

In my experience, I have seen and been around more children without disabilities than those children with disabilities in a classroom that accommodated these students, and it was in a more secluded area of the school.

We had Special Olympics each season that faculty members and students volunteered for. Classes were allowed to go and watch, but only classes that did not make up core subjects such as Math, History, English, and Science. I was never allowed to go and watch due to my class schedule, but always wanted to because my cousin was a participant. A lot of students in organizations, like the National Honor's Society, were required to get a specific amount of volunteer hours per semester, but I am not sure about the culture of parents from my experience.

As far as leaders go, I remember a few specific teachers and faculty members that were always a part of Special Olympics and working with children with disabilities.

There were many sports programs for students without disabilities in my county. There were football, tennis, soccer, baseball, softball, and volleyball teams. Many History teachers were coaches for these teams. Administrative faculty coached cheerleading. Many students were involved in sports and had opportunities for scholarships and college grants from onlooking universities. Parents were also involved in their children's competitions, and there were different levels that children without disabilities could compete and win trophies and awards for.

Socioeconomic class most definitely had a role in who could participate and how much students without disabilities could participate. Those with more money had opportunities to buy better equipment and uniforms, travel to competitions, and do more to prepare for their relative sports activities.

I think culture would affect my work with children because I would want to help students that do not have the same economic opportunities as those with more funding.