

# NEW HORIZONS

## UCLA Office for Students with Disabilities

A WORD FROM THE DIRECTOR

### Kathy's Korner

The close of academic year 2003-04 is just around the corner. I hope it has been a successful one for all of you. I imagine many of you are beginning to make your plans for the summer. Some of you will most likely travel and others may seek employment. If you travel, please consider writing a brief article about your adventures for our Fall 2004 newsletter. We'd love to hear about your experiences. If you are planning to work and have questions regarding the disclosure of your disability, we are re-running the article that is on our web site entitled, *Disclosing Your Disability in the Employment Process*, by Cynthia Thomas at UCLA's Career Center.

**Old Business:** In the Winter newsletter, I told you about Katharine Hayward, a graduate student who is conducting a research study on attitudes towards people with disabilities. Well, the questionnaire is available on our web. So, tune in. Katharine is very anxious to receive your comments.

**New Business:** We have decided to give Campus Construction its own special place on our web. This way, we can put any new information on when it happens and you can obtain it immediately. So, watch for any late breaking information. We hope this helps you get around campus more easily.

We are also instituting a new feature in the newsletter called **60 Seconds With...** to give a forum for students and staff to share any newsworthy items. It is our hope that students and OSD staff will tell us about any personal or professional activities/accomplishments they have been engaged in lately. Look for an example of what we mean in this newsletter.

That's all for now. Have a great Spring!!



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### SHARE YOUR VIEWS ON DISABILITY

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Do you think people with disabilities have a culture? Is disability part of your self-image? How many people with a disability do you know? Is their disability the same or different?

My name is Katharine Hayward. I am a graduate student with a disability conducting a research study on attitudes toward disability. Participation in the study involves completing a questionnaire on attitudes toward disability and interactions with others with disabilities. The questionnaire is expected to take about 15 minutes. If you would like to participate, you can take it right now online at

<http://www.surveymonkey.com/s.asp?u=93581350933>

You can also pick up a printed copy at the OSD, have it e-mailed to you, or arrange to do it by phone. If you would like to request one of these alternative formats, notify me or the OSD.

If you have any questions, please e-mail Katharine at [khayward@ucla.edu](mailto:khayward@ucla.edu).

## Disabled Student Union Wants You!

The mission of the Disabled Student Union (DSU) is to ensure full accessibility of educational opportunity for students with disabilities at UCLA. The DSU also offers disabled peer support and plans programs and events aimed at raising the campus consciousness about disability-related issues. If interested in becoming involved, please contact Lindsay Spann at [dsunion@ucla.edu](mailto:dsunion@ucla.edu).

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## ADA/ 504 Compliance Office

1. Monitors and coordinates compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination based on disability in all University activities;
2. Offers guidance and evaluates efforts to provide access to campus facilities and programs
3. Develops procedures to identify and correct access deficiencies;
4. Disseminates information regarding compliance-related issues and recommends appropriate remedial actions;
5. Coordinates the implementation of the ADA Transition Plan; and
6. Fields complaints alleging campus noncompliance with the ADA and Section 504.

The Compliance Office is located in Murphy Hall, Room A-239. For more information please contact: (Voice) 310-825-2242, (TTY) 310-206-3349, (FAX) 310-825-3688 or E-mail [khwinge@saonet.ucla.edu](mailto:khwinge@saonet.ucla.edu)

***New Horizons* is available in Braille, on tape cassette and on the OSD web site. Contact the OSD to request a copy in an alternative format.**

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## Disclosing Your Disability in the Employment Process

by Cynthia Thomas, Counselor, Supervisor,  
UCLA Career Center

In presenting workshops on resume writing, interviewing, and other job search strategies, I am encountering an increased number of inquiries from students regarding how they should or could talk about their disabilities during the various stages of the employment process. "Do I need to indicate on my resume that I am hearing impaired even though I read lips well and don't need an interpreter?" one student asked. Another student, who used crutches said, "When I go for the interview, they can see that I have a disability, so I never even mention it. Is that okay?" Confused and worried, another student admitted, "I have no idea what I should say about my learning disability."

The American Disabilities Act (ADA) provides for the protection from discrimination of qualified candidates with disabilities who can, with or without reasonable accommodation, perform the essential functions of the position. Under the ADA, the employer only has the obligation to make "reasonable accommodations" for known disabilities.

Maybe you have not thought about the issue of disclosing before or perhaps you have agonized about it for many hours. Either way, the goal of this article is to acquaint you with some of the key issues surrounding this matter and to encourage you to seek more information.

Whether or not you should disclose information about your disability in the employment process varies from situation to situation. There is no one right answer. Even though it depends on the individual circumstances of the case, there are some important considerations for you to keep in mind when you make the decision.

The bottom line question should be: Does disclosing this information at this time and in this way bring me closer to getting the job offer and getting the appropriate accommodation(s) I need to perform the essential functions of the job?

If your disability has any bearing on your ability to do the job or needing an accommodation in the workplace, it is advisable to mention it at some point in the job search process. This is extremely important because under the ADA guidelines, employers only have to make reasonable accommodations for known disabilities. If your disability is visible, you might think that you don't have to mention the disability because it is apparent to the potential employer and shouldn't make any difference. That's true to some extent; however, it is important for you to realize that even though employers are prohibited from asking you about your disability, they may be curious or even a little uncomfortable about your disability. Your disclosing appropriate information eases any misgivings or nagging doubts and also answers unspoken questions which the potential employer may have about your ability to perform the job. In addition, especially if you have a hidden disability, disclosing appropriate information may give you a sense of openness, honesty and peace of mind.

Depending on your disability, you determine when to disclose. Honesty and openness are important, however you may not need to disclose in the first interview or ever. Some considerations include: your need for reasonable accommodation(s), company's hiring practices, unexpected barriers, and a realistic time frame.

To learn more about these critical questions, pick up a copy of the guide *Disclosing Your Disability in the Employment Process* and/or review the related books located in the Career Center library.

## Goodbye to All our Graduates



It is with mixed emotions that we say goodbye to our graduating students. We wish you well in all your future endeavors and congratulate you on all your achievements while at UCLA. You will be missed.

This year, OSD has approximately 418 seniors and grad students. Approximately 111 expect to graduate this June in 81 majors including Law, Medicine, Dentistry and Public Health with GPAs up to 4.00.

Among those graduating are Kelley Allen, Hanna Kim, Suzanne Rebele and Mel J. Sage.

Suzanne had this to say: "I am currently interviewing in Seattle where my husband and I have a home. I am looking forward to graduating this June and re-entering the workforce. My experience at UCLA Anderson Business School was so fulfilling because of the OSD resources. Specifically, I would like to thank all the captionists that worked with me on a daily basis. I feel that we are all graduating together. They were always professional, courteous, and had a great attitude - no matter how quickly the professor spoke! I know that my learning would not have been half as rewarding if it were not for these individuals. Thank you, girls!"

Thanks to all of you who responded to our request for permission to use your names in this piece and, again,

**CONGRATULATIONS TO ALL OUR GRADUATES!**

## Returning Students...

## HAVE YOU MOVED?

Please remember to let the OSD know each time you change your address in order to continue to receive important mailings regarding priority enrollment, proctoring, van transportation, etc.

**Changing your address with the Registrar's Office DOES NOT change your address with OSD.**

You can call the office, e-mail us, or come in and fill out a "change of address" slip.

## Chancellor's Advisory Committee on Disability

The CACD was established in 1982 as an advisory group by the Chancellor to create and maintain a more accessible campus environment. The CACD is comprised of student, faculty, staff, alumni, community, and ex-officio members. The Committee's charge is to analyze and identify problems, propose solutions, and make recommendations on matters of particular concern to persons with disabilities.


**Meeting Times: The 2<sup>nd</sup> Tuesday of each month (except August and December) 2-4 pm Faculty Center**


For more information contact the ADA & 504 Compliance Office at (310) 825-2242 (voice) or (310) 206-3349 (tty)





## 60 Seconds With...

*Here's your chance to share things you're doing or planning to do professionally, educationally and/or personally and share it with others. Spending the summer abroad? Here's a place to share the news. Wonder what OSD staff members do to keep their knowledge current or what they do on their own time? Here's a place to find out. Please send anything you would like to include in New Horizons to Deb Owen at [dowen@saonet.ucla.edu](mailto:dowen@saonet.ucla.edu). Here's something to get you started:*

 **OSD Staff** attended two audio conferences. The first was "Disability Documentation Policies: Matching Philosophies with Practice. The second was called IDEA to ADA: Minimize Conflict with Incoming Students and Their Parents which pointed out the differences between the laws that apply to K-12 and those that apply to post-secondary education.

 **Sharon Teruya** (OSD staff member) attended an intensive training workshop on cognitive behavioral therapy led by David Burns, M.D. this past summer. (Dr. Burns is a leading expert on the treatment of anxiety and depression.) This past fall Sharon was a presenter at the Children and Adults with Attention-Deficit/Hyperactivity Disorder National Conference in Denver, Colorado. At the end of April Sharon attended the California Learning Disabilities Association Conference held in San Mateo. *Read about it on the next page.*

 **Deb Owen** (OSD staff member) sang at the White House this past Christmas.

 **Allen Rowin** (OSD staff member) left the OSD to start a wonderful new job in San Diego with Upper Deck Company as the Sales Coordinator in their Latin American division.

Drop by the office to hear more about these events.

## Learning Disabilities Association Conference

*Below is some information from the LDA Conference attended by Sharon Teruya that may be of interest to OSD students.*

### Mental Illness

“Mental Illness and Families: Silence, Stigma, and Resilience” was the title of the keynote speech by U.C. Berkeley’s Dr. Stephen Hinshaw (who is chair of the Department of Psychology and one of the leading researchers on AD/HD). Dr. Hinshaw has written a biography of his father’s life, [The Years of Silence are Past](#), as a tribute to his father who lived with an undiagnosed bipolar disorder for most of his life. Dr. Hinshaw wants people to know and understand that **individuals with bipolar disorder can be good parents.**

### AD/HD

- Just because AD/HD is on a continuum and such as hypertension is it doesn’t mean it is not a real disorder. There is well established scientific evidence for AD/HD.
- The inattentive form of AD/HD is the most common type of the disorder.
- Genetic heritability of AD/HD is very high, approximate .8.
- Anxiety and mood disorders are commonly comorbid with AD/HD
- A combination treatment of medication, parent education, and behavioral therapy is most effective for children.

### Medication and ADHD:

- Effectiveness of type of stimulant medication and dosage level and timing differs from person to person and may also vary depending on ones life situation.
- Generic brands of stimulant medication may not produce the same results as the name brands.
- Strattera or Atomoxetine is generally considered to be a second line of choice in treating AD/HD. Contrary to popular belief it is not an antidepressant. It can be used in conjunction with a stimulant.
- Use of more than one type of stimulant may be needed for effective treatment

### Testing Accommodations:

- A diagnosis of a learning disability or AD/HD does not automatically mean one will qualify for testing accommodations on standardized graduate entrance exams. Criteria for testing and disability documentation are more stringent than ever. More students appear to be turned down for accommodations on graduate exams. Appealing a rejection for accommodations may be the expected norm for some exams.

- It is important to keep any documentation of AD/HD or LD symptoms from grade school or earlier. A thorough report on one’s academic and developmental history is essential in an assessment report.
- Testing agencies are moving to require differential supportive documentation for specific amounts of extended time for each testing section. (e.g., Extended time for the quantitative and the verbal sections must be separately and individually supported with testing results that specifically relates to the task of the test component such as math or reading skills).
- Community college documentation may not meet the criteria for receiving testing accommodations on graduate exams or at other post-secondary institutions.

### Dyslexia

- The Shaywitz’s (leading researchers on reading disorders from Yale) presented research from brain imaging of individual’s diagnosed with dyslexia. They found that the failure in activation of the left hemisphere posterior brain system in children can be altered through a phonologically based reading intervention. Their recent study can be found on line through the UCLA library in the journal, [Biological Psychiatry](#), May 2004.
- The Connecticut longitudinal study has been following the reading abilities of individuals from kindergarten to the present when they are now in their mid-twenties. Students with reading difficulties as young children have been found to make progress in their reading ability over time. However there is still a consistent gap between their progress and the progress of their peers who are fluent readers.
- The National Reading Panel has found five essential elements in reading which need to be learned. Recommendations for reading education can be found at <http://www.nationalreadingpanel.org>.

### RFBD:

RFBD is producing books on CD in addition to books on tape. Advantages of the CD are the ease of finding a page number, book mark a place in the recording, and the more compact format. Because of copyright laws the RFBD CDs can only be played on a special CD player (which also plays regular CDs) or on your personal computer with a special software program that can be purchased. The RFBD CD player costs \$219.00 and the software programs run from \$45.00 - 85.00. See the RFBD web site for more information.

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<b>OSD Information Line</b>	206-2737
<b>Powell Resource Room</b>	825-2651
<b>FAX</b>	825-9656
<b>TDD</b>	206-6083
<b>Van Line</b>	825-2263
<b>Web page</b>	<a href="http://www.saonet.ucla.edu/osd/">http://www.saonet.ucla.edu/osd/</a>

**HELP US  
HELP YOU**



**COME IN EARLY TO SET UP  
SERVICES FOR THE QUARTER**

**AND REMEMBER... YOU MUST MAKE A  
SERVICE REQUEST EACH QUARTER**

**Don't forget....** 

The deadline for turning in  
your proctoring request for  
finals is **MAY 27, 2004 by**  
**5:00P.M.**

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*New Horizons* is published quarterly by the Office for Students with Disabilities (OSD). The views expressed in this newsletter by individual contributors are not necessarily the views of the OSD. The OSD welcomes material submitted for publication which may be of interest to its readers such as brief articles, essays, or poetry. We reserve the right to edit the material as needed. Contact the OSD for deadline information.

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