



DISABLED STUDENT SERVICES OFFICE  
NEWSLETTER  
A DIVISION OF STUDENT AFFAIRS

***Business Hours***

***Monday-Friday***

***8:00 am-5:00 pm***

***This newsletter is available in alternative formats upon request.***

**INSIDE THIS ISSUE:**

Etiquette: 10 Myths and Facts	2
Ten Commandments of Etiquette for Communicating	3
Students Spotlight	4
Dragon Naturally Speaking	5
Interacting with People with Disabilities: A Self Analysis .	6
What's Your Personal Learning Style	7

**STAFF CORNER**

Welcome returning and new students to the Disabled Student Services Office. I hope each of you had an enjoyable Spring and are ready for the 2008 Summer semester.



Neelam, Agarwal  
Assistant Director

I want to take time in this issue to introduce a new opportunity for fellowship this semester... and that is DSSO Social Club. We will get together like to watch educational movies, learn about some new on campus and off campus resources that are available for students with disabilities and we will have speakers who will come and talk

about different topics like we will have representatives from DARS, Career services, Counseling services, Recreation Sports department as well. So join us for fun, make new friends, gain leadership skills, and of course enjoy

some free food.

So....here goes another exciting semester and myriad opportunities for fun, food, and relaxation. I look forward to seeing you at some of our upcoming events.

**Neelam Agarwal**  
**(915) 747-7462**  
**Nagarwal@utep.edu**

**IMPORTANT DATES TO REMEMBER**



<u>June</u>	<u>July</u>	<u>August</u>
<b>9<sup>th</sup></b> –Summer Session 1 & 8 Week Classes officially begin.	<b>3<sup>rd</sup></b> –Last Day of Classes Summer Session I	<b>1<sup>st</sup></b> –Last Day of Classes Summer Session II
<b>13<sup>th</sup></b> –DSSO Club Meeting at DSSO Office.	<b>4<sup>th</sup></b> -Independence Day (UTEP CLOSED)	<b>4<sup>th</sup></b> –Summer Session II & 8 Week
<b>14<sup>th</sup></b> –Flag Day.	<b>7<sup>th</sup></b> –Summer Session I Finals	<b>4<sup>th</sup></b> –Summer Session II & 8 Week Finals
<b>15<sup>th</sup></b> –Father's Day.	<b>8<sup>th</sup></b> -Summer Session II Classes Begin	<b>5<sup>th</sup></b> –Summer Session II & 8 Week Finals
<b>20<sup>th</sup></b> –First Day of Summer		<b>25<sup>th</sup></b> –Fall Semester Classes Officially Begin

## ETIQUETTE: 10 Myths and Facts



" People with disabilities go to school, get married, work, have families, do laundry, grocery shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else. "

Myths are attitudinal barriers that interfere with the ability of persons with disabilities to have equality. These barriers usually result from a lack of experience and interaction with persons with disabilities. Listed below are some common myths about people with disabilities and the true facts.

**Myth #1: Individuals with LD have limited potential.**

**Truth:** Individuals with LD conduct successful and fulfilling lives just as individuals without disabilities do.

**Myth #2: People with LD are lazy.**

**Truth:** If an individual with LD has experienced repeated failures, particularly educationally or socially, they often shut down and believe it hurts less to not try than it does to try and fail. The individual may feel he/she has no control over what happens to her/him which is known as learned helplessness. Small doses of success are the best antidote to learned helplessness.

**Myth #3: Accommodations provided to students with LD, particularly during testing situations, gives them an unfair advantage over students without disabilities.**

**Truth:** An accommodation

does not tip the scales in the student's favor; it merely levels the playing field.

**Myth #4: A person with a disability is sick, or has something wrong with them.**

**Fact:** Disability is a natural part of the human experience, and it is not the same as being sick. Individuals with disabilities have varying degrees of need, and are sometimes sick, just as non-disabled are sometimes sick. Mistaking a disability for sickness not only fails to sometimes sick. Mistaking a disability for sickness not only fails to respond to a person's needs, it perpetuates a negative stereotype and an assumption that the person can and should be cured.

**Myth #5: People with disability always need expensive and high-tech assistive devices or services.**

**Fact:** Simple inexpensive devices are often the most critical in helping people with a disability live independently. Assistive devices can be as affordable as an eating utensil or Velcro strap.

**Myth #6: All persons who use wheelchairs are chronically ill or sickly.**

**Fact:** The association between wheelchair use and illness may have evolved through hos-

pitals using wheelchairs to transport sick people. A person may use a wheelchair for a variety of reasons, none of which may have anything to do with lingering illness.

**Myth #7: Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."**

**Fact:** A wheelchair, like a bicycle or an automobile, is a personal assistive device that enables someone to get around.

**Myth #8: All persons with hearing disabilities can read lips.**

**Fact:** Lip-reading skills vary among people who use them and are never entirely reliable.

**Myth #9: People who are blind acquire a "sixth sense."**

**Fact:** Although most people who are blind develop their remaining senses more fully, they do not have a "sixth sense."

**Myth #10: The lives of people with disabilities are totally different than the lives of people without disabilities.**

**Fact:** People with disabilities go to school, get married, work, have families, do laundry, grocery shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.

## THE FACULTY ROOM—

Located at [www.washington.edu/doi/Faculty/](http://www.washington.edu/doi/Faculty/)

The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities. It includes six primary areas that address issues faced by postsecondary educators: *Accommodations and Universal Design, Rights and Responsibilities, Faculty Resources, Faculty Presentations, Searchable Knowledge Base Resources for Trainers, Staff, and Administrators*



## Ten Commandments of Etiquette for Communicating with People with Disabilities

Resource- National Center for Access Unlimited, 155 North Wacker Drive, Suite 315, Chicago, IL 60606, October 1995.

**I.** When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.

**II.** When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)

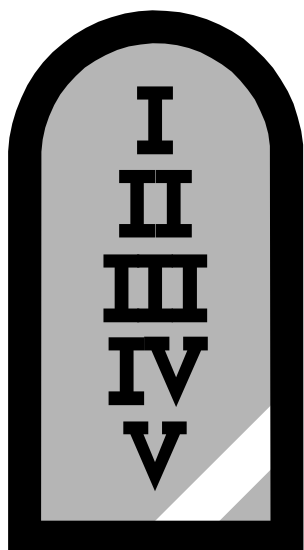
**III.** When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

**IV.** If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.

**V.** Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)

**VI.** leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.

**VII.** Listen attentively



when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

**VIII.** When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

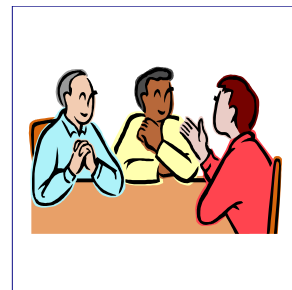
**IX.** To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to

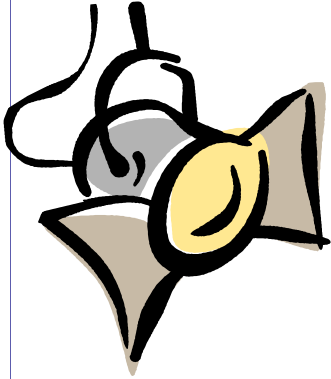


their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.

**X.** Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about that?" that seems to relate to a person's disability. Don't be afraid to ask questions when you're unsure of what to do.

When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.





## ***Student Spotlight***

The story of my life. (Pascual S. Marin)

I was born hearing impaired at child birth in the Denver Hospital and my parents recognized my disability as a "natural" setting, which wasn't viewed with pity but with a general understanding and compassion that was strong among my family members. At 18 months, I was placed in an all oral school in Denver and have mastered English by the time I was 5 years of age. I remembered there was no indication of having any of my teachers teaching me sign language, for in the old days, the oral method was in full swing and it was a policy enacted by the State of Colorado. It was there when speech and voice was greatly emphasized. (as well as all subjects in school).

In 1982, I moved with my parents to El Paso and was enrolled at Hillside Elementary in the autumn. Mrs. Valdez was my sign language teacher and taught me signs within six weeks. I was also exposed with other deaf children, as well as the culture itself and soon blended in. During my remaining years at Hillside Elem., Coldwell Jr. High, and Austin High school; I have made many friends since then and the experience was a positive one. During those years, I was sometimes "mainstreamed" with the hearing students in class and we would exchange our views of the world. To me, it is the best of "both" worlds, because I have learned so much about many things in this life, which serves as a bridge and to close the "gap" of both hearing and hearing impaired students together.

I am now in my Jr. year and mastering a bachelor degree in Education at UTEP. My goal is to become a teacher for the deaf which has been my dream ever since I graduated from EPCC in 2003....and my philosophy in life is this: Be sure you know where you are going. Have confidence in yourself and all doubts will cease, And success is bitter sweet! I hope my story will inspire you as well as others and nothing is impossible regarding of their disabilities..for them to do because they can ! May God bless you and have a great day!

Pascual S. Marin  
Achievements/Awards

- 1991 Drug Awareness  
Speech Award
- 1992 Speech Award
- 1993 Student of the Year
- 1993 Letter of recognition  
from president Clinton

# Dragon NaturallySpeaking

Dragon NaturallySpeaking is an exciting computer program that actually types the words that a person dictates into a microphone.

The program transcribes while a person speaks at up to 160 words per minute, which can help save time and increase productivity.

This software is useful for students with cognitive disabilities who have a hard time in information processing like learning disability, dyslexia. For a student with a physical disability such as severe carpal tunnel or amputation, Dragon could quickly become their favor-

ite program. Dragon naturally Speaking 6 has passed rigorous testing to meet



Section 508 standards established by the U.S. government to make software accessible for people with disabilities. Also, with Dragon Naturally-Speaking the user can navigate

around Windows and manage files and folders without needing a mouse or keyboard.

Non-disabled users in the legal, business, and medical fields have found this program to be an invaluable time-saving tool. It enables busy professionals to create documents and e-mails, fill out forms, and streamline workflow tasks—all by speaking!



“Leadership is the art of getting someone else to do something you want done because he wants to do it”

-Dwight Eisenhower

## CAMPUS LIFE

There are a number of clubs and activities available to students, covering a number of different interests. Check out the LINK

<http://www.academics.utep.edu/Default.aspx?tabid=40816>

## LEADERSHIP OPPORTUNITIES AVAILABLE!

Are you looking for opportunities to use your leadership skills? Would you like to raise awareness about disabilities and/or mentor an incoming student with a disability? If so, we have the perfect opportunity for you!

Do not hesitate in call us at 747-5148 or e-mail us at [dss@utep.edu](mailto:dss@utep.edu)

We hope everyone has a fun yet safe graduation. Take time to enjoy your accomplishments and look forward to the challenges ahead.

Have a great summer!



## Interacting with People with Disabilities A Self Analysis (True or False)



1. \_\_\_ Using a wheelchair means the end of a fulfilling life.
2. \_\_\_ Slow speech is a sign of a slowed mental process.
3. \_\_\_ Having a vision disability means you are unable to give directions.
4. \_\_\_ People with disabilities are usually in need of, or want, assistance.
5. \_\_\_ Most people who are deaf read lips.
6. \_\_\_ Being blind means a person lives in total darkness.
7. \_\_\_ Hearing impaired and hard of hearing are the same thing.
8. \_\_\_ Having a mobility disability does not mean that you have other disabilities.
9. \_\_\_ Deaf people can have excellent speech.
10. \_\_\_ Most deaf people cannot make sound with their voice.
11. \_\_\_ Having a vision disability gives someone super-hearing, super-touch or super-smell.
12. \_\_\_ Having slow speech does not mean you can't or don't want to talk for yourself.
13. \_\_\_ Finger spelling is a form of Sign Language.
14. \_\_\_ People paralyzed from the waist down cannot have children.
15. \_\_\_ People with communication disabilities may be mistaken for a person who is drunk.

- ANSWERS:
- 1. F 2. F 3. T 4. F 5. T 6. F 7. F 8. T 9. T 10. F 11. F 12. F 13. T 14. F 15. T

*Individuals with disabilities that constitute a substantial barrier to employment may qualify for vocational rehabilitation services.*



waiver.

Individuals with disabilities that constitute a substantial barrier to employment may qualify for vocational rehabilitation services. Services offered to eligible individuals may include job readiness, re-

### Department of Assistive and Rehabilitative Services (DARS) May Benefit You-

To find out if DARS can help you with testing, tuition, books, assistive devices and some medical treatment, pick up a DARS brochure at the DSSO.

You may qualify for tuition assistance or a Tuition

referrals, tuition assistance, diagnostic testing, counseling and guidance, and assistance in acquiring adaptive equipment. Prospective clients should apply at the DARS Office five months prior to admission to ACC. Contact DARS for referrals, tuition assistance, diagnostic testing, counseling and guidance, and phone numbers. Website:

[www.dars.state.tx.us](http://www.dars.state.tx.us).

Phone: 1-800-628-5115 (Voice/TDD).

#### DARS - Blind Division

DARS is the state agency that provides assistance to individuals who are blind

or visually impaired. The client assistance toll-free number is 1-800-252-9605.

#### Texas Relay Service



This service allows users of TDD to call someone without

a TDD. Call 1-800-735-2988 and operators will relay information between the two parties.

All information relayed is confidential.

# What's Your Personal Learning Style?

There are three learning styles: Visual, Auditory, and Kinesthetic. Visual learners learn best by seeing, auditory learners by hearing, and kinesthetic by doing. Do you know your personal learning style? Here is a quick reference of study techniques for each learning style.



<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
Picture concepts in mind	Read texts out loud	Writing down information
Looking over notes or text	Tape record lecture and re-view important material (assignments, test review)	Grasping ball/other object in hands while reading
Drawing pictures or charts	Talk through problem solving or writing	Take breaks during studying to walk around, stand up and stretch
Use Flashcards for formulas, Vocabulary	Listen to instrumental music while studying	Hands on practice when possible
Color coding (blue for definitions, red for dates)	Ask questions at tutoring sessions or instructor office hours	
Highlight important materials	Study groups	
Use brainstorming or Mind-mapping to organize papers		

**UTEP- Disabled Student Services**

106 E. Union Building  
P.O. BOX 609  
El Paso, Texas 79968-

Phone: 915-747-5148  
Fax: 915-747-8712  
E-mail: [dss@utep.edu](mailto:dss@utep.edu)

Disabled Student



**Our Vision-**

Students with disabilities can accomplish their educational goal when given the opportunity!!

**Our Mission-**

Provide individuals with disabilities:

- equal access and opportunity
- empowerment
- support
- resources
- advocacy

Collaborate with and outreach the university campus and community so that students can participate freely and actively in all facets of university life.

---

**WE WANT YOUR FEEDBACK!**

The Disabled Student services Office wants to hear what you think! If you want to offer comments or suggestions to the DSSO Team, now is your time! Stop by our front office and complete a survey!

Write any thoughts, comments or concerns and drop it in the drop box or just e-mail us ([dss@utep.edu](mailto:dss@utep.edu)). Available in multiple formats for all DSSO students.