

Appendix 22.2. Defining Challenges for Students with Disabilities

Directions: As you look at the charts you and your classmates created and think about the short story “Under Control,” answer the following questions in paragraph form. Be sure to provide examples from the text and your own experiences to support your answers.

1. What are some of the privileges that come with fitting into the definition of a “typical” teenager? Of a “typical” athlete?
2. Eddie claims, “School isn’t exactly my strong suit” (Crutcher, 2008, p. 72). How might Eddie’s ADD and a traditional school environment make it difficult for him to experience the success of a “typical” student? Cite at least two pieces of textual evidence to support your answer.
3. Toward the end of the story, Eddie explains, “I’m glad I’m a runner. I can say several long sentences in a row without breathing” (Crutcher, p. 85). Are there ways in which Eddie’s ADD (what he has told the readers about it) could make it difficult for him to be a “typical” athlete? Cite at least two examples from the story to support your answer.
4. Select two types of disabilities listed below and explain what challenges someone with each disability might face in trying to be successful as a “typical” teenager in your school. Describe at least two challenges, and for each one, explain how these challenges may be a construct of society’s expectations and the school environment rather than a result of the disability itself. (*Select two of the following: learning disability, hearing loss, impaired vision, serious emotional disturbance (SED), speech and language disorder, autism, physical disability, intellectual disability.*)
5. For the disabilities you selected for question 4, explain how people with these disabilities might have challenges meeting the expectations for a “typical” athlete. Describe at least two challenges.
6. What pressures might someone who *does* fit the definitions of a “typical” teenager and athlete face? How might it be challenging to fit into these definitions?

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