

# NEW HORIZONS

## UCLA Office for Students with Disabilities

### A WORD FROM THE DIRECTOR

### ***Kathy's Korner***

By now your quarter is in full swing and the holiday season is only a faint memory. Hope things are going well. If not, let us know, and we will do our best to help. Although it is only Winter quarter, it will be summer before we know it. So, I am asking you to take a moment to think about what your plans are for the summer. Whether you plan to work, travel or do some remodeling in your home, there is some planning involved. There are many resources available to assist you. Some of them are:

#### **Employment and Internship**

UCLA Career Center at [www.careercenter.ucla.edu/](http://www.careercenter.ucla.edu/)

Living Independently in LA at [www.lila.ucla.edu](http://www.lila.ucla.edu)

Westside Center for Independent Living, Inc. at

[www.wcil.org/](http://www.wcil.org/)

Career Opportunities for Students With Disabilities – COSD

at [www.cosdonline.org/](http://www.cosdonline.org/)

Office of Personnel Management – Federal Employment of People with Disabilities at

[www.opm.gov/career\\_opportunities/](http://www.opm.gov/career_opportunities/)

Ticket to Work at [www.yourtickettowork.com](http://www.yourtickettowork.com) and

[www.socialsecurity.gov/work](http://www.socialsecurity.gov/work)

ENTRY POINT!, an internship program of the American Association for the Advancement of Science (AAAS) at

[www.entrypoint.org](http://www.entrypoint.org)

#### **Travel**

Wheelchair Getaways at [www.wheelchair-getaways.com/](http://www.wheelchair-getaways.com/)

Complete Access at [www.complete-access.com/index2.html](http://www.complete-access.com/index2.html)

#### **Accessible Design and Consulting**

Accessible Design and Consulting, Inc. at

[www.accessibleconstruction.com/](http://www.accessibleconstruction.com/)

I hope these resources are helpful to you. Please let us know of any resources that you know of that we can pass on to other students.



### Gay, Lesbian, Bisexual, and Transgender Student with Disabilities

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While researching materials in preparation to write this article, I came across a chapter in one of my own publications. In 1998 I edited

a book for Greenwood Press entitled Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators. One of the chapters was written specifically about this intersected topic. Rather than reinvent the wheel or paraphrase that entire work, I have decided to submit the chapter in full. It is Chapter 18: Gay, Lesbian, Bisexual, and Transgender Student with Disabilities by Ric Underhile and John R. Cowles. I hope you find it helpful.

The Americans with Disabilities Act of 1990 (ADA) provides civil rights to persons with disabilities. An individual with a disability is defined as a person who has “a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment” (Americans with Disabilities Act of 1990, S. 3). Faculty, staff, and administrators are encouraged to become familiar with the breadth of coverage provided by this legislation. It is unfortunate though not unusual to hear reports of college personnel defending a lack of campus accommodation by assuming compliance to be the sole responsibility of the disability support office.

The ADA is a comprehensive legal document; interpreting it is no easy task. Professionals working in educational settings can save valuable time and increase service efficacy by requesting brochures that summarize relevant passages of the ADA. Integrating this legislation into staff and faculty in-service workshops or presentations reduces the potential for embarrassing and hurtful debates between students, parents and professionals. Gaining familiarity with accessibility and reasonable accommodations allows faculty and staff to become knowledgeable about issues related to people with disabilities.

While people with disabilities are protected by the ADA, people who are gay, lesbian, bisexual, or transgender (GLBT) have not yet been granted civil rights equal to those of other citizens of the United States. As a result GLBT people with

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## Breaking Down Barriers

On a warm, sunny Wednesday, Atif Moon, a second year business economics student, won another victory in the Family Pool at Sunset Canyon Recreation Center.

"On days like today, I feel like a proud father," said Jeremy Newman, a wheelchair triathlete and personal trainer, as he watched Moon swim backstroke for 200 meters without stopping.

From conquering his fear of drowning to swimming laps in the pool, Newman has been there to witness Moon accomplish every goal. Newman spent two hours a week teaching Atif Moon to transition into the pool without adaptive equipment and to become more confident to swim on his own.

Physical activity is a top priority for Moon and Newman. Both have experienced many victories throughout their athletic careers. Although Moon was born paraplegic due to a tumor in his spine, he won top ranking as Junior Open wheelchair player in California, a title he earned from the US Tennis Association and the International Tennis Federation. Newman experienced a life changing sky diving accident in 1997. Yet he continues to pursue competitive sports. In 1999 Newman raced from Santa Barbara, California, to New York City, in a fifty-six day Transcontinental Triathlon and in 2004 he won a silver medal in the World Triathlon Championship.

Newman's positive attitude and eighteen years of training experience helps Moon get through tough challenges. Under Newman's guidance, Moon has lost over thirty pounds and increased his

energy level by adjusting his diet, lifting weights at the John Wooden Center, playing tennis at SCRC and swimming regularly at the Family Pool.

"There is nothing that Atif can't do. I encourage him to do anything his heart desires. Atif has become more self-assured. He is disciplined and works out on his own," said Newman.

On that Wednesday afternoon, Newman encouraged Moon to keep swimming as he swam the final lap. After the swim,



Moon listened in the pool as Newman explained how he could improve his back stroke.

Newman hopes to "empower others to exceed beyond their perceived potential" by being a role model, coach and friend.

"Jeremy's my personal trainer, but he's much more. He's my friend," said Moon.

Next year, Moon plans to continue swimming and playing tennis. Yet, academics are his first priority.

For information on with adaptive recreation programs, call (310) 825-3701.

*Breaking Down Barriers* was published by UCLA Recreation in the Fall 2004 Rec Quarterly. Writing and photography was provided by Graciela Sandoval.

## 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).

HELP US HELP YOU  
COME IN EARLY TO SET UP  
SERVICES FOR SPRING QUARTER  
AND REMEMBER... YOU MUST MAKE A SERVICE  
REQUEST EACH QUARTER



Over 50% of the students who submitted Winter Quarter Notetaker Request Forms before the end of Fall Quarter, had notetakers lined up the first day of winter classes!! The OSD will start accepting Spring Notetaker requests on Tuesday, February 22, 2005.

## THE OSD IS LOOKING FOR CONTRIBUTIONS FROM YOU

The OSD is looking for "tid-bits" to include in our segment of "60 Seconds With..." for the Spring quarter. Please send interesting stories, information about trips you've taken or are planning, anything you'd like to share to Deb Owen at: [downen@saonet.ucla.edu](mailto:downen@saonet.ucla.edu) or drop it by Murphy Hall A-255.



## CONSTRUCTION UPDATE

### Winter 2005 Construction Update

The addition to the John Wooden Center, known as Wooden West – the new home for Student Psychological Services - is ready. The entrance to Wooden West faces Drake Stadium and offers an automatic door opener.

Construction of the Physics/Astronomy Building is finished. Last minute landscaping and fine tuning should not interfere with access.

Two more of the Weyburn Terrace Apartments are ready for occupancy. The final two buildings (out of a total of 7) should be available for Spring Quarter move-ins.

The remodeling and seismic upgrade of the Kaufmann Building is almost completed. This project should wrap up sometime this coming summer.

A great deal of construction is underway from the south side of the Court of Sciences to C E Young Drive. A modern facility to house a nanotechnology center – the CSNI – is being built partially on top of Parking Structure 9 and the south end of the Court of Sciences. The area north of the Botany Building, east of Life Sciences and just south of the MBI, is the site for the SRB 2 (Seismic Replacement Building 2) and the Luck Research Center. Lastly, the La Kretz Hall & Auditorium is being tucked into this space too. Access is very limited in this entire area. Parts of the north and east sidewalks of CE Young Drive are closed to pedestrians. There is no outdoor entrance to the south side of the Court of Sciences from Young Drive. Entry is gained from near the MBI or north side of the Court.

The shell of what was formerly Dickson is fully exposed for the Broad Art Center. This building is closed and most art classes are now in the Kinross Building at the east side of lot 32 near Veteran and Wilshire Blvds.

Construction of the Westwood Replacement Hospital continues with a completion date within the next year. Fortunately, there is minimal impact to pedestrian and vehicular traffic.

Construction continues at both Rieber and Hedrick Halls. There is no parking at either of these Residence Halls now. Pedestrian flow for Rieber is along the temporary roadway to the front door. Hedrick's access is from De Neve Drive.

Kinsey Hall is closed for a three-year seismic upgrade and remodel. The sidewalk along the east side of Kinsey is closed. Please use caution in the crosswalks because drivers have limited vision due to the fencing.

What remained of the Engineering I Building was demolished during the summer for a replacement building. The long staircase between the north side of Engineering I and the south side of Ackermann has been shifted a few feet. The timeline

for specific phases of this project is not yet complete. Due to this construction, the west facing doors from the fourth floor of the Math Sciences Building (just outside of the DCP) are boarded shut.

Check out the Capital Programs frequently updated web site for construction impacts: [www.capital.ucla.edu](http://www.capital.ucla.edu) click on "Construction Impacts" under Projects

If you have specific questions about specific construction projects or access to any building or area on campus, please call the OSD for detailed information.

***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.***

### 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).

**"03-"04 Annual Report Available in OSD  
and on our web page.  
[www.saonet.ucla.edu/osd/](http://www.saonet.ucla.edu/osd/)**

## 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)

## Searching For Scholarships?



Check out our website Scholarship/Internship section at: <http://www.saonet.ucla.edu/od/scholarships.htm>

The **Scholarship Resource Center** is another great source for scholarships. The search for scholarships can be complicated and confusing, but the Scholarship Resource Center (SRC) is here to help guide you through the maze. The SRC maintains a **scholarship database and library**, and provides **workshops and counseling**. The SRC is located at 233 Covell Commons (206-2875).

The SRC also offers the **U.S. National and British Merit Scholarships** and workshops to provide UCLA students information about national scholarships such as the **Rhodes, Churchill, and Truman Scholarship** programs.

A great way to become familiar with the process is to sign up for one of the **Free Scholarship Search Workshops**. Check the SRC website for times and locations.

[www.college.ucla.edu/up/src](http://www.college.ucla.edu/up/src)

## Gay, Lesbian, Bisexual, and Transgender Student with Disabilities (continued from page 1)

disabilities may seem fearful, angry, or difficult. A typical reaction by faculty, staff, and administrators may be to attribute these feelings or behaviors to the student's disability. GLBT students often endure severe stress due to the constant self-monitoring and assessment of social safety necessary to

survive in an environment where judgment and hatred of GLBT persons are loudly condoned, while safety and support are quiet and discreet. Hostility and harassment of GLBT college students are well documented (Comstock, 1991; D'Augelli, 1993; Herek, 1989).

Faculty, staff, and administration may say, "But we do not have any GLBT students with disabilities on campus." This is a common fallacy. Until a safe zone has been established, these students will not come out and, hence, will not have their needs met. College personnel have the responsibility to be proactive in destroying the myth of invisibility; indeed, some GLBT students will not persist on an unsafe campus, which defines the issue of retention among GLBT students.

Many times, people with disabilities are objectified as merely the sum of their parts, while GLBT students are diminished to a set of sexual behaviors. Gaining appreciation of these complex cultural minorities is a first step in understanding the student in your office. Do not look at sexuality or disability as something that needs to be fixed. "If they could only find a cure for" is an oft heard lament. Neither GLBT persons nor people with disabilities need to be fixed because sexual orientation and disability do not break them, but negative attitudes do contribute to a "broken" feeling. Proactively building bridges between the GLBT and the disabled communities sends a powerful message of cultural appreciation. Colleges and universities that support GLBT students through student groups and Campus Resource Centers have the advantage of being able to utilize students as community liaisons. In college communities where GLBT student groups do not exist, the initiation or creation of partnerships with community centers is an often neglected opportunity. Many GLBT people with disabilities want to be connected to both communities on and off campus. The social isolation felt by these GLBT people with disabilities students can be ended by participation in one or both of these communities. Students will remain in school if they feel a connection to and support from the campus environment.

This chapter will focus on strategies that may increase campus awareness of GLBT people with disabilities. However, years of socially endorsed oppression leaves long-lasting impressions on these students. The experience of being different is magnified during childhood. In his autobiography *Breaking the Surface* (1995), Greg Louganis provides candid examples of growing up with multicultural stigma: "I usually told them I didn't want a fight. They would call me a 'sissy-boy faggot.' They'd say, 'See, we knew you were retarded.' I would want to fight back, and of course I'd get my ass kicked" (36). His dark, Samoan complexion, dyslexia, and peer-induced fear of being gay left him with feelings of isolation so great that he attempted suicide by age 12. Educators, though often silent, are not naive to the experiences of students like Louganis.

Educational environments provide the backdrop against which many persons live much of their early lives. Persons who experience themselves as different from those they see within their environments are at great risk of internalizing negative self-thought: "The others are normal. I am not like the others; therefore I am not normal." For GLBT people with disabilities, the isolation that begins in elementary school often continues into college. This occurs because as sexuality becomes more known to the individual, marginalization seems to in-

crease, whereas visible support decreases. As a dual minority, GLBT people with disabilities are unique due to the high probability of teachers, peers, and other family members not appearing to be like them. This prevalent lack of shared culture often creates a visible, yet unspoken, barrier and, ironically, a sense of invisibility.

Young adults embarking on a college career often are in a constant state of self-criticism. Understanding, recognizing, seeking out, and joining in with supportive peers constitute a necessary social aspect of college life. The feeling of being an integral part of a larger group often is first an antecedent and then a complement to academic success. Social and physical barriers—real and imagined—often decelerate or prevent GLBT People with disabilities from integrating successfully into peer activities (McAllan & Dittilo, 1994).

A young bisexual professional student who uses a wheelchair shared what the university faculty and staff could do:

***Just listen and know that we exist. Don't shun us. Some people shun us because we have disabilities; some shun us because we are gay, lesbian, and bisexual. Some people will "double shun" us. As a student it can be hard because you want to attend meetings for students with disabilities and you want to attend GLB student meetings. There are different political agendas, being pulled in different directions. As a student, I only have so much time. I have to study. (Personal communication, October 22, 1996)***

This student provides great insight into the challenge of integrating and balancing support services. It seems that university systems have often dissected minorities. It is as though GLBT persons belong in one place and people with disabilities in another. Professional counselors and persons working in Student Affairs are just now beginning to realize the necessity of being trained to work most effectively with persons maintaining dual, triple, or even quadruple minority status. This reality has been satirized in *The Sad Story of Zoe Rastus-Canard* (Bethell, 1993) in which a hearing-impaired African-American lesbian who uses a wheelchair struggles to find employment along with her lover/interpreter. This satirical essay exposes the "culturocentric obstinance" of persons reticent to hire GLBT People with disabilities.

From the perspective of the individual, sadness, isolation, and depression are likely. This may result in either a lack of academic success or for many, a need to overachieve. GLBT people with disabilities may feel shameful of their "beings" and therefore become "human doings," often working themselves into isolated exhaustion. The academically high-achieving college student is often the one who stays alone on weekends and hides away in study carrels (Beane, 1981).

Academic retention is a serious concern to professionals in higher education. Many colleges and universities have begun to create and implement programs that target urban, racial minorities, and "at-risk" youths. The matriculation of an individual who is at high risk of attrition is often an expensive and labor-intensive effort. Certainly laborious invitations with subsequent refusals to acknowledge persons with particular academic, personal development, and accessibility needs are expensive exercises in administrative self-defeat.

Students with disabilities may feel hesitant to ask for support (Fichten, Goodrick, Tagalakakis, Amsel, & Libman, 1990). Academic support services can be more proactive in creating feelings of acceptance and safety for GLBT people with disabilities. This can be done through the routine inclusion into activities supported by student organizations, residential life, athletics and university counseling services. Faculty sponsors, staff, and students participating in both disability and GLBT support services are often relegated to one or two annual campus-funded events. This furthers the stigma of belonging to a special population. Annual luncheons and cultural pride events should be highlights of the year, not lonely attempts by "members of the choir" within the campus community. GLBT people with disabilities should be provided overt opportunities to take part in campus social and academic events.

University counseling services have the responsibility and opportunity to increase their knowledge of and availability of services to GLBT people with disabilities. It is not difficult or unreasonable to expect at least one counselor or social worker to be professionally knowledgeable about both sexuality and disability. Counseling is proactive and consequently necessitates that professional counselors are supported in their quest for additional education in regard to GLBT people with disabilities. This can be accomplished through the participation in and presentation of workshops, becoming familiar with community support groups, and investigating written and alternative format materials for students, faculty, and staff.

To facilitate academic and social success, faculty and staff can and do play a role in the lives of GLBT people with disabilities. It is the responsibility of faculty and staff to become aware of GLBT people with disabilities. Once awareness is achieved, faculty and staff must challenge their own stereotypes of sexuality and disability. Some of those stereotypes include the notion that the disability led to sexual orientation; persons with disabilities do not have sex; students are not sexually responsible; students with physical disabilities are mentally impaired; and people with disabilities cannot have children or, if they do, that their children will have disabilities.

Students with disabilities have for too long been desexualized. This desexualization leads to a feeling of dehumanization for many GLBT people with disabilities. On campus the desexualization and dehumanization of GLBT students with disabilities lead to other issues such as isolation, depression, and lack of academic persistence.

Many GLBT people with disabilities choose to belong to both the GLBT and disability communities on campus, and faculty and staff can facilitate this potentially empowering experience. Faculty and staff are encouraged to participate in campus groups and organizations for students with disabilities and GLBT students. The young bisexual professional student was quite clear in saying what was needed from faculty and staff: "Faculty and staff have an obligation to support students in these groups. Those that are gay and or disabled need to come out, if they can, and provide us with positive role models" (personal communication, October 22, 1996). Faculty and staff can and do provide valuable support to GLBT people with disabilities.

Another support faculty and staff can provide is the creation and/or identification of a network for GLBT people with disabilities. On those campuses where GLBT and disability sup-

port groups do not exist, faculty, staff, and students can create and build networks. Such networks provide a safe place for students to “find someone like me.” This network can come from many areas on campus: GLBT faculty and staff—particularly those with disabilities—can play a vital role in the network for GLBT students with disabilities. As discussed earlier, student organizations for GLBT students and students with disabilities are excellent networks. These resources are as diverse as the students served by them. Some students will need to know if the LGBT Campus Resource Center or local community center is accessible. Others new to the area may need to know if there are “gay appreciative” interpreters, personal care attendants (PCAs), counselors, and doctors. The information needed by this population is inexhaustible.

Although groups and networks are vital to the academic and social success of GLBT students with disabilities, individualism must not be forgotten. Some students may have needs that cannot be met by a group or resource network. By considering individual students’ needs, students will feel they are in an open, accepting, and safe environment. This acceptance is perhaps the most important responsibility faculty and staff can offer.

GLBT services along with disability support services must also be more multiculturally sensitive to GLBT people with disabilities. For example, within the gay deaf community, sign language has been enhanced to provide vocabulary for gay slang (Kane as cited in Erting et al., 1994). Although it is imperative that professionals increase their knowledge of cultural diversity, the experience of the presenting client is paramount—GLBT people with disabilities may be black, Asian, men, women, transgender. The pathway to affective support is through sensitive listening, being knowledgeable about the many avenues of cultural communication, and the ability to embrace, without judgment, the diversity of the individual.

## RECOMMENDATIONS

The following recommendations are provided so that college faculty, staff, and administration may increase appreciation of cultural diversity on campuses.

### **After opening your mind, open your space and make sure it’s safe.**

Faculty, staff and administrators should be aware that GLBT people with disabilities do exist on campus. Faculty, staff and administrators can become more accepting of these students and make the spaces around them safe and accessible. Safe spaces have signs and symbols that let the student know it’s okay to be themselves. These signs may include rainbow flags and stickers, pink triangles, and others. Accessible means physical and personal access: Can the student get to you? Is your office physically accessible for a student with a disability? Are you accessible as an ally to the GLBT people with disabilities community? Maintaining a “person first” attitude is the initial step.

### **Get to know a GLBT person with disabilities.**

Students who are GLBT people with disabilities are understandably hesitant to come out to faculty, staff and administrators or to ask for help. Making yourself accessible sends a message of safety, challenges stereotypes, and increases cultural support in the campus community.

### **Organize a support group for GLBT people with disabilities.**

These support groups may be a joint effort between disability services and GLBT services or may act independent of these services. Faculty, staff and administrators along with interested students will need to start these groups and provide leadership and support to continue as student interest wanes and then increases again. Counseling centers, student leadership groups, and community centers can provide leadership and locations for a variety of support or discussion groups.

### **Encourage and promote workshops on sexuality of persons with disabilities.**

Counselor education programs, student health centers, and social work programs often include human sexuality workshops, seminars, or classes. Faculty, staff and administrators can communicate and work along with these departments to incorporate information about GLBT people with disabilities. The information learned through these venues can be disseminated throughout the campus to establish a more inclusive campus community. Many campuses have weeks that celebrate and educate, such as Disability Awareness Week and Coming Out Day/Pride Week. Such educational forums are perfect opportunities to present programs on disability and sexuality, including issues relevant to gay, lesbian, bisexual, and transgender students.

### **Encourage and assist GLBT students with disabilities to join with other GLBT campus resources, but also permit a separate group if desired.**

Many students have been raised with the cultural message that “different is not normal.” This is true for GLBT students as well as for people with disabilities. It is wrong to assume that GLBT students have not internalized homophobia or that students with disabilities do not believe the myths surrounding people with disabilities. Faculty, staff and administrators have the responsibility to confront and destroy hurtful, inaccurate stereotypes. This can be accomplished by hosting diversity panels that are inclusive of individual student groups as well as through separate support groups.

### **Faculty, staff and administrators must monitor the quality and character of the campus climate for GLBT students with disabilities.**

Keeling (as cited in Ryan and McCarthy, 1994) points out that service providers have an obligation to monitor the quality and character of the campus climate. This is particularly true for GLBT students with disabilities. Historically, both students with disabilities and GLBT students have had unmet needs. Faculty, staff, and administrators can change this by tracking the campus climate toward incorporating GLBT people with disabilities.

### **Increase service potential by cross-training staff so that at least one professional or paraprofessional is able to provide information to GLBT people with disabilities as well as other persons who are culturally represented within the campus community.**

Disability support services are notoriously understaffed. Faculty, staff and administrators can increase staff productivity and student retention by implementing in-service training sessions that explain a few basic concepts about the ADA. This

alleviates the embarrassment of having students with disabilities defend themselves to uninformed staff. A series of workshops that present and discuss the challenges experienced by GLBT people with disabilities can greatly enhance the experience of students and faculty, staff and administrators.

### Assist with finding gay-friendly PCAs, interpreters, and other support personnel.

Students who are GLBT people with disabilities spend an inordinate amount of time assessing the belief systems of potential service providers. Creating, maintaining, and making available references of personal care attendants, interpreters, and other support staff who are known allies to GLBT people with disabilities allow these students more time to learn.

Educators may be struck by the administrative ease with which many of these recommendations may be implemented. All of the components for assurance of physical safety, psychological well-being, and academic success are within our reach. It is our responsibility to take hold of them and send an intentional message of appreciation and commitment to gay, lesbian, bisexual, and transgender students with disabilities.

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