program for disabled athletes, (d) changes that could occur due to the inclusion of disabled athletes into mainstream sport, (e) agreement of able-bodied athletes to have disabled teammates, (f) the type of contact able-bodied athletes have had with disabled athletes, and (g) the comfort level of able-bodied athletes with disabled college students with various disabilities.

Survey "A" was a modified version of the original Ease Measure test by Ficten, Tagalakis, and Amsel (1986). Survey "B" was developed by the researcher. The participants were 114 NCAA Division I able-bodied student athletes representing such sport teams as baseball, softball, men/women track and field, and men/women swimming. These sports were chosen because they have been documented to have successfully integrated disabled athletes, or as close to integration as one can get, into mainstream athletics.

The results of the study were positive in most areas. Generally, able-bodied men and women athletes felt that they would not mind having a disabled teammate and that there would be support for the inclusion of disabled athletes. In sub-problem 1, (Chapter 1, p. 3), there was no significant gender difference for the public giving disabled athletes the same respect and recognition as able-bodied athletes. However, there was a significant gender difference for disabled athletes to receive public support, as both men athletes and women athletes *disagreed* that the public would support inclusion of disabled athletes.

In sub-problem 3 (Chapter 1, p. 3), the purpose was to determine if disabled athletes would have to settle for separate programs within or outside of mainstream sport. Results suggest that able-bodied athletes thought it would be a good idea to include disabled athletes in mainstream sport based on the contingency that they can compete at the same level. Examples such as Jim Abbott and Tom Dempsey prove that there are disabled athletes capable of competing at the same level as able-bodied athletes.

There was a significant gender difference for sub-problem 5 concerning whether able-bodied athletes would agree to allow disabled athletes to compete on their teams. Overall, both women and men athletes were agreeable to having a disabled teammate. However, women athletes were more agreeable than men athletes which nullifies the hypothesis mentioned earlier in this paper that men would be more accepting than women of disabled athletes.

The types of contact an able-bodied athlete has had with a disabled athlete was addressed in sub-problem 6. No significant differences were found among able-bodied men and women athletes. However, data did reveal that more contact occurred between able-bodied athletes and disabled athletes in a more casual environment, e. g., the classroom or with distant family.

Conclusions

1. Based on this study, approximately 79% of men or women able-bodied student athletes felt *very comfortable* with a disabled person of their own gender who had a physical disability. However, approximately 86% of the able-bodied athletes remained *more comfortable* with college students who did not have a disability.

2. Qualitative responses for the inclusion of disabled athletes into mainstream intercollegiate competition were generally positive. The majority of both men and women athletes felt that disabled athletes should be given the opportunity to play within mainstream athletics. However, for both women and men, the other concerns seemed to be (a) whether the disabled person(s) could “keep up” with the able-bodied athletes and, (b) a concern for the disabled athletes’ safety if they were included into mainstream competition.

3. Over 70% of able-bodied student athletes’ contact with disabled college students have occurred through social environments, e.g., classroom and distant family, or at work.

4. Data obtained from the study indicated that inclusion would be possible based on able-bodied athletes' thoughts, feelings, and perceptions. However, the disability would be relative to the sport and the required tasks in the sport.

Recommendations

More research is needed that can confirm or deny whether the inclusion of disabled athletes into mainstream sport competition could be beneficial for both disabled and able-bodied athletes. It is recommended that more qualitative research be conducted through assessing, not only able-bodied athletes, but disabled athletes and sport administrators as well. Also, it is suggested that better instrumentation needs to be developed that would more accurately assess able-bodied athletes' comfort level with disabled athletes. Moreover, question 15 (Survey A, Appendix B) could be used as a control question by which to measure the responses given for questions 11-14 (Survey A, Appendix B). The information gathered in this study should not be interpreted as generalizable across all sports and institutions.

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APPENDICES

APPENDIX A

Informed Consent

TITLE

Student Athletes' Attitudes Concerning Inclusion of Disabled Athletes in Mainstream Intercollegiate Sports

PURPOSE OF THE STUDY

The purpose of this study is to assess the thoughts, feelings, and attitudes of able-bodied college male and female athletes toward disabled athletes, as well as, to gather information about the possible inclusion of disabled athletes into mainstream intercollegiate sport. Two surveys (A and B) will be administered to the athletes during team meetings which will take approximately 10 minutes.

ATHLETE PARTICIPATION

Participation in this study is completely voluntary. If at any time, you do not wish to answer a question or would like to stop, you may skip the question or terminate the survey process. There will be no penalty for discontinuing the survey process. Also, your decision to participate or not to participate will have no effect on your athletic participation or your status with your team, and no coercion of any kind will be used.

CONFIDENTIALITY

You will not be required to give your name and any other personal information given will be held in the strictest of confidence. Only group data will be used in reporting the results.

POTENTIAL RISKS

Participation in this study does not involve any anticipated physical or emotional risks. You, the participant, are under no obligation to complete the surveys.

POTENTIAL BENEFITS

Participation in this study may help athletes, coaches, and athletic administrators at individual institutions decide whether the incorporation of disabled athletes into the intercollegiate sport systems will be beneficial to both the athletes and the institutional programs.

I HAVE READ THE ABOVE STATEMENTS AND UNDERSTAND THE RESEARCH PROCEDURES, MY ROLE IN THE PROJECT, AND THE POTENTIAL RISKS INVOLVED IN MY PARTICIPATION. I UNDERSTAND THAT COMPLETION OF THE SURVEYS SERVES AS MY INFORMED CONSENT.

If you have questions or need additional information, please contact Revonda Whitley or Dr. Pat Beitel, (423)974-5111 or 974-1277, Cultural Studies Unit, 1914 Andy Holt Ave. The University of Tennessee, Knoxville, 37996-2700.

Coach's Informed Consent

TITLE

Student Athletes' Attitudes Concerning Inclusion of Disabled Athletes in Mainstream Intercollegiate Sport

PURPOSE OF THE STUDY

The purpose of this study is to assess the thoughts, feelings, and attitudes of able-bodied college athletes, male and female, toward disabled athletes, as well as, to gather information about the possible inclusion of disabled athletes in mainstream intercollegiate sport.

ATHLETE PARTICIPATION

All participants will complete two surveys, which will take approximately 10 minutes to complete. Participation in this study is completely voluntary and your athletes may choose to withdraw at any time without penalty or pressure to continue. Athletes will be informed that their participation or lack of participation will not affect their team status in any way.

CONFIDENTIALITY

Information obtained from your athletes will be kept confidential. Neither the university, athletic program, or conference will be mentioned in the reporting of the results of this study. No names will ever be attached to the data and subject numbers will be used on the surveys only so that data on the two forms can be kept together.

POTENTIAL RISKS

There are no potential risks involved in this study. Your athletes are under no obligation to complete the study and may withdraw at any time without penalty.

POTENTIAL BENEFITS

Participation in this study may help athletes, coaches, and athletic administrators at individual institutions decide whether the inclusion of disabled athletes into the intercollegiate sport systems will be an asset to their programs.

I HAVE READ AND UNDERSTAND THE PROCEDURES AND POTENTIAL RISKS INVOLVED IN MY ATHLETES' ROLE AND PARTICIPATION IN THIS RESEARCH PROJECT AND AM WILLING FOR THE RESEARCHER(S) TO MEET WITH MY ATHLETES TO PRESENT THE DETAILS OF THE STUDY TO THEM.

SIGNATURE _____ DATE _____

PRINTED NAME _____ DATE _____

If you have any questions or need additional information, please contact Revonda Whitley or Dr. Pat Beitel, (423) 974-5111 or 974-1277, Cultural Studies Unit, 1914 Andy Holt Avenue, The University of Tennessee, Knoxville, 37996-2700.

APPENDIX B

SURVEY "A"* QUESTIONS

Thoughts and Feelings About People with Disabilities

This study concerns the thoughts and feelings of able-bodied athletes about people with physical disabilities. Please take a few minutes to answer the following questions.

Please do not put your name on the questionnaire and answer all questions honestly by filling in the necessary information or by marking your answer with an X. Your responses will remain **confidential**.

0. Date of birth: Day____ Month____ Year____
1. Gender: (1)Female____ (2)Male____
2. Age: _____
3. Race: (1)Amer. Indian__ (2)Asian/Pacific Islander__ (3)Black/African Amer.____
(4)Hispanic__ (5)Non-Black Hispanic__ (6)White/Not of Hispanic Orig.____
4. Do you have a physical disability? (1) No____ (2)Yes____
If yes, please describe_____
5. Do any close family members of yours have a physical disability? (1) No__ (2) Yes__
6. Do any more distant family members of yours have a physical disability?(1)No__ (2)Yes__
7. Do you have any close friends who have a physical disability? (1)No__ (2) Yes__
8. Do you have any more distant friends (acquaintances) who have a physical disability?
(1)No__ (2) Yes__
9. Have you had contact with someone who has a physical disability where you were a volunteer, therapist, attendant, or helper of any kind? (1) No__ (2) Yes__
10. Have you had any other type of contact with someone who has a physical disability (e.g., distant family, a classmate, someone at work)? (1) No__ (2)Yes__

11. On a scale of 1 to 9, with 1 being very uncomfortable and 10 being very comfortable, in general, **how comfortable are you with college students of your own gender who have a physical disability?** (Circle the appropriate number)

very uncomfortable 1 2 3 4 ^{neutral} 5 6 7 8 9 very comfortable

12. In general, **how comfortable are you with college students of your own gender who are blind?** (Circle the appropriate number)

very uncomfortable 1 2 3 4 ^{neutral} 5 6 7 8 9 very comfortable

13. In general, **how comfortable are you with college students of your own gender who use a wheelchair?** (Circle the appropriate number)

very uncomfortable 1 2 3 4 ^{neutral} 5 6 7 8 9 very comfortable

14. In general, **how comfortable are you with college students of your own gender who have a hearing impairment?** (Circle the appropriate number)

very uncomfortable 1 2 3 4 ^{neutral} 5 6 7 8 9 very comfortable

15. In general, **how comfortable are you with college students of your own gender who do not have a disability?** (Circle the appropriate number)

very uncomfortable 1 2 3 4 ^{neutral} 5 6 7 8 9 very comfortable

*The above survey has been modified from its original version of the Ease Measure (Fichten, Tagalakis, & Amsel, 1986).

SURVEY "B" QUESTIONS

Below are statements designed to assess the attitudes and perceptions of able-bodied mainstream NCAA intercollegiate athletes in relation to disabled athletes. On a scale of 1-5, please circle your degree of agreement or disagreement with the following statements.

- | | Strongly Disagree(SD) | Neutral(N) | Strongly Agree(SA) | | | |
|---|-----------------------|------------|--------------------|---|---|----------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. Disabled athletes will be recognized as athletes to the same degree as able-bodied athletes. | | | | | | SD N SA
1 2 3 4 5 |
| 2. It would be very difficult for disabled athletes to receive support from the public sector, as fans. | | | | | | 1 2 3 4 5 |
| 3. The incorporation of disabled athletes into mainstream competition would be largely supported by the Paralympics. | | | | | | 1 2 3 4 5 |
| 4. Funding sources would consider an investment in the incorporation of disabled athletes into mainstream competition too risky. | | | | | | 1 2 3 4 5 |
| 5. The level of competition in sport would change because of the incorporation of disabled athletes into mainstream competition. | | | | | | 1 2 3 4 5 |
| 6. Your attitude about sport would change if you were forced to have a disabled individual as your teammate. | | | | | | 1 2 3 4 5 |
| 7. The different degrees of disabilities would be a primary cause for failure of the incorporation of disabled athletes into a mainstream team. | | | | | | 1 2 3 4 5 |
| 8. There would be too many laws for schools to have to comply with to make sure disabled athletes received an equal opportunity for playing time. | | | | | | 1 2 3 4 5 |
| 9. The only way you would accept a disabled team member would be as part of the NCAA rules. | | | | | | 1 2 3 4 5 |
| 10. I am positive that there would be organizations that would support the incorporation of disabled athletes into mainstream competition. | | | | | | 1 2 3 4 5 |
| 11. There would be too many rule changes in order for anyone to consider incorporating disabled athletes into mainstream competition. | | | | | | 1 2 3 4 5 |

Strongly Disagree(SD)		Neutral(N)		Strongly Agree(SA)	
1	2	3	4	5	
12. Disabled athletes should be content with competing only in the Paralympics.					SD N SA 1 2 3 4 5
13. I would wholeheartedly welcome any capable disabled individual to play on my team.					1 2 3 4 5
14. I would not mind if someone with one leg played on my team.					1 2 3 4 5
15. I would not mind if someone with one arm played on my team.					1 2 3 4 5
16. I would not mind if a deaf person played on my team.					1 2 3 4 5
17. People with cerebral palsy could not play on my team.					1 2 3 4 5
18. Epileptic persons cannot play as my teammate.					1 2 3 4 5
19. The NCAA would support the incorporation of disabled athletes into mainstream competition.					1 2 3 4 5
20a. It will be a long time before disabled athletes are ever viewed as competent athletes as are able-bodied athletes.					1 2 3 4 5
20b. Please explain your answer.					
21a. I do not think disabled athletes should be allowed to compete with mainstream able-bodied athletes.					1 2 3 4 5
21b. Please explain your answer.					
22a. I would not object to there being a separate program where disabled athletes could compete at my school.					1 2 3 4 5
22b. Please explain your answer.					

VITA

Revonda Darice Whitley was born in Washington, North Carolina on January 16, 1972. She attended elementary school in both Pantego, North Carolina and Las Vegas Nevada before receiving her high school diploma from Rancho High School in Las Vegas, Nevada in 1990. Ms. Whitley attended Winthrop University (1990-1994) where she played intercollegiate NCAA Division I basketball in the Big South Conference. She was 1 of 9 players in Winthrop's school history to top the 1,000 point mark. In May of 1994, she received her Bachelor of Arts degree in Psychology. Revonda decided to pursue her graduate studies, in 1995, in Human Performance and Sport Studies at the University of Tennessee, Knoxville (1995-1997). In August 1997, she received her Master of Science degree in Human Performance and Sport Studies with a concentration in Sport Psychology.